



**WILLIAM WOODS
UNIVERSITY**

English Annual Assessment 2019-2020

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Annual Assessment 2019-2020

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)

Student Majors 2018-19

4

Students Majors 2019-2020

4

Student Minors 2018-19

5

Student Minors 2019-20

6

Concentrations 2018-19

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

No concentrations.

Concentrations 2019-20

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?

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?

The webpage materials on the English major and minor are ok, with one exception. In snip 3, the heading says "Pursue an exciting career as a/ an" and then lists field (editing, publishing) instead of the titles for those positions. As written, it should say "publisher, editor," etc. I think the best fix would be the edit the heading to read "Pursue an exciting career in." That removes the awkward a/ an construction and also makes it so you can work in publishing without being the publisher, which feels more likely.

Marketing Material

Marketing_Web_Page.zip

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
MO-SPE-TC.1	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
MO-SPE-TC.1C1	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
MO-SPE-TC.1C2	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
MO-SPE-TC.1C3	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
MO-SPE-TC.1C4	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
MO-SPE-TC.1C5	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
MO-SPE-TC.2	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
MO-SPE-TC.2C1	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
MO-SPE-TC.2C2	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
MO-SPE-TC.2C3	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
MO-SPE-TC.2C4	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.
MO-SPE-	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs

TC.2C5	impact learning.
MO-SPE- TC.2C6	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.
MO-SPE- TC.3	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
MO-SPE- TC.3C1	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.
MO-SPE- TC.3C2	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
MO-SPE- TC.3C3	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
MO-SPE- TC.4	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.
MO-SPE- TC.4C1	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
MO-SPE- TC.4C2	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
MO-SPE- TC.4C3	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
MO-SPE- TC.5	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
MO-SPE- TC.5C1	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
MO-SPE- TC.5C2	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
MO-SPE- TC.5C3	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
MO-SPE- TC.6	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
MO-SPE- TC.6C1	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
MO-SPE- TC.6C2	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.
MO-SPE- TC.6C3	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
MO-SPE- TC.6C4	Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.
MO-SPE-	Student Assessment and Data Analysis: The teacher understands and uses formative and summative

TC.7	assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
MO-SPE- TC.7C1	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
MO-SPE- TC.7C2	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
MO-SPE- TC.7C3	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.
MO-SPE- TC.7C4	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
MO-SPE- TC.7C5	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.
MO-SPE- TC.7C6	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.
MO-SPE- TC.8	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
MO-SPE- TC.8C1	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
MO-SPE- TC.8C2	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
MO-SPE- TC.8C3	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
MO-SPE- TC.9	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
MO-SPE- TC.9C1	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/instructor to establish relationships in the school, district and community.
MO-SPE- TC.9C2	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
MO-SPE- TC.9C3	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

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](#)

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

1) Interdisciplinary

Several English faculty have found ways to engage in interdisciplinary work in the classroom.

One faculty brought in the PHL prof to talk to his classes about existentialism to deepen the students' understanding of Camus' The Stranger.

In Film studies classes, students look at elements of film production alongside COM students studying the same elements on the side of film production.

2) Reflective (current events)

English classes long have and continued to engage contemporary issues and concerns. For example, composition classes discussed abortion and trafficking as well as analyzing political rhetoric. A World Lit class looked at the ways Chinese literature from the 1920s might be used by both sides of the contemporary strife over Hong Kong political autonomy.

3) Reflective (self-assessment)

The English curriculum regularly asks students to assess their own work to identify its strengths and weaknesses. For example, in one comp class, students write short reflective essays on their growth as writers after reflection on a portfolio of their writing in the class.

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

ENG Curriculum Map

	ENG 210	ENG 215	ENG 218	ENG 222	ENG 280	ENG 302	ENG 308	ENG 316	ENG 327	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	A	A	A	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		A		A		A	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	A	A
ENG.4 Students will reflect substantively on their growth as writers and scholars			A			A	A			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

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

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	22/23 (95%) students assessed as developing or better.	ENG_210.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	95% (18 of 19) assessed as developing or better.	ENG_Data_Fall_19.docx	

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	19/19 (89%) of students scored developing or better.	ENG_218.pdf	

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	16/16 students (100%) of students scored developing or better.	ENG_222__Introduction_to_Rhetoric_L.pdf	

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 scored developing or better.	Eng_280.pdf	
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? Met	2/2 (100%) students scored developing or better.	Eng_308.pdf	
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	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 1.		

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 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	22/23 (100%) 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	95% (18 of 19) assessed as developing or better. Data attached to objective 1.		

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	16/16 (100%) of students scored developed or better. Data attached to objective one for this class1		
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? Met	10/11 (89%) students scored developing or better. Data attached to objective four.		
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	6/6 (100%) students assessed as developing or better.	ENG_327_Data.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	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 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.

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.pdf	

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% (7 of 7) assessed as developing or better. Data attached to ENG 215 objective 1.		

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	6/6 (100%) 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	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 1.		

ENG.4 Students will reflect substantively on their growth as writers and scholars				
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? Not met	This assessment was tied to the final exam, which didn't happen as planned because COVID. No data to report.		
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? Met	10/11 (89%) students scored developing or better.	ENG_302_Spring_20_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? Met	2/2 (100%) students scored developing or better. Data attached to objective 1.		
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	100% (2 of 2) assessed as developing or better. Data attached to ENG 215 objective 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 and English Ed programs are generally happy with the data we are generating in courses. We didn't find that the data that we were getting from Student Performance Review days was particularly useful, so we no longer collect data from that event.

This year we again ran into problems collecting data from our online classes (ENG 239 and ENG 301). This is because the templates for assignments in those classes don't have the right rubrics attached. I've tried to fix this but it hasn't work, so I think I'll need to create a new template and start using that instead of the ones that appear impossible to fix.

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?

Student Performance Days Plan for Feb 18 and 19, 2020

This year, we will again give students a prompt that they will use to make a presentation to the collected faculty. We'll schedule them for these presentations/interviews for 20 minute blocks on Tuesday and Wednesday morning. On Wednesday afternoon, we'll also have a "performance review practice session," which we think might be a way to give students some help at navigating the CLA, and if nothing else, will help them know what to expect.

Prompt for interviews: choose a fictional character from the past who you feel is especially relevant in 2020. Why?

Performance task: You are the CEO of Film Production for the Star Wars franchise at Disney. Given the differences between two approaches to the film universe, represented by the work of Rian Johnson (The Last Jedi) and JJ Abrams (The Rise of Skywalker), review the provided documents and chart a path for new Star Wars movies.

The interviews will not be scored on a rubric or assessed. We get plenty of good data from our classes, but the interviews, when we don't assess them, give us an opportunity to push students to think about the task in ways we hope they will find helpful.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Reviews_Sched_2020.docx

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 students, one English and one History, presented their senior projects at the end of the fall semester. We feel like asking the students to make a presentation of the process behind the final project they created in senior seminar makes the students reflect on their work in ways we and they find helpful. It means they need to find the big take-away from their project, but it also allows them to talk about the challenges they faced and to see the sweat equity of their final project.

We assess their presentation as part of the grade for their final senior project, because being able to present and defend your work is an important skill. But it's a small part of the overall grade. We don't use a rubric for it, finding instead that an email chain is usually good enough to identify what we need to know.

Assessment Rubrics

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

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.

The English program sponsored several LEAD events in fall 2019, including Film Club LEAD events, including one that was part of suicide prevention month and another tied to Halloween.

The English dept also sponsored a Halloween creative writing event as well as several events tied to NOMDLAND, this year's OneRead book.

The Film Club screened the movie *Hidden Figures* as a LEAD event to celebrate Black History Month.

Also, the English senior seminar presentation was a LEAD event.

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 student published a poem in the online journal Little Death. Another student studied in South Korea.

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 was voted the president of grad program's chapter of Sigma Tau Delta, the English Honor Society.

Another student launched an editing company.

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 was a contributing co-author of an article published in a medical journal as well as editing editing grant proposals in collaboration with WWU's Office of Advancement

Another worked with COM faculty to develop and revise an article submitted for publication

A third published creative in online and print journals.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ The mission statement for the program clearly articulated and aligned with the University mission. 	<ul style="list-style-type: none"> ✓ The mission statement is minimal at best. 	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ The program provides a basic reflection on the retention data provided. 	<ul style="list-style-type: none"> ✓ The program does not reflect on retention data in a detailed way. 	✓ N/A
Comment:	<p>The section of the report for a discussion on retention numbers is not completed. The program needs to speak to this issue in the future. How does the program plan to retain and work with, or recruit new students to the major.</p>			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> ✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation. 	<ul style="list-style-type: none"> ✓ The program provides a basic explanation of the accreditation organizations in the field. 	<ul style="list-style-type: none"> ✓ The program fails to provide any accreditation information. 	✓ N/A
Comment:	<p>There are no external accreditation standards for the program</p>			
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	<ul style="list-style-type: none"> ✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. 	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> ✓ The curriculum map is detailed and complete. 	<ul style="list-style-type: none"> ✓ The curriculum map is complete 	<ul style="list-style-type: none"> ✓ The curriculum map is not complete 	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	✓ N/A
Comment:	<p>the program does a great job of spreading out the assessment in a variety of courses, but also within the diverse range of courses that are offered by the program faculty.</p>			
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> ✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made. 	<ul style="list-style-type: none"> ✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change. 	<ul style="list-style-type: none"> ✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision. 	✓ N/A
Comment:	<p>Each objective assessed has the supporting data behind it and the faculty do a nice job of laying it out. Any issue with data collection are addressed and a plan is in place to figure out how to remedy the problem.</p>			

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <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:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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 as the only "Not Met" objective was not met due to complications with COVID in the term.</p>			
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <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:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				