#### Assessment Cycle 2019-2020

**English – Core Competency #1.** To demonstrate writing as a purpose-driven process of communication within specific contexts.

**Prepared by**: Thomas Reynolds, Program Coordinator Date: May 18, 2020

**Approved by**: Greg Handel, Provost Date: June 22, 2020

**Northwestern State Mission:** Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Northwestern Core Curriculum: In January 2018, under the direction of the Provost, the General Education Committee completed a deliberate and systematic 18-month review of the University Core Curriculum to ensure its alignment with policy 2.16 Statewide General Education Requirements, Louisiana Board of Regents. As a result, the University modified its General Education Core Curriculum ensuring the courses selected were introductory, survey, or appreciation courses and not tied to a specific degree program. The current broad-based core curriculum leverages six key competencies central to the University's mission and is consistent with the Louisiana Board of Regents' requirements for general education. The selection of courses encompasses the knowledge and abilities that Northwestern believes are essential to college graduates.

The requirements are designed to improve students' writing and speaking; provide students with mathematical skills at the level of college algebra and above; strengthen students' understanding of biological, physical, social, and behavioral sciences; and develop an appreciation and knowledge of the arts and humanities. These courses provide the breadth of a student's educational program while the degree program requirements provide the depth of education. The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for this general education competency.

As this was a new approach last year, yearly comparisons between AY 2017-2018 and more recent years are not useful and, therefore, are not included in this report. Yearly comparisons between AY 2018-2019 are useful in understanding AY 2019-2020 and, therefore, are included in this report.

**Purpose:** The purpose of the English Core Competency is to improve students' writing ability. The two-course sequence of English 1010: Rhetoric and Composition I and English 1020: Rhetoric and Composition II aim to develop students' writing ability so that they can demonstrate writing as a purpose-driven process of communication within specific contexts. The knowledge and skills developed through the first-year writing

sequence are applicable to the wide variety of writing students will do in upper-level courses and in the workplace.

#### Methodology:

- 1. The instructor(s) will collect one portfolio of written work including a reflective letter from each student enrolled in English 1010 in the fall semesters and English 1020 in the spring semesters.
- 2. The instructors(s) will assess the student portfolios using the course-appropriate rubrics appended to this document to determine how well the applicable outcomes are met.
- 3. The assessor(s) will collect rubric-based data from the instructors and analyze the programmatic data to determine whether the applicable outcomes are met.
- 4. Faculty will meet during the fall on-call week to discuss the results and determine the actions that need to be taken in response to the evaluation. Individual meetings will be held with faculty during on call week, if necessary. The Writing Program Administrator, in consultation with faculty and the department advisory committee, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

#### Student Learning outcomes.

**SLO 1.** Students will write a variety of types of texts for diverse audiences, purposes, and contexts.

#### Measure 1.1 (Direct – Skill)

**Target: 75%** of student portfolios assessed will score 2 (acceptable) or higher on Rubric 1.1.

At the end of each fall semester, instructors will evaluate student portfolios from all students enrolled in English 1010 that semester, using the standardized rubric 1.1 (attached). Portfolios should consist of student selections of 1) at least two of the formal essays students have written during semester with some evidence of the writing process that led to those essays, 2) at least three informal pieces, such as in-class work or homework, students have written during the semester, and 3) a reflective letter. At least one assignment should evidence collaboration with classmates (e.g., peer review, group assignment). This portfolio should demonstrate the student's ability to compose a variety of types of texts for diverse audiences, purposes, and contexts and will be evaluated based on Rubric 1.1 (attached), which is based on the ENGL 1010 course objectives. At minimum, the contents should include:

- o Cover Page
- o Table of Contents
- o Reflective Statement
- o Formal Writing Assignment #1: Final Version and Evidence of Process
- o Formal Writing Assignment #2: Final Version and Evidence of Process
- o Informal Writing #1

- o Informal Writing #2
- o Informal Writing #3

At least 75% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1010 (1040)	Portfolio	75%	Fall 2019

#### Findings:

AY 2019-2020 920/1040\* student assignments (88%) scored 2+. Target

met.

AY 2018-2019 754/982 student assignments (77%) scored 2+. Target met.

#### Analysis:

In AY 2018-2019 the target was met with 77% of students evaluated scoring 2 or higher on the assessment. Students performed well in this measure in general; however, looking at specific rubric items suggested that students were less successful at demonstrating competency in two areas across the program: 1010.9: Practice collaboration and 1010.7: Identify, understand, and discuss textual features and strategies and how they function as agents of effective communication. Based on the analysis of the results and in an effort to improve the program, faculty were provided training on incorporating collaboration and rhetorical analysis in ENGL 1010 classes, and the portfolio and rating process was reviewed to assist them in ways in which to include evidence of collaboration and analysis in their students' portfolios. Furthermore, instructors were encouraged to review their own results to identify areas of opportunity for improvement based on their students' portfolios.

As a result, in AC 2019-2020 the target was met with 88.46% (920/1040) of students evaluated scoring 2 or higher on the assessment, showing an 11% improvement over the previous year. The training seems to have been effective in improving student performance across the portfolio assessment. Furthermore, no individual rubric item stood out as a significant area of concern across the program.

It is worth noting that in AY 2018-2019, the 982 students assessed represented 77% of course enrollment in Fall 2018 (1268 students enrolled), though those numbers only included sections taught by instructors employed directly by NSU. The assessment process and significance were reviewed and emphasized for faculty at the beginning of the fall semester. In AY 2019-2020, all sections taught by faculty directly employed by NSU reported assessment data. As a result, in AY 2019-2020 84% (1012/1207) of students enrolled in sections taught by faculty directly employed by NSU were assessed, demonstrating that the increased

<sup>\*</sup>Results include 265 dual enrollment students

training in the assessment importance, process, and reporting worked to assist faculty in understanding how to collect and report data more effectively. The remaining 15% of student in these sections for whom no assessment data was collected did not complete the course and, therefore, did not complete the assessment.

An important change in the ENGL 1010 assessment took place this year. AY 2019-2020 is the first year during which assessments were collected for dual enrollment sections taught by faculty credentialed through NSU but teaching in local high schools as the locations of instruction. In fall 2019, there were 584 dual enrollment sections, of which 265 were assessed (45%). Of dual enrollment sections taught by non-NSU employees, only 56 of 364 students (15%) were assessed in fall 2019. Including all sections of English 1010 at all sites of instruction, shows that only 67.44% of students enrolled in the course in Fall 2019 were assessed. This is an area of opportunity for future assessment cycles.

Because the findings demonstrate that our program met the target for SLO 1 through Measure 1.1, the Department will establish a more rigorous target to maximize the benefit of assessment in AY 2020-2021.

#### Decision:

Findings from AY 2019-2020 provide evidence that the English program successfully fulfills SLO 1 through Measure 1.1, with 88% of students scoring 2+ on the rubric, 11% higher than the previous year's results. Training on the portfolio assessment and reporting was effective in increasing participation and will be part of the annual training for faculty teaching ENGL 1010.

Because only 67% of students in ENGL 1010 (84% of students in NSU-faculty-taught courses, 45% of students in dual enrollment sections, 15% in dual enrollment sections taught by non-NSU-faculty) in the fall of 2019 were evaluated, we will study the issue of participation at other sites of instruction to ensure that dual enrollment students are assessed as part of the general education curriculum. Training will be offered to instructors at those sites as part of the effort to increase collection and reporting of assessment data to ensure instruction is consistent across the program.

Furthermore, based on the analysis of these results, the Department will revise expectations so that 80% of students will be expected to score a 2 (acceptable) or higher on the evaluation in AY 2020-2021.

#### **Measure 1.2 (Indirect – Reflection)**

**Target: 75%** of student portfolio letters assessed will score 2 (acceptable) or higher on Rubric 1.2.

At the end of each fall semester, instructors will evaluate student portfolio letters from all students enrolled in English 1010 that semester, using the standardized rubric 1.2 (attached). The portfolio letter should be a reflection on the student's work from the semester as it is evidenced in the portfolio. Students should describe their composing processes, explain what writing they have done over the course of semester, referencing each of the samples in the portfolio as well as other work from the semester, and reflect on their development as a writer through the coursework. Ultimately, the letter should demonstrate that students have thought carefully about their writing as both completed products and active processes completed in response to specific contexts and will be evaluated based on Rubric 1.2 (attached), which evaluates reported student learning based on the ENGL 1010 course objectives. At least 75% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1010 (1040)	Portfolio Letter	75%	Fall 2019

#### Findings:

AY 2019-2020 900/1040\* student assignments (87%) scored 2+ Target

met.

AY 2018-2019 754/982 student assignments (77%) scored 2+. Target met.

#### Analysis:

In AY 2018-2019 the target was met with 77% of students evaluated scoring 2 or higher on the evaluation, as 754 of the students who submitted portfolios scored 2 or higher on the rubric. Students performed well in this measure in general; however, looking at specific rubric items suggests that students were less successful at reflecting on one area across the program: 1010.9: Practice collaboration. Based on the analysis of the results and in an effort to improve the program, faculty were provided training on incorporating collaboration in ENGL 1010 classes, and the portfolio and rating process was reviewed to assist them in ways in which to include evidence and discussion of collaboration in their students' portfolios. Furthermore, instructors were encouraged to review their own results to identify areas of opportunity for improvement based on their students' portfolios.

As a result, in AY 2019-2020 the target was met with 87% of students evaluated scoring 2 or higher on the evaluation, as 900 of the 1040 students who submitted portfolios scored 2 or higher on the rubric, showing an 10% improvement over the previous year. The training seems to have been effective in improving student performance across the portfolio assessment. Furthermore, no individual rubric item stood out as a significant area of concern across the program.

<sup>\*</sup>Results include 265 dual enrollment students

It is worth noting that in AY 2018-2019, the 982 students assessed represented 77% of course enrollment in Fall 2018 (1268 students enrolled), though those numbers only included sections taught by instructors employed directly by NSU. The assessment process and significance were reviewed and emphasized for faculty at the beginning of the fall semester. In AY 2019-2020, all sections taught by faculty directly employed by NSU reported assessment data. As a result, in AY 2019-2020 84% (1012/1207) of students enrolled in sections taught by faculty directly employed by NSU were assessed, demonstrating that the increased training in the assessment importance, process, and reporting worked to assist faculty in understanding how to collect and report data more effectively. The remaining 15% of student in these sections for whom no assessment data was collected did not complete the course and, therefore, did not complete the assessment.

An important change in the ENGL 1010 assessment took place this year. AY 2019-2020 is the first year during which assessments were collected for dual enrollment sections taught by faculty credentialed through NSU but teaching in local high schools as the locations of instruction. In fall 2019, there were 584 dual enrollment sections, of which 265 were assessed (45%). Of dual enrollment sections taught by non-NSU employees, only 56 of 364 students (15%) were assessed in fall 2019. Including all sections of English 1010 at all sites of instruction, shows that only 67.44% of students enrolled in the course in Fall 2019 were assessed. This is an area of opportunity for future assessment cycles.

In AY 2018-2019, a number of faculty noted that the results for Measures 1.1 and 1.2 were very similar; in fact, while there was some granular variation, the overall results were identical. This issue was studied in AY2019-2020 and will continue to be studied over this assessment cycle, which may lead to further revision of the assessment tool(s) following the next reporting year.

Because the findings demonstrate that our program met the target for SLO 1 through Measure 1.1, the Department will establish a more rigorous target to maximize the benefit of assessment in AY 2019-2020.

#### Decision:

Findings from AY 2019-2020 provide evidence that the English program successfully fulfills SLO 1 through Measure 1.2, with 87% of students scoring 2+ on the rubric, 10% higher than the previous year. Training on the portfolio assessment and reporting was effective in increasing participation and will be part of the annual training for faculty teaching ENGL 1010.

Because only 67% of students in ENGL 1010 (84% of students in NSU-faculty-taught courses, 45% of students in dual enrollment sections, 15% in dual enrollment sections taught by non-NSU-faculty) in the fall of 2019 were evaluated, we will study the issue of participation at other sites of instruction to ensure that dual enrollment students are assessed as part of the general

education curriculum. Training will be offered to instructors at those sites as part of the effort to increase collection and reporting of assessment data to ensure instruction is consistent across the program.

Because results continue to be so similar between Measure 1.1 and 1.2, we will study this issue based on AY 2020-2021 results to determine if two measures are needed or if we are measuring the same thing twice. By giving this issue attention, we hope to improve our assessment process to make it both useful and efficient.

Furthermore, based on the analysis of these results, the Department will revise expectations so that 80% of students will be expected to score a 2 (acceptable) or higher on the evaluation in AY 2020-2021.

**SLO 2.** Students will perform writing as a process of planning, researching, prewriting, drafting, evaluating, and revising to develop and strengthen their compositions.

#### Measure 2.1 (Direct – Skill)

**Target: 75%** of student portfolios assessed will score 2 (acceptable) or higher on Rubric 2.1.

At the end of each spring semester, instructors will evaluate student portfolios from all students enrolled in English 1020 that semester, using the standardized rubric 2.1 (attached). This portfolio, a process portfolio, is a collection of a student's work on the researched argument assignment that is the culmination of the English 1020 course. This collection should consist of evidence of the student's composition process, from initial planning through drafting and revision to the final version, and a reflective letter. Among this evidence should be evidence of some peer review activity. This portfolio should demonstrate the student's ability to perform writing as a purpose-driven process that leads to a researched essay and will be evaluated based on Rubric 2.1 (attached), which is based on the ENGL 1020 course objectives. The minimum contents should include:

- Cover Page
- Table of Contents
- Reflective Statement
- Planning Materials (e.g., freewriting, notes, idea maps, etc.)
- Shaping/Organizing Materials (e.g., thesis statements, outlines, etc.)
- Rough Draft with Comments (self-review, tutor review, and/or instructor review)
- Evidence of Collaborative Activity
- Working Bibliography of Research
- Final Version of Researched Argument Essay

At least 70% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1020 (707)	Portfolio	75%	Spring 2020

#### Findings:

AY 2019-2020 620/707\* student assignments (88%) scored 2+. Target

met.

AY 2018-2019 692/807 student assignments (86%) scored 2+. Target met.

#### Analysis:

In AY 2018-2019 the target was met with 86% (692/807) of students evaluated scoring 2 or higher on the assessment. Students performed well in this measure in general, and, looking at specific rubric items suggested that students who were successful were successful across the rubric while students who were unsuccessful were unsuccessful across the rubric. Based on the analysis of the results and in an effort to improve the program, faculty were provided training on ways in which to encourage more students to complete the portfolio assignment, including samples to share with students who might have been unsuccessful without a model. Furthermore, instructors were encouraged to review their own results to identify areas of opportunity for improvement based on their students' portfolios.

As a result, in AY 2019-2020 the target was met with 88% (620/707) of students evaluated scoring 2 or higher on the assessment, showing an 2% improvement over the previous year. The training seems to have been effective in improving student performance across the portfolio assessment; however, overall student submissions were down, which is addressed below. Looking at the rubric, ENGL 1020.6: Practice Collaboration was an area of concern across both successful and unsuccessful assignments. Because this was not an issue identified in AY 2018-2019, it is suspected that the move to online instruction in response to the COVID-19 pandemic is largely responsible for this issue. It is likely that collaboration that could happen easily between face-to-face students was more difficult to manage in the online setting, particularly in the quick move to online instruction of students and faculty who were scheduled to meet face-to-face. Still this was identified as an area of opportunity for faculty development.

It is worth noting that in AY 2018-2019, the 982 students assessed represented 77% of course enrollment in Spring 2019 (1268 students enrolled), though those numbers only included sections taught by instructors employed directly by NSU. The assessment process and significance were reviewed and emphasized for faculty at the beginning of the fall semester. In AY 2019-2020, all but one section taught by faculty directly employed by NSU reported assessment data. Despite this increased reporting, in AY 2019-2020 only 72% (688/944) of students

<sup>\*</sup>Results include 133 dual enrollment students

enrolled in sections taught by faculty directly employed by NSU were assessed. The strong reporting across sections indicates that this training was successful, but numbers of students evaluated dropped due to the COVID-19 pandemic, which forced a larger-than-normal number of students not completing the course on time (opting for grades of Incomplete [I], taking a late Withdrawal [W], or not completing the course at all and earning a failing grade [F]). In other words, the remaining 28% of student in these sections taught by instructors employed directly by NSU for whom no assessment data was collected did not complete the course on time and, therefore, did not complete the assessment within the assessment period.

An important change in the ENGL 1020 assessment took place this year. AY 2019-2020 is the first year during which assessments were collected for dual enrollment sections taught by faculty credentialed through NSU but teaching in local high schools as the locations of instruction. In spring 2020, there were 400 dual enrollment students, of whom 114 were assessed (28.5%). Of dual enrollment sections taught by non-NSU employees, only 19 of 286 students (7%) were assessed in spring 2020. This low number is likely the result of COVID-19 pandemic impact on the completion of K12 schools that were effectively closed by the Governor for the portion of the semester during which the portfolio would have been completed and submitted. Including all sections of English 1020 at all sites of instruction, shows that only 57.5% of students enrolled in the course in Spring 2020 were assessed. This is an area of opportunity for future assessment cycles.

Because the findings demonstrate that our program met the target for SLO 2 through Measure 2.1, the Department will establish a more rigorous target to maximize the benefit of assessment in AY 2020-2021.

Furthermore, instructors will be provided training in the use of and evidencing of collaboration in the course, particularly in online environments.

Furthermore, instructors will be encouraged to review their own results to identify areas of opportunity for improvement based on their students' portfolios. Because the rubric ties specifically to course goals and objectives in measuring this student learning outcome, any low-scoring areas provide instructors specific indication of areas for improvement in their own classrooms.

Finally, the Writing Program Administrator, working with the Dual Enrollment areas on campus, will work to improve reporting from instructors credentialed through NSU but employed by and working in K12 settings.

#### Decision:

Findings from AY 2019-2020 provide evidence that the English program successfully fulfills SLO 2 through Measure 2.1, with 88% of students scoring 2+ on the rubric.

Based on the analysis of the results and in the spirit of improvement, instructors will be provided training in the use of and evidencing of collaboration in the course in online environments.

In an effort to improve reporting of assessment of instruction at all NSU sites, the Writing Program Administrator will work with the Dual Enrollment areas on campus to improve reporting from instructors credentialed through NSU but employed by and working in K12 settings

Furthermore, based on the analysis of these results, the Department will revise expectations so that 80% of students will be expected to score a 2 (acceptable) or higher on the evaluation in AY 2020-2021.

#### **Measure 2.2 (Indirect – Reflection)**

**Target: 75%** of student portfolio letters assessed will score 2 (acceptable) or higher on Rubric 2.2.

At the end of each spring semester, instructors will evaluate student portfolio letters from all students enrolled in English 1010 that semester, using the standardized rubric 2.2 (attached). The portfolio letter should be a reflection on the student's work on the researched argument assignment as it is evidenced in the portfolio. Students should describe their composing processes, explain their rhetorical and stylistic choices, and reflect on their development as a writer through the project. Ultimately, the letter should demonstrate that students have thought carefully about their writing as both completed products and active processes completed in response to specific contexts and will be evaluated based on Rubric 2.2 (attached), which evaluates reported student learning based on the ENGL 1020 course objectives. At least 70% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1020 (707)	Portfolio Letter	75%	Spring 2020

#### Findings:

AY 2019-2020 604/707\* student assignments (85%) scored 2+. Target met.

AY 2018-2019 668/807 student assignments (83%) scored 2+. Target met.

#### Analysis:

In AY 2018-2019 the target was met with 83% (668/807) of students evaluated scoring 2 or higher on the assessment. Students performed well in this measure in general, and, looking at specific rubric items suggested that students who were

<sup>\*</sup>Results include 133 dual enrollment students

successful were successful across the rubric while students who were unsuccessful were unsuccessful across the rubric. Based on the analysis of the results and in an effort to improve the program, faculty were provided training on ways in which to encourage more students to complete the portfolio assignment, including samples to share with students who might have been unsuccessful without a model. Furthermore, instructors were encouraged to review their own results to identify areas of opportunity for improvement based on their students' portfolios.

As a result, in AY 2019-2020 the target was met with 85% (604/707) of students evaluated scoring 2 or higher on the assessment, showing an 2% improvement over the previous year. The training seems to have been effective in improving student performance across the portfolio assessment; however, overall student submissions were down, which is addressed below. Looking at the rubric, ENGL 1020.6: Practice Collaboration was an area of concern across both successful and unsuccessful assignments. Because this was not an issue identified in AY 2018-2019, it is suspected that the move to online instruction in response to the COVID-19 pandemic is largely responsible for this issue. It is likely that collaboration that could happen easily between face-to-face students was more difficult to manage in the online setting, particularly in the quick move to online instruction of students and faculty who were scheduled to meet face-to-face. Still this was identified as an area of opportunity for faculty development.

It is worth noting that in AY 2018-2019, the 982 students assessed represented 77% of course enrollment in Spring 2019 (1268 students enrolled), though those numbers only included sections taught by instructors employed directly by NSU. The assessment process and significance were reviewed and emphasized for faculty at the beginning of the fall semester. In AY 2019-2020, all but one section taught by faculty directly employed by NSU reported assessment data. Despite this increased reporting, in AY 2019-2020 only 72% (688/944) of students enrolled in sections taught by faculty directly employed by NSU were assessed. The strong reporting across sections indicates that this training was successful. but numbers of students evaluated dropped due to the COVID-19 pandemic, which forced a larger-than-normal number of students not completing the course on time (opting for grades of Incomplete [I], taking a late Withdrawal [W], or not completing the course at all and earning a failing grade [F]). In other words, the remaining 28% of student in these sections taught by instructors employed directly by NSU for whom no assessment data was collected did not complete the course on time and, therefore, did not complete the assessment within the assessment period.

An important change in the ENGL 1020 assessment took place this year. AY 2019-2020 is the first year during which assessments were collected for dual enrollment sections taught by faculty credentialed through NSU but teaching in local high schools as the locations of instruction. In spring 2020, there were 400 dual enrollment students, of whom 114 were assessed (28.5%). Of dual

enrollment sections taught by non-NSU employees, only 19 of 286 students (7%) were assessed in spring 2020. This low number is likely the result of COVID-19 pandemic impact on the completion of K12 schools that were effectively closed by the Governor for the portion of the semester during which the portfolio would have been completed and submitted. Including all sections of English 1020 at all sites of instruction, shows that only 57.5% of students enrolled in the course in Spring 2020 were assessed. This is an area of opportunity for future assessment cycles.

Because the findings demonstrate that our program met the target for SLO 2 through Measure 2.2, the Department will establish a more rigorous target to maximize the benefit of assessment in AY 2020-2021.

Furthermore, instructors will be provided training in the use of and evidencing of collaboration in the course, particularly in online environments.

Furthermore, instructors will be encouraged to review their own results to identify areas of opportunity for improvement based on their students' portfolios. Because the rubric ties specifically to course goals and objectives in measuring this student learning outcome, any low-scoring areas provide instructors specific indication of areas for improvement in their own classrooms.

Finally, the Writing Program Administrator, working with the Dual Enrollment areas on campus, will work to improve reporting from instructors credentialed through NSU but employed by and working in K12 settings.

It is also worth noting, and a number of faculty did note it, that the results for Measures 2.1 and 2.2 were very similar; while there was a difference for 20/707 students (3%), the vast majority of students scored similarly on the two measurements. This issue will continue to be studied in AY2020-2021 and may lead to further revision of the assessment tool(s) when the current assessment cycle ends.

#### Decision:

Findings from AY 2019-2020 provide evidence that the English program successfully fulfills SLO 2 through Measure 2.1, with 85% of students scoring 2+ on the rubric.

Based on the analysis of the results and in the spirit of improvement, instructors will be provided training in the use of and evidencing of collaboration in the course in online environments.

In an effort to improve reporting of assessment of instruction at all NSU sites, the Writing Program Administrator will work with the Dual Enrollment areas on campus to improve reporting from instructors credentialed through NSU but employed by and working in K12 settings

Because results were so similar between Measure 2.1 and 2.2, we will continue to study this issue based on AY 2020-2021 results to determine if two measures are needed or if we are measuring the same thing twice. By giving this issue attention, we hope to improve our assessment process to make it both useful and efficient.

Finally, based on the analysis of these results, the Department will revise expectations so that 80% of students will be expected to score a 2 (acceptable) or higher on the evaluation in AY 2020-2021.

# Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

- Student achievement of targets for Measures 1.1, 1.2, 2.1, and 2.2 in AY 2019-2020 demonstrated the success of the program regarding our established SLOs that tie directly to the purpose of Core Competency 1: English.
- Increased response rates on the survey instrument for Measures 1.1 and 1.2 (84%) administered in the fall of 2019 demonstrated that training in the assessment process provided to faculty in August 2019 led to stronger collection and reporting of date.
- Lower response rates on the survey instrument for Measures 2.1 and 2.2 (72%) administered in the spring 2020 illustrated the impact of the COVID-19 pandemic and the move to all-online instruction on collection of data—a larger-than-normal number students simply did not complete the assessment even while NSU employed faculty did report data for all but one section.
- Intentional training of faculty in our new approach to assessment improved participation and student success as faculty were better prepared to administer, collect, evaluate, and report on assessments.
- Intentional training in the integration of collaboration and rhetorical analysis in English 1010—identified as areas of opportunity through Measures 1.1 and 1.2 in general and specifically as they were evidenced and addressed in the assessment tools had a significant positive impact on Fall 2019 reporting on those measures.
- The first year of intentionally collecting and reporting data from dual enrollment students in courses taught by NSU credentialed instructors who are employed by and teach in K12 settings demonstrated a need to work with dual enrollment areas on campus and K12 schools to improve the collection and reporting of assessment data.

#### **Plan of Action Moving Forward**

Our dedication to continual improvement for SLOs 1 and 2 will lead to the following refinements to the courses and assessments in the General Education Core Curriculum English area (ENGL 1010 and ENGL 1020 courses):

- Training in the integration of "collaboration" in the coursework and assessment for all instructors of English 1020, particularly in online settings.
- Training in the administration, collection, evaluation, and reporting of assessment data for both SLOs and all four measures for all faculty teaching English 1010 and 1020.
- Development of processes and procedures to train dual enrollment instructors employed by and working in K12 settings in the use and reporting of assessment data.
- Finally, because findings demonstrate that our program met the targets for all SLOs in both AY 2018-2019 and 2019-2020, we will establish more rigorous targets to maximize the benefit of assessment in the future.

## Attachment A:

# General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Direct Assessment (SLO 1.1)

# Rubric 1.1 – English 1010 Writing Portfolio Rubric

Standards	Artifact(s)	Target 3	Acceptable 2	Not_Acceptabl e 1	Scor e
ENGL 1010.1  - Write texts	Samples of formal and informal	Demonstrate the student's ability to	Demonstrate the student's ability to	Fail to demonstrate the student's	
with a variety of <b>purposes</b> .	student writing	write effectively for a wide variety of purposes.	write for a variety of purposes.	ability to write for a variety of purposes.	
ENGL 1010.4  - Write in a variety of rhetorical situations tailored to a variety of audiences.	Samples of formal and informal student writing	Demonstrate the student's awareness of diverse audiences and rhetorical situations.	Demonstrate the student's awareness of audience and rhetorical situation.	Fail to demonstrate the student's awareness of audiences and rhetorical situations.	
ENGL 1010.5  - Write with respect to expectations of genre, format, structure, style, and surface features appropriate to	Samples of formal and informal student writing	Demonstrate the student's ability to recognize and meet the many expectations of their writerly contexts.	Demonstrate the student's ability to recognize and meet the expectations of their writerly contexts.	Fail to demonstrate the student's ability to recognize and meet the expectations of their writerly contexts.	

ENGL 1010.8 — Understand basic student writing student dear thesis statements.  ENGL 1010.3 — Construct clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand basic strategies of flexible or or of stratedies for mal student writing with grocess of flexible or or ocess trategies for when when were strategies for the student's ability to construct a clear thesis strategies in their writing.  Demonstrate the student's ability to employ arbitivate the student's ability to employ rhetorical strategies in their writing.  Fail to demonstrate the student's ability to construct a clear thesis statement.  Fail to demonstrate the student's ability to construct a thesis construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.6 — Demonstrate the student's ability to employ the conventions of Standard American English with mi	the writer's				
- Understand basic formal and informal student writing withe grocess of Standard American English in formal writing.  - Understand basic strategies and basic writing withe grocess of strategies or formal and informal student writing.  - Construct clear thesis statements.  - Construct clear thesis statements.  - Demonstrate the student's ability to employ rhetorical strategies in their writing.  - Construct clear thesis statement.  - Demonstrate the student's ability to construct a clear thesis statement.  - Demonstrate the student's ability to construct a clear thesis statement.  - Demonstrate the student's ability to construct a the student's ability to construct a the student's statement.  - Demonstrate the student's ability to construct a the student's ability to construct a the student's statement.  - Demonstrate the student's ability to construct a statement.  - Demonstrate the student's ability to construct a the student's ability to employ the conventions of Standard American English with minimal error.  - Demonstrate the st	context.				
- Understand basic rhetorical strategies used in the development of writing.  ENGL 1010.3 — Construct clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible since of process of strategies for writing withing with glassing strategies of strategies in their writing.  Demonstrate the student's ability to employ rhetorical strategies in their writing.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a thesis statement.  Demonstrate the student's ability to construct a thesis statement.  Demonstrate the student's ability to employ the construct a the student's ability to employ the conventions of Standard American English with minimal error.  ENGL 1010.2 — Understand and develop flexible strategies for when witting with strategies for planning, drafting, and revising when were revising when revis	ENGL 1010.8	•			
basic rhetorical strategies used in the development of writing.  ENGL 1010.3 — Construct clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for strategies for strategies of process of planning, drafting, and revising when strategies for strategies for strategies in their writing.  Employ rhetorical strategies in their writing.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a thesis statement.  Demonstrate the student's ability to construct a the student's ability to employ the conventions of Standard American English with minimal ervising when strategies for strategies for strategies for strategies for strategies in their writing.  Demonstrate the student's ability to construct a the student's ability to conventions of Standard American English.  ENGL 1010.2 Samples of formal student writing with given process strategies for planning, drafting, and revising when strategies for planning.	<ul><li>Understand</li></ul>				
strategies used in the development of writing.  ENGL 1010.3 — Construct clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies  strategies in their writing.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a thesis statement.  Demonstrate the student's ability to ability to conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies in their writing.  Demonstrate the student's ability to construct a thesis statement.  Demonstrate the student's ability to conventions of Standard American English with minimal error.  Demonstrate the student's ability to conventions of Standard American English with minimal error.  Demonstrate the student's ability to conventions of Standard American English with minimal error.  Demonstrate the student's ability to conventions of Standard American English with minimal error.  Demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to conventions of Standard American English.  ENGL 1010.2  - Understand and develop formal student writing  Demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to conventions of Standard American English.  English.  Fail to demonstrate the student's ability to conventions of Standard American English.  English.  Fail to demonstrate the stude	basic	student	student employ employ	employ	ability to
strategies used in the development of writing.  ENGL 1010.3 — Construct clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for  effectively in their writing.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a clear thesis statement.  Demonstrate the student's ability to construct a thesis statement.  Demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to conventions of Standard American English.  Fail to demonstrate the student's sability to conventions of Standard American English.	rhetorical	writing			
development of writing.  ENGL 1010.3  — Construct clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the Student conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for flexible strategies for str	strategies		effectively in	_	strategies in
Fails to demonstrate the student's ability to construct a clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for strategies f	used in the		their writing.		their writing.
ENGL 1010.3  - Construct clear thesis student writing  Samples of formal student writing  ENGL 1010.6  - Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2  - Understand and develop flexible strategies for growers at strategies for strategi	development				
- Construct clear thesis student writing student.  - Construct clear thesis statements.  - Construct a clear thesis statement.  - Construct a the student's ability to construct a thesis statement.  - Construct a clear thesis statement.  - Construct a clear thesis statement.  - Construct a the student's ability to construct a thesis statement.  - Construct a clear thesis statement.  - Construct a clear thesis statement.  - Construct a the student's ability to construct a thesis statement.  - Construct a clear thesis statement.  - Construct a clear thesis statement.  - Construct a thesis statement.  - Const	of writing.				
student writing  statements.  statements.  statements.  statements.  statements.  Samples of Demonstrate knowledge of the Conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for strategies for strategies for strategies for statement.  student writing  student writing  student writing  student writing  student writing  student construct a clear thesis statement.  Demonstrate the student's ability to demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  Samples of formal student writing with evidence of process  statement.  Demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to employ the conventions of Standard American English.  Fail to demonstrate the student's use of strategies for planning, drafting, and revising when when were statement.  Demonstrate the student's ability to construct a thesis statement.  Fail to demonstrate the student's ability to employ the conventions of Standard American English.  Fail to demonstrate the student's use of strategies for planning, drafting, and revising when the student's planning, drafting, and revising when the student's planning, drafting, and revising when the student's planning ability to construct a thesis statement.  Statement.  Samples of formal student's ability to construct a thesis statement.  Demonstrate the student's ability to demonstrate the student's ability to employ the conventions of Standard American English.  Fail to demonstrate the student's use of strategies for planning, drafting, and revising when the student's ability to employ the conventions of Standard American English with minimal error.  Fail to demonstrate the student's ability to conventions of Standard American English.	ENGL 1010.3	•			
clear thesis statements.  ENGL 1010.6 — Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for strategies for strategies for strategies for strategies for statement.  ENGL 1010.6 — Demonstrate the student's statement.  Samples of formal student withe student's ability to employ the student's ability to employ the conventions of Standard American English with minimal error.  Demonstrate the student's ability to employ the conventions of Standard American English with minimal error.  Demonstrate the student's ability to employ the conventions of Standard American English.  ENGL 1010.2 — Understand and develop flexible strategies for planning, drafting, and revising when strategies for planning	<ul><li>Construct</li></ul>				
Statements.  Statement.  Stail to demonstrate the student's ability to employ the conventions of Standard American English.  English in formal writing.  Samples of formal student's varied use of strategies for planning, drafting, and revising when when when statement.  Staltenent.  Staltenent.  Staltenent.  Staltenet.  Staltenet.  Stail to demonstrate the student's ability to employ the conventions of Standard American English.  Standard  American  English.  Standard  Sta	clear <b>thesis</b>	writing	construct a	construct a	ability to
ENGL 1010.6  - Demonstrate knowledge of the conventions of Standard American English in formal writing.  ENGL 1010.2  - Understand and develop flexible strategies for stra	statements.				
The student student student student student student student writing student and develop flexible strategies for str	<b>-</b>	0 1 1			
Student   Student   Student   Student   Student   Student   Student   Student   Student   Standard   American   English with minimal error.   Standard   American   English in   Stormal writing.   Samples of formal student		•			
the conventions of Standard American English with minimal error.  ENGL 1010.2 - Understand and develop flexible strategies for strategies for strategies for strategies for conventions of Standard American English.  Conventions of Standard American English.  Demonstrate the student's varied use of strategies for planning, drafting, and revising when strategies for strategies for planning, when when when when when the student is strategies for planning, drafting, and revising when the strategies for planning the s	<ul><li>Demonstrate</li></ul>	student			
of Standard American English with minimal error.  English in formal writing.  ENGL 1010.2 - Understand and develop flexible strategies for when strate to student when strategies for planning, drafting, and revising when strategies governed to Standard American English.  Demonstrate the student's use of strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies governed to strategies for planning, drafting, and revising when strategies governed to strategies for planning, drafting, and revising when strategies for planning, drafting when strategies for planning the s	knowledge of	writing			1
Standard American English in formal writing.  ENGL 1010.2  - Understand and develop flexible strategies for strategies for strategies for strategies for strategies for strategies for when strategies for hinding formal error.  English with minimal error.  English.  Demonstrate the student's use of strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies for when strategies for planning, drafting, and revising when strategies for planning when strategies for plannin	the				
American  English in formal writing.  ENGL 1010.2 — Understand and develop flexible strategies for strategies for strategies for strategies for strategies for strategies for when strategies for when strategies for when strategies for when strategies for strategies for when strategies for strategies for strategies for strategies for planning, drafting, and revising when strategies for when strategies for strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies for strategies for when strategies for planning, drafting, and revising when strategies for planning w	conventions of				
English in formal writing.  ENGL 1010.2  - Understand and develop flexible strategies for strategies for strategies for strategies for strategies for strategies for when strategies for strategies for strategies for strategies for when strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for planning when strate	Standard			English.	
formal writing.  ENGL 1010.2  - Understand and develop flexible strategies for strategies for strategies for strategies for strategies for strategies for when strategies for strategies for strategies for strategies for when strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for planning	American		error.		
ENGL 1010.2  - Understand and develop flexible strategies for strategies for strategies for strategies for strategies for strategies for when strategies for strategies for strategies for strategies for strategies for when strategies for strategie	English in				
- Understand and develop flexible strategies for strategies for when  formal student varied use of strategies for planning, drafting, and revising when  the student's use of strategies for planning, drafting, and revising when  demonstrate the student's use of strategies for planning, drafting, and revising when	formal writing.				
and develop flexible strategies for planning, drafting, and revising when strategies for strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when	ENGL 1010.2	•			
and develop flexible strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when strategies for planning, drafting, and revising when revising when strategies for planning, drafting, and revising when revisin	<ul><li>Understand</li></ul>				
strategies for process drafting, and revising when planning, and revising when revising when revising when	and develop	writing with	strategies for	strategies for	use of
strategies for revising revising drafting, and when when revising when	flexible				
	strategies for	•	revising	revising	drafting, and
writing as an composing. composing. composing.	writing as an				•
open <b>process</b> .	open <b>process</b> .		,	,	

ENGL 1010.9  - Practice  collaboration.	Sample of student writing that evidences collaboratio n	Demonstrate s the student's ability to work productively with their classmates.	Demonstrate s the student's ability to work with their classmates.	Fails to demonstrate the student's ability to work with their classmates.
ENGL 1010.7  - Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n.	Reflective	Demonstrate s the student's ability to recognize and discuss elements in their own writing and writing processes and how they affect their ability to communicat e effectively and efficiently.	Demonstrate s the student's ability to recognize and discuss elements in their own writing and writing processes.	Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes.
ENGL 1010.10 – Employ electronic technologies that aid in writing.	Portfolio as a whole	Demonstrate s the student's ability to compose and produce products using electronic technologies	Demonstrate s the student's ability to produce products using electronic technologies	Fails to demonstrate the student's ability to compose or produce products using electronic technologies.

#### **Attachment B:**

# General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Indirect Assessment (SLO 1.2)

# Rubric 1.2 – English 1010 Writing Portfolio Letter Rubric (Indirect)

To what extent	Target	Acceptable	Not_Acceptable	Score
does the	3	2	1	
statement				
address learning				
about				
ENGL 1010.1 -	Response	Response	Response	
Writing texts with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
a variety of	reflection on,	reflection on,	on, or	
purposes.	and personalization of, the standard. Clear, detailed examples are provided, as	and personalization of, the concept. Appropriate examples are provided, as	personalization of, the concept. Examples, when applicable, are not provided.	
ENGL 1010.4 –	applicable. Response	applicable. Response	Response	
Writing in a	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
variety of	reflection on,	reflection on,	on, or	
rhetorical	and personalization	and personalization	personalization of, the concept.	
situations	of, the standard.	of, the concept.	Examples, when	
tailored to a	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
variety of	provided, as	provided, as		
audiences.	applicable.	applicable.		
ENGL 1010.5 –	Response	Response	Response	
Writing with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
respect to	reflection on,	reflection on,	on, or	
expectations of	and personalization	and personalization	personalization of, the concept.	
genre, format,	of, the standard.	of, the concept.	Examples, when	
structure, style,	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	

and surface	provided, as	provided, as	
features	applicable.	applicable.	
appropriate to the			
writer's context.			
ENGL 1010.8 –	Response	Response	Response
Understanding	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
basic <b>rhetorical</b>	reflection on,	reflection on,	on, or
strategies used	and personalization	and personalization	personalization of, the concept.
in the	of, the standard.	of, the concept.	Examples, when
development of	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.
writing.	provided, as applicable.	provided, as applicable.	
ENGL 1010.3 –	Response	Response	Response
Constructing	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
clear <b>thesis</b>	reflection on,	reflection on,	on, or
statements.	and personalization of, the standard. Clear, detailed examples are provided, as applicable.	and personalization of, the concept. Appropriate examples are provided, as applicable.	personalization of, the concept. Examples, when applicable, are not provided.
ENGL 1010.6 –	Response demonstrates an	Response demonstrates a	Response demonstrates a
Demonstrating	in-depth	general	lack of reflection
knowledge of the	reflection on, and	reflection on, and	on, or personalization of,
conventions of	personalization	personalization	the concept.
Standard	of, the standard.	of, the concept.	Examples, when
American	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.
English in formal	provided, as	provided, as	p. 5 . 3 . 3
writing.	applicable.	applicable.	
ENGL 1010.2 –	Response	Response	Response
Understanding	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
and developing	reflection on,	reflection on,	on, or
flexible strategies	and personalization	and personalization	personalization of, the concept.

for writing as an open <b>process</b> .	of, the standard. Clear, detailed examples are provided, as applicable.	of, the concept. Appropriate examples are provided, as applicable.	Examples, when applicable, are not provided.
ENGL 1010.9 – Practicing collaboration.	Response demonstrates an in-depth reflection on, and personalization of, the standard. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the concept. Appropriate examples are provided, as applicable.	Response demonstrates a lack of reflection on, or personalization of, the concept. Examples, when applicable, are not provided.
ENGL 1010.7 – Identifying, understanding,	Response demonstrates an in-depth reflection on,	Response demonstrates a general reflection on,	Response demonstrates a lack of reflection on, or
and discussing textual features	and personalization of, the standard. Clear, detailed	and personalization of, the concept. Appropriate	personalization of, the concept. Examples, when applicable, are not
and strategies and how they function as	examples are provided, as applicable.	examples are provided, as applicable.	provided.
agents of effective communication.			
ENGL 1010.10 – Employing electronic	Response demonstrates an in-depth reflection on,	Response demonstrates a general reflection on,	Response demonstrates a lack of reflection on, or
technologies that aid in writing.	and personalization of, the standard. Clear, detailed examples are provided, as applicable.	and personalization of, the concept. Appropriate examples are provided, as applicable.	personalization of, the concept. Examples, when applicable, are not provided.

# Attachment C: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Direct Assessment (SLO 2.1)

Rubric 2.1 – English 1020 Process Portfolio Rubric

Standards	Artifact(s)	Target 3	Acceptable 2	Not_Acceptab le 1	Scor e
ENGL 1020.1	Final version	Demonstrate	Demonstrate	Fails to	
– Write	of the research	s the student's	s the student's	demonstrate the student's	
purpose-	argumentativ	ability to	ability to	ability to write a	
driven,	e essay	write an effective	write a researched	researched argumentative	
evidence-		researched	argumentativ	essay.	
based,		argumentativ e essay.	e essay.		
argumentativ		,			
<b>e</b> texts.					
ENGL 1020.3	Final version	Demonstrate	Demonstrate	Fails to	
- Write with	of the research	s the student's	s the student's	demonstrate the student's	
awareness of	argumentativ	awareness	awareness	awareness of a	
rhetorical	e essay	of a specific audience	of general audience	audience and rhetorical	
situations		and	and	situation.	
tailored to		rhetorical situation.	rhetorical situation.		
specific		ond data on the	ondano		
audiences.					
ENGL 1020.4	Final version	Demonstrate	Demonstrate	Fails to	
- Write with	of the research	s the student's	s the student's	demonstrate the student's	
respect to	argumentativ	ability to	ability to	ability to	
expectations	e essay	recognize and meet the	recognize and meet the	recognize and meet the	
of genre,		many	expectations	expectations of	
format,		expectations of their	of their writerly	their writerly context.	
structure,		writerly	context.	- 3	
style, and		context.			
surface					

features					
appropriate to					
the writer's					
context.					
ENGL 1020.5	Final version of the research	Demonstrate s the student's	Demonstrate s the student's	Fails to demonstrate the student's	
Demonstrate	argumentativ	ability to	ability to	ability to	
knowledge of	e essay	employ the conventions	employ the conventions	employ the conventions of	
the		of Standard	of Standard	Standard	
conventions of		American English with	American English.	American English.	
Standard		minimal			
American		error.			
English in					
formal writing.					
ENGL	Final version	Demonstrate	Demonstrate	Fails to	
1020.10 -	of the research	s the student's	s the student's	demonstrate the student's	
Synthesize	argumentativ	ability to	ability to	ability to	
research	e essay	present their own ideas	present their own ideas	present their own ideas	
materials to		within the	within the	within the	
situate and		larger conversation	larger conversation	larger conversation	
contextualize		surrounding	surrounding	about the topic	
their own		the topic through	the topic through	through synthesis of	
writing within		effective	synthesis of	research.	
the existing		synthesis of research.	research.		
discourse		100001011.			
surrounding					
their topic.					
ENGL 1020.7	Final version	Demonstrate	Demonstrate	Fails to	
– Read and	of the research	s the student's	s the student's	demonstrate the student's	
respond	argumentativ	ability to	ability to	ability to read,	
critically to a	e essay	read, understand,	read, understand,	understand, and respond to	

	and respond	and respond	source
	to source	to source	materials.
		materials.	
	way.		
			Fails to demonstrate
research	student's	student's	the student's
argumentativ	ability to	ability to	ability to
e essay	research	research	document research
	materials	materials	materials
	according to	correctly according to	correctly according to
	the	the	the conventions of
	of MLA style,	of MLA style,	MLA style,
	including	including	including correct use of
	of	of	quotations,
	quotations,	quotations,	citations, and Works Cited.
	and Works	and Works	Works Cited.
	Cited with	Cited.	
	no error.		
	Demonstrate	Demonstrate	Fail to
	the student's use of	the student's use of	demonstrate the student's
materials,	multiple	strategies for	use of
and draπ with	strategies for planning,	planning, drafting, and	strategies for planning,
comments	drafting, and	revising	drafting, and
	revising when		revising when composing.
	composing.	,	
Evidence of	Demonstrate	Demonstrate	Fails to
•			demonstrate the student's
	Planning materials, shaping materials, and draft with comments	to source materials in a critical and strategic way.  Final version of the research argumentativ e essay  Planning correct use of quotations, citations, and Works Cited with minimal to no error.  Planning materials, shaping materials, and draft with comments  Planning materials, and draft with comments  Evidence of peer review  Evidence of peer review  Tio source materials in a critical and strategic way.  Demonstrate the student's use of multiple strategies for planning, drafting, and revising when composing.	Final version of the research argumentative e essay  Planning materials, shaping materials, shaping materials, and draft with comments  Planning materials, shaping materials, and draft with comments  Planning materials, shaping materials, and draft with comments  Pevidence of peer review  Evidence of peer review  Evidence of peer review  Pinal version a critical and strategics way.  Demonstrate s the student's ability to ability to ability to ability to ability to ability to document research materials correctly according to the conventions of MLA style, including correct use of quotations, citations, and Works Cited with minimal to no error.  Demonstrate the student's use of strategies for planning, drafting, and revising when composing.  Demonstrate the student's use of strategies for planning, drafting, and revising when composing.

	1	1 '1'4 4	1 2124 4	1 1 124 4 1
collaboration		ability to work	ability to work with	ability to work with their
•		productively	their	classmates.
		with their	classmates.	
ENGL 1999		classmates.		
ENGL 1020.9	Source	Demonstrate s the	Demonstrate s the	Fails to demonstrate
<ul> <li>Gather and</li> </ul>	materials	s tne student's	s tne student's	the student's
evaluate		ability to	ability to	ability to
primary and		conduct research and	conduct research and	conduct research and
secondary		collect	collect	collect
research		materials from reliable	materials from primary	materials from primary and
materials.		primary and	and	secondary
		secondary	secondary	sources.
ENGL 1020.8	Reflective	sources.  Demonstrate	sources.  Demonstrate	Fails to
	letter	s the	s the	demonstrate
– Identify,	.oue.	student's	student's	the student's
understand,		ability to	ability to	ability to
and discuss		recognize and discuss	recognize and discuss	recognize and discuss
textual		elements in	elements in	elements in
features and		their own writing and	their own writing and	their own writing and
strategies		writing	writing	writing
and how they		processes and how	processes.	processes.
function as		they affect		
agents of		their ability to		
effective		communicat		
communicatio		e effectively and		
n.		efficiently.		
ENGL	Portfolio as a	Demonstrate	Demonstrate	Fails to
1020.12 –	whole	s the	s the	demonstrate
Employ		student's ability to	student's ability to	the student's ability to
electronic		compose	products	compose or
technologies		and produce products	products using	produce products using
that aid in		using electronic	electronic technologies	electronic technologies.

research and	technologies		
writing.			

## Attachment D:

# General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Indirect Assessment (SLO 2.2)

## Rubric 2.2 – English 1020 Process Portfolio Rubric (Indirect)

To what extent	Target	Acceptable	Not_Acceptable	Score
does the	3	2	1	
statement				
address learning				
about				
ENGL 1020.1 –	Response	Response	Response	
Writing purpose-	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
driven, evidence-	reflection on,	reflection on,	on, or	
based,	and personalization	and personalization	personalization of, the concept.	
argumentative	of, the standard.	of, the concept.	Examples, when	
texts.	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
	provided, as applicable.	provided, as applicable.		
ENGL 1020.3 -	Response	Response	Response	
Writing with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
awareness of	reflection on,	reflection on,	on, or	
rhetorical	and personalization	and personalization	personalization of, the concept.	
situations	of, the standard.	of, the concept.	Examples, when	
tailored to specific	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
audiences.	provided, as applicable.	provided, as applicable.		
ENGL 1020.4 –	Response	Response	Response	
Writing with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
respect to	reflection on,	reflection on,	on, or	
expectations of	and personalization	and personalization	personalization of, the concept.	
genre, format,	of, the standard.	of, the concept.	Examples, when	
structure, style,	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
and surface	provided, as applicable.	provided, as applicable.		

features				
appropriate to the				
writer's context.				
ENGL 1020.5 –	Response	Response	Response	
Demonstrating	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
knowledge of the	reflection on,	reflection on,	on, or	
conventions of	and personalization	and personalization	personalization of, the concept.	
Standard	of, the standard.	of, the concept.	Examples, when	
American	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
English in formal	provided, as	provided, as	provided.	
writing.	applicable.	applicable.		
ENGL 1020.10 -	Response	Response	Response	
Synthesizing	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
research	reflection on,	reflection on,	on, or	
materials to	and personalization	and personalization	personalization of, the concept.	
situate and	of, the standard.	of, the concept.	Examples, when	
contextualize their	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
own writing within	provided, as	provided, as	provided	
the existing	applicable.	applicable.		
discourse				
surrounding their				
topic.				
ENGL 1020.7 –	Response	Response	Response	
Reading and	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
responding	reflection on,	reflection on,	on, or	
critically to a	and personalization	and personalization	personalization of, the concept.	
variety of texts.	of, the standard. Clear, detailed examples are	of, the concept. Appropriate examples are	Examples, when applicable, are not provided.	

	provided, as	provided, as	
	applicable.	applicable.	
ENGL 1020.11 –	Response	Response	Response
Documenting	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
and integrating	reflection on,	reflection on,	on, or
research	and personalization	and personalization	personalization of, the concept.
materials in their	of, the standard.	of, the concept.	Examples, when
own writing in a	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.
way that clearly	provided, as	provided, as	
designates source	applicable.	applicable.	
materials as			
separate from, but			
in relation to, their			
own arguments.			
ENGL 1020.2 –	Response	Response	Response
Understanding	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
and develop	reflection on,	reflection on,	on, or
flexible strategies	and personalization	and personalization	personalization of, the concept.
for writing as an	of, the standard.	of, the concept.	Examples, when
open <b>process</b> .	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.
	provided, as	provided, as	
ENGL 1020.6 -	applicable. Response	applicable. Response	Response
Practicing	demonstrates an	demonstrates a	demonstrates a lack of reflection
collaboration.	in-depth reflection on,	general reflection on,	on, or
	and	and	personalization of,
	personalization	personalization	the concept.
	of, the standard. Clear, detailed	of, the concept. Appropriate	Examples, when applicable, are not
	examples are	examples are	provided.
	provided, as	provided, as	
ENGL 1020 0	applicable.	applicable.	Posponeo
ENGL 1020.9 –	Response demonstrates an	Response demonstrates a	Response demonstrates a
Gathering and	in-depth	general	lack of reflection
evaluating primary	reflection on,	reflection on,	on, or

and secondary	and	and	personalization of,	
research	personalization	personalization	the concept.	
	of, the standard.	of, the concept.	Examples, when	
materials.	Clear, detailed	Appropriate	applicable, are not	
	examples are	examples are	provided.	
	provided, as applicable.	provided, as applicable.		
ENGL 1020.8 -	Response	Response	Response	
Identifying,	demonstrates an	demonstrates a	demonstrates a	
	in-depth	general	lack of reflection	
understanding,	reflection on,	reflection on,	on, or	
and discussing	and personalization	and personalization	personalization of, the concept.	
textual features	of, the standard.	of, the concept.	Examples, when	
and strategies	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
and how they	provided, as	provided, as		
function as agents	applicable.	applicable.		
of effective				
communication.				
ENGL 1020.12 -	Response	Response	Response	
Employing	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
electronic	reflection on,	reflection on,	on, or	
	and	and	personalization of,	
technologies that	personalization	personalization	the concept.	
aid in research	of, the standard.	of, the concept.	Examples, when	
and writing.	Clear, detailed	Appropriate	applicable, are not	
	examples are	examples are	provided.	
	provided, as	provided, as applicable.		
	applicable.	applicable.		