|  |
| --- |
| **Assurance of Student Learning Report****2023-2024** |
| *PCAL* | *English* |
| *Professional and Technical Writing Certificate (1780)* |
| *Jeff Rice* |
| ***Is this an online program***? [ ]  Yes [x]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here [x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

|  |
| --- |
| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1: Student Learning Outcome 3: Determine the needs of specific rhetorical situations, including audiences, purposes, and uses.**  |
| **Instrument 1** | Student writing samples from Rhetoric course (ENG 412)  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[x]  Not Met** |
| **Program Student Learning Outcome 2: Student Learning Outcome 4: Refine writing style for clarity, conciseness, coherence, cohesion, and emphasis.**  |
| **Instrument 1** | Student writing samples from Rhetoric course (ENG 412)  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[x]  Not Met** |
| **Assessment Cycle Plan:**  |
| We will assess these SLOs again in the 2024-25 assessment cycle.  |

|  |
| --- |
| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | **Student Learning Outcome 3: Determine the needs of specific rhetorical situations, including audiences, purposes, and uses.** |
| **Measurement Instrument 1**  | Student writing samples appropriate for this learning outcome were gathered from one Rhetoric course (ENG 412: Theory of Rhetoric and Persuasive Writing). This learning outcome falls under the department and Professional Writing program’s larger goal in this cycle of assessment to evaluate the ability of students to successfully analyze argumentative techniques, and this rhetoric course assigned student writing that addressed this goal.  |
| **Criteria for Student Success** | The language in this rubric is freely adapted from the [AAC&U Value Rubrics](https://www.aacu.org/value-rubrics) provided for us by the WKU ASL Office. Instead of creating prose for each possible nuance on a 5-point scale we have created a high, middle, and low end target. RUBRIC5 (highest score) Demonstrates skillful use of appropriate rhetorical strategies to support the audience, purpose, and use 3 (middle score) Demonstrates an attempt to use appropriate rhetorical strategies, but does not consistently incorporate them well enough to support the audience, purpose, and use1 (lowest score) Demonstrates an attempt to use rhetorical strategies, but does not incorporate them to support audience, purpose, and useN/A Does not use rhetorical appeals to address a particular audience.A score of 4 or higher is deemed to be successful. |
| **Program Success Target for this Measurement** | 70% of student artifacts rated at 4 or higher, none at 3 or lower. | **Percent of Program Achieving Target** | 50% of student artifacts were rated at 4 or higher, 0 received 3 or lower. |
| **Methods**  | Two (2) Professional and Technical Writing Certificate students in the ENG 412: Theory of Rhetoric and Persuasive Writing course submitted a writing sample appropriate for this learning outcome. Both student artifacts were made anonymous and evaluated independently by program five faculty using the rubric guidelines above. 100% of students enrolled in the program were evaluated and included in the data. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[x]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results:** Though the criteria for success were not met, the results are somewhat misleading. Of the two (2) samples, one (1) sample received a score of 4 or higher, while the other received a score of 3.8. Despite not hitting our goal, we are somewhat encouraged by these results because they show students scoring well above a 3 and incrementally moving closer to a score of 4. Moreover, while the sample size is small, we are encouraged by these trends and will continue measuring this SLO in the 2024-25 cycle.**Conclusions**: We believe that this SLO’s low success rate can be attributed to mostly sample size (2). As a new academic program in 2023-2024 AY, we knew the Professional & Technical Writing Certificate (1780) would have a small sample size for this year’s assessment. With such a small sample size, it is difficult to achieve a higher success rate, but as stated above, we believe that we are close to achieving our goal of 70%. Accordingly, we will continue our efforts in implementing this SLO into the program’s curriculum, where students will receive dedicated instruction on this SLO and how to better implement it into their writing. We believe that this can lead to a strong reinforcement and mastery of the skills associated with this SLO.**Plans for Next Assessment Cycle**: This will be assessed in the 2024-25 assessment cycle. |

|  |
| --- |
| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | **Student Learning Outcome 4: Refine writing style for clarity, conciseness, coherence, cohesion, and emphasis.** |
| **Measurement Instrument 1** | Student writing samples appropriate for this learning outcome were gathered from one Rhetoric course (ENG 412: Theory of Rhetoric and Persuasive Writing). This learning outcome falls under the department and Professional Writing program’s larger goal in this cycle of assessment to evaluate the ability of students to successfully analyze argumentative techniques, and this rhetoric course assigned student writing that addressed this goal.  |
| **Criteria for Student Success** | The language in this rubric is freely adapted from the [AAC&U Value Rubrics](https://www.aacu.org/value-rubrics) provided for us by the WKU ASL Office. Instead of creating prose for each possible nuance on a 5-point scale we have created a high, middle, and low-end target. RUBRIC5 (highest score) Demonstrates skillful use of correct and appropriate writing style3 (middle score) Demonstrates an attempt to use a correct and appropriate writing style, but has a few major errors OR persistent small errors1 (lowest score) Demonstrates an attempt to use a correct and appropriate writing style, but has many major errors OR frequent, persistent small errorsA score of 4 or higher is deemed to be successful. |
| **Program Success Target for this Measurement** | 70% of student artifacts rated at 4 or higher, none at 3 or lower. | **Percent of Program Achieving Target** | 50% of student artifacts were rated at 4 or higher, 0 received 3 or lower. |
| **Methods**  | Two (2) Professional and Technical Writing Certificate students in the ENG 412: Theory of Rhetoric and Persuasive Writing course submitted a writing sample appropriate for this learning outcome. Both student artifacts were made anonymous and evaluated independently by program five faculty using the rubric guidelines above. 100% of students enrolled in the program were evaluated and included in the data. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[x]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results:** Like SLO 1, the results of SLO 2 are somewhat misleading (and disappointing). Of the two (2) samples, one (1) sample received a score of 4 or higher, while the other received a score of 3.4. Despite not hitting our goal, we are somewhat encouraged by these results because they show students scoring well above a 3 and incrementally moving closer to a score of 4. Moreover, while the sample size is small, we believe this SLO to be a core outcome of the program and will continue measuring it in the 2024-25 cycle.**Conclusions**: We believe that this SLO’s low success rate can be attributed to mostly sample size (2). As a new academic program in 2023-2024 AY, we knew the Professional & Technical Writing Certificate (1780) would have a small sample size for this year’s assessment. With such a small sample size, it is difficult to achieve a higher success rate, but as stated above, we believe that we are close to achieving our goal of 70%. Accordingly, we will continue our efforts in implementing this SLO into the program’s curriculum, where students will receive dedicated instruction on this SLO and how to better implement it into their writing. We believe that this can lead to a strong reinforcement and mastery of the skills associated with this SLO.**Plans for Next Assessment Cycle**: This will be assessed in the 2024-25 assessment cycle. |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Requirement** | **Course Number and Title** | **LO1:** **Understand explicitly the development and use of spoken and written language** | **LO2:** **Analyze, interpret, and critically discuss a diverse variety of texts** | **LO3:** **Analyze argumentative and persuasive techniques in a variety of genres** | **LO4:** **Compose successfully in multiple genres, media, and formats** | **LO5:** **Demonstrate a strong understanding of the history and development of literature in English in a global context** | **LO6:** **Analyze a diverse variety of texts through multiple theories and histories** | **LO7:** **Conduct academic research and document it appropriately** |
| Pre-requisite | ENG 100: Intro to College Writing |  | I | I | I |  | I | I |
| Writing | ENG 212: Intro to Digital Texts & Media |  |  | R | R |  |  |  |
| Writing (1) | ENG 306: Business WritingENG 307: Technical Writing |  | R | R | R |  |  | R |
| Professional and Technical Writing Theory (1) | ENG 301: Argument and AnalysisENG 349: Special Topics in Professional WritingENG 401: Advanced CompositionENG 412: Theories of Rhetoric and Persuasive WritingENG 415: Writing and Technology | R | R | M, A | R |  | R | R |
| Professional and Technical Writing Application (1) (may not duplicate course used in core) | ENG 306: Business WritingENG 307: Technical WritingENG 369: Internship IENG 402: Editing and PublishingENG 414: Professional Writing Capstone |  | R, M, A | R, M, A | R, M, A |  | R, M, A | R, M, A |