Year	2022-23
Course number and Name:	ENGL 1302
Component area:	Communication
Number of sections offered:	Fall 22 9 face to face, 5 online Spring 19 face to face 20 online 5
Number of students enrolled:	Fall 22 360,
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Our core classes are the only prerequisites in the core. Students take in sequence ENGL 1301, then 1302, and then an ENGL 23***. Along with PHIL 2306 and 1370, which are also in our department, we coordinate writing assignments, outcomes, and expectations in all of our courses. We use assessment to help coordinate and balance these courses. We offer grade and assessment norming meetings/discussions. Communication (writing) and Critical Thinking (literary and rhetorical analysis) are the chief outcomes of our sequence of courses. Writing and Critical Thinking/literary/cultural analysis are also the basis of our Program assessments.

Assessment cannot solve most of our problems in our core course. The college of Engineering does not require 1302. So we have a drop off in sections in Spring as compared to the English 1301 sections in the fall. And most of efforts have gone into managing the state required co-enrollment for remediation and ENGL 1301. We are hurt by retention, students not showing up or not turning anything in. And we have been stung by plagiarism, Chat gpt has shown up. These problems have dominated our attention.

Course highlights Since Last Report

Identify and briefly discuss any changes made to the course since the last report.

Respond here: The last time we collected our own data based on our rubrics was in 2018. The gathering of data went to the college. We monitored that data and that information became a part of the decisions made by our Writing Director, our composition committee, and our sophomore literature committee. We yearly use that data to discuss our courses. We have common syllabi, which list core outcomes. We explain these outcomes to new faculty. This past year, we had presentations about Chat gpt. We considered altering our assignments and then we considered how those new assignments might affect assessment. We reviewed why our assessed courses had lower passing rates in the core.

This year, we went back to the core-wide rubrics that we used in 2018, which were more specific, to see if we can discern difficulties for students, to correct our expectations, and to see if our rubric shares similar data to the college method.

Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	**Assessment Method(s)** – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	**Proficiency** – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	**Benchmark** – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	**Results of course assessment(s)**	**Analysis of results** – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	**Recommendations for Course based on assessment**
Communication (required)	Semester-end Essay		College: 70% passing Department: 60% will be acceptable or proficient.	College: 81% Department: 65%	We are far more critical on departmental level.	Raise departmental expectation to 70%. Discuss discrepancies between two systems. Discuss expectations.
Critical Thinking (required)	Semester-end Essay		College: 70% passing	College: 65%	We have higher expectation or assess more strictly than other	Raise departmental expectation to 70%.

			60% will be acceptable or proficient – passing.	67%	disciplines in the core. Writing is the chief emphasis of this course.	Departmental meetings to examine expectations for critical thinking.
Select One: ___Empirical & Quantitative Skills __X_Teamwork ___Social responsibility ___Personal Responsibility	Semester-end Essay		College: 70% passing Department: 60% will be acceptable or proficient – passing.	College: 100% Department: 66%	I don't believe that we have set or standardized understanding of teamwork. Many instructors have difficulty including teamwork.	Discuss assignments, practices, and expectations for teamwork. Perhaps shift measurement to Personal responsibility.
Select One: ___Empirical & Quantitative Skills ___Teamwork ___Social responsibility _x__Personal Responsibility	Semester end essay		College: 70% passing Department: 60% will be acceptable or proficient – passing.	College: 100% Department: 67%	Here too, we have never had definition from others nor defined for ourselves what Personal responsibility is.	Discuss assignments, practices, and expectations for teamwork. Perhaps shift measurement to Personal responsibility.

Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results *copy last cycles actions/goals and report on progress toward continuous improvement on those here*	**Status** *C=Complete* *P=Progressing* *N=No action taken*	**Discussion of status** *If C, describe efforts that led to accomplishment of actions/goals* *If P, provide update on progress made toward accomplishing actions/goals and what tasks remain* *If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.*
Writing Committee Meetings	P	We will add the tasks/goals listed above to the committee meetings.

English 1302 Summary Rubric
Target 60%

Faculty Name	Written																Critical thinking								Personal Responsibility				Teamwork											
	Criteria 1				Criteria 2				Criteria 3				Criteria 4				Criteria 1				Criteria 2				Criteria 1				Criteria 1				Criteria 2				Criteria 3			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Nordgren	5	3	4	6	5	3	4	6	7	2	3	6	6	3	4	5	4	4	4	6	4	5	4	5	3	3	6	6	3	2	7	6	3	3	6	6	5	4	4	5
C. Johnson	2		6	9	2		4	11	2	1	7	7	2		5	10	1	1	6	9	2	1	6	8	2	3	3	9	2	3	3	9	2	3	3	9	2	3	2	10
G. Johnson	1	6	5	5	1	6	6	4	3	4	5	5	3	5	4	5	1	5	6	5	1	5	6	5	4	2	3	8												
D. Carey	0	3	1	6	1	0	6	3	2	0	6	2	0	0	6	4	0	1	9	0	0	1	9	0	0	1	9	0												
S. Joffe	5	1	3	2	5	1	3	2	5	1	3	2	5	1	3	2	5	1	3	2	5	1	3	2	5	1	3	2												
Total Students	73				73				73				73				73				73				73				35				35				35			
Total Prof or Better	47				49				46				48				50				48				49				25				24				21			
Percentage Prof or Better	64%				67%				63%				66%				68%				66%				67%				71%				69%				60%			
Target Met?	yes				yes				yes				yes				yes				yes				yes				yes				yes				Yes, barely			

Rubrics: **Communication:** Writing Outcome

- Using their reading and/or research, students will compose critical/analytical/argumentative essays with a clear thesis and introduction.
- Using their reading and/or research, students will compose critical/analytical/argumentative essays with organized supporting paragraphs.
- Students will use the standard conventions of English grammar and punctuation and write clear and efficient sentences.
- Students will maintain a style and persona appropriate for a particular purpose and audience.

Rubric Communication: Written					
Criteria	**1 developing**	**2 marginal**	**3 acceptable**	**4 proficient**	**Score**
Clear thesis, introduction, main body, and conclusion. **(Development)**	The essay has no clear thesis; the introduction is incoherent or not unified; or introduction is not related to the thesis. Thus the body and conclusion have nothing to develop or prove.	A general, vague, or poorly stated, implied, or posed thesis appears in an otherwise coherent, unified, appropriate introduction. Or, a clear thesis is marred by an introduction that is not unified, coherent, or appropriate for the thesis. The main body and conclusion, thus, do not fully develop or prove the thesis.	A clear and specific thesis (whether implied, posed, or directly stated) appears in a coherent, unified, and appropriate introduction. The main body and conclusion, with some problems, develop or prove the thesis.	A clear, specific, particularly insightful thesis (whether implied, posed, or directly stated) appears in a coherent, unified, and appropriate introduction. Or a coherent and unified introduction poses a clear, particularly insightful implied thesis. The main body and conclusion develop or prove the thesis.	
Support and Paragraphing **(Development & Interpretation)**	Paragraphs are not developed, unified, or coherent. The evidence is illogical, weak, confusing or absent.	**Mostly developed**, unified, and coherent paragraphs that fit into the entire essay offer clear and logical support.	**Developed**, unified, and coherent paragraphs that fit into the entire essay offer clear and logical support and interpretation.	Developed, unified, and coherent paragraphs that fit into the entire essay offer revealing and insightful support and interpretation.	
Sentence style, conventions, grammar, punctuation, spelling, and mechanics. **(Expression)**	Mostly simple sentences have numerous and various errors in conventions, grammar, punctuation, spelling, mechanics, and documentation. Many of the sentences are difficult to follow or awkward.	Sentences with some variety exhibit an understanding of sentence structure but are marred by various grammar and punctuation errors.	Sentences with some variety exhibit an understanding of sentence structure and are generally free of grammar and punctuation errors.	Sentences display some grace or eloquence even if occasional typos or grammar or punctuation errors appear.	

| **Audience, Purpose** | The essay seems to disregard audience and purpose. | The essay needs work to sustain a consistent and appropriate persona and style for the intended audience and purpose | Overall, but with a few lapses, the essay sustains a consistent and appropriate persona and style for the intended audience and purpose. | The essay sustains a consistent and appropriate persona and style for the intended audience and purpose. | |

Oral or visual communication and class or group discussions.

Outcome: Students will present clear, salient, and supported oral/visual speeches/demonstrations. And/or students will discuss group or class topics.

Rubric Communication: Oral/visual Presentation					
Criteria	**1 developing**	**2 marginal**	**3 acceptable**	**4 proficient**	**Score**
Clear thesis, introduction, main body, and conclusion. **Development)**	The student does not establish or maintain a clear and specific thesis.	In a presentation, student presents a fuzzy thesis, offers, minimum support, and gives a reasonable conclusion..	In presentation, student articulates a clear, specific thesis and conclusion but does adequately support that thesis	In presentation, student articulates a clear, specific thesis and then distinctly introduces points to support that thesis and follows with a clear and logical conclusion.	
Performance **(Oral)**	Student is nervous, inarticulate, and seemingly lacks confidence.	While showing evidence of a firm idea, the student does not adequately present the argument.	Student stumbles with some points.	Student is relaxed, articulate, and confident and integrates any visual or oral elements.	
Audience, Purpose	The presentation seems to disregard audience and purpose.	The presentation needs work to sustain a consistent and appropriate persona and style for the intended audience and purpose	Overall, but with a few lapses, the presentation sustains a consistent and appropriate persona and style for the intended audience and purpose.	The presentation has a consistent and appropriate persona and style for the intended audience and purpose.	
Visual components **(Visual)**	The presentation did not integrate the visuals	The presentation used visuals but did not integrate them.	The presentation integrated visuals.	The presentation smoothly and seamlessly integrated visuals..	

Critical Thinking: (see Communication)

Outcome: In an essay written out-of-class or an in-class essay written with preparation and previous study or in presentation, students will analyze or assess

1. a literary or artistic work,
2. a political, sociological, philosophical, psychological, cultural, or historical movement, event, idea, argument, policy, belief, etc.

Rubric Critical Thinking					
Criteria	1 developing	2 marginal	3 acceptable	4 proficient	score
Explanation of Issues (Inquiry)	Problem was stated without clarification or description	Problem was stated, but some boundaries were undetermined	Problem was stated and described	Demonstrated the ability to use inquiry by clearly stating and comprehensively describing the problem.	
Creative Thinking, Innovation, Analysis, Evaluation, Synthesis	The essay or presentation **summarizes the plot, main idea, or problem or describes a literary** work(s), but does not critically analyze a literary or artistic work(s) or an idea, movement, epoch, event, etc. .	The essay or presentation reveals a **familiarity** with a literary or artistic work(s) or an idea, movement, epoch, event, etc.	An essay or presentation shows **a firm understanding and exemplification** in critically analyzing and evaluating a literary or artistic work(s) or an idea, movement, process, epoch, event, etc.	The essay or presentation shows **in-depth thought** in critically analyzing literary or artistic work(s) or an idea, movement, process, epoch, event, etc. Conclusions are synthesized and reflect originality and creativity.	

Personal Responsibility:

Note: Since most of what we teach reflects the interplay and the individual within his society, "the one and the many," and since we do not have field tests or laboratories in our disciplines, we see social and personal responsible as a dynamic rather than two distinct activities. .). They also reveal their consideration through appropriate integrations of audience, purpose, and persona.

Outcome: In written responses (preferably complete essays), presentations, discussions (online or face to face), and potentially in the same response used to measure "social responsibility," students will illustrate an understanding of the complexities of personal choice or the role of the individual within his or her social and cultural environment—as evidenced in at least one literary work.

Rubric: Personal Responsibility.					
Criteria	Developing 1	Marginal 2	Acceptable 3	Proficient 4	score
Personal Responsibility.	The student reveals no awareness of the individual's place within his or her environment and the place of the "self" within that social, historical, technological or cultural environment. .	The student reveals a simplistic or one-dimensional awareness of the individual's place within his or her environment and the place of the "self" within that social, historical, or cultural environment.	The student reveals an understanding of the individual's place within his or her environment and the place of the "self" within that social, historical, or cultural environment.	The student reveals complex and nuanced understanding of the individual's place within his or her environment and the place of the "self" within that social, historical, or cultural environment.	

Team work (tentative, not approved)

As measured by a group project, oral or written presentations, the results of peer reviews/grading/ or editing, or in-class discussions, the following student performed as follows.

Rubric: Teamwork					
	Developing	Marginal	Acceptable	Proficient	score
Leadership	The student did not contribute.	The student reluctantly contributed to the team.	The student was a good lieutenant: cooperating and aiding the other students	The student took a leadership role in the project and thus influenced other students.	
quality	The student offered little or no input.	The student was content just observe and adopt.	The student offered sometimes valuable comments to the group.	The student's comments and actions led to the progress of the whole group	
cooperation	The student did not cooperate.	The student reluctantly cooperated with the group.	The student did participate.	The student worked well with other members and incorporated other members' comments.	