Colonnade FOUNDATIONS Assessment
2021-2022

Potter College of Arts and Letters	*English*
Writing in the Disciplines	
David LeNoir	

Please select the option(s) that best describe all sections of this course (you may select more than one):

☐ Taught 100% face to face

☐ Taught 100% online

☒ Mix of online and face to face

☐ Includes dual credit

Student Learning Outcome 1			
Student Learning Outcome	Use of sources: Capstone mastery (score of 4) "demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing."		
Measurement Instrument 1	Student formal papers which include the incorporation of outside sources and which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of composition, so mastery as indicated by the highest scores is not an expectation for an intermediate-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an intermediate-level course, student ratings are expected to be clustered in the middle portion of the rubric scale.		
Program Success Target for this Measurement	80% of ENG 300 essays will score 2.5 or higher. (A supplementary measure is for 30% to score 3.5 or higher.)	**Percent of Program Achieving Target**	100% of the essays scored 2.5 or higher. (In the supplementary measure, 17% scored 3.5 or higher.)

Methods	A list of randomly-selected ENG 300 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=44.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		☒ **Met**	☐ **Not Met**
Follow-Up Academic year 2022-23			
As we move into a new academic year, the department will consider whether to continue with this outcome to affirm continuing success or to shift our next assessment to a different outcome. No changes are anticipated in our sampling or methodology.			

Student Learning Outcome 2			
Student Learning Outcome	Genre and Disciplinary Conventions: Capstone mastery (score of 4) "demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices."		
Measurement Instrument 1	Student formal papers which include the incorporation of outside sources and which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of composition, so mastery as indicated by the highest scores is not an expectation for an intermediate-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors In an intermediate-level course, student ratings are expected to be clustered in the middle portion of the rubric scale.		
Program Success Target for this Measurement	80% of ENG 300 essays will score 2.5 or higher. (A supplementary measure is for 30% to score 3.5 or higher.)	**Percent of Program Achieving Target**	100% of the essays scored 2.5 or higher. (In the supplementary measure, 17% scored 3.5 or higher.)
Methods	A list of randomly-selected ENG 300 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=44		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		☒ **Met**	☐ **Not Met**
Follow-Up Academic year 2022-23			
As we move into a new academic year, the department will consider whether to continue with this outcome to affirm continuing success or to shift our next assessment to a different outcome. No changes are anticipated in our sampling or methodology.			

Student Learning Outcome 3

Student Learning Outcome	Control of Syntax and Mechanics: Capstone mastery (score of 4) "uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free."
Measurement Instrument 1	Student formal papers which include the incorporation of outside sources and which have been developed over time with opportunity for in-process revision.
Criteria for Student Success	The rubric is designed to consider the full range of composition, so mastery as indicated by the highest scores is not an expectation for an intermediate-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an intermediate-level course, student ratings are expected to be clustered in the middle portion of the rubric scale.

Program Success Target for this Measurement	80% of ENG 300 essays will score 2.5 or higher. (A supplementary measure is for 30% to score 3.5 or higher.)	Percent of Program Achieving Target	83% of the essays scored 2.5 or higher. (In the supplementary measure, 17% scored 3.5 or higher.)
Methods	A list of randomly-selected ENG 300 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=44		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		☒ **Met** ☐ **Not Met**	

Follow-Up Academic year 2022-23

As we move into a new academic year, the department will consider whether to continue with this outcome to affirm continuing success or to shift our next assessment to a different outcome. No changes are anticipated in our sampling or methodology.

ENGLISH 100 AND 300 RUBRIC[1]

English 100 introduces students to college-level writing and critical reading, gives students instruction and practice in writing and reading college-level essays, and makes students aware of how various audiences and rhetorical situations call for different choices in language, structure, format, and tone.

English 300 builds on the skills introduced in English 100 and raises the standards for what we consider successful academic argumentative writing. English 300 gives students advanced instruction and practice in writing and reading essays within an academic discipline and makes students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation.

Student Learning Outcomes for English 100 and 300

Students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments. (English 300 only)

About the Rubric

This rubric focuses assessment on how specific written work samples respond to specific contexts that are appropriate for either English 100 or 300. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing. The rubric does, however, focus evaluators' attention on the rhetorical features of student texts, such as thesis, organization of ideas, use of evidence/sources, and the conventions of formal academic writing, including grammar and style.

Glossary

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. personal essays, formal academic argument, letter to the editor, review, proposal, etc.
- Sources: Texts (written, oral, print and online) that writers draw on as they work for a variety of purposes—to extend, argue with, develop, define, or shape their ideas.

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[1] Adapted from the AAC&U's VALUE Rubrics, available at https://www.aacu.org/value/rubrics .

ENGLISH 100 AND 300 RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). *College Composition and Writing in the Disciplines SLO 1*	❍ Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	❍ Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	❍ Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	❍ Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Explanation of issues *College Composition and Writing in the Disciplines SLO 3*	❍ Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	❍ Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	❍ Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	❍ Issue/problem to be considered critically is stated without clarification or description.
Student's position (perspective, thesis/hypothesis) *College Composition and Writing in the Disciplines SLO 3*	❍ Specific position (perspective, thesis/hypothesis) is insightful, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	❍ Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	❍ Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	❍ Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences) *College Composition and Writing in the Disciplines SLO 3*	❍ Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	❍ Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	❍ Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	❍ Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Use of Sources *College Composition and Writing in the Disciplines SLO 2*	❍ Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	❍ Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	❍ Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	❍ Demonstrates an attempt to use sources to support ideas in the writing.
Interpretation *Writing in the Disciplines SLO 2, 3, 5*	❍ Provides evidence not only of the ability to read within an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	❍ Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	❍ Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	❍ Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice Participating in academic discourse about texts *Writing in the Disciplines SLO 2, 3, 5*	❍ Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	❍ Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	❍ Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	❍ Comments about texts in ways that preserve the author's meanings and link them to the assignment.
Evidence Selecting and using information to investigate a point of view or conclusion *College Composition SLO 2, 3 and WID SLO 2, 3, 5*	❍ Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	❍ Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	❍ Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	❍ Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). *College Composition and Writing in the Disciplines SLO 1*	❍ Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices	❍ Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	❍ Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	❍ Attempts to use a consistent system for basic organization and presentation.
Control of Syntax and Mechanics *College Composition and Writing in the Disciplines SLO 4*	❍ Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	❍ Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	❍ Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	❍ Uses language that sometimes impedes meaning because of errors in usage.