

Initial Planning Document

Program: English Composition and Rhetoric

Program Learning Outcomes

PLO1

Reading. Students will demonstrate an ability to read a variety of texts.

PLO2

Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

PLO3

Genre and Rhetorical Situation. Students will evaluate genres of writing and write in appropriate genres and modes for a variety of purposes and audiences

PLO4

Technology. Students will demonstrate awareness and proficiency with technology used to conduct research.

Courses

ENGL 214: Introduction to Poetry- This course is designed to introduce you to the study of poetry at the college level. Its primary aim is to help you become a more careful, engaged, and knowledgeable reader of poetry.

ENGL 227: Introduction to Fiction- A beginning workshop in writing short fiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process.

ENGL 234: Environmental Literature- Students will read and write a lot, watch film adaptations, attend a lecture by an expert on Robinson Crusoe, and develop a final digital project that reimagines Crusoe's island with a contemporary environmental problem in mind.

ENGL 233: Post-Colonial Literature- Students will explore how the English language—the language of colonization and global capitalism—is used to colonize.

ENGL 300: English Studies Seminar- This required seminar for Writing and Literature majors focuses on the imaginative, critical, and social power of reading and writing. Students will read and write in a variety of genres, engage criticism and theory, and reflect on the broad question of why reading and writing matter.

ENGL 311: The Book in Society- A critical study of the history of book culture and the role of books in modern society.

Course Associations

I= Introduced

R=Reinforced

M= Mastered

	PLO 1- Reading	PLO 2-Writing	PLO 3- Rhetoric	PLO 4- Tech
ENGL 214	I		I	I
ENGL 227		I		I
ENGL 233	R		R	R
ENGL 234		R		R
ENGL 300		M		M
ENGL 311	M		M	M

3-Year Planning Cycle (Example A)

	PLO(s) to Assess (1 row per PLO)	Courses to Sample
Year 1 20____ - 20____	1	214, 233, 311
	2	227, 234, 300
Year 2 20____ - 20____	3	214, 233, 311
Year3 20____ - 20____	4	214 or 227 233 or 234 300 or 311

3-Year Planning Cycle (Example B)

	PLO(s) to Assess (1 row per PLO)	Courses to Sample
Year 1 20____ - 20____	1	214, 233, 311
	2	227, 234, 300
Year 2 20____ - 20____	3	214, 233, 311
	4	214 or 227 233 or 234 300 or 311
Year3 20____ - 20____		

Review and Plan Document

Program: English Composition and Rhetoric

Year: 2019/2020 – Year 1 of our cycle

Which PLO are you assessing?

We will be assessing PLO #1 and #2

Previous Assessment

PLO1: Reading. Students will demonstrate an ability to read a variety of texts.

Previous Results: This will be the first assessment of this PLO

PLO2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

Previous Results: We assessed this PLO in 2017-2018. At the time student did not do well on research, as a result we have included a visit to the library and a tour with one of the amazing librarians to encourage greater use of this facility when doing research.

Sample Selection

PLSO 1

Course	# of Sections/ # of students per section	Sample Size from chart
214	2/16	2
233	5/10	3
311	1/10	1

PLO 2

Course	# of Sections/ # of students per section	Sample Section Size from chart
227	3/30	1
234	1/40	1
300	9/36	2

Rubric

We have decided on a four point scale since it helps to have some gradation when scoring.
 (See guidelines for various types of rubrics)

PLO1: Reading. Students will demonstrate an ability to read a variety of texts.

PLOs	4- Exceeds standards	3- Meets standards	2- Below standards	1 Well below standards
PLO 2 - Understand and effectively communicate the demographic, cultural, and economic differences, similarities, and connections on our planet.	The student demonstrates an ability to read a variety of texts at the highest level.	The student demonstrates an ability to read a variety of texts.	The student can only read and comprehend a limited amount of text types.	The student has difficulty reading a single type of text.

PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

	4- Exceeds standards	3- Meets standards	2- Below standards	1- Well below standards
Inquiry	The student writing explores the topic thoroughly, and leads the reader innovative content with exceptional understanding of the content.	The student writing explores the topic thoroughly. There is a clear understanding of content.	The student writing explores the topic, but falls short of proper understanding of the content and it is clear that there are details left unexplored.	The student does not explore the topic at all.
Audience	The student has a clear audience in mind for the topic, and utilizes writings techniques to engage the specific audience.	The student has a clear audience in mind for the topic.	The student has not clearly identified an audience.	The student does not address an audience.
Research	The student has explored innovative avenues of research and uses nearly perfect citation.	The student has used appropriate research resources and citations.	The student has not used appropriate research throughout the assignment.	There student did not research the topic.
Revision	The student addressed	The student addressed	The student made only a few	The student did not revise.

	appropriate revisions and made additional appropriate revisions.	appropriate suggested revisions.	revisions and clearly did not revise in entirety.	
TOTAL				___/16 → ___/4

Measuring Tool Table (Assignment, exam, etc.)

PLO	Course	Tool Description
PLO 1: Reading. Students will demonstrate an ability to read a variety of texts.	214	Reflection Portfolio- The amount of poetry reflections a student completes over the term. By reading the various types of poems and earning satisfactory marks on the reflections.
	233	Final essay – in order to complete this essay, a student must have read and understood multiple sources of English Sources from Early England to contemporary American literature.
	311	Final Exam- The final exam is a comparison of multiple novels and how they have affected American culture.

PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.	227	Writing Portfolio- Students will collect and reflect on the different pieces of writing they produced throughout the term.
	234	Final Digital Project- Students must submit a summary and script for whatever they produce on contemporary environmental literature.
	300	Final Exam- The last question of the final exam is an essay where students must answer a choice of prompts that require them to express understanding and knowledge of concepts studied in the course.

Assess, Score, and Save Document

Program: English Composition and Rhetoric

Year: 2019/2020 – Year 1 of our cycle

Assess

General:

We will assess in the fall and the spring, as shown on the previous page.

OR

Explicit:

PLO 1

Course	# of Sections/ # of students per section	Faculty
214	2/16	1 – Owens
233	6/10	2 – Smith (both sections)
311	10/14	3 – West and Butler (2 section)

PLO 2

Course	# of Sections/ # of students per section	Faculty
227	3/30	1 – Rogers
234	1/40	1 – East and Maid
300	9/36	2 – Garcia

Record and report

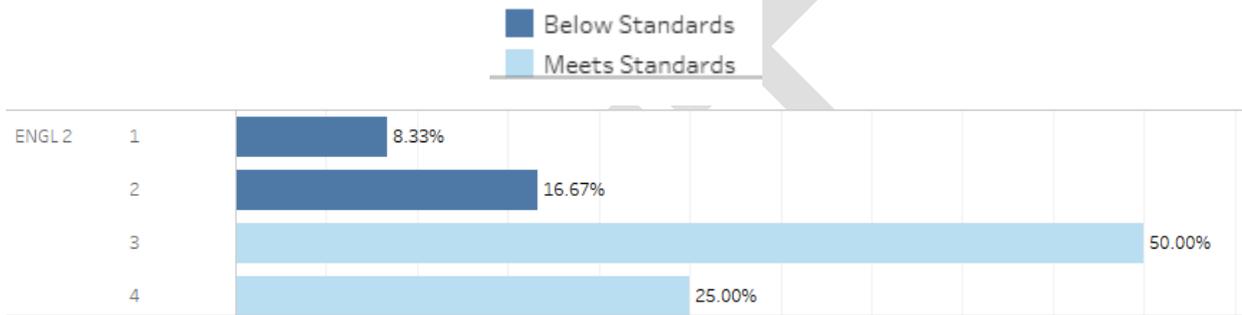
All the data will be stored in Excel files that are sent to our department liaison who will forward our file on to Steven by the end of fall semester.

Analyze Document

Program: English Composition and Rhetoric

Year: 2019/2020 – Year 1 of our cycle

Analyze- PLO

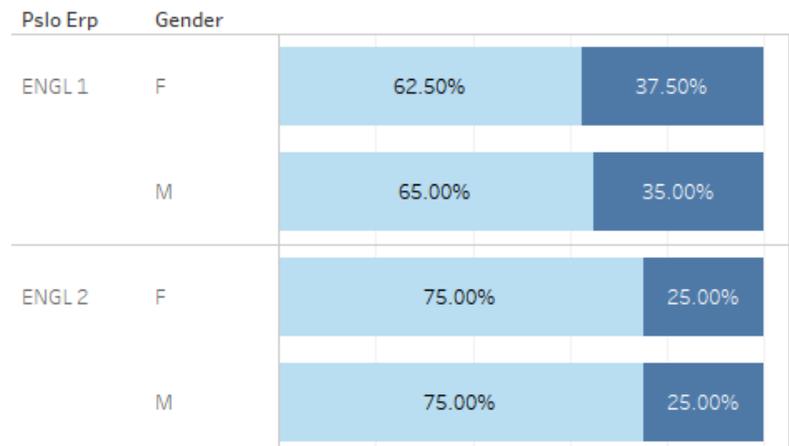


- Met benchmark of 70% by 75%. Went over the benchmark by 5%
- More students met rather than exceeded by 25%

Pslo Erp	Ethnicity	Meets Standards	Below Standards
ENGL 1	Black	50.00%	50.00%
	Droid	75.00%	25.00%
	Green	75.00%	25.00%
	Hispanic	25.00%	75.00%
	White	67.86%	32.14%
	Whookie	75.00%	25.00%
ENGL 2	Black	75.00%	25.00%
	Droid	50.00%	50.00%
	Green	75.00%	25.00%
	Hispanic	25.00%	75.00%
	White	85.71%	14.29%
	Whookie	75.00%	25.00%

- For PLO 2, Hispanic students were under the benchmark at only 25%, and Droid at 50%. White students are over the benchmark by 15%.

PSLO Gender



- Both Genders exceeded the benchmark for PLO 2.

Analyze Course

Course Overall

	Percent Below	Percent Meets
ENGL214	100.00%	
ENGL227	33.33%	66.67%
ENGL233		100.00%
ENGL234	16.67%	83.33%
ENGL300	25.00%	75.00%
ENGL311	20.83%	79.17%

- Engl 214 and Engl 227 are not meeting the standard.

Course Ethnicity

	Black		Droid		Green		Hispanic		White	
	Percent Below	Percent Meets								
ENGL214	100.00%		100.00%		100.00%		100.00%		100.00%	
ENGL227	100.00%		100.00%			100.00%	100.00%		14.29%	85.71%
ENGL233		100.00%		100.00%		100.00%		100.00%		100.00%
ENGL234		100.00%		100.00%		100.00%		100.00%	28.57%	71.43%
ENGL300		100.00%	50.00%	50.00%	50.00%	50.00%	100.00%		7.14%	92.86%
ENGL311	50.00%	50.00%		100.00%		100.00%	100.00%		14.29%	85.71%

- Hispanic students do not meet standards in all but 2 courses.
- White students meet standards in more courses than all other ethnicities.

Course First Gen

		Percent Below	Percent Meets
1st Gen	ENGL214	100.00%	
	ENGL227	60.00%	40.00%
	ENGL233		100.00%
	ENGL234	20.00%	80.00%
	ENGL300	10.00%	90.00%
	ENGL311	10.00%	90.00%
	Not 1st Gen	ENGL214	100.00%
ENGL227		14.29%	85.71%
ENGL233			100.00%
ENGL234		14.29%	85.71%
ENGL300		35.71%	64.29%
ENGL311		28.57%	71.43%

Course Gender

		Percent Below	Percent Meets
F	ENGL214	100.00%	
	ENGL227	50.00%	50.00%
	ENGL233		100.00%
	ENGL234	50.00%	50.00%
	ENGL300		100.00%
	ENGL311	25.00%	75.00%
	M	ENGL214	100.00%
ENGL227		30.00%	70.00%
ENGL233			100.00%
ENGL234		10.00%	90.00%
ENGL300		30.00%	70.00%
ENGL311		20.00%	80.00%

- Males perform better in more courses than females.
- ENGL 214 and 227 are below standards in all demographics.

Analyze Course Associations

IDM Overall

	Percent Below	Percent Meets
Introduced	66.67%	33.33%
Developed	8.33%	91.67%
Mastered	22.92%	77.08%

IDM Gender

	F		M	
	Percent Below	Percent Meets	Percent Below	Percent Meets
Introduced	75.00%	25.00%	65.00%	35.00%
Developed	25.00%	75.00%	5.00%	95.00%
Mastered	12.50%	87.50%	25.00%	75.00%

IDM PLO

	ENGL 1		ENGL 2	
	Percent Below	Percent Meets	Percent Below	Percent Meets
Introduced	100.00%		33.33%	66.67%
Developed		100.00%	16.67%	83.33%
Mastered	20.83%	79.17%	25.00%	75.00%

IDM Ethnicity

		Percent Below	Percent Meets
Black	Introduced	100.00%	
	Developed		100.00%
	Mastered	25.00%	75.00%
Droid	Introduced	100.00%	
	Developed		100.00%
	Mastered	25.00%	75.00%
Green	Introduced	50.00%	50.00%
	Developed		100.00%
	Mastered	25.00%	75.00%
Hispanic	Introduced	100.00%	
	Developed		100.00%
	Mastered	100.00%	
White	Introduced	57.14%	42.86%
	Developed	14.29%	85.71%
	Mastered	10.71%	89.29%
Whookie	Introduced	50.00%	50.00%
	Developed		100.00%
	Mastered	25.00%	75.00%

IDM Course

		Percent Below	Percent Meets
Introduced	ENGL214	100.00%	
	ENGL227	33.33%	66.67%
Developed	ENGL233		100.00%
	ENGL234	16.67%	83.33%
Mastered	ENGL300	25.00%	75.00%
	ENGL311	20.83%	79.17%

- Introduced levels are all below standards across demographics.

Discuss, Dialogue, and Document

Program: English Composition and Rhetoric

Year: 2019/2020 – Year 1 of our cycle

Summarize Past Recommendations

We assessed this PLO in 2017-2018. At the time student did not do well on research, as a result we have included a visit to the library and a tour with one of the amazing librarians to encourage greater use of this facility when doing research.

Summarize the Results from this Cycles Assessment

- Met benchmark of 70% by 75%. Went over the benchmark by 5%
- More students met rather than exceeded by 25%
- For PLO 2, Hispanic students were under the benchmark at only 25%, and Droid at 50%.
- White students are over the benchmark by 15%.
- Both Genders exceeded the benchmark for PLO 2.
- Engl 214 and Engl 227 are not meeting the standard.
- Hispanic students do not meet standards in all but 2 courses.
- White students meet standards in more courses than all other ethnicity.
- Males perform better in more courses than females.
- ENGL 214 and 227 are below standards in all demographics.
- Introduced levels are all below standards across demographics.

Summarize Conclusions Drawn from the Results

According to faculty input, the curriculum for ENGL 214 and 227 is not at the correct level for new students. There has been an increase in students that write in English as a second language. Also, the material that is used to teach the writing is outdated and not easy to access for students, especially our Spanish speaking students. However, while the courses are difficult, students in the upper level courses and course associations do meet the benchmark. This is because many of the students in the introduced in the beginning courses fail and do not continue to the later courses.

Summarize Recommendations

1. Research updated materials for students that speak English as a secondary language. This should be an online resource that has the ability to translate difficult passages.
2. Support through tutoring and counseling will be offered to students that exhibit signs of failing through the new at-risk student notification system.
3. Curriculum of 214 and 227 will be examined and improved to better fit students that may need more support from bilingual instructors.

BLOOM'S TAXONOMY (Revised 2001)
Learning Outcome Action Verbs at Each Bloom Taxonomy Level

Cognitive Level	Illustrative Action Verbs	Definitions
Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	remembering previously learned information
Comprehension	classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	grasping the meaning of information
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write	applying knowledge to actual situations
Analysis	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	rearranging component ideas into a new whole
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	making judgments based on internal evidence or external criteria