

Assessment Cycle 2025 - 2026 University Core Competency Assessment

English. To demonstrate writing as a purpose-driven process of communication within specific contexts.

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Approved by: Dr. Greg Handel, Provost **Date:** June 9, 2026

Northwestern State Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Northwestern Core Curriculum: In January 2018, under the direction of the Provost, the General Education Committee completed a deliberate and systematic 18-month review of the University Core Curriculum to ensure its alignment with policy 2.16 Statewide General Education Requirements, Louisiana Board of Regents. As a result, the University modified its General Education Core Curriculum ensuring the courses selected were introductory, survey, or appreciation courses and not tied to a specific degree program. The current broad-based core curriculum leverages six key competencies central to the University's mission and is consistent with the Louisiana Board of Regents' requirements for general education. The selection of courses encompasses the knowledge and abilities that Northwestern believes are essential to college graduates.

The requirements are designed to improve students' writing and speaking; provide students with mathematical skills at the level of college algebra and above; strengthen students' understanding of biological, physical, social, and behavioral sciences; and develop an appreciation and knowledge of the arts and humanities. These courses provide the breadth of a student's educational program while the degree program requirements provide the depth of education. The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for this general education competency.

Purpose: The purpose of the English Core Competency is to improve students' writing ability. The two-course sequence of English 1010: Rhetoric and Composition I and English 1020: Rhetoric and Composition II aim to develop students' writing ability so that they can demonstrate writing as a purpose-driven process of communication within specific contexts. The knowledge and skills developed through the first-year writing sequence are applicable to the wide variety of writing students will do in upper-level courses and in the workplace.

Methodology:

1. The instructor(s) will collect one portfolio of written work including a reflective letter

Assessment Cycle 2025- 2026 University Core Competency Assessment

from each student enrolled in English 1010 in the fall semesters and English 1020 in the spring semesters.

2. The instructor(s) will assess the student portfolios using the course-appropriate rubrics appended to this document to determine how well the applicable outcomes are met.
3. The assessor(s) will collect rubric-based data from the instructors and analyze the programmatic data to determine whether the applicable outcomes are met.
4. Faculty will meet during the fall on-call week to discuss the results and determine the actions that need to be taken in response to the evaluation. Individual meetings will be held with faculty during on call week, if necessary. The Writing Program Administrator, in consultation with faculty and the department advisory committee, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

Student Learning Outcomes (SLO).

SLO 1. Students will write a variety of types of texts for diverse audiences, purposes, and contexts.

Measure 1.1 (Direct – Skill)

Target: 80% of student portfolios assessed will score 2 (acceptable) or higher on Rubric 1.1.

At the end of each fall semester, instructors will evaluate student portfolios from all students enrolled in English 1010 that semester, using the standardized rubric 1.1 (attached). Portfolios should consist of student selections of 1) at least two of the formal essays students have written during semester with some evidence of the writing process that led to those essays, 2) at least three informal pieces, such as in-class work or homework that students have written during the semester, and 3) a reflective letter. At least one assignment should evidence collaboration with classmates (e.g., peer review, group assignment). This portfolio should demonstrate the student's ability to compose a variety of types of texts for diverse audiences, purposes, and contexts and will be evaluated based on Rubric 1.1 (attached), which is based on the ENGL 1010 course objectives. At minimum, the contents should include:

- Reflective Statement
- Formal Writing Assignment #1: Final Version and Evidence of Process
- Formal Writing Assignment #2: Final Version and Evidence of Process
- Informal Writing #1
- Informal Writing #2
- Informal Writing #3

Assessment Cycle 2025- 2026 University Core Competency Assessment

At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1010 (1031)	Portfolio	80%	Fall 2025

Findings:

AY 2025-2026 950/1031* student assignments (92.1%) scored 2+. Targe met.
AY 2024-2025 895/984** student assignments (90.9%) scored 2+. Target met.

**Results include 573 dual enrollment students.*

***Results include 516 dual enrollment students.*

Analysis:

In AY 2024-2025, the target was met with 90.9% (895/984) of students evaluated scoring a 2 or higher on the assessment, a decrease of 1.1% from AY 2023-2024. Students performed well on this measure in general, and no individual rubric item stood out as a significant area of concern across the program. In AY 2024-2025, the 984 students assessed represented 84.8% (984/1161) of the students enrolled. It is also worth noting that the dual enrollment courses assessed represent 81.8% of dual enrollment courses offered: 100% (8/8) of courses taught by faculty directly employed by NSU reported data, while 71% (10/14) of courses taught in high schools reported data.

Based on the analysis of the AY 2024-2025 results, the faculty implemented the following changes in AY 2025-2026. Training in the teaching of rhetorical analysis and genre awareness was refined to address any continued challenges in those areas. Training on the streamlined portfolio assignment and assessment rubric was refined to increase student participation and pedagogical effectiveness. Outreach to dual enrollment instructors working in the K-12 setting was focused on supporting those instructors not currently submitting reports.

As a result, in AY 2025-2026, the target was met with 92.1% (950/1031) of students evaluated scored 2 or higher on the assessment, an increase of 1.1% from AY 2024-2025. Students performed well on this measure in general; however, looking at specific rubric items suggests that students were slightly less successful in one area across the program: 1010.9 Practice collaboration.

Further, in AY 2025-2026, the 1031 students assessed represented 87.7% (1031/1175) of students enrolled, an increase of 2.9% from AY 2024-2025. The number of students participating increased overall; further, the number of students who completed the course but did not turn in the portfolio decreased from 48% of students enrolled but not assessed in AY 2024-2025 to 41.6% in AY 2025-2026. It is also worth noting that the dual enrollment courses assessed represent 91.6% of all dual enrollment courses

Assessment Cycle 2025- 2026 University Core Competency Assessment

offered, an increase of 9.8% from AY 2024-2025: 100% (8/8) of courses taught by faculty directly employed by NSU reported data, while 87.5% (14/16) of courses taught in high schools reported data. The number of non-NSU employed high school instructors reporting data increased 16.5% from Fall 2024. This increase may be due to expanded training in the revised portfolio system offered in Fall 2025 and focused outreach to high school instructors who had not reported data in AY 2024-2025 or who were new to teaching dual enrollment.

Decision:

Findings from AY 2025-2026 provide evidence that the English program successfully fulfills SLO 1 through Measure 1.1, with 92.1% of students scoring 2+ on the rubric, an increase of 1.1% from AY 2024-2025. In AY 2025-2026, 87.7% (1031/1175) of students in ENGL 1010 in the Fall 2025 were evaluated, an increase of 2.9% from AY 2024-2025.

Based on the analysis of the AY 2025-2026 results, the faculty will implement the following changes in AY 2026-2027 in order to drive the cycle of improvement. Training in facilitating productive collaboration among students will be implemented in order to increase student success on 1010.9: Practice collaboration. Training will also be provided to help faculty create accessible instructional materials in order to comply with new Title II accessibility requirements and to ensure that instructional materials are accessible to all students.

Furthermore, based on the analysis of these results, the Department will maintain the expectation that 80% of students will score a 2 (acceptable) or higher on the evaluation in AY 2026-2027. Based on the analysis of the AY 2025-2026 results, the following changes will be implemented to drive improvement in AY 2027-2028. Expanded and refined training will be provided to further assist faculty in collecting and reporting assessment data. Additional outreach will be made to encourage dual enrollment instructors working in the K-12 setting to submit assessment reports. Changes implemented in AY 2026-2027 will improve the student's ability to productively collaborate; help students better understand the pedagogical purpose of and thus encourage greater participation in the portfolio assignment; and assist instructors to provide instructional materials that are more accessible to all students, thereby continuing to push the cycle of improvement forward.

Measure 1.2 (Indirect – Reflection)

Target: 80% of student portfolio letters assessed will score 2 (acceptable) or higher on Rubric 1.2.

At the end of each fall semester, instructors will evaluate student portfolio letters from all students enrolled in English 1010 that semester, using the standardized rubric 1.2 (attached). The portfolio letter should be a reflection on the student's work from the semester as it is evidenced in the portfolio. Students should describe their composing processes, explain what writing they have done over the course of semester,

Assessment Cycle 2025- 2026 University Core Competency Assessment

referencing each of the samples in the portfolio as well as other work from the semester, and reflect on their development as a writer through the coursework. Ultimately, the letter should demonstrate that students have thought carefully about their writing as both completed products and active processes completed in response to specific contexts and will be evaluated based on Rubric 1.2 (attached), which evaluates reported student learning based on the ENGL 1010 course objectives. At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1010 (1031)	Portfolio Letter	80%	Fall 2025

Findings:

AY 2025/2026 958/1031* student assignments (92.9%) scored 2+. Target met.
AY 2024/2025 884/984** student assignments (89.8%) scored 2+. Target met.

**Results include 573 dual enrollment students.*

***Results include 516 dual enrollment students.*

Analysis:

In AY 2024-2025, the target was met with 89.8% (884/984) of students evaluated scoring a 2 or higher on the assessment, an increase of 3.8% from AY 2023-2024. Students performed well on this measure in general; this year, no individual rubric item stood out as a significant area of concern across the program. In AY 2024-2025, the 984 students assessed represented 84.8% (984/1161) of the students enrolled. It is also worth noting that the dual enrollment courses assessed represent 81.9% of dual enrollment courses offered: 100% (8/8) of courses taught by faculty directly employed by NSU reported data, while 71% (10/14) of courses taught in high schools reported data.

Based on the analysis of the AY 2024-2025 results, the faculty made the following changes in AY 2025-2026. Training in the teaching of rhetorical analysis and genre awareness will be refined to address any continued challenges in those areas. Training on the streamlined portfolio assignment will be refined to increase student participation and pedagogical effectiveness. Outreach to dual enrollment instructors working in the K-12 setting will focus on supporting those instructors not currently submitting reports.

In AY 2025-2026, the target was met with 92.9% (985/1031) of students evaluated scoring a 2 or higher on the assessment, an increase of 3.1% from AY 2024-2025. Students performed well on this measure in general; however, looking at specific rubric items suggested that students were slightly less successful one area across the program: 1010.9 Practice collaboration.

Further, in AY 2025-2026, the 1031 students assessed represented 87.7% (1031/1175) of students enrolled, an increase of 2.9% from AY 2024-2025. The number of students participating increased overall; further, the number of students who completed the

Assessment Cycle 2025- 2026 University Core Competency Assessment

course but did not turn in the portfolio decreased from 48% of students enrolled but not assessed in AY 2024-2025 to 41.6% in AY 2025-2026. It is also worth noting that the dual enrollment courses assessed represent 91.6% of all dual enrollment courses offered, an increase of 9.8% from AY 2024-2025: 100% (8/8) of courses taught by faculty directly employed by NSU reported data, while 87.5% (14/16) of courses taught in high schools reported data. The number of non-NSU employed high school instructors reporting data increased 16.5% from Fall 2024. This increase may be due to expanded training in the revised portfolio system offered in Fall 2025 and focused outreach to high school instructors who had not reported data in AY 2024-2025 or who were new to teaching dual enrollment.

Decision:

Findings from AY 2025-2026 provide evidence that the English program successfully fulfills SLO 1 through Measure 1.1, with 92.9% (985/1031) of students evaluated scoring a 2 or higher on the assessment, an increase of 3.1% from AY 2024-2025. In AY 2025-2026, the 1031 students assessed represented 87.7% (1031/1175) of students enrolled, an increase of 2.9% from AY 2024-2025.

Based on the analysis of the AY 2025-2026 results, the faculty will implement the following changes in AY 2026-2027 in order to drive the cycle of improvement. Training in facilitating productive collaboration among students will be implemented in order to increase student success on 1010.9: Practice collaboration. Training will also be provided to help faculty create accessible instructional materials in order to comply with new Title II accessibility requirements and to ensure that instructional materials are accessible to all students.

Furthermore, based on the analysis of these results, the Department will maintain the expectation that 80% of students will score a 2 (acceptable) or higher on the evaluation in AY 2026-2027. Based on the analysis of the AY 2025-2026 results, the following changes will be implemented to drive improvement in AY 2027-2028. Expanded and refined training will be provided to further assist faculty in collecting and reporting assessment data. Additional outreach will be made to encourage dual enrollment instructors working in the K-12 setting to submit assessment reports. Changes implemented in AY 2026-2027 will improve the student's ability to productively collaborate; help students better understand the pedagogical purpose of and thus encourage greater participation in the portfolio assignment; and assist instructors to provide instructional materials that are more accessible to all students, thereby continuing to push the cycle of improvement forward.

SLO 2. Students will perform writing as a process of planning, researching, prewriting, drafting, evaluating, and revising to develop and strengthen their compositions.

Measure 2.1 (Direct – Skill)

Target: 80% of student portfolios assessed will score 2 (acceptable) or higher on Rubric 2.1.

Assessment Cycle 2025- 2026 University Core Competency Assessment

At the end of each spring semester, instructors will evaluate student portfolios from all students enrolled in English 1020 that semester, using the standardized rubric 2.1 (attached). This portfolio, a process portfolio, is a collection of a student's work on the researched argument assignment that is the culmination of the English 1020 course. This collection should consist of evidence of the student's composition process, from initial planning through drafting and revision to the final version, and a reflective letter. Among this evidence should be evidence of some peer review activity. This portfolio should demonstrate the student's ability to perform writing as a purpose-driven process that leads to a researched essay and will be evaluated based on Rubric 2.1 (attached), which is based on the ENGL 1020 course objectives. The minimum contents should include:

- Reflective Statement
- Planning Materials (e.g., freewriting, notes, idea maps, etc.)
- Shaping/Organizing Materials (e.g., thesis statements, outlines, etc.)
- Rough Draft with Comments (self-review, tutor review, and/or instructor review)
- Evidence of Collaborative Activity
- Working Bibliography of Research
- Final Version of Researched Argument Essay

At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1020 (817)	Portfolio	80%	Spring 2026

Findings:

AY 2025-2026	762/817* student assignments (93.3%) scored 2+.	Target met.
AY 2024-2025	743/820** student assignments (90.7%) scored 2+.	Target met.

**Results include 436 dual enrollment students.*

***Results include 406 dual enrollment students.*

Analysis:

In AY 2024-2025, the target was met with 90.7% (743/820) of students evaluated scoring 2 or higher on the assessments, a slight decrease of 2% from AY 2023-2024. Students performed well on this measure in general; this year, no individual rubric item stood out as a significant area of concern across the program. In AY 2024-2025, 85.4% (820/960) of enrolled students were assessed, an increase of 2% from AY 2023-2024. The percentage of dual enrollment sections assessed also increased, as 90.4% of dual enrollment sections were assessed AY 2024-2025 compared to 76.5% in AY 2023-2024.

Based on the analysis of the AY 2024-2025 results, the faculty made the following changes in AY 2025-2026. Training in the teaching of source integration and attribution,

Assessment Cycle 2025- 2026 University Core Competency Assessment

a central learning outcome of ENGL 1020, will be refined to address any continued challenges in this area. Training on the streamlined portfolio assignment will be refined to increase student participation and the pedagogical effectiveness of the assignment. Outreach to dual enrollment instructors working in the K-12 setting will focus on supporting those instructors not currently submitting reports.

As a result, in AY 2025-2026, the target was met with 93.3% (762/817) of students evaluated scoring 2 or higher on the assessments, an increase of 2.6% from AY 2024-2025. Students performed well on this measure in general. This year, no individual rubric item stood out as a significant area of concern across the program.

Further, in AY 2025-2026, 81.5% (817/1002) of enrolled students were assessed, a decrease of 3.9% from AY 2024-2025. The number of students who finished ENGL 1020 but did not turn in a portfolio also increased in AY 2025-2026. Of the students the students who were enrolled in ENGL 1020 but could not be assessed, 50.8% (94/185) did not turn in a portfolio assignment despite completing the course, an increase of 9.7% from AY 2024-2025. It is also worth noting that the dual enrollment courses assessed represent 100% of the 19 dual enrollment sections offered.

Decision:

Findings from AY 2025-2026 provide evidence that the English program successfully fulfills SLO 2 through Measure 2.1, with 93.3% (762/817) of students scoring 2+ on the rubric. In AY 2024-2025, 81.5% (817/1002) of enrolled students were assessed.

Based on the analysis of the AY 2025-2026 results, the faculty will implement the following changes in AY 2026-2027 in order to drive the cycle of improvement. Revised training in the teaching of source integration and attribution, a central learning outcome of ENGL 1020, will be offered. Training on the streamlined portfolio assignment will be revised in order to focus on encouraging student participation in assignment. Outreach to dual enrollment instructors working in the K-12 setting will be revised in order to sustain the 100% reporting rate and support new dual enrollment instructors. Training will also be provided to help faculty create accessible instructional materials in order to comply with new Title II accessibility requirements and to ensure that instructional materials are accessible to all students.

Furthermore, based on the analysis of these results, the Department will maintain the expectation that 80% of students will score a 2 (acceptable) or higher on the evaluation in AY 2026-2027. Based on the analysis of the AY 2025-2026 results, the following changes will be implemented to drive improvement in AY 2026-2027. Expanded and refined training will be provided to further assist faculty in collecting and reporting assessment data. Additional outreach will be made to encourage dual enrollment instructors working in the K-12 setting to submit assessment reports. Changes implemented in AY 2026-2027 will help students better understand the pedagogical purpose of and thus encourage greater participation in the portfolio assignment and assist instructors to provide instructional materials that are more accessible to all students, thereby continuing to push the cycle of improvement forward.

Assessment Cycle 2025- 2026 University Core Competency Assessment

Measure 2.2 (Indirect – Reflection)

Target: 80% of student portfolio letters assessed will score 2 (acceptable) or higher on Rubric 2.2.

At the end of each spring semester, instructors will evaluate student portfolio letters from all students enrolled in English 1020 that semester, using the standardized rubric 2.2 (attached). The portfolio letter should be a reflection on the student's work on the researched argument assignment as it is evidenced in the portfolio. Students should describe their composing processes, explain their rhetorical and stylistic choices, and reflect on their development as a writer through the project. Ultimately, the letter should demonstrate that students have thought carefully about their writing as both completed products and active processes completed in response to specific contexts and will be evaluated based on Rubric 2.2 (attached), which evaluates reported student learning based on the ENGL 1020 course objectives. At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1020 (817)	Portfolio Letter	80%	Spring 2026

Findings:

AY 2025-2026	748/817* student assignments (91.6%) scored 2+.	Target met.
AY 2024-2025	742/820* student assignments (90.5%) scored 2+.	Target met.

**Results include 436 dual enrollment students.*

***Results include 406 dual enrollment students.*

Analysis:

In AY 2024-2025, the target was met with 90.5% (472/820) of students evaluated scoring 2 or higher on the assessments, an increase of 2.5% from AY 2023-2024. Students performed well on this measure in general; this year, no individual rubric item stood out as a significant area of concern across the program. In AY 2024-2025, 85.4% (820/960) of enrolled students were assessed, an increase of 2% from AY 2023-2024. The percentage of dual enrollment sections assessed also increased, as 90.4% of dual enrollment sections were assessed in AY 2024-2025 compared to 76.5% in AY 2023-2024.

Based on the analysis of the AY 2024-2025 results, the faculty made the following changes in AY 2025-2026. Training in the teaching of source integration and attribution, a central learning outcome of ENGL 1020, will be refined to address any continued challenges in this area. Training on the streamlined portfolio assignment will be refined to increase student participation and the pedagogical effectiveness of the assignment.

Assessment Cycle 2025- 2026 University Core Competency Assessment

Outreach to dual enrollment instructors working in the K-12 setting will focus on supporting those instructors not currently submitting reports.

As a result, in AY 2025-2026, the target was met with 91.6% (748/817) of students evaluated scoring 2 or higher on the assessments, an increase of 1.1% from Spring 2025. Students performed well on this measure in general; however, students were slightly less successful in two areas across the program: 1020.5: Demonstrate knowledge of the conventions of Standard American English and 1020.8: Identify, understand, and discuss textual features and how they function as agents of effective communication.

Further, in AY 2025-2026, 81.5% (817/1002) of enrolled students were assessed, a decrease of 3.9% from AY 2024-2025. The number of students who finished ENGL 1020 but did not turn in a portfolio increased in AY 2025-2026. Of the students the students who were enrolled in ENGL 1020 but could not be assessed, 50.8% (94/185) did not turn in a portfolio assignment despite completing the course, an increase of 9.7% from AY 2024-2025. It is also worth noting that the dual enrollment courses assessed represent 100% of the 19 dual enrollment sections offered.

Decision:

Findings from AY 2025-2026 provide evidence that the English program successfully fulfills SLO 2 through Measure 2.1, with 91.6% (748/817) of students scoring 2+ on the rubric, an increase of 1.1% from AY 2024-2025. In AY 2025-2026, 81.5% (817/1002) of enrolled students were assessed, a decrease of 3.9% from AY 2024-2025.

Based on the analysis of the AY 2025-2026 results, the faculty will implement the following changes in AY 2026-2027 in order to drive the cycle of improvement. Training in the teaching of Standard American English and in the analysis of textual features will be provided in order to drive student success in these areas. Training on the streamlined portfolio assignment will be revised in order to focus on encouraging student participation in assignment. Outreach to dual enrollment instructors working in the K-12 setting will be revised in order to sustain the 100% reporting rate and support new dual enrollment instructors. Training will also be provided to help faculty create accessible instructional materials in order to comply with new Title II accessibility requirements and to ensure that instructional materials are accessible to all students.

Furthermore, based on the analysis of these results, the Department will maintain the expectation that 80% of students will score a 2 (acceptable) or higher on the evaluation in AY 2026-2027. Based on the analysis of the AY 2025-2026 results, the following changes will be implemented to drive improvement in AY 2026-2027. Training will be provided to assist instructors in the teaching of Standard American English and the analysis of rhetorical, textual features. Expanded and refined training will be provided to further assist faculty in collecting and reporting assessment data. Additional outreach will be made to encourage dual enrollment instructors working in the K-12 setting to submit assessment reports. Changes implemented in AY 2026-2027 will increase students' fluency with Standard American English and with rhetorical, textual features;

Assessment Cycle 2025- 2026 University Core Competency Assessment

help students better understand the pedagogical purpose of and thus encourage greater participation in the portfolio assignment; and assist instructors to provide instructional materials that are more accessible to all students, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results.

The following reflects all the changes implemented in AY 2025-2026 to drive the continuous process of seeking improvement. These changes are based on the knowledge gained through the analysis of the AY 2024-2025 results.

- Revised and refined training in the implementation of reading instruction, rhetorical analysis, and the use and integration of sources in order to further capitalize on the gains made in these areas in AY 2024-2025.
- Revised training in the administration, collection, evaluation, and reporting of assessment data for both SLOs and all four measures for all faculty teaching English 1010 and 1020.
- Targeted outreach to new dual enrollment instructors working in the K-12 setting and to experienced instructors who are not currently turning in assessment reports.

Plan of Action Moving Forward. Our dedication to continual improvement for SLOs 1 and 2 will lead to the following refinements to the courses and assessments in the General Education Core Curriculum English area (ENGL 1010 and ENGL 1020 courses):

- Targeted training in the facilitation of productive student collaboration for instructors of ENGL 1010 and ENGL 1020.
- Targeted training to improve student fluency with Standard American English for all instructors of ENGL 1010 and ENGL 1020.
- Targeted training in critical reading to increase student understanding and recognition of rhetorical textual features for all instructors of ENGL 1010 and ENGL 1020.
- Targeted training in the creation of accessible documents in order to bring all ENGL 1010 and ENGL 1020 courses into compliance with new Title II accessibility requirements and to ensure that instructional materials are accessible to all students.
- Targeted training in increasing student participation in and completion of the portfolio assignment for all instructors of ENGL 1010 and ENGL 1020.
- Targeted outreach to new dual enrollment instructors working in the K-12 setting and support for continuing instructors in order to maintain consistent assessment reporting.

Assessment Cycle 2025- 2026 University Core Competency Assessment

Attachment A: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Direct Assessment (SLO 1.1)

Part One: Composing Texts and Argumentation.

SLO's in this section ask that you evaluate students' development and composition of their own texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1010.1 – Write texts with a variety of purposes.	Demonstrates the student's ability to write effectively for a wide variety of purposes.	Demonstrates the student's ability to write for a variety of purposes.	Fails to demonstrate the student's ability to write for a variety of purposes.
ENGL 1010.4 – Write in a variety of rhetorical situations tailored to a variety of audiences.	Demonstrates the student's awareness of diverse audiences and rhetorical situations.	Demonstrates the student's awareness of audience and rhetorical situation.	Fails to demonstrate the student's awareness of audiences and rhetorical situations.
ENGL 1010.5 – Write with respect to expectations of genre, format, structure, style, and surface features appropriate to the writer's context.	Demonstrates the student's ability to recognize and meet the many expectations of their writerly contexts.	Demonstrates the student's ability to recognize and meet some expectations of their writerly contexts.	Fails to demonstrate the student's ability to recognize and meet the expectations of their writerly contexts.
ENGL 1010.3 – Construct clear thesis statements.	Demonstrates the student's ability to construct a clear thesis statement.	Demonstrates the student's ability to construct a thesis statement.	Fails to demonstrate the student's ability to construct a thesis statement.
ENGL 1010.6 – Demonstrate knowledge of the conventions of Standard American English in formal writing.	Demonstrates the student's ability to employ the conventions of Standard American English with minimal error.	Demonstrates the student's ability to employ the conventions of Standard American English.	Fails to demonstrate the student's ability to employ the conventions of Standard American English.

Part Two: Critical Thinking and Textual Engagement

SLOs in this section ask that you evaluate students' reading of and engagement with outside texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1010.8 – Understand basic rhetorical strategies used in the development of writing.	Demonstrates the student's ability to understand and employ rhetorical strategies effectively in their writing.	Demonstrates the student's ability to understand and employ rhetorical strategies in their writing.	Fails to demonstrate the student's ability to understand and employ rhetorical strategies in their writing.

Assessment Cycle 2025- 2026 University Core Competency Assessment

ENGL 1010.7 – Identify, understand, and discuss textual features and strategies and how they function as agents of effective communication.	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others and how those elements affect an author's ability to communicate effectively and efficiently.	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others.	Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and the writing of others.
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Part Three: Processes and Technologies

SLOs in this section ask that you evaluate students' abilities to create a writing process.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1010.2 – Understand and develop flexible strategies for writing as an open process.	Demonstrates the student's varied use of strategies for planning, drafting, and revising when composing.	Demonstrates the student's use of strategies for planning, drafting, and revising when composing.	Fails to demonstrate the student's use of strategies for planning, drafting, and revising when composing.
ENGL 1010.9 – Practice collaboration.	Demonstrates the student's ability to work productively with their classmates.	Demonstrates the student's ability to work with their classmates.	Fails to demonstrate the student's ability to work with their classmates.
ENGL 1010.10 – Employ digital technologies that aid in writing.	Demonstrates the student's ability to compose and produce products using digital technologies.	Demonstrates the student's ability to produce products using digital technologies.	Fails to demonstrate the student's ability to compose or produce products using digital technologies.

Assessment Cycle 2025- 2026 University Core Competency Assessment

Attachment B: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Indirect Assessment (SLO 1.2)

Part One: Composing Texts and Argumentation.

SLO's in this section ask that you evaluate students' development and composition of their own texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1010.1 – Write texts with a variety of purposes.	Demonstrates the student's ability to write effectively for a wide variety of purposes.	Demonstrates the student's ability to write for a variety of purposes.	Fails to demonstrate the student's ability to write for a variety of purposes.
ENGL 1010.4 – Write in a variety of rhetorical situations tailored to a variety of audiences.	Demonstrates the student's awareness of diverse audiences and rhetorical situations.	Demonstrates the student's awareness of audience and rhetorical situation.	Fails to demonstrate the student's awareness of audiences and rhetorical situations.
ENGL 1010.5 – Write with respect to expectations of genre, format, structure, style, and surface features appropriate to the writer's context.	Demonstrates the student's ability to recognize and meet the many expectations of their writerly contexts.	Demonstrates the student's ability to recognize and meet some expectations of their writerly contexts.	Fails to demonstrate the student's ability to recognize and meet the expectations of their writerly contexts.
ENGL 1010.3 – Construct clear thesis statements.	Demonstrates the student's ability to construct a clear thesis statement .	Demonstrates the student's ability to construct a thesis statement .	Fails to demonstrate the student's ability to construct a thesis statement.
ENGL 1010.6 – Demonstrate knowledge of the conventions of Standard American English in formal writing.	Demonstrates the student's ability to employ the conventions of Standard American English with minimal error .	Demonstrates the student's ability to employ the conventions of Standard American English.	Fails to demonstrate the student's ability to employ the conventions of Standard American English.

Part Two: Critical Thinking and Textual Engagement

SLOs in this section ask that you evaluate students' reading of and engagement with outside texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1010.8 – Understand basic rhetorical strategies used in the development of writing.	Demonstrates the student's ability to understand and employ rhetorical strategies effectively in their writing.	Demonstrates the student's ability to understand and employ rhetorical strategies in their writing.	Fails to demonstrate the student's ability to understand and employ rhetorical strategies in their writing.

Assessment Cycle 2025- 2026 University Core Competency Assessment

ENGL 1010.7 – Identify, understand, and discuss textual features and strategies and how they function as agents of effective communication.	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others and how those elements affect an author's ability to communicate effectively and efficiently.	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others.	Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and the writing of others.
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Part Three: Processes and Technologies

SLOs in this section ask that you evaluate students' abilities to create a writing process.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1010.2 – Understand and develop flexible strategies for writing as an open process.	Demonstrates the student's varied use of strategies for planning, drafting, and revising when composing.	Demonstrates the student's use of strategies for planning, drafting, and revising when composing.	Fails to demonstrate the student's use of strategies for planning, drafting, and revising when composing.
ENGL 1010.9 – Practice collaboration.	Demonstrates the student's ability to work productively with their classmates.	Demonstrates the student's ability to work with their classmates.	Fails to demonstrate the student's ability to work with their classmates.
ENGL 1010.10 – Employ digital technologies that aid in writing.	Demonstrates the student's ability to compose and produce products using digital technologies.	Demonstrates the student's ability to produce products using digital technologies.	Fails to demonstrate the student's ability to compose or produce products using digital technologies.

Assessment Cycle 2025- 2026 University Core Competency Assessment

Attachment C: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Direct Assessment (SLO 2.1)

Part One: Composing Texts and Argumentation that Utilize Research

SLO's in this section ask that you evaluate the student's development and composition of their own texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1020.1 – Write purpose-driven, evidence-based, argumentative texts.	Demonstrates the student's ability to write an effective researched argumentative essay.	Demonstrates the student's ability to write a researched argumentative essay.	Fails to demonstrate the student's ability to write a researched argumentative essay.
ENGL 1020.3 – Write with awareness of rhetorical situations tailored to specific audiences.	Demonstrates the student's awareness of a specific audience and rhetorical situation.	Demonstrates the student's awareness of general audience and rhetorical situation.	Fails to demonstrate the student's awareness of audience and rhetorical situation.
ENGL 1020.9 – Gather and evaluate primary and secondary research materials.	Demonstrates the student's ability to conduct research and collect materials from reliable primary and secondary sources.	Demonstrates the student's ability to conduct research and collect materials from primary and secondary sources.	Fails to demonstrate the student's ability to conduct research and collect materials from primary and secondary sources.
ENGL 1020.10 – Synthesize research materials to situate and contextualize their own writing within the existing discourse surrounding their topic.	Demonstrates the student's ability to present their own ideas within the larger conversation surrounding the topic through effective synthesis of research.	Demonstrates the student's ability to present their own ideas within the larger conversation surrounding the topic through synthesis of research.	Fails to demonstrate the student's ability to present their own ideas within the larger conversation surrounding the topic through synthesis of research.
ENGL 1020.11 – Document and integrate research materials in their own writing in a way that clearly designates source materials as separate from, but in relation to, their own arguments.	Demonstrates the student's ability to document research materials correctly according to the conventions of MLA style, including the correct use of quotations, citations, and Works Cited with minimal error.	Demonstrates the student's ability to document research materials correctly according to the conventions of MLA style, including the correct use of quotations, citations, and Works Cited.	Fails to demonstrate the student's ability to document research materials correctly according to the conventions of MLA style, including the correct use of quotations, citations, and Works Cited.
ENGL 1020.4 – Write with respect to expectations of genre, format, structure, style,	Demonstrates the student's ability to recognize and meet the many	Demonstrates the student's ability to recognize and meet	Fails to demonstrate the student's ability to recognize and meet the

Assessment Cycle 2025- 2026 University Core Competency Assessment

and surface features appropriate to the writer's context.	expectations of their writerly context.	the expectations of their writerly context.	expectations of their writerly context.
ENGL 1020.5 – Demonstrate knowledge of the conventions of Standard American English in formal writing.	Demonstrates the student's ability to employ the conventions of Standard American English with little error .	Demonstrates the student's ability to employ the conventions of Standard American English.	Fails to demonstrate the student's ability to employ the conventions of Standard American English.

Part Two: Critical Thinking and Textual Engagement

SLOs in this section ask that you evaluate the student's reading of and engagement with outside texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1020.7 – Read and respond critically to a variety of texts.	Demonstrates the student's ability to read, understand, and respond to source materials in a critical and strategic way .	Demonstrates the student's ability to read, understand, and respond to source materials .	Fails to demonstrate the student's ability to read, understand, and respond to source materials.
ENGL 1020.8 – Identify, understand, and discuss textual features and how they function as agents of effective communication.	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others and how those elements affect the ability to communicate effectively and efficiently .	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others .	Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and the writing of others.

Part Three: Processes and Technologies

SLOs in this section ask that you evaluate the student's ability to create a writing process.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1020.2 – Understand and develop flexible strategies for writing as an open process.	Demonstrate the student's use of multiple strategies for planning, drafting, and revising when composing.	Demonstrate the student's use of strategies for planning, drafting, and revising when composing.	Fails to demonstrate the student's use of strategies for planning, drafting, and revising when composing.
ENGL 1020.6 – Practice collaboration.	Demonstrates the student's ability to work productively with their classmates .	Demonstrates the student's ability to work with their classmates .	Fails to demonstrate the student's ability to work with their classmates.

Assessment Cycle 2025- 2026 University Core Competency Assessment

ENGL 1020.12 – Employ digital technologies that aid in research and writing.	Demonstrates the student's ability to compose and produce texts using digital technologies.	Demonstrates the student's ability to produce texts using digital technologies.	Fails to demonstrate the student's ability to produce texts using digital technologies.
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Assessment Cycle 2025- 2026 University Core Competency Assessment

Attachment D: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Indirect Assessment (SLO 2.2)

Part One: Composing Texts and Argumentation that Utilize Research

SLO's in this section ask that you evaluate the student's development and composition of their own texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1020.1 – Write purpose-driven, evidence-based, argumentative texts.	Demonstrates the student's ability to write an effective researched argumentative essay.	Demonstrates the student's ability to write a researched argumentative essay.	Fails to demonstrate the student's ability to write a researched argumentative essay.
ENGL 1020.3 – Write with awareness of rhetorical situations tailored to specific audiences.	Demonstrates the student's awareness of a specific audience and rhetorical situation.	Demonstrates the student's awareness of general audience and rhetorical situation.	Fails to demonstrate the student's awareness of audience and rhetorical situation.
ENGL 1020.9 – Gather and evaluate primary and secondary research materials.	Demonstrates the student's ability to conduct research and collect materials from reliable primary and secondary sources.	Demonstrates the student's ability to conduct research and collect materials from primary and secondary sources.	Fails to demonstrate the student's ability to conduct research and collect materials from primary and secondary sources.
ENGL 1020.10 – Synthesize research materials to situate and contextualize their own writing within the existing discourse surrounding their topic.	Demonstrates the student's ability to present their own ideas within the larger conversation surrounding the topic through effective synthesis of research.	Demonstrates the student's ability to present their own ideas within the larger conversation surrounding the topic through synthesis of research.	Fails to demonstrate the student's ability to present their own ideas within the larger conversation surrounding the topic through synthesis of research.
ENGL 1020.11 – Document and integrate research materials in their own writing in a way that clearly designates source materials as separate from, but in relation to, their own arguments.	Demonstrates the student's ability to document research materials correctly according to the conventions of MLA style, including the correct use of quotations, citations, and Works Cited with minimal error.	Demonstrates the student's ability to document research materials correctly according to the conventions of MLA style, including the correct use of quotations, citations, and Works Cited.	Fails to demonstrate the student's ability to document research materials correctly according to the conventions of MLA style, including the correct use of quotations, citations, and Works Cited.
ENGL 1020.4 – Write with respect to expectations of genre, format, structure, style,	Demonstrates the student's ability to recognize and meet the many	Demonstrates the student's ability to recognize and meet	Fails to demonstrate the student's ability to recognize and meet the

Assessment Cycle 2025- 2026 University Core Competency Assessment

and surface features appropriate to the writer's context.	expectations of their writerly context.	the expectations of their writerly context.	expectations of their writerly context.
ENGL 1020.5 – Demonstrate knowledge of the conventions of Standard American English in formal writing.	Demonstrates the student's ability to employ the conventions of Standard American English with little error .	Demonstrates the student's ability to employ the conventions of Standard American English.	Fails to demonstrate the student's ability to employ the conventions of Standard American English.

Part Two: Critical Thinking and Textual Engagement

SLOs in this section ask that you evaluate the student's reading of and engagement with outside texts.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1020.7 – Read and respond critically to a variety of texts.	Demonstrates the student's ability to read, understand, and respond to source materials in a critical and strategic way .	Demonstrates the student's ability to read, understand, and respond to source materials .	Fails to demonstrate the student's ability to read, understand, and respond to source materials.
ENGL 1020.8 – Identify, understand, and discuss textual features and how they function as agents of effective communication.	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others and how those elements affect the ability to communicate effectively and efficiently .	Demonstrates the student's ability to recognize and discuss elements in their own writing and the writing of others .	Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and the writing of others.

Part Three: Processes and Technologies

SLOs in this section ask that you evaluate the student's ability to create a writing process.

Standards	Target 3	Acceptable 2	Not Acceptable 1
ENGL 1020.2 – Understand and develop flexible strategies for writing as an open process.	Demonstrate the student's use of multiple strategies for planning, drafting, and revising when composing.	Demonstrate the student's use of strategies for planning, drafting, and revising when composing.	Fails to demonstrate the student's use of strategies for planning, drafting, and revising when composing.
ENGL 1020.6 – Practice collaboration.	Demonstrates the student's ability to work productively with their classmates .	Demonstrates the student's ability to work with their classmates .	Fails to demonstrate the student's ability to work with their classmates.

Assessment Cycle 2025- 2026 University Core Competency Assessment

ENGL 1020.12 – Employ digital technologies that aid in research and writing.	Demonstrates the student's ability to compose and produce texts using digital technologies.	Demonstrates the student's ability to produce texts using digital technologies.	Fails to demonstrate the student's ability to produce texts using digital technologies.
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