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WILLIAM WOODS  
UNIVERSITY

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**English Annual Assessment 2023-2024**

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# Annual Assessment 2023-2024

## English BA

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The English program prepares students to navigate in a world of texts—teaching ways to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

##### Students Majors 2023-2024

4

##### Student Majors 2022-2023

6

##### Student Minors 2023-2024

5

##### Student Minors 2022-2023

4

##### Concentrations 2023-2024

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

N/A

##### Concentrations 2022-2023

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

N/A

##### Student Demographics

*What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?*

We'd like to grow the major, and we're hoping with enrollment increasing and new faculty, that might be possible.

**Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

14

**Is the Program Externally Accredited**

Yes

No (selected)

**External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

**Admissions and Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

We are waiting to see what the new webpage material looks like. We think it would not be productive to review what is currently there, though anecdotally, it's hard to use the major page, given the broken links to the catalog, etc.

**Marketing Material**

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

### Additional Standards/Outcomes

Identifier	Description
ENG.1	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
ENG.2	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
ENG.3	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
ENG.4	Students will reflect substantively on their growth as writers and scholars

### Alignment to the Institutional Objectives

*Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.*

Students demonstrate current knowledge and expertise throughout their coursework. For example, the senior seminar projects demonstrated this when one student explored the ways different writers responded to the tradition surrounding Arthuriana to create new texts that were aware of tradition and responsive to contemporary concerns. Another student's senior seminar presentation considered how women responded in writing to their social status in 19th century American culture. This connection, between culture and expression, is at the heart of our coursework and corresponds closely to WWU2021.1

Institutional\_objectives\_2.docx

### General Education Alignment to Program

*How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?*

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations. These same interpretive essays teach the skills of inquiry and analysis.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns are addressed in film studies courses.

Literature survey courses explicitly address stories, poems, and etc, in the context of the communities that created them and the cultures they speak to.

Production classes, like ENG 218 and 306, ask students to create original writing attuned to the sort of aesthetic concerns explored in expression and invention courses.

## NSSE Objectives Discussed Spring 2022

### Program Alignment to NSSE Objectives

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

1C;

ENG 102: students practiced summary and reintegrated elements with other students.

ENG 210: students debated which elements make a film classic.

2E:

In ENG 215 Film Genres, students explored the issue of representation in Hollywood genre filmmaking in written analyses of various films (i.e. Turning Red, Nope, Kimi) which foreground historically underrepresented groups.

In ENG 101 and 102 Comp I and II, students wrote argumentative papers which required thorough consideration of differing / opposing points of view on their chosen topics.

4C:

In ENG 215, students wrote 12 film analysis papers, each of which required thorough breakdown and assessment of the main style and genre attributes of various Hollywood genre films. Needed to counter-arguments and rebuttal in classical argumentative form.

In ENG 101, students wrote beginning college-level expressive, informative, and persuasive essays in classical Aristotelian style. In ENG 102, students wrote 2 advanced argumentative research essays in classical Aristotelian style. In both classes, students were required to outline their papers according to the main component parts of the essays, demonstrating their ability to conceptualize and execute college-level written organizational and structural skills. Additionally, each paper required students to convey and support a central thesis-driven idea through close analysis of a personal experience, informational category, or debatable issue.

In ENG 327, final paper requires students to employ a theoretical approach to a film by applying specific elements of approach to a particular film.

In ENG 210, students read outside criticism and evaluated its strengths.

4D:

In ENG 101 and 102, students were required to compile multi-source annotated bibliographies from accredited academic databases. In both courses, the bibliographic annotations required students to assess the potential usefulness of individual sources in addition to summarizing their content.

In ENG 215, students were required to consider in their weekly written analyses how effectively or compellingly individual films worked as repositories of various core Enlightenment philosophical and related democratic cultural ideals.

1C- Explained course material to one or more students; (Eng. 101 group breakout assignment where students explained formal tone and revised a sample text in formal academic tone and read aloud to each other) (ENG. 102: Students identify fallacies in advertisements and describe the use of a particular fallacy to each other in a discussion board)

4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; (ENG. 101: students analyze an article's rhetorical appeals in groups and individually) (ENG. 102: students break down the elements of argument used in

a sample article and in an article of their choice)

4D- Evaluating a point of view, decision, or information source. (ENG. 101 & ENG. 102: Students find and evaluate sources of research found in the library database)

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### ENG Curriculum Map

	ENG 210	ENG 215	ENG 218	ENG 280	ENG 308	ENG 316	ENG 327	ENG 440
<b>ENG.1</b> Students will incorporate detailed, well-developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A			A
<b>ENG.2</b> Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A				A	A	A
<b>ENG.3</b> Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.				A		A	A	A
<b>ENG.4</b> Students will reflect substantively on their growth as writers and scholars			A		A			A

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

We've stopped teachin ENG 308, but we haven't yet removed it from the assessment map. That should happen next year, and its replacement., ENG 306, will be added to the assessment process.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for ENG Curriculum Map

Standard/Outcome				
ENG.1 Students will incorporate detailed, well-developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.				
Assessment Measures				
ENG 210				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	88% (15/17) of students scored developing or higher.	ENG210DataS24.docx	
ENG 215				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (16/16) of students scored developing or better	ENG215DataF23.docx	
ENG 218				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (9/9) of students scored as developing or better.	ENG_218_FUL_ENG_Obj_Data.docx	
ENG 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Data not collected this year, taught by adjunct.		
ENG 308				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better	Course not offered this		

	been met yet? Not met	year.		
<b>ENG 440</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (1/1) of students scored developing or better	ENG440DataF23.docx	

Standard/Outcome				
ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.				
Assessment Measures				
<b>ENG 210</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	94% (16/17) of students scored developing or higher. Data attached to objective 1.		
<b>ENG 215</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (16/16) of students scored developing or better (data attached to objective 1)		
<b>ENG 316</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (5/5) students scored as developing or better.	ENG316DataF23.docx	
<b>ENG 327</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement Narratives</b>

Measure			Assessments	
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	75% (3/4) students scored developing or better.	ENG327DataS24.docx	- : The size of the class makes it hard to score 80% without scoring 100%. We are, broadly, satisfied with the performance of students in this course.

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (1/1) of students scored developing or better		

Standard/Outcome  
 ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.

Assessment Measures

ENG 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Data not collected this year, taught by adjunct.		

ENG 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	100% (5/5) students scored as developing or better.		

ENG 327				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better	75% (3/3) of students scored developing or higher. Data attached to		- : The size of the class makes it hard to score 80% without scoring 100%. We are, broadly, satisfied with the performance of students

	been met yet? Not met	objective 1.		in this course.
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<b>ENG 440</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (1/1) of students scored developing or better		

Standard/Outcome  
ENG.4 Students will reflect substantively on their growth as writers and scholars

Assessment Measures

<b>ENG 218</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	100% (9/9) students scored developing or better.		

<b>ENG 308</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	Course not offered this year.		

<b>ENG 440</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	100% (1/1) of students scored developing or better		

### Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The English program is generally happy with the data we are generating in courses. We didn't find that the data that we were getting from Student Performance Review days was particularly useful, so we no longer collect data from that event.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e, cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	
Legend	A	
Course/Event	ENG 327	
Assessment Measure	Direct - Essay	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
		The size of the class makes it hard to score 80% without scoring 100%. We are, broadly, satisfied with the performance of students in this course.

Standard/Outcome	ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.	
Legend	A	
Course/Event	ENG 327	
Assessment Measure	Direct - Essay	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
		The size of the class makes it hard to score 80% without scoring 100%. We are, broadly, satisfied with the performance of students in this course.

## Program Activities

### Student Performance Review

*Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Student performance day activities this year were designed to develop English majors' professionalism. To that end, our primary activity was centered around a curriculum vita/ resume workshop session. Related to that, we talked about LinkedIn profiles and graduate school.

We did not assess these activities.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

### Senior Showcase/Symposium

*Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?*

One senior, Sasha Moxley, presented her exploration of the political and ecological concerns of the DC Comics series Poison Ivy. This gave Sasha another opportunity to polish and share her work and also helped demonstrate the kind of interesting work done by students in the English program.

### Tools used for Assessment

*Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.*

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

N/A

### Co-Curricular and LEAD Events

*Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.*

The English department partnered with the Office of Student Life to host two open mic LEAD events, once in the fall and one in the spring.

Several LEAD events hosted in support of the One Read book.

### Student Accomplishments

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.*

ENG major Sasha Moxley presented her Senior Seminar project "Poison Ivy in the Capitalocene" as a finalist in the WWU Senior Symposium competition, finishing runner-up.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).*

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.*

Completed commissioned textbook revision review of John Belton's *American Cinema / American Culture* 6<sup>th</sup> ed. for McGraw-Hill publishers.

Participated in WWU Open Mic Night LEAD events (Fall 23 / Spring 24).

Served on discussion panel for *Razing Liberty Square* documentary LEAD event (Spring 24).

Collaborated with WWU Professional Development Committee to plan and hold annual fall Pedagogy Day and spring professional development workshop events (Fall 23 / Spring 24).

Served on WWU Composition Director and First-Year Experience Director search committees.

Published poems and a story in literary magazines.

Gave a presentation on writing creative non-fiction to Columbia Writer's Guild.

# Assessment Rubric

<u>Clear</u>	<u>3.00 Exceeds</u>	<u>2.00 Meets</u>	<u>1.00 Falls Below Expectations</u>	<u>N/A</u>
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	the program is waiting to see the new website to see what the marketing material looks like.			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	<input type="text"/>			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	<input type="text"/>			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	<input type="text"/>			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	<input type="text"/>			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	<input type="text"/>			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	<input type="text"/>			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:	<input type="text"/>			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	<input type="text"/>			

## Appendix: Supplemental Data

**ENG 210: English Program Objectives Data**  
**Spring 2024**

**Total # of Students: 17**

**ENG Major Obj. 1**

**Exemplary: 09**

**Proficient: 06**

**Developing: 00**

**Insufficient: 01 (no submission)**

**ENG Major Obj. 2**

**Exemplary: 06**

**Proficient: 10**

**Developing: 00**

**Insufficient: 01 (no submission)**



**ENG 215: English Program Objectives Data**

**Fall 2023**

**Total # of Students: 16**

**ENG Major Obj. 1**

**Exemplary: 06**

**Proficient: 10**

**Developing: 00**

**Insufficient: 00**

**ENG Major Obj. 2**

**Exemplary: 13**

**Proficient: 03**

**Developing: 00**

**Insufficient: 00**



**ENG 316: English Program Objectives Data**

**Fall 2023**

**Total # of Students: 05**

**ENG Major Obj. 2**

**Exemplary: 02**

**Proficient: 03**

**Developing: 00**

**Insufficient: 00**

**ENG Major Obj. 3**

**Exemplary: 02**

**Proficient: 03**

**Developing: 00**

**Insufficient: 00**

**ENG 327: English Program Objectives Data**  
**Spring 2024**

**Total # of Students: 04**

**ENG Major Obj. 2**

**Exemplary: 01**

**Proficient: 02**

**Developing: 00**

**Insufficient: 01 (no submission)**

**ENG Major Obj. 3**

**Exemplary: 01**

**Proficient: 02**

**Developing: 00**

**Insufficient: 01 (no submission)**

**ENG 440: English Program Objectives Data  
Fall 2023**

**Total # of Students: 01**

**ENG Major Obj. 1**

**Exemplary: 01**

**Proficient: 00**

**Developing: 00**

**Insufficient: 00**

**ENG Major Obj. 2**

**Exemplary: 00**

**Proficient: 01**

**Developing: 00**

**Insufficient: 00**

**ENG Major Obj. 3**

**Exemplary: 01**

**Proficient: 00**

**Developing: 00**

**Insufficient: 00**

**ENG Major Obj. 4**

**Exemplary: 00**

**Proficient: 01**

**Developing: 00**

**Insufficient: 00**

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Portfolio and reflection

	Exemplary	Proficient	Developing	Insufficient
Objective 1	1	7	1	
Objective 4	1	6	2	