

Annual Learning Outcomes Assessment Report  
2010-2011

Degree Program Information	
Academic Degree Program	Writing Program General Education Written Inquiry Category (7WI)
Degree	BA, BS, BFA
Department/ School	General Education
Contact Person	
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Learning Outcome #1 I. Process:	
Outcome Description	Establishes presence as a social agent in the text
Supports University Theme	Student Writing
Where is the outcome published for students?	As of Fall 2011, the outcome will be published on course syllabi approved for GE: ENG 103, 205, 206, 208; also on GE website
Expected Level of Achievement	<p>Writing is a complex academic activity with writers responding to various audiences and purposes as they generate text. Students bring varying levels of experience to each writing situation, and since such situations become increasingly challenging and complex during the course of the semester, student achievement will not necessarily follow a simple rising trajectory. We will look for evidence that the student is attending to this outcome across a range of written work. Ideally every student will demonstrate engagement with the outcome as we improve the program.</p> <p>We expect that the assessment process will provide opportunities to reflect upon and return to the outcome programmatically.</p>
Evidence of Learning	<p>Collected in 2010-11: A random sample of thirty student papers from Written Inquiry courses taught in 2010-2011. This process confirmed the need for supporting materials with the student writing samples.</p> <p>To be collected in 2011-12: For each student sample, faculty will be requested to submit</p> <ol style="list-style-type: none"> <li>1. Assessment guidelines</li> <li>2. Two writing samples – one early in the semester, one late in the semester</li> <li>3. Student reflection on the work (if included in class pedagogy)</li> </ol>
Means of Scoring	<p>For 2010-11: The General Education Written Inquiry Assessment Committee, comprised of six writing faculty members (one tenured full professor, two tenure-track assistant professors, two full-time instructors, and one part-time instructor), scored in the following way:</p> <ul style="list-style-type: none"> <li>• reviewed the 7WI Student Learning Outcomes (SLOs) as revised in the 2009-2010 assessment cycle<sup>1</sup></li> <li>• read and independently scored a random sample of</li> </ul>

<sup>1</sup> See GE 7WI Annual Learning Outcomes Assessment Report 2009-2010

	<p>thirty student papers from Written Inquiry courses taught in 2010-2011 using the scoring guide (see Appendix A)</p> <ul style="list-style-type: none"> <li>met on June 6, 2011 to report the scoring and to discuss the SLOs in relation to the student work.</li> </ul> <p>Scoring Process for 2011-12: See Section III: Progress</p>
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<b>Learning Outcome #2</b>	
<b>I. Process:</b>	
Outcome Description	Communicates a purpose—an argument or other intentional point/goal
Supports University Theme	Student Writing
Where is the outcome published for students?	As of Fall 2011, the outcome will be published on course syllabi approved for GE: ENG 103, 205, 206, 208; also on GE website
Expected Level of Achievement	<p>Writing is a complex academic activity with writers responding to various audiences and purposes as they generate text. Students bring varying levels of experience to each writing situation, and since such situations become increasingly challenging and complex during the course of the semester, student achievement will not necessarily follow a simple rising trajectory. We will look for evidence that the student is attending to this outcome across a range of written work. Ideally every student will demonstrate engagement with the outcome as we improve the program.</p> <p>We expect that the assessment process will provide opportunities to reflect upon and return to the outcome programmatically.</p>
Evidence of Learning	<p>Collected in 2010-11: A random sample of thirty student papers from Written Inquiry courses taught in 2010-2011. This process confirmed the need for supporting materials with the student writing samples.</p> <p>To be collected in 2011-12: For each student sample, faculty will be requested to submit</p> <ol style="list-style-type: none"> <li>1. Assessment guidelines</li> <li>2. Two writing samples – one early in the semester, one late in the semester</li> <li>3. Student reflection on the work (if included in class pedagogy)</li> </ol>
Means of Scoring	For 2010-11: The General Education Written Inquiry Assessment Committee, comprised of six writing faculty

	<p>members (one tenured full professor, two tenure-track assistant professors, two full-time instructors, and one part-time instructor), scored in the following way:</p> <ul style="list-style-type: none"> <li>• reviewed the 7WI Student Learning Outcomes (SLOs) as revised in the 2009-2010 assessment cycle</li> <li>• read and independently scored a random sample of thirty student papers from Written Inquiry courses taught in 2010-2011 using the scoring guide (see Appendix A)</li> <li>• met on June 6, 2011 to report the scoring and to discuss the SLOs in relation to the student work.</li> </ul> <p>Scoring Process for 2011-12: See Section III: Progress</p>
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<b>Learning Outcome #3</b>	
<b>I. Process:</b>	
Outcome Description	Invokes a specific audience
Supports University Theme	Student Writing
Where is the outcome published for students?	As of Fall 2011, the outcome will be published on course syllabi approved for GE: ENG 103, 205, 206, 208; also on GE website
Expected Level of Achievement	<p>We will look for evidence that the student is attending to this outcome across a range of written work. Ideally every student will demonstrate engagement with the outcome as we improve the program.</p> <p>We expect that the assessment process will provide opportunities to reflect upon and return to the outcome programmatically.</p>
Evidence of Learning	<p>To be collected in 2011-12: For each student sample, faculty will be requested to submit</p> <ol style="list-style-type: none"> <li>1. Assessment guidelines</li> <li>2. Two writing samples – one early in the semester, one late in the semester</li> <li>3. Student reflection on the work (if included in class pedagogy)</li> </ol>
Means of Scoring	<p>For 2010-11: The General Education Written Inquiry Assessment Committee, comprised of six writing faculty members (one tenured full professor, two tenure-track assistant professors, two full-time instructors, and one part-time instructor), scored in the following way:</p> <ul style="list-style-type: none"> <li>• reviewed the 7WI Student Learning Outcomes</li> </ul>

	<p>(SLOs) as revised in the 2009-2010 assessment cycle</p> <ul style="list-style-type: none"> <li>• read and independently scored a random sample of thirty student papers from Written Inquiry courses taught in 2010-2011 using the scoring guide (see Appendix A)</li> <li>• met on June 6, 2011 to report the scoring and to discuss the SLOs in relation to the student work.</li> </ul> <p>Scoring Process for 2011-12: See Section III: Progress</p>
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Learning Outcome #4	
I. Process:	
Outcome Description	Integrates references, citations, and source material logically and dialogically, indicating how such forms of evidence relate to each other and to the author's position.
Supports University Theme	Student Writing
Where is the outcome published for students?	As of Fall 2011, the outcome will be published on course syllabi approved for GE: ENG 103, 205, 206, 208; also on GE website
Expected Level of Achievement	<p>We will look for evidence that the student is attending to this outcome across a range of written work. Ideally every student will demonstrate engagement with the outcome as we improve the program.</p> <p>We expect that the assessment process will provide opportunities to reflect upon and return to the outcome programmatically.</p>
Evidence of Learning	<p>To be collected in 2011-12: For each student sample, faculty will be requested to submit</p> <ol style="list-style-type: none"> <li>1. Assessment guidelines</li> <li>2. Two writing samples – one early in the semester, one late in the semester</li> <li>3. Student reflection on the work (if included in class pedagogy)</li> </ol>
Means of Scoring	<p>For 2010-11: The General Education Written Inquiry Assessment Committee, comprised of six writing faculty members (one tenured full professor, two tenure-track assistant professors, two full-time instructors, and one part-time instructor), scored in the following way:</p> <ul style="list-style-type: none"> <li>• reviewed the 7WI Student Learning Outcomes (SLOs) as revised in the 2009-2010 assessment cycle</li> <li>• read and independently scored a random sample of thirty student papers from Written Inquiry courses</li> </ul>

	<p>taught in 2010-2011 using the scoring guide (see Appendix A)</p> <ul style="list-style-type: none"> <li>met on June 6, 2011 to report the scoring and to discuss the SLOs in relation to the student work.</li> </ul> <p>Scoring Process for 2011-12: See Section III: Progress</p>
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<p><b>Learning Outcome #5</b> I. Process:</p>	
Outcome Description	<p>Composes the text with</p> <ul style="list-style-type: none"> <li>a style or styles appropriate to purpose and intended audience</li> <li>a consistent use of the diction appropriate to the author's topic and purpose</li> <li>the ability to establish and vary authorial voice(s) and tone(s)</li> <li>a choice of form(s) and genre(s) appropriate to purpose and audience. These forms and genres may be digital and/or multi-modal</li> <li>rhetorically effective use of document design</li> </ul>
Supports University Theme	Student Writing
Where is the outcome published for students?	As of Fall 2011, the outcome will be published on course syllabi approved for GE: ENG 103, 205, 206, 208; also on GE website
Expected Level of Achievement	<p>We will look for evidence that the student is attending to this outcome across a range of written work. Ideally every student will demonstrate engagement with the outcome as we improve the program.</p> <p>We expect that the assessment process will provide opportunities to reflect upon and return to the outcome programmatically.</p>
Evidence of Learning	<p>To be collected in 2011-12: For each student sample, faculty will be requested to submit</p> <ol style="list-style-type: none"> <li>Assessment guidelines</li> <li>Two writing samples – one early in the semester, one late in the semester</li> <li>Student reflection on the work (if included in class pedagogy)</li> </ol>
Means of Scoring	For 2010-11: The General Education Written Inquiry Assessment Committee, comprised of six writing faculty members (one tenured full professor, two tenure-track assistant professors, two full-time instructors, and one part-time instructor), scored in the following way:

	<ul style="list-style-type: none"><li>• reviewed the 7WI Student Learning Outcomes (SLOs) as revised in the 2009-2010 assessment cycle</li><li>• read and independently scored a random sample of thirty student papers from Written Inquiry courses taught in 2010-2011 using the scoring guide (see Appendix A)</li><li>• met on June 6, 2011 to report the scoring and to discuss the SLOs in relation to the student work.</li></ul> <p>Scoring Process for 2011-12: See Section III: Progress</p>
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