

**WRITTEN COMMUNICATIONS WOK ASSESSMENT  
FEBRUARY 2019**

The Way of Knowing (WOK) Rubric will assess how well classes satisfy the requirement for the State of Idaho GEM Core Classes. The committee will also assess how the WOK serves the college mission and core themes. Outcomes will be assessed by a committee comprised of the Department Chair and three faculty members in the department.

The Committee will give recommendations for continuous improvement for the WOK/ department by following the Plan, Do, Study, Act cycle. Additionally, the committee will describe how the WOK/ department helps College of Eastern Idaho fulfill its mission and meet core themes of the college. They will set long-term goals and identify how those goals will be measured.

Mission, Vision, Core Themes and a continuous improvement cycle drive all college activities. The WOK Review Committee would like to understand the connection of the WOK to the Mission, Vision, Core Themes and the continuous improvement cycle. Summarize how your department/office supports each area.

**Mission:**

The Written Communications WOK supports the mission in a number of specific ways. We support the “open access” component by offering the “Plus” section of ENG 101, a co-requisite writing course for students who need additional support to succeed in ENG 101. In addition, we work hard to ensure we are meeting student accommodations. The “affordable” element of the mission is evidenced in the department’s commitment to increasing use of OER materials and low cost textbooks. Our “quality” is demonstrated through our highly-qualified and experienced written communication instructors, as well as our commitment to improvement. We are continually working to improve our courses and student outcomes through collaboration and data gathered from course assessments.

**Core Themes:**

The written communication WOK is at the very core of “learning for work and life.” We help students communicate more effectively through writing – in their academic, personal, and professional lives. Our work is foremost “student centered” as illustrated through the assignments, discussions, and interactions. Individualized feedback is provided on every writing assessment and class discussions are focused around students’ ideas. The teaching strategies employed in written communications courses are inherently student centered as every student’s writing is the heart of the course.

**Continuous improvement cycle: Plan, Do, Study, Act**

The Written Communications department has drafted a plan to improve access to affordable course materials, increase opportunities for student writing, and create a publication that fosters community engagement. Over the next two years, we will work to implement additional course offerings. After piloting materials, courses, and a publication, we will study the impact of the plan in relation to the mission and core themes. At that time, we will act upon our findings by either revising our direction or strengthening the pilots.

**How does this department/office serve the population of the college?**

We teach required general education courses – ENG 101, ENG 101P, ENG 102. Through our office hours we consult, advise, and even mentor our students in their personal, professional and career pursuits. Additionally, beginning this semester one of our faculty has been tutoring in CEI's Writing Center. Through our teaching, mentoring, and tutoring efforts, we are strongly committed to the Complete College America Initiative.

**What are the strengths of your department?**

As a department, we build strong student connections. This is crucial to both student success, as well as retention rates. We also are building strong collaborative relationships as faculty. These faculty connections allow us to be more effective in sharing best practices, asking for advice, and reflecting on our work as individuals and as a department.

**What are the weaknesses of your department?**

One area we would like to improve is fostering cross-discipline collaboration. We know the opportunity to improve our teaching and our student outcomes when we build relationships across the humanities and general education courses. At the request of Lori Barber, Dean of General Education, here are steps the department is taking to strengthen these areas. We will reach out to other program areas to help resolve possible scheduling conflicts throughout the semester so students aren't missing key information due to conferences or competitions that take them way from class at regularly scheduled times throughout the semester. We will develop courses that can utilize textbooks and information from other disciplines, such as a sister course to the Environmental Science course which would focus on the literature used in that course. We also intend to make ourselves available to create discipline-specific workshops or presentations for programs that need more in-depth information regarding writing in a specific field of study.

**What opportunities exist for your department/office?**

We see great opportunity to develop additional written communications course options for students, offer additional online course sections for accessibility, and to publish a creative arts journal.

**What challenges exist for your department/office?**

At this time, our greatest challenge as a department is the lack of research resources (databases) for our students and insufficient classroom facilities (broken screens, lack of whiteboards).

**List the goals for better serving students through WOK/department**

We will work to better serve our students by:

1. Increasing OER use in our classes
2. GEM stamping additional written communication electives
3. Founding a creative arts journal
4. Revising specific course level learning outcomes to align with WOK and General Education outcomes. In response to the question from Dean Barber of a timeline for implementation of these goals, it was determined that we needed to clarify that we view this as a continual process, basing the revisions on information garnered from course-

level evaluations, faculty evaluations, student evaluations, and the triennial program assessment.

STRATEGIC ACTION PLAN FOR DEPARTMENT		
Strategic Action Plan Name:	Written Communication WOK SAP 2019-2022	
List College Core Theme/s the plan meets:	Learning for work & life, student-centered, community engagement	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<ul style="list-style-type: none"> <li>We will increase the use of OER in courses.</li> <li>We will create and offer a creative writing course.</li> <li>We will publish a creative journal that partners with community art organizations.</li> </ul>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> <li>Increased use of OER in courses</li> <li>Revised course level learning outcomes</li> <li>Additional written communications course electives offered</li> <li>Creative journal started</li> </ul>	
What specific aspects of this SAP can be accomplished without additional financial resources?	<ul style="list-style-type: none"> <li>OER</li> <li>Revised course level learning outcomes</li> </ul>	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment Do you want to mention the databases here that your department would like and the amount of money you're requesting to spend on them? We request that classrooms be outfitted with whiteboards, and that either screens or boards be moved so that both can be used at	8'x4' board. Two per room. \$250 per board. Eleven rooms.  \$5,500.00	General funds

the same time. Currently, only one or the other can be used at a time.		
Supplies		
Computer Hardware		
Computer Software We would like to add our voices to those seeking additional database resources at our library, such as JSTOR.	\$6,000.00 initial setup, then \$6,000.00 per year thereafter	General Funds
Training Professional development funds for conferences, etc	\$600.00 per full-time faculty member. Currently three full-time faculty. \$1,800.00	General Education
Other		
<b>Total Requested Amount</b>	\$13,300.00	

### Long Term Plans

The Written Communication segment of the department will seek to increase the number of course offerings through the department, both elective and GEM stamped, as well as courses other departments and programs indicate are needed from our team. As the college grows, our department looks forward to adding faculty members with diverse backgrounds and unique interests to better serve our students and our community. Additionally, given enrollment numbers and interest, the department will further serve the community through the journal we plan to produce by way of the creative writing class which is in the works. We will also seek opportunities to provide live interpretations of plays and poetry readings on campus, as well as at outreach locations. Academically, as the enrollment grows and demand for classes increases, it may become necessary to create sub-departments within the WOK, such as a Composition cohort. Finally, we intend to continue to offer professional development opportunities such as access to conferences and our ever-increasing professional development library which is housed in the General Education offices of the college.

### Review Summary:

Since the creation of the College of Eastern Idaho, the Written Communication portion of the English and Communication department has labored continually to improve and expand its vital role within the college, as well as in the community the college serves. This report demonstrates that. By expanding course offerings, adding highly qualified and motivated faculty members, maintaining connections with instructors and leaders from other college departments and programs, and keeping an eye on future needs and possibilities, the WOK continues to strengthen

its already robust role in the college. Through continued individual course assessments, we will have a fuller understanding of our department's strengths, as well as the areas in need of attention. After completing this WOK assessment, it is clear that the students, the college, and the community can feel confident that the services and opportunities our department provides are both academically rigorous and student focused.

### **Courses that meet WOK/department Requirement**

- ENG 101-Writing and Rhetoric I
- ENG 101P-Writing and Rhetoric I
- ENG 102-Writing and Rhetoric II

### **WOK department Course/s Description**

#### **ENG 101 - Writing and Rhetoric I**

Using the essay as a model for organization, you will be introduced to critical reading and writing challenges including pre-writing strategies, invention, revision, and editing. In a minimum of 20 pages of revised writing, you will produce essays and reports that show unity and coherence, develop and support a central thesis, and demonstrate organization and unification. Keyboarding skills are strongly recommended. Prerequisites: ACT English score of 18-24 or a GAIN score of 871.

#### **ENG 101P - Writing and Rhetoric I**

One-credit supplement to ENGL 101 for students who do not meet placement requirements for ENGL 101. Includes additional instruction in reading, analyzing and writing expository essays. Previously ENG-101P.

#### **ENG 102 - Writing and Rhetoric II**

Focus on critical reading; research methods; gathering, evaluating, analyzing, and synthesizing ideas and evidence; and documentation. This course is designed to help students understand and acquire the habits of the mind that are central to academic inquiry and to exercise skills in reporting documented research. Previously ENG-102, Critical Reading and Writing. Prerequisites: ENG 101

### **WOK/department Learning Outcomes**

WOK outcomes for ALL courses

- Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- Address readers' biases and assumptions with well-developed evidence-based reasoning.
- Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
- Read, interpret, and communicate key concepts in writing and rhetoric

ENG 101 – Department outcomes

- Improve depth and quality of writing.
- Apply the role of audience and purpose to all written material.
- Persist through the writing process to understand why all writing requires thought, revision, and proofreading.

ENG 101P – Course Objectives

- Each student should be able to write essays and other written communication
- that demonstrates correct capitalization, punctuation, and English grammar
- that shows thoughtful development, ordering, and revision of ideas
- that demonstrates the ability to write a thesis statement
- that indicates increasing skill in using written language
- Work within specific timeline commitments.
- Write content that is relevant, thoughtful, and appropriate to the assigned task.
- Write sentences with standard punctuation, spelling, syntax, diction, and grammar.
- Demonstrate the ability to develop and organize thought into coherent paragraphs and into unified essays.

ENG 102 – Department outcomes

- Paraphrase, summarize, synthesize, and communicate new information to others.
- Use traditional methods of argumentation and persuasion to effectively convince or sway an audience.
- Take charge of your own investigations, formulate meaningful questions, research information needed to explore those questions, explore multiple perspectives on a variety of issues, and communicate your conclusions to others.
- Read critically to understand and appreciate social, political, and cultural viewpoints.

**Description of assessments used to measure outcomes**

- Formative assessments used:
  - Essay drafts
  - Peer reviews
  - Discussions
  - Outlines
  - Annotated bibliography
  - Works Cited
- Summative assessments used:
  - Essays final draft
  - Oral presentations
  - Exams/Quizzes

**Summary of assessment findings**

As a department, we consistently use similar assessments. This includes both formative and summative assessments. These assessments are considered best practices within the written communications field for engaging students and improving student outcomes.

**Projected curricular/assessment changes**

As noted across the individual course assessments, some instructors will add mid-term exam, while others will be providing additional instructor feedback on rough drafts.

**Number of Students in WOK/department for FA2018**

Students who completed the courses: 433

**Student to Faculty Ratio**

After clarification from Dean Barber on how to calculate the student/faculty ratio, the actual ratio is 17/1. This number should be the total number of students divided by the number of instructors teaching each *section*.

**Credit Hours Generated**

1195

This WOK review will be submitted to the office of the Dean of General Education to be evaluated and provide feedback. The review will then go to the Academic Standards Committee (ASC) for evaluation, comment, and approval. Upon approval from ASC, the review will go to the President's Advisory Council (PAC) for review. The review is then given back to the Dean to incorporate any changes from ASC or PAC. The Dean gives the report to the Chair of the WOK Department in order for implementation of changes. Enactment of suggested changes should begin in the Fall semester 2019.