

Colonnade FOUNDATIONS Assessment 2023-2024	
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	61% of the essays scored 2.5 or higher. (In the supplementary measure, 14% 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.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Follow-Up Academic year 2024-25			
Previous success on this outcome had suggested we would likely rotate to a new outcome. However, last year's sharp decline had us revisit this outcome. This year's results were notably better, but we will want to follow through with this measure for at least two more cycles. During the academic year, the department will, as part of a series of regularly-scheduled pedagogy discussions, explicitly address issues which may impact student performance on this measure and pedagogical strategies which can address such issues. No changes are anticipated in our sampling or methodology, though we may want to consider adjustments due to the earlier deadline for reports.			

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	59% of the essays scored 2.5 or higher. (In the supplementary measure, 11% 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.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Follow-Up Academic year 2024-25			
Previous success on this outcome had suggested we would likely rotate to a new outcome. However, last year's sharp decline had us revisit this outcome. This year's results were notably better, but we will want to follow through with this measure for at least two more cycles. During the academic year, the department will, as part of a series of regularly-scheduled pedagogy discussions, explicitly address issues which may impact student performance on this measure and pedagogical strategies which can address such issues. No changes are anticipated in our sampling or methodology, though we may want to consider adjustments due to the earlier deadline for reports.			

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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	77% of the essays scored 2.5 or higher. (In the supplementary measure, 20% 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.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
Follow-Up Academic year 2024-25			
Previous success on this outcome had suggested we would likely rotate to a new outcome. However, last year’s sharp decline had us revisit this outcome. This year’s results were notably better—a near miss to our goal—but we will want to follow through with this measure for at least two more cycles. During the academic year, the department will, as part of a series of regularly-scheduled pedagogy discussions, explicitly address issues which may impact student performance on this measure and pedagogical strategies which can address such issues. No changes are anticipated in our sampling or methodology, though we may want to consider adjustments due to the earlier deadline for reports.			