



English Annual Assessment 2018-2019

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Annual Assessment 18-19

English BA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The mission of the English program at William Woods University is to prepare students to navigate in a world of texts—teaching students to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. This mission is supported by our four program objectives, which ask students to reflect on texts both as products of their culture and as reflections of a matrix of aesthetic writing conventions.

The University's mission is to be an independent voice in higher education. William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. The English program's focus on the interpretation and creation of texts positions WWU students in a way that allows them to engage global and local cultures. This process, of course, is ongoing, but the students' education in analyzing and responding to texts serves them throughout their lives, we think, as they mature and encounter more texts, and as they confront ethical challenges that they recognize as being part of certain continuities of influence and concerns that transcend any particular moment. Likewise, our students are required to reflect on their own writing, and this process of reflection is a key element in self-liberation.

These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

Students Majors 2017-18

9

Student Majors 2018-19

4

Student Minors 2017-18

8

Student Minors 2018-19

6

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

No concentrations.

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

No concentrations.

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

We would like to grow the program from its current number of a little less than ten students to more like twenty students. To accomplish these, we regularly stage LEAD events we think of as outreach events, whether tied to film screenings, the OneRead and LEADRead programs, or National Poetry Month, etc. We also recently met with admissions to talk with them about the way they present the program when they are meeting with interested students. That said, the size of our program is largely dependent on the overall enrollment at the school, and it has always been that. In short, we'd like to be a larger program, we put ourselves out there, but when the student body as a whole is historically small, as it is now and is anticipated to be for the next couple years, the program is likely to remain small as well.

Our persistence and degree completion is about where we'd expect it to be. Sometimes we have students who graduate in three years, though this is rare. I can't remember anyone who is not a dual major taking more than four. Retention is about where you'd expect, though when we lose one student, is really affects us statistically because the program is so small.

We remain open to working with transfer students, and we think that our program, with its manageable core of classes and its deliberate structure, does make ours a program that is attractive to transfer students who are looking to graduate in two years.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

There is not a relevant external accrediting test or body that assesses the breadth of our program, that can assess performance in rhetoric and film, which are program includes alongside more traditional focuses of literature and creative writing.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Two faculty worked on redeveloping the marketing one-sheet that is used to promote the program through admissions.

The webpage for English is OK; we'd give it a low B. The student profile on Ashley is the strongest piece there. We could probably generate some new alumni quotes, maybe from Leigh Rice and Brittni Cebulak. But most of the information that is there is accurate, even if it could maybe be pared back some.

Marketing Material

webpage1.PNG
 webpage2.PNG
 webpage3.PNG
 webpage4.PNG
 webpage5.PNG

Program Assessment

Standard/Outcome

| Identifier | Description |
|------------|---|
| WWU2016.1 | Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. |
| WWU2016.2 | Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society. |
| WWU2016.3 | Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions. |
| WWU2016.4 | Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society. |

Additional Standards/Outcomes

| Identifier | Description |
|------------|---|
| ENG.1 | Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations. |
| ENG.2 | Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts. |
| ENG.3 | Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns. |
| ENG.4 | Students will reflect substantively on their growth as writers and scholars |

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serves as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serves as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serves as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

ENG Curriculum Map(Imported)(Imported)

| | ENG 210 | ENG 215 | ENG 218 |
|--|---------|---------|---------|
| ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations. | A | A | A |
| ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts. | A | A | |
| ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns. | | | |
| ENG.4 Students will reflect substantively on their growth as writers and scholars | | | A |

| | ENG 222 | ENG 280 | ENG 302 |
|---|---------|---------|---------|
| ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations. | A | A | |

| | | | |
|--|---|---|---|
| ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts. | A | | A |
| ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns. | | A | |
| ENG.4 Students will reflect substantively on their growth as writers and scholars | | | A |

| | ENG 308 | ENG 316 | ENG 327 |
|--|----------------|----------------|----------------|
| ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations. | A | | |
| ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts. | | A | A |
| ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns. | | A | A |
| ENG.4 Students will reflect substantively on their growth as writers and scholars | A | | |

| | ENG 440 |
|--|----------------|
| ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations. | A |
| ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts. | A |
| ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns. | A |
| ENG.4 Students will reflect substantively on their growth as writers and scholars | A |

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for ENG Curriculum Map

| <p>ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.</p> <p>Assessment Measures</p> | | | | | | | | | | | | | | | | | | | |
|--|---|---|-----------------------------------|------------------------|---------|--|--|--|--|--------------------|-----------|---------|--------------------------------|------------------------|----------------|---|---|-----------------------------------|--|
| <table border="1"> <thead> <tr> <th>ENG 210</th><th></th><th></th><th></th><th></th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - Essay</td><td>Has the criterion 75% of students assessed as developing or better been met yet? Met</td><td>18/18 (100% of students assessed as developing or better.</td><td>210AssessmentS19.pdf</td><td></td></tr> </tbody> </table> | | | | | ENG 210 | | | | | Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 18/18 (100% of students assessed as developing or better. | 210AssessmentS19.pdf | |
| ENG 210 | | | | | | | | | | | | | | | | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | | | | | | |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 18/18 (100% of students assessed as developing or better. | 210AssessmentS19.pdf | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>ENG 215</th><th></th><th></th><th></th><th></th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - Essay</td><td>Has the criterion 75% of students assessed as developing or better been met yet? Met</td><td>100% (18 of 18) assessed as developing or better.</td><td>ENG_215_and_316_data.docx</td><td></td></tr> </tbody> </table> | | | | | ENG 215 | | | | | Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 100% (18 of 18) assessed as developing or better. | ENG_215_and_316_data.docx | |
| ENG 215 | | | | | | | | | | | | | | | | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | | | | | | |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 100% (18 of 18) assessed as developing or better. | ENG_215_and_316_data.docx | | | | | | | | | | | | | | | | |
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| ENG 218 | | | | | | | | | | | | | | | | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | | | | | | |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 16/18 (89%) of students scored developing or better. | Eng_218_Obj1.pdf | | | | | | | | | | | | | | | | |
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| ENG 222 | | | | | | | | | | | | | | | | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | | | | | | |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 13/14 students (93%) of students scored developing or better. | Via_Eng_222_Narrative_Paper_1.pdf | | | | | | | | | | | | | | | | |
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| ENG 280 | | | | | | | | | | | | | | | | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | | | | | | |

| | | | | |
|----------------|---|--|------------------------------|--|
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 10/11 (91%) of students scored developing or better. | Eng_280_Assessment_data.docx | |
|----------------|---|--|------------------------------|--|

| ENG 308 | | | | |
|--------------------|---|-------------------------------|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Not met | Course not offered this year. | | |

| ENG 440 | | | | |
|---------------------------|--|--|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Portfolio Review | Has the criterion 100% of students assessed as developing or better been met yet? Met | 2/2 (100% of) students assessed as developing or better. | 327_440AssessmentS19.docx | |

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.

Assessment Measures

| ENG 210 | | | | |
|--------------------|---|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 18/18 (100% of) students assessed as developing or better. Data attached to obj 1 | | |

| ENG 215 | | | | |
|--------------------|---|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 100% (18 of 18) assessed as developing or better. | ENG_215_and_316_data.docx | |

| ENG 222 | | | | |
|---------------------------|---|--|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 13/14 (93%) of students scored developed or better. Data attached to objective one for this class. | | |
| ENG 302 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Not met | Course not offered this year. | | |
| ENG 316 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Met | 100% (6 of 6) assessed as developing or better. | ENG_215_and_316_data.docx | |
| ENG 327 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Met | 7/7 (100% of) students assessed as developing or better. | 327_440AssessmentS19.docx | |
| ENG 440 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Portfolio Review | Has the criterion 100% of students assessed as developing or better been met yet? Met | 2/2 (100% of) students assessed as developing or better. Data attached to obj 1 | | |

ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

Assessment Measures

| ENG 280 | | | | |
|--------------------|---|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 11/11 (100% of) students assessed as developing or better. Data attached to obj 1 | Eng_280_Assessment_data.docx | |

| ENG 316 | | | | |
|--------------------|---|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Met | 100% (6 of 6) assessed as developing or better. | ENG_215_and_316_data.docx | |

| ENG 327 | | | | |
|--------------------|---|--|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Met | 7/7 (100% of) students assessed as developing or better. Data attached to obj2 | | |

| ENG 440 | | | | |
|---------------------------|--|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Portfolio Review | Has the criterion 100% of students assessed as developing or better been met yet? Met | 2/2 (100% of) students assessed as developing or better. Data attached to obj 1 | | |

ENG.4 Students will reflect substantively on their growth as writers and scholars

Assessment Measures

| ENG 218 | | | | |
|--------------------|---|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 75% of students assessed as developing or better been met yet? Met | 100% of students who took part in the final scored developing or better | | |

| ENG 302 | | | | |
|--------------------|---|-------------------------------|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Not met | Course not offered this year. | | |

| ENG 308 | | | | |
|--------------------|---|-------------------------------|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 80% of students assessed as developing or better been met yet? Not met | Course not offered this year. | | |

| ENG 440 | | | | |
|---------------------------|--|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Portfolio Review | Has the criterion 100% of students assessed as developing or better been met yet? Met | 2/2 (100% of) students assessed as developing or better. Data attached to obj 1 | | |

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The English program has been working, for a couple years, to get to a place where we are getting most of our assessment data out of class work. This works well for us because we have a small number of majors but have a lot of

contact hours with students more generally, especially because we teach so many 200-level gen ed courses. That means that at the 200-level at least, by adding the Eng/ Eng Ed rubric to assignments in some of those courses, we've been able to gather a lot of data about how successful those courses are at meeting program objectives.

There are some dark patches in those silver clouds: low enrollment means that classes, especially but not exclusively those at the 300- and 400-level, are canceled. This means that there are some areas of our program that we can't really assess. It's also the case that some of our online sections are still not assessing student work for how well it meets the program objectives. There's an irony here: those courses were first to have students upload assignments, before there even was an Eng / Eng Ed rubric, and as a result, the templates for those assignments lack that rubric. Right now, technical issues in VIA prevent us from adding the rubric to that template, which means it needs to be added in a more ad hoc manner. We're going to try to hoc better about adding the rubric to next year's classes.

When we met this year, we talked about what we'd like our data to tell us that maybe it doesn't right now. We met on Wed, 5/8, and posed three questions that are at least adjacent to assessment. First, there's a prereq of ENG 102 doe most 200-level Eng courses. Is this prereq necessary? Can it be modified to allow students to enroll in 200-level courses if they are simultaneously enrolled in Eng 102? (This is allowed now with permission, but we wonder if we should make it automatic.) Second, we wondered about the relative success rates of transfer and traditional students at 300- and 400-level courses. Though the sample size is vanishingly small for these populations, it would tell us if lower level courses were necessary preparation for upper-level work. And finally, faculty observed that students struggle to find and integrate research appropriately into their work, especially at the upper levels. Faculty are considering adding a research-based assignment to all 300-level courses and maybe generating a one objective rubric to see how well students do this. This would mean assessing something we're not assessing now, but it might yield results that would lead us to revise our program curriculum.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students will present on songs that belong in the "21st Century American songbook" by giving a short oral argument why, accompanied by a written outline.

This will allow us to informally gauge student comprehension of objectives 2, 3, and 4, though we are not looking for assessment data out of this event, since we feel like we get enough data out of coursework.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Two English students presented at the senior showcase on Nov 29. They presented on the essays they had written in the capstone class, which is usually an expansion of an essay created in another class. Faculty give feedback to the senior seminar leader; that leader, this year Dr Smith, uses that feedback to assess student achievement of program objectives.

The primary gain is to create an event to honor our students' work and to create an opportunity to question students about their work in a context that is larger than an ordinary class.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

ENG_Program_Objectives_Rev_Fall_13.doc

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

2 film screenings, one tied to the OneRead text and another tied to a WWU Theater mainstage production.

Senior showcase presentations were a LEAD event.

Two additional events tied the OneRead book were LEAD events.

The Halloween "Scary Stories" reading and a "creative writers reading" event were both LEAD events.

'First Flight' Film Festival

Alumni-Student Creative Writing Mixer and Reading

Two events where a pair of outside readers read to students.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

One senior student received a perfect score on the GRE writing exam.

One senior was accepted to two graduate programs in English and will start her program in the fall at UMKC where she has funding as a TA.

One student was selected as distinguished scholar for English and the Cockrell Award.

3 students presented at the 9th annual CMU Humanities conference.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

One student published a version of essay she'd written for her senior seminar in an academic journal.

Another student is opening her own editing service and published an article in Spine magazine.

Another student has started a content marketing service in St Paul, Minnesota.

Another student is an on-air radio personality in Mexico, MO.

Another student won statewide recognition for her teaching at the high school in Hermann, MO.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

One faculty member gave seven presentations to the MU School of Health on leadership and group cohesion. She also co-authored a published academic paper.

That faculty member also oversaw an independent study.

Another faculty member held private tutoring sessions with students from the ASL-ITP program to prepare for the Test of English Proficiency.

Another faculty member served as the faulty English tutor in the Academic Success Center and reviewed film textbook for a publisher.

Another faculty member published several stories, poems, and a single essay, as well as presenting at the College English Association national conference and at a Watermark-branded event in Springfield, MO.

Two faculty members collaborated with admissions to reformat and revise the department's marketing materials.

Assessment Rubric

Annual Assessment Rubric 2018

30.000 pts 76.92%

| Clear | 3.000 Exceeds | 2.000 Meets | 1.000 Falls Below Expectations | N/A |
|---|--|--|---|---|
| Mission Statement Clearly Articulated weight: 1.000 | <p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p> | <p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p> | <p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Reflection on Retention weight: 1.000 | <p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p> | <p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p> | <p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Defines External Accreditation Standards weight: 1.000 | <p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p> | <p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p> | <p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| General Education alignment clearly explained weight: 1.000 | <p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p> | <p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p> | <p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Curriculum Map alignment weight: 1.000 | <p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p> | <p><input checked="" type="checkbox"/> The curriculum map is complete</p> | <p><input checked="" type="checkbox"/> The curriculum map is not complete</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Assessment of Objectives weight: 1.000 | <p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p> | <p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p> | <p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Data Driven Decision-making is explained weight: 1.000 | <p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p> | <p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p> | <p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p> | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |

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|---|---|---|---|---|
| Documentation provided on assessment findings weight: 1.000 | <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. | <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. | <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Analysis of Assessment is complete weight: 1.000 | <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. | <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. | <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. | <input checked="" type="checkbox"/> N/A |
| Comment: | <p>The program has laid out their assessment across the curriculum and faculty so that it is equally distributed by load and course designation. The program does a good job of articulating their results and providing the evidence for their claims.</p> | | | |
| Improvement narratives are selected with intentionality weight: 1.000 | <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options | <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. | <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. | <input checked="" type="checkbox"/> N/A |
| Comment: | <p>The program did not use any Improvement Narratives</p> | | | |
| Student Performance Review weight: 1.000 | <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. | <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. | <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Senior Showcase weight: 1.000 | <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. | <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. | <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | |
| Co Curricular activities weight: 1.000 | <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students. | <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. | <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. | <input checked="" type="checkbox"/> N/A |
| Comment: | <p>The program put on several LEAD events for the campus community.</p> | | | |
| Faculty, alumni, and Student accomplishments weight: 1.000 | <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. | <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. | <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. | <input checked="" type="checkbox"/> N/A |
| Comment: | <p>It is a small program but still they included information on students and faculty in their reporting.</p> | | | |