East Carolina University General Education Assessment
Action Plan Progress Report

GENERAL EDUCATION COMPETENCY AREA: <u>WRITTEN COMMUNICATION</u>

ASSESSMENT CYCLE: 2016-17 to 2019-20

INSTRUCTIONS: The completed Progress Report (to be completed in the last academic year of the assessment cycle) should be sent to the Dean of the college and copied to Kristen Dreyfus (springerk@ecu.edu) and Yihui Li (liy17@ecu.edu) **by the end of January 2020**. For each action planned please mark the status (Complete, In Progress, Not Started, or Not Applicable) and update the Progress, Responsible Party and Timeline.

A. Pedagogical / Curriculum

Planned Action # 1: Reviewing Textbooks
The Writing Foundations Committee reviewed textbooks/programs to implement in Fall 2018. We spent 2017-2018 reviewing Cengage's MindTap, a plug-in for Blackboard that supplements the texts we use and our teaching. A few members of the Writing Foundations Committee piloted MindTap in their 2017-2018 courses in order to report on its effectiveness prior to the decision to adopt it for 2018-2020. We offered to all instructors exposure to the program in Spring 2018 and on-going training for instructors and GTAs throughout the summer and before Fall 2018 courses started. We added more samples of student writing to our custom edition of Building Bridges with the hope that samples of ECU student writing will help students and instructors see strategies of writing at work.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
☑	☐	☐	☐		

Progress on Planned Action # 1
For academic years 2018-2020, we adopted new textbooks with the plug-in Mindtap. For ENGL 1100, we adopted *Becoming Rhetorical*, *Pocket Keys*, and MindTap all published by Cengage. The Director of Writing Foundations worked with the publisher to secure a significant cut in cost of the texts by bundling them. For ENGL 2201 we continued to use *Building Bridges through Writing* but we added even more examples of ECU student writing to our customized chapter.

Planned Action # 2: Secondary Assessment

Alternatively, we are moving to secondary assessment wherein we will collect samples of semester-worth formal project assignments from ENGL 2201 instructors and Writing Foundations Committee members will map the course goals to these project assignments to determine how well our assignments are asking students to do the work of the course. We hope this secondary assessment will provide us with information that may help instructors craft more explicitly clear guidelines and expectations in project assignments so that students' writing is demonstrating better achievement of course objectives.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
☑	☐	☐	☐		

Progress on Planned Action # 2

We conducted assessment of project guidelines for ENGL 2201. We used a random sampling of 25 GTA and faculty sets of guidelines (full semester sets included four formal project guidelines), identified course SLOs that students performed low in, and mapped those SLOs to guidelines and compared date between GTA and faculty guidelines.

Results were shared at a department meeting to help faculty think more critically about clear project guidelines echoing learning objectives of the course. Results are attached at the end of this document.

Planned Action # 3: Building Dynamic Rubrics

We need to consider building dynamic rubrics that link our outcomes to national standards. While the outcome goals for English 1100 and 2201 are influenced by the national standards of the Writing Program Administrators' First-Year Writing Outcomes, we do not have a mechanism to measure how well our students are doing in these specific areas. We will continue using Blackboard's Outcome assessment tool to possibly address this concern.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
☐	☐	☑	☐		

Progress on Planned Action # 3

We have not actively done this action. This will be an action to work on over the next couple of years.

B. Student Support Services

Planned Action #

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
☐	☐	☐	☐		

Progress on Planned Action #

C. Faculty Development

Planned Action # 1: Continue to offer Professional Development Workshops focused on instructor awareness of the SLOs.

In 2017-2018, the Writing Foundations Committee sponsored workshops for faculty to help with fostering development of assignments that clearly and explicitly align with the SLOs of Writing Foundation courses. One workshop invited instructors to bring their semester's assignments and we had them map the course SLOs to the assignments. We hoped this exercise would reinforce the goals of the course and promote revisions to assignments as needed to better help students meet the objectives of the course. The workshop was low attended by non-committee members. We will offer workshops in 2018-2019 that help instructors work with students to focus on critical engagement with texts and avoiding plagiarism.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
☑	☐	☐	☐		

Progress on Planned Action #

These workshops preceeded our collection of guidelines as explained in Planned Action #2 above. We hoped these workshops would help instructors create clear guidelines that echo and reinforce the goals of the course. Based on data collected from our assessment of ENGL 2201 guidelines, we may be able to make correlations between areas students perform lower in and where our guidelines are not explicit enough in aliging with course goals.

C. Other Areas

Planned Action #

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
☐	☐	☐	☐		

Progress on Planned Action #

Results of Secondary Assessment: ENGL 2201 Project Guidelines/SLOs

ENGL 2201 Project Guidelines: Secondary Assessment 2019

SLO 3: Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources   WC 2: Engage rhetorically and integrate a variety of appropriate sources to support a central claim
- Not Evident (1): 12.50%
- Somewhat Evident (2): 16.60%
- Evident (3): 70.80%

SLO 4: Organize source materials and integrate them into your writing WC 2: Engage rhetorically and integrate a variety of appropriate sources to support a central claim
- Not Evident (1): 16.60%
- Somewhat Evident (2): 25%
- Evident (3): 58.30%

SLO 8: Understand the purposes of citation practices in different contexts WC 5: Format documents and cite sources in accordance with the conventions in the individual disciplines
- Not Evident (1): 41.60%
- Somewhat Evident (2): 58.30%
- Evident (3): 0%

SLO 9: Cite sources accurately and responsibly in order to avoid plagiarism WC 5: Format documents and cite sources in accordance with the conventions in the individual disciplines
- Not Evident (1): 16.60%
- Somewhat Evident (2): 70.80%
- Evident (3): 12.50%

Legend:
- ■ Not Evident in Project Assignments/Unclear (1)
- ■ Somewhat Evident in Project Assignments/Implicit (2)
- ■ Evident in Project Assignments/Explicit (3)

Comparisons of Averages for GTA and Non-GTA Project Guidelines

Bar chart comparing GTA Averages and Non GTA Averages. Y-axis label: 1=Not Evident/Unclear 2=Somewhat Evident /Implied 3=Evident/Explicit

Category	GTA Averages	Non GTA Averages
SLO 3: Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources WC 2: Engage rhetorically and integrate a variety of appropriate sources to support a central claim	2.875	2.43
SLO 4: Organize source materials and integrate them into your writing WC 2: Engage rhetorically and integrate a variety of appropriate sources to support a central claim	2.5	2.37
SLO 8: Understand the purposes of citation practices in different contexts WC 5: Format documents and cite sources in accordance with the conventions in the individual disciplines	2	1.37
SLO 9: Cite sources accurately and responsibly in order to avoid plagiarism WC 5: Format documents and cite sources in accordance with the conventions in the individual disciplines	2.25	1.81

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