

Assessment Report - Four Column

Eastern Oregon University Program (CAS) English/Writing

How Program serves the Mission: As an educational, cultural and scholarly center, Eastern Oregon University dedicates itself to serving rural Oregon and beyond through intellectually challenging and flexible programs of instruction, faculty and student research, and civic engagement. In addition to preparing students for elite graduate studies in a variety of fields, the English/Writing program provides students with a broadly applicable and flexible set of critical thinking and practical professional skills. Our graduates possess the intellectual agility and creative habits of mind to adapt to rapidly changing economic demands throughout EOU's service region.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Program (CAS) English/Writing - Content Knowledge - Mastery of Discipline-Based Content Knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies.</p> <p>Year(s) to be Assessed: 2008-2009</p> <p>Start Date: 06/01/2008</p> <p>Outcome Status: Active</p>	<p>Description of Assessment: ENGL 206: Test</p> <p>Benchmark: Proficient, Adequate, Developing</p>	<p>07/12/2011 - ENGL 206 is required of English majors. Only the scores of those completing the course have been tabulated above (of 20 students, 4 disappeared during the term). Thirteen of these 20 students performed at an average level or above, the remaining 7 struggled mostly because of personal problems that had little to do with the course, though in some cases the students were so ill-prepared they could not perform at a college-level.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2008-2009</p> <p>Related Documents: Assessment Summary</p>	<p>07/12/2011 - Strengths:</p> <ol style="list-style-type: none"> 1) Our majors respond well to content-based assignments. 2) EOU's GEC content outcomes work well for assessing a lower-division English course. 3) Most of our majors are articulate, and have the necessary study skills, and habits of mind, especially at the upper division level. <p>Weaknesses:</p> <ol style="list-style-type: none"> 1. Some of our students arrive at EOU ill-prepared for college level work. 2. There is some indication that our lower division majors need more work on developing stronger study and writing skills. 3. Literacy problems abound in our culture, and that is reflected by the performance of limited-skills students. 4. Social dysfunction has a negative impact upon the performance of as many as one-third of our students. <p>Conclusions:</p> <ol style="list-style-type: none"> 1) By the time our majors take this lower division intro to the major, they need it.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
			<p>2) Our majors enjoy and content-based assignments, though no more than traditional critical analysis.</p> <p>3) Some of our lower division English majors struggle with terminology and key critical concepts, so the ENGL/WR program should consider a consistent set of learning outcomes, particularly at the 100- and 200-levels.</p> <p>Recommendations:</p> <p>1) The ENGL/WR program needs to discuss the results of this study and look at the rubric used for this assessment in order to determine the extent to which the outcomes reflect the program's commitment to Inquiry in the major.</p> <p>2) Right now, only ENGL 206 is designated as a Content course, but that is primarily for GEC purposes. The program needs to discuss how it wants to ensure that Content is an explicit outcome throughout its curriculum and how it wants to assess it. A great deal of Content does go on now throughout our curriculum. Those places need to be explicitly identified, outcomes that reflect discipline-based content need to be written, and the faculty need to compose content outcomes that are graduated?</p>
Program (CAS) English/Writing - Inquiry - Enhanced use of Discipline-Based Inquiry	Description of Assessment: ENGL 201: Final oral presentation of a	07/12/2011 - ENGL 201 is required of English and	

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.</p> <p>Year(s) to be Assessed: 2008-2009 2016-2017</p> <p>Start Date: 06/01/2008</p> <p>Outcome Status: Active</p>	<p>student-selected Shakespeare sonet, with contextualizing introduction</p> <p>Benchmark: Excellent, Proficient, Adequate, Developing</p>	<p>Theatre majors. Only the scores of the English majors have been tabulated above. The English majors, who comprised the majority of the class, exceeded expectations. However, the n is only 6, and these six were mostly upper division students. Not many conclusions can be safely drawn from such a sample. However, it was heartening to see how well our majors are able to negotiate the intricacies of Shakespearean analysis employing only primary sources. The course had other inquiry-based extra credit assignments that the students seemed to enjoy.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2008-2009</p> <p>Related Documents: Assessment Summary</p>	<p>07/12/2011 - Strengths: 4) Our majors respond well to inquiry-based assignments. 5) EOU's GEC Inquiry outcomes work well for assessing a lower division English course. 6) Most of our majors are articulate, especially at the upper division level.</p> <p>Weaknesses: 1) No real conclusions about our majors can be drawn with such a small sampling. 2) There is some indication that our lower division majors need more work on developing a Question of Interest. 3) Our program has not discussed inquiry outcomes as they relate to the major, so the outcomes employed for this study did not have program approval.</p> <p>Conclusions: 4) By the time our majors take this lower division Shakespeare course they are more than ready for Inquiry. 5) Our majors enjoy and even prefer inquiry-based assignments, as opposed to traditional critical analysis. The informal, extracredit inquiry-based assignments in the course, where students rewrote key insult passages from plays in a contemporary idiom, were extremely popular and I wish to make them more central to the course. 6) Some of our lower division English majors struggle with oral recitation of poetry from memory, so</p>

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			<p>the ENGL/WR program should consider whether or not to require recitation on a consistent basis throughout our curriculum, particularly at the 100- and 200-levels. (The program may well decide that this is not a central concern, given the other outcomes we want to focus on.)</p> <p>Recommendations:</p> <p>3) The ENGL/WR program needs to discuss the results of this study and look at the rubric used for this assessment in order to determine the extent to which the outcomes reflect the program's commitment to Inquiry in the major.</p> <p>4) Right now, only ENGL 201 is designated as an Inquiry course, but that is primarily for GEC purposes. The program needs to discuss how it wants to ensure that Inquiry is an explicit outcome throughout its curriculum and how it wants to assess it.</p> <p>A great deal of Inquiry goes on throughout our curriculum. Those places need to be explicitly identified, outcomes that reflect discipline-based inquiry need to be written, and the faculty need to compose Inquiry outcomes that are graduated?</p> <p>that raise criteria thresholds to differentiated levels, leading to the capstone. And then professional-level Inquiry should be made central to the capstone project, in an explicit way.</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
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<p>Program (CAS) English/Writing - Communication - Enhanced use of Discipline-Based Communication in writing clearly, editing carefully, developing ideas fully, taking into consideration subject, audience, occasion, purpose, and genre.</p> <p>Year(s) to be Assessed: 2013-2014</p> <p>Start Date: 06/01/2011</p> <p>Outcome Status: Active</p>			
<p>Program (CAS) English/Writing - Critical Thinking - Enhanced use of Discipline-Based Critical Thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshalling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.</p> <p>Year(s) to be Assessed: 2012-2013</p> <p>Start Date: 06/01/2011</p> <p>Outcome Status: Active</p>	<p>Description of Assessment: Due to Assess Critical Thinking 12-13</p>		
<p>Program (CAS) English/Writing - Aesthetic Analysis - Enhanced Discipline-Based Appreciation of Aesthetics and Humanities, through textual analysis, inter-disciplinary approaches to literacy, and creative</p>	<p>Description of Assessment: Outcome: Aesthetic Analysis to be assessed 11-12</p>		

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>expression.</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>Start Date: 06/01/2011</p> <p>Outcome Status: Active</p>			
<p>Program (CAS) English/Writing - Civic Engagement - Discipline-Based Civic Engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research.</p> <p>Year(s) to be Assessed: 2014-2015</p> <p>Start Date: 06/01/2011</p> <p>Outcome Status: Active</p>			
<p>Program (CAS) English/Writing - Integrated Learning and Communication - Mastery of Integrative Learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.</p> <p>Year(s) to be Assessed: 2015-2016</p> <p>Start Date: 06/01/2011</p> <p>Outcome Status: Active</p>	<p>Description of Assessment: ENGL/WR 403: Capstone</p> <p>Assessment Type: Capstone Assignment/Project</p>		

Curriculum Map

Eastern Oregon University

Program (CAS) English/Writing

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Content Knowledge - Mastery of Discipline-Based Content Knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies.

- * ENGL 104 - ENGL 104 - Intro to Lit*AEH
- * ENGL 107 - ENGL 107 - World Literature I*AEH
- * ENGL 108 - ENGL 108 - World Literature II*AEH
- * ENGL 109 - ENGL 109 - World Literature III*AEH
- * ENGL 201 - ENGL 201 - Shakespeare*AEH
- * ENGL 205 - ENGL 205 - Wrtrs of British Isles*AEH
- * ENGL 206 - ENGL 206 - Appld Lit Criticism*AEH
- * ENGL 207 - ENGL 207 - Applied Film Criticism
- * ENGL 239 - ENGL 239 - Genres*AEH
- * ENGL 254 - ENGL 254 - Writers Of Americas*AEH
- * ENGL 316 - ENGL 316 - Approaches Grammar*AEH
- * ENGL 322 - ENGL 322 - Historical Literature/Film
- * ENGL 390 - ENGL 390 - Multicult Lit/Film:Nat Am*AEH
- * WR 220 - WR 220 - Meth Tutoring Writing
- * WR 222 - WR 222 - Introduction To Rhetoric*AEH
- * WR 230 - WR 230 - Newswriting/Reporting
- * WR 241 - WR 241 - Intro Imagtve Wrtnng*APC
- * WR 242 - WR 242 - Intro Creat Non-Fic Wr*APC
- * WR 243 - WR 243 - Screenwriting Fund*APC
- * WR 320 - WR 320 - Professional Writing
- * WR 330 - WR 330 - Digital Rhetoric
- * WR 331 - WR 331 - Advanced Newswriting
- * WR 342 - WR 342 - Intermediate Poetry

Inquiry - Enhanced use of Discipline-Based Inquiry through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.

- * ENGL 201 - ENGL 201 - Shakespeare*AEH
- * ENGL 390 - ENGL 390 - Multicult Lit/Film:Nat Am*AEH
- * ENGL 403 - ENGL 403 - Capstone
- * WR 222 - WR 222 - Introduction To Rhetoric*AEH
- * WR 230 - WR 230 - Newswriting/Reporting
- * WR 241 - WR 241 - Intro Imagtve Wrtnng*APC
- * WR 242 - WR 242 - Intro Creat Non-Fic Wr*APC
- * WR 243 - WR 243 - Screenwriting Fund*APC
- * WR 320 - WR 320 - Professional Writing
- * WR 330 - WR 330 - Digital Rhetoric
- * WR 331 - WR 331 - Advanced Newswriting
- * WR 342 - WR 342 - Intermediate Poetry
- * WR 403 - WR 403 - Capstone

Communication - Enhanced use of Discipline-Based Communication in writing clearly, editing carefully, developing ideas fully, taking into consideration subject, audience, occasion, purpose, and genre.

- * ENGL 316 - ENGL 316 - Approaches Grammar*AEH
- * ENGL 322 - ENGL 322 - Historical Literature/Film

- * ENGL 390 - ENGL 390 - Multicult Lit/Film:Nat Am*AEH
- * ENGL 403 - ENGL 403 - Capstone
- * WR 115 - WR 115 - Intro College Writing
- * WR 121 - WR 121 - Expos Prose Writing*GTW
- * WR 222 - WR 222 - Introduction To Rhetoric*AEH
- * WR 230 - WR 230 - Newswriting/Reporting
- * WR 241 - WR 241 - Intro Imagtve Wrtng*APC
- * WR 242 - WR 242 - Intro Creat Non-Fic Wr*APC
- * WR 243 - WR 243 - Screenwriting Fund*APC
- * WR 320 - WR 320 - Professional Writing
- * WR 330 - WR 330 - Digital Rhetoric
- * WR 331 - WR 331 - Advanced Newswriting
- * WR 342 - WR 342 - Intermediate Poetry
- * WR 403 - WR 403 - Capstone

Critical Thinking - Enhanced use of Discipline-Based Critical Thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshalling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.

- * ENGL 201 - ENGL 201 - Shakespeare*AEH
- * ENGL 205 - ENGL 205 - Wrtrs of British Isles*AEH
- * ENGL 206 - ENGL 206 - Appld Lit Criticism*AEH
- * ENGL 207 - ENGL 207 - Applied Film Criticism
- * ENGL 239 - ENGL 239 - Genres*AEH
- * ENGL 254 - ENGL 254 - Writers Of Americas*AEH
- * ENGL 316 - ENGL 316 - Approaches Grammar*AEH
- * ENGL 322 - ENGL 322 - Historical Literature/Film
- * ENGL 390 - ENGL 390 - Multicult Lit/Film:Nat Am*AEH
- * ENGL 403 - ENGL 403 - Capstone
- * WR 121 - WR 121 - Expos Prose Writing*GTW
- * WR 222 - WR 222 - Introduction To Rhetoric*AEH
- * WR 320 - WR 320 - Professional Writing
- * WR 330 - WR 330 - Digital Rhetoric
- * WR 331 - WR 331 - Advanced Newswriting
- * WR 342 - WR 342 - Intermediate Poetry
- * WR 403 - WR 403 - Capstone

Aesthetic Analysis - Enhanced Discipline-Based Appreciation of Aesthetics and Humanities, through textual analysis, interdisciplinary approaches to literacy, and creative expression.

- * ENGL 201 - ENGL 201 - Shakespeare*AEH
- * ENGL 205 - ENGL 205 - Wrtrs of British Isles*AEH
- * ENGL 206 - ENGL 206 - Appld Lit Criticism*AEH
- * ENGL 207 - ENGL 207 - Applied Film Criticism
- * ENGL 239 - ENGL 239 - Genres*AEH
- * ENGL 322 - ENGL 322 - Historical Literature/Film
- * ENGL 390 - ENGL 390 - Multicult Lit/Film:Nat Am*AEH
- * ENGL 403 - ENGL 403 - Capstone
- * WR 222 - WR 222 - Introduction To Rhetoric*AEH
- * WR 230 - WR 230 - Newswriting/Reporting
- * WR 241 - WR 241 - Intro Imagtve Wrtng*APC
- * WR 242 - WR 242 - Intro Creat Non-Fic Wr*APC

* WR 243 - WR 243 - Screenwriting Fund*APC

* WR 320 - WR 320 - Professional Writing

* WR 330 - WR 330 - Digital Rhetoric

* WR 342 - WR 342 - Intermediate Poetry

* WR 403 - WR 403 - Capstone

Civic Engagement - Discipline-Based Civic Engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research.

* WR 220 - WR 220 - Meth Tutoring Writing

* WR 230 - WR 230 - Newswriting/Reporting

* WR 241 - WR 241 - Intro Imagtve Wrtnng*APC

* WR 242 - WR 242 - Intro Creat Non-Fic Wr*APC

* WR 320 - WR 320 - Professional Writing

* WR 342 - WR 342 - Intermediate Poetry

* WR 409 - WR 409 - Practicum

Integrated Learning and Communication - Mastery of Integrative Learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.

* ENGL 403 - ENGL 403 - Capstone

* WR 403 - WR 403 - Capstone

Program Outcomes - Assessment Cycle

Year(s) to be Assessed	Program Outcome Name	Unit Name
2008-2009	Content Knowledge	Program (CAS) English/Writing
2008-2009	Inquiry	Program (CAS) English/Writing
2011-2012	Aesthetic Analysis	Program (CAS) English/Writing
2012-2013	Critical Thinking	Program (CAS) English/Writing
2013-2014	Communication	Program (CAS) English/Writing
2014-2015	Civic Engagement	Program (CAS) English/Writing
2015-2016	Integrated Learning and Communication	Program (CAS) English/Writing
2016-2017	Inquiry	Program (CAS) English/Writing
2017-2018	Program Review - No Assessment	Program (CAS) English/Writing