KLAMATH
Community College

2023-24

# DISCIPLINE PROGRAM REVIEW

## COMMUNICATIONS

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## 1. DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

### 1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

We continue to set and make progress on our goals as outlined above. Below, you will find our previous years' goals and our current goals as well as progress on each of them.

PREVIOUS GOALS

# Department Plan With Notes

## Gen Ed - Communications

| Mission Statement |
|---|
| Collectively, General Education courses promote student success in program courses by developing foundational skills in thinking, communication, computation, computer literacy, information literacy, and scientific method. General Education courses offer access to specialized instruction in subject areas not encompassed in other programs. By preparing students for success in college degree programs, General Education departments promote community and career success with training in civic awareness, leadership, communication skills, and professionalism. Furthermore, by combining skills development and interdisciplinary instruction for transfer to university degrees, the General Education departments support students' future success. |

| Goal | Goal Title | Initiative | Explanation |
|---|---|---|---|
| 1 | **Increase students' ability to transfer speaking and writing skills to other contexts (i.e., teach for transfer).** | Excellence | Students should be able to speak and write effectively in academic and professional contexts as well as in communication courses. |
| | **Measurable Target** | | |
| | **Results: Students speak and write competently in a variety of courses (e.g., business, health information management, culinary, etc.). Target: Instructors report that 85% of students can speak and write at a competency of 70% or higher according to standard rubrics.** | | |

## Action Items

- Train faculty on best practices.
- Investigate and incorporate assignments from other fields into the WRI 121/122/117/227 curriculum
- Use cross-discipline assessment to assure efforts are successful/adjust as necessary.

## Progress Notes

**Adjunct factulty were given a list of expectations and were monitored this term.** (1/10/2019)

Tweaking the institutional writing rubric (1/10/2019)

Trained on new tool with Tom (2/15/2019)

Program has developed a rubric for writing composition for use across disciplines. The rubric will be tested in non-WRI Gen Ed courses after instructors are identified and trained and course based assignments are identified for this test. Rubric will be revised based on feedback. Winter 2020 is identified for test term. (5/29/2019)

The department completed ILO assessment of speech and writing courses for communication which captured student's ability to transfer communication skills. Data is available in the KCC Assessment reports. (12/4/2019)

Student’s ability to transfer communication skills to other contexts was enhanced through use of online & hybrid learning.The department revised the CCOG for WRI 121 to standardize to state guidelines and for better alignment for KCC Assessment.The department continues this work with WRI 122 and WRI 227. (1/19/2021)

## Successes

**For communications only, we "test drove" our new rubric which will eventually be used for the whole college providing consistent language for writing products. We will be revising and retesting next term with the goal of testing it in other departments for spring.** (1/10/2019)

›Converted courses from face-to-face to online and/or hybrid offerings in response to Covid-19.›Converted DevEd WRI courses to online offerings. These actions allowed students to maintain writing instruction consistent with their

| | |
|---|---|
| | overall skills development and courses now and in future terms. (4/26/2021) |
| | **Status** |
| | In Progress |

| Goal | Goal Title | Initiative | Explanation |
|---|---|---|---|
| 2 | **Decrease the amount of developmental education students need to be successful.** | Access | Through revision of placement tests, offering labs for WRI 95, and continuing WRI 199 to accelerate WRI 095 students through WRI 121, we will continue to decrease the number of students who need developmental education. |

| |
|---|
| **Measurable Target** |
| **Decrease developmental education by 3-3.5% per year with a goal of 10% over 3 years.** |
| **Action Items** |
| • Offer sections of WRI 199 each term (include fall).<br>• Revisit placements tests with a goal of ensuring no one takes developmental writing courses unless they need them.<br>• Connect with other schools that have eliminated developmental education for writing (e.g., community colleges in Idaho). |
| **Progress Notes** |
| **We are offering 1 section of WRI 199 for 12 students winter term.** (1/10/2019)<br><br>We trained student services personnel on proper placement (1/10/2019)<br><br>WRI 199 courses were offered fall, winter, spring 2018-2019. Based on experience the course will be continued and may be expanded. Writing placement testing is being revisited as placement is still an issue for students. Current strategies for placement need to be enhanced the department is meeting to develop solutions. (5/29/2019)<br><br>The department has continues to decrease the amount of developmental education courses in writing by offering accelerated placement into WRI 121 with |

the support of a WRI 199 lab. This model is being piloted in winter 2020 by accelerated placement into WRI 95 with support of a WRI 90 lab. The goal of this is to decrease the need for students to take WRI 90. This saves students time and funding by reducing the total number of credits they will need in writing. (12/4/2019)

Lower Dev Ed enrollment: 267 to 199 enrolled (2018-2019) to 199 to 188 in (2019-2020) via accelerated placement into WRI 121 with WRI 199L. This continues the downward trend and keeps us on target to meet a 10% overall reduction over three years. Accelerated WRI 95 with WRI 90L was piloted in WI 2020 and SP 2020 due to low enrollment in WRI 90 in those terms. Due to the above success, this model continues in 2021-2022 as enrollment supports it. (1/19/2021)

**Successes**

**According to CMA Enrollment Reports, enrollment in developmental education in writing (summarized in Table 1 below) has decreased at a considerable rate in the past year--decreasing from a headcount of 267 to 199, with an FTE decrease from 31 to 22. YearHeadcountFTE2018-1919922.02017-1826731.192016-1728932.652015-1633443.332014-1543050.412013-1443552.86** (12/5/2019)

The current model of offering WRI 90 and WRI 95 with a WRI 90 lab has afforded DevEd students to accelerate into the curriculum. Also offering WRI 121 with a WRI 199 lab to support student who would normally be in a WRI 95 course first has successfully accelerated students into the college-level writing courses sooner. These two actions will continue. As a result, we are only offering WRI 90 as a stand alone course in the fall. In winter and spring WRI 90 is offered combined with WRI 95 and WRI 90 lab this acceleration will continue. The WRI 121 combined with the WRI 199 lab for students who placed in WRI 95 is working. As a result we have reduced the number of WRI 90 and WRI 95 sections offered each term. We will continue to streamline this for further reduction in DevEd writing. (4/26/2021)

**Status**

In Progress

| Goal | Goal Title | Initiative | Explanation |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 3 | **Develop a Communications Across the Curriculum (CAC) program.** | Excellence | A Communications Across the Curriculum (CAC) program will be used to train instructors outside of communication to use speech and writing as efficient means to assess student accomplishment of learning outcomes. |

## Measurable Target

**A 5% increase in the number of presentations and writing assignments used for assessment in courses outside of communication.**

## Action Items

- Rsearch existing Writing Across the Curriculum (WAC) and Communication Across the Curriculum (CAC) programs in Oregon, and create a plan for implementing a similar program for speech and writing at KCC.
- Create standard writing and speech rubrics for the college as a whole.
- Train colleagues across campus on benefits of communication across the curriculum and on how to use the standard rubrics.
- Assess, evaluate, and adjust as needed.

## Progress Notes

**This is currently being tested in communications and will be tweaked** (1/10/2019)

We have begun talking about the rubric and will roll it out to select individuals in spring., (1/10/2019)

The rubric is being tweaked and we are identifying Gen Ed courses with appropriate writing assignments and instructors to test this in Winter 2020. (5/29/2019)

This is ongoing. The department is pursuing funding for this project in the 2020-2021 budget process with emphasis on accessing upcoming Title III funds. This is necessary due to the scope of the project which muct include both writing and speech in the disciplines. (12/4/2019)

Work on CAC is on hold and will be reassessed. (1/19/2021)

| | | | |
|---|---|---|---|
| | **Successes** | | |
| | (No Successes) | | |
| | **Status** | | |
| | In Progress | | |
| **Goal** | **Goal Title** | **Initiative** | **Explanation** |
| 4 | **Develop a Technical Communication Degree and/or Certificate** | Prosperity | An increasing demand for strong communication and technology skills in the workplace suggests that a degree and/or certificate in technical communication would be valuable. Such a program would develop students' knowledge and skills in oral, written, visual, and internet-based communications that can be applied directly in the workforce or articulated into a four-year degree. |
| | **Measurable Target** | | |
| | **Develop the program over 2-3 years, and enroll 5-10 students.** | | |
| | **Action Items** | | |
| | • The leads for Writing and Speech/Technical Communication will research job data and hold advisory meetings and develop a viability study this degree and/or certificate.<br>• Investigate other programs in Oregon and develop curriculum maps based on existing KCC courses wherever possible.<br>• Develop additional courses and CCOGs for new classes as needed. (We can probably do this with existing courses.)<br>• Evaluate success and employment data and adjust as necessary. | | |
| | **Progress Notes** | | |
| | **Contact has been established with OIT. Dr. Amber Lancaster is eager and open to articulations, shared space for a usability testing lab, and collaboration in general.**<br>**Dr. Jeremy Huston has been hired, starting Fall 2019. His expertise in** | | |

| | |
|---|---|
| | **technical communication and usability will help bring KCC certificates and degrees in tech comm to fruition.**<br>**Digital Media and Design Lead, Jim Stoutamore, is eager to collaborate on developing these degrees and certificates as well.**<br>**(5/22/2019)**<br><br>**This is ongoing. Based on OIT's BS in Professional Writing Courses and Degree Path, it appears we align in some places, but do not in the PWR courses they have within the degree. There are WRI, SPE, MMT & CIS courses at KCC that could be articulated along with Gen Ed classes for Humanities requirements, but whether we can match up for a 2yr articulation is yet to be seen. We may want to look at what a KCC-based certificate (1yr or shorter) might look like as a workforce ready addition to student studies here or for professionals in the workplace. A meeting with department and program leads in the fields this could apply to here may help assess what the need and interest is. Since we are in the process of recruiting and hiring a new faculty member for Tech Comm we may want to table this until we have the new faculty member on board.** (12/4/2019)<br><br>After evaluation, a connected Technical Communication AAS to OIT is not feasible. Development for a certificate in support of business, digital media and other programs is on hold. (1/19/2021) |
| | **Successes** |
| | (No Successes) |
| | **Status** |
| | In Progress |

| Goal | Goal Title | Initiative | Explanation |
|---|---|---|---|
| A | **Graduation; Work in the field of study and income attainment.** | Prosperity | An increasing demand for strong communication and technology skills in the workplace suggests that a degree and/or certificate in technical communication would be valuable. Such a program would |

| | | | |
|---|---|---|---|
| | | | develop students' knowledge and skills in oral, written, visual, and internet-based communications that can be applied directly in the workforce or articulated into a four-year degree. |

**Measurable Target**

**Develop the program over 2-3 years, and enroll 5-10 students, 75% of whom will graduate on time and either transfer to a four-year program in technical communication or go directly into the workforce in their field.**

**Action Items**

- The leads for Writing and Speech/Technical Communication will research job data and hold advisory meetings and develop a viability study this degree and/or certificate.

**Progress Notes**

**As the Technical Communication degree and program is developed the analysis for the degree will include the appropriate gathering of data and statistics on employment and income avaliable locally, regionally to those pursuing this field. Anticipated to begin in 2020.** (5/29/2019)

This is ongoing and will be provided as a Technical Certificate or program developed. (12/4/2019)

After evaluation, a connected Technical Communication AAS to OIT is not feasible. Development of a certificate in support of business, digital media and other programs is on hold. Until a degree or certificate can be established, the graduation and work in field of study cannot be tracked. (1/19/2021)

**Successes**

(No Successes)

**Status**

Not Started

| Goal | Goal Title | Initiative | Explanation |
|---|---|---|---|
| B | **Planning and budgeting for an academic Writing Center.** | Excellence | Research show that a Writing Center staffed by experienced, qualified writing professionals will improve retention, graduation, and employability of students. |
| | **Measurable Target** | | |
| | **An actual plan for an academic writing center with an approved budget.** | | |
| | **Action Items** | | |
| | • The Communication Department will advocate and plan for an academic writing center staffed by experienced, qualified writing professionals. | | |
| | **Progress Notes** | | |
| | **Currently on hold due to staff changes and overall college budgetary constraints.** (5/29/2019)<br><br>This is ongoing. Issues identified are KCC funding for the capital and equipment needs of a Writing Center, where it could be located on campus, and how it could be staffed. Department staff will need to be identified and dedicated to developing this project. (12/4/2019)<br><br>A Writing Center plan and budget is on hold until it can be evaluated for feasibility and costs. (1/19/2021)<br><br>The department will begin the feasibility study and proposal for a KCC Writing Center in the fall of 2021, with anticipation of having it ready for discussion and consideration in the winter budget discussions. (4/26/2021) | | |
| | **Successes** | | |
| | (No Successes) | | |
| | **Status** | | |
| | Not Started | | |

## CURRENT GOALS

1. High-quality instruction (Student Success)

Adapt all course shells to new HECC/common course numbering standards. Research Al generated text system to understand how it functions and how it will change how we teach writing and communication. Redesign assignments and classes as necessary to anticipate how Al will change the teaching of writing, communication, and critical thinking that are core to what we do.

Progress:

- As of the beginning of Fall term 2023, all courses needing realignment have been aligned to HECC CCN standards and outcomes (COM 111Z, COM 218Z, WRI 121Z, WRI 122Z, WRI 227Z). Previous work with course redesigns over the last three years has made this process easy and routine. Adapting COMM classes to the 4-credit limit has also been easy for us since we over-designed for those courses when redesigning them and provided an excess of modular content for instructors. The classes were already primed for the additional credit requirement.
- Most writing faculty are now comfortable with AI generated text and how to distinguish it. Research indicates, however, that as AI generated text advances, so to will the difficulty with detecting it. We have modified some assignments to require multiple drafts and are actively using Turnitin's features to assist with identifying AI-generated text. Some faculty are also experimenting with additional free tools (GPT Zero, GPT2 Detector) to assist them in identifying suspected text.

2. Departmental continuity (Organizational Viability)

Conduct regular departmental meetings- at least two per quarter. In each meeting, create and address agenda items that deal with legacy issues within the department, such as budget, the Strategic Plan, Writing Center goals and progress, scaffolding courses, and Dev Ed.

Progress:

- So far, we've conducted regular meetings at the rate of at least once a quarter. We have been including adjuncts more regularly in those meetings with the coordination of Elizabeth West. We've provided agendas and notes for each meeting.
- Two meetings a term may be difficult with the schedules the faculty has. We were not able to meet twice last term but we currently have our second meeting for the term scheduled in March.

3. Cooperation with other departments (Organizational Viability)

Coordinate with Criminal Justice to coteach a writing class in Winter 2024. Plan with Exercise and Sport Science to teach a research methods class focused on reading and creating literature reviews of academic research of the field. Redesign WRI 227 and WRI 117 with modular assignments specific to the needs of the majors/programs that require those classes. Work with Arts & Letters and Digital Media Design to create a screenwriting course and possible certificate program. Encourage advisors to enroll students in writing-intensive courses in WRI 100.

Progress:

- The coteaching option for CJ has fallen through. Instead, we may be able to address discipline-specific needs with WRI 117, as detailed below.
- We are currently still working with Exercise and Sport Science on a possible research methods class. The class is on hold as we coordinate with the Psychology department to make sure the class can meet as many student needs as possible.
- WRI 243 (Screenwriting) is on the books for Spring term, taught by Dr. Jason Shrontz. It is coordinated with Digital Media and Design as well as the Arts and Letters ENG 195 (Film Studies) class, also taught by Dr. Shrontz. The class is currently an option on the degree plan for Digital Media and Design.
- WRI 227Z has been redesigned to meet the requirements of the HECC CCN. The former final project has been substituted for a more modular set of case studies where students are able to apply skills from their respective disciplines and produce documentation specific to their fields. Furthermore, the new ethics module asks students to explore and analyze ethics through the lens of their discipline. More work is being done to incorporate other genres where students can choose how to address technical communication problems relevant to their career.
- WRI 117 currently has been tested twice with a more auto/diesel/welding bent but currently has modular assignments that ask students to solve problems that they see in their fields. Assignments and expectations have been designed with assistance from Nick Scala. The course has not been substantially changed, but the assignments can now be adapted to other disciplines that include WRI 117 as part of their degree program (such as Cosmetology). This modularity may also allow for CJ to have a class that addresses the genres, forms, and rhetorical needs they require with similar success. Criminal Justice often has students with nonacademic writing backgrounds and needs and WRI 117 is now in a position to meet those needs with minimal changes. We are still in regular contact with Jim Gravely and are ready to implement it when or if he finds it advantageous for his students.
- WRI 100 enrollment has previously lagged. With our new emphasis on the writing lab, the class has had sufficient enrollment to run one class per quarter since Fall of 2021. We have been able to maintain the corequisite model for Dev Ed as well as serve students needing assistance with writing in their other classes. Anecdotally, students who would normally struggle in writing are finding more success as they take WRI 100 in tandem with their other classes. We will continue to run the class and evangelize it to advisors and other departments.

4. Professional Development (Organizational Viability)

Each faculty member will participate in at least one type of professional development (as defined by the board) each year. At least two members of the faculty will attend OWEAC each year in addition to other professional developments to maintain connection with the organization and keep up with standard for writing in Oregon. Each faculty will be expected to maintain membership with professional organizations relevant to their fields/specializations through the year. Each faculty will be encouraged to subscribe to and read current publications relevant to their fields/specializations.

Progress:

- All full-time faculty members have participated in at least on type of professional development within the last academic year. All full-time faculty members are currently members of professional organizations relevant to their fields.
    - Jo Cochran has attended the American Poets Association conference. She is a member of the American Poets Association and OWEAC, where she represents KCC.
    - Rochelle Daniel has not been a faculty member for very long, but she has a long history of professional development and association. Since joining the faculty, though, she has attended the Shine Brightly- Women's Leadership Conference 2023. She belongs to the National Communication Association, Oregon Education Association, National Education Association, Quality Matters Instructional Designers Association, and is a Quality Matters Higher Education Peer Reviewer
    - Dr. Jeremy Huston is a member of the Association for the Teachers of Technical Writing. He reads their quarterly publications and attends their yearly conferences. Last year, he focused on attending sessions relevant to usability and student success as well as panels exploring the impact of AI and generative text on technical communication instruction as well as its implications in research and changes in workplace writing.
    - Michelle Runyan is no longer full-time faculty at KCC, but her professional development still influences all of us in the department. She has completed the Quality Matters instructional redesign professional development and has brought back her knowledge of course redesign to the rest of the department.
    - Dr. Jason Shrontz has had the opportunity to attend two major conferences in the last year. The first was The Teaching Professor conference in June 2023. This conference brought together college professors from a wide range of academic disciplines to discuss current issues in higher ed teaching. Dr. Shrontz attended several panels regarding the new expectations for online and HyFlex courses. The panels ranged in topic from design and engagement to building a culture of sharing and community within these online and HyFlex courses. Jason also attended the National Council of English Teachers conference in November 2023. This conference brought together English and Composition instructors from preschool to college. The diverse representation of topics and presenters allowed Jason to attend panels that focused on film, children's literature, developmental writing, and college composition, all subjects that Dr. Shrontz currently teaches at KCC. The real major takeaway from this conference was its focus on artificial intelligence and how it is forcing college composition courses to evolve. Since Dr. Shrontz is currently on the committee to rewrite our policy and procedures regarding academic integrity, the conference provided a bounty of resources and ideas that he has already begun sharing with his colleagues. In addition to conference attendance, Dr. Shrontz has been learning new skills at KCC outside of the classroom. As the new Phi Theta Kappa advisory, he worked with students to complete their scholarships and just finished hosting his first PTK Meet and Greet event, during which they gave out doughnuts and hot chocolate to interested students. He also has been meeting with local high school instructors and developing assessment plans as the new dual credit lead in writing.

## 1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒Yes

☐No

## 2. DISCIPLINE DESCRIPTION AND OVERVIEW

### 2A. PROVIDE A LISTING OF THE COURSES INCLUDED IN THE DISCIPLINE.

https://ssrs-s19.klamathcc.edu/reports/report/Academic%20Affairs/Courses%20In%20Selected%20CMA

| ADV_REQ_CDE | Course Title |
|---|---|
| COM111Z | Public Speaking |
| COM218Z | Interpersonal Communication |
| SPE215 | Small Group Communication: Process & Theory |
| WRI100 | Co-Requisite Writing |
| WRI114 | Intro to Electronic Research |
| WRI117 | Intro to Technical Communication |
| WRI121Z | Composition I |
| WRI122Z | Composition II |
| WRI199 | Special Studies: Writing |
| WRI227Z | Technical Writing |
| WRI241 | Creative Writing - Fiction Workshop |
| WRI242 | Creative Writing - Poetry Workshop |
| WRI243 | Introduction to Creative Writing: Screenwriting |
| WRI244 | Creative Writing - Advanced Fiction Workshop |
| WRI245 | Creative Writing - Advanced Poetry Workshop |
| WRI298 | Independent Study: Writing |
| WRI299 | Special Studies: Writing |
| WRI090 | Writing Fundamentals |
| WRI090L | Writing Fundamentals Lab |
| WRI095 | Intro to Expository Writing |

### 2B. HOW DOES YOUR DISCIPLINE REINFORCE THE OUTCOMES FOR TRANSFERABLE GENERAL EDUCATION COURSES IN OREGON?

COM 111Z, WRI 121Z, WRI 122Z, AND WRI 227Z classes teach and emphasize information literacy within the Gen Ed core in accordance with the outcomes.
WRI 121Z, WRI 122Z, AND WRI 227Z classes are taught at four credits each to meet foundational requirements for transferability so that students can take two writing classes and meet the need for the eight minimum writing credits as stipulated.
The outcomes for Speech/Oral Communication are as follows:
As a result of taking General Education Speech/Oral Communication courses, a student should be able to:
1. Engage in ethical communication processes that accomplish goals
2. Respond to the needs of diverse audiences and contexts and

3. Build and manage relationships
Criteria
A course in Speech/Oral Communications should provide:

1. Instruction in fundamental communication theories
2. Instruction and practice of appropriate oral communication techniques.
3. Instruction and practice in the listening process
4. Instruction and practice in comprehension, interpretation, and critical evaluation of communication
5. Instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts
6. Instruction in the responsibilities of ethical communicators
7. Instruction in the value and consequences of effective communication

The outcomes for Writing are as follows:
As a result of taking General Education Writing sequence, a student should be able to:
1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences
2. Locate, evaluate, and ethically utilize information to communicate effectively and
3. Demonstrate appropriate reasoning in response to complex issues
Criteria
A course in Writing should:

1. Create a learning environment that fosters respectful and free exchange of ideas.
2. Include college-level readings that challenge students and require the analysis of complex ideas
3. Provide guided discussion and model practices that help students listen to, reflect upon, and respond to others' ideas
4. Foster students' ability to summarize and respond in writing to ideas generated by reading and discussion
5. Require a substantial amount of formal and informal writing
6. Emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations.
7. Foreground the importance of focus, organization, and logical development of written work
8. Guide students to reflect on their own writing, to provide feedback on peers' drafts, and to respond to peer and instructor comments
9. Direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English
10. Provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system
11. Require appropriate technologies in the service of writing and learning

Furthermore, Information Literacy is tied into writing as well, with the following outcomes:

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

Outcomes

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

1. Formulate a problem statement
2. Determine the nature and extent of the information needed to address the problem
3. Access relevant information effectively and efficiently
4. Evaluate information and its source critically and
5. Understand many of the economic, legal, and social issues surrounding the use of information

Criteria

A Writing course infused with Information Literacy should include:

1. Instruction and practice in identifying gaps in knowledge and recognizing when information is needed
2. Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies
3. Instruction and practice in evaluating and selecting information using appropriate criteria Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic
6. Instruction and practice in the ethical and legal use of information and information technologies
4. Instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information

## 2C. PROVIDE THE STATE COURSE TRANSFER MAP FOR DEGREES IN YOUR DISCIPLINE.

The current Oregon Course Transfer Map indicates one class from our department, WRI 121Z, and accepts it offered at three or four credits.

See Appendix: Oregon Transfer Compass Core Transfer Maps below.

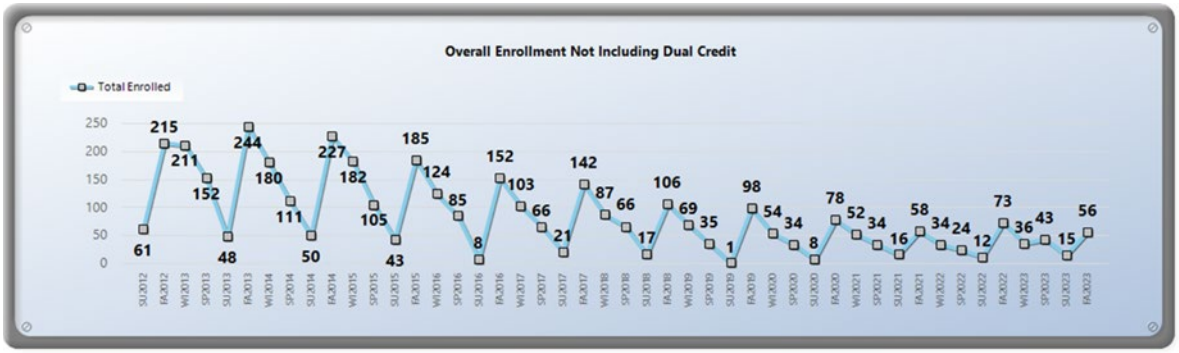
### 2C.I. HAS THE DEMAND FOR COURSES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☒Yes

☐No

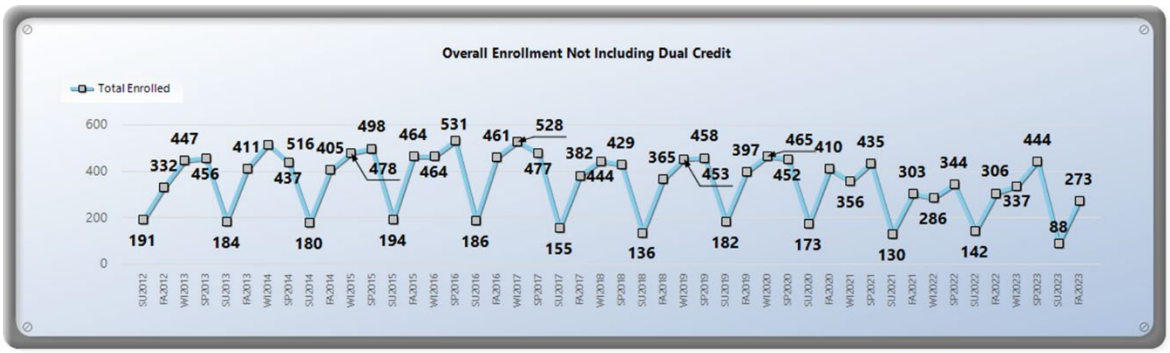
Dev Ed class enrollment has trended comparatively downward in the last five years (see below). However, we have seen a bump in non-fall enrollments since COVID and we expect numbers to go up at least in the short term. We suspect this has to do with shortfalls in COVID education that are now

starting to work their way through to our classes.




Overall, the demand seems constant. There is a slight downward trend over the last five years. Part of this can be attributable to the state-wide change of having WRI 121 and WRI 122 as prerequisites for WRI 277, lowering enrollment in WRI 122. Additionally, other universities in Oregon (such as SOU) have removed WRI 122 as a gen ed requirement for their degrees, which has also affected our WRI 122 enrollments.

Other enrollments seem constant.




## 2C.II. WHAT IS THE EXPECTED DEMAND FOR COURSES IN YOUR DISCIPLINE IN THE FUTURE?

We expect the demand overall to be unchanged other than the issues outlined above. As we expand into working with other disciplines, however, we anticipate some increased demand as new options become available. For instance, as we work with Criminal Justice to tailor a professional writing class to their needs, that will increase the demand for that potential class while decreasing demand for currently required classes like WRI 227Z and WRI 122Z. Similarly, the program needs for Nursing and Cosmetology will increase demands for COM classes (such as 218Z) and WRI 117, respectively. We also hope to integrate Screen Writing into the DMD program along with the Film Studies class.

### 2C.II.1 HOW WILL THESE CHANGES AFFECT THE DISCIPLINE'S OFFERINGS?

We will continue to expand offerings as need requires. Many if not all of our classes cover the cultural component for degree requirements, making them desirable elective options. Additional demand for COM classes will allow us to open up classes such as Small Group Communication that have not run in a long time.

### 2C.II.2 HOW MIGHT YOUR DISCIPLINE ADJUST TO THESE PROJECTIONS?

That depends on staffing. Currently, we are a little tight on staff. We have an open full-time position and we need that filled with someone with expertise in Developmental Ed after the departure of Michelle Runyan.

### 2C.III. DO COURSE DESCRIPTIONS AND LEARNING OUTCOMES ALIGN WITH STATE MTMS? EXPLAIN ANY DISCREPANCIES.

☒Yes
☐No

## 2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

OWEAC standards

Over the last five years, we have adapted the assignments required for WRI 121Z and WRI 122Z and assignment lengths to meet OWEAC standards for composition. We make sure to include an annotated bibliography in WRI 121Z as well as a minimum standard of 1500 words of revised text throughout the course. WRI 122Z requires at least 2000 words of revised text to meet OWEAC standards.

121 fixes

We have adapted WRI 121Z to address different state requests over the years. We briefly included a resume assignment in each class to meet state demands until that request was rescinded.

Dr. Shrontz has redesigned WRI 121M to meet the additional credit load for our military students after it was discovered that it wasn't quite as rigorous as it needed to be previously. He is also in charge of teaching that class and it is no longer assigned to remote adjunct instructors.

In addition to those changes, we have moved from our previous textbook, *Understanding Rhetoric*, to an equally accessible but more robust and textbook, *They Say / I Say: The Moves That Matter in Academic Writing*. Students find the textbook more engaging and relevant than the past version and use it more readily.

Course redesigns and Common Course Numbering

Over the last five years, we have redesigned every course in the gen ed core: COM 111Z, WRI 121Z, WRI 122Z, and WRI 227Z. Additionally, we have also redesigned COM 218 Z and WRI 117. In each case, we made classes more accessible, equitable, standardized, and rigorous.

COM 111Z was redesigned so the DE version of the class is covering the same material as a face-to-face version, as well as making it possible for remote students to engage with public speaking in similar ways in order to meet the needs of distance students. Additionally, we added flexibility to the required

assignments. Coincidentally, when we adapted to the credit increase from CCN, we simply made the erstwhile optional, flexible assignments mandatory.

COM 218Z was redesigned to focus less on communication theory and more on practical ways that students could expect to communicate in their occupations. We increased the emphasis on cultural competency and understanding of diverse populations to make sure students were exposed to a number of different audiences and situations as they studied interpersonal communication.

WRI 117 was redesigned to be more adaptable to multiple programs that need it (auto, diesel, welding, cosmetology) and more rigorous, asking students to engage in real-world writing exercises while still expecting college-level writing.

WRI 121Z was redesigned to meet the new CLOs mandated by HECC, but before that it was redesigned to emphasize information/media literacy and understanding the value of the revision process. We also changed our focus to discourse communities so that students could use their writing to explore their career fields and hobbies as they learned writing skills.

WRI 122Z was redesigned to meet the new CLOs mandated by HECC.

WRI 227Z was redesigned to take into account a case study approach in addition to an increased emphasis on ethics in technical communication as mandated by HECC. We are currently piloting a case study based group project as we continue to transition to local partners for a service learning based project. In both cases, students use the skills they have learned in WRI 227Z in tandem with skills they already have from their respective disciplines to create a final project tailored to their strengths.

## 3. RESOURCES

### 3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

https://ssrs-s19.klamathcc.edu/Reports/report/Academic%20Affairs/Instructor%20email%20List%20by%20CMA%20code

#### 3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

Instructor Contact List by CMA
Taught a course in WRI
Between Summer 2022 and Fall 2023

| FIRST NAME | LAST NAME | EMAIL ADDRESS |
|---|---|---|
| Suzanne | Atkin | Suzanne.Atkin@klamathcc.edu |
| Jo | Cochran | cochran@klamathcc.edu |
| Karin | Collison | Karin.Collison@klamathcc.edu |
| Rochelle | Daniel | daniel@klamathcc.edu |
| Lindsey | Davis | Lindsey.Davis@klamathcc.edu |
| Patrick | Hockersmith | Patrick.Hockersmith@klamathcc.edu |
| Jeremy | Huston | huston@klamathcc.edu |
| Andrea | LoMonaco | Andrea.LoMonaco@faculty.klamathcc.edu |
| Michelle | Runyan | runyan@klamathcc.edu |
| Jason | Shrontz | shrontz@klamathcc.edu |
| Chrystal | Vaughan | Vaughan@klamathcc.edu |
| Margaret | Wood | Margaret.Wood@klamathcc.edu |
| Archer | Long | Archer.Long@klamathcc.edu |

## 3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

https://ssrs-s19.klamathcc.edu/Reports/report/Academic%20Affairs/Instructor%20Degrees

Minimum degree qualifications for Developmental Education instructors establish that instructors must hold a master's degree in an appropriate subject area, e.g., Developmental Education, Special Education, Adult Education, Reading, Mathematics, or English, and have recent experience working with disadvantaged students, **OR** Hold a master's degree in Education or MAT degree and have completed at least 20 quarter hours of graduate credit in the subject area or five+ years of teaching experience in the subject area, **OR** Hold a bachelor's degree in an appropriate subject area, e.g., Developmental Education, Special Education, Adult Education, Reading, Mathematics, or English, and have recent experience working with disadvantaged students, **OR** Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.

Minimum degree qualifications for General Education instructors establish that instructors must hold a master's degree in the subject area (or hold a master's degree in a related area and have completed at least 20 quarter hours of graduate credit in the subject area), **OR** hold a bachelor's degree in the subject area (or hold a bachelor's

degree in a related area and have completed at least 20 quarter hours of upper division credit in the subject area) and have a minimum of four years of recent full-time non- teaching experience in the subject area, **OR** hold a master's degree in Education or MAT degree and have completed at least 20 quarter hours of graduate credit in the subject area, **OR** have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.

All faculty meet the minimum degree standards for the classes they teach. Currently, Drs. Huston and Shrontz exceed the minimum degree qualifications to teach their classes.

| ID | Instructor Name | Taught DC | Taught RG | Sub Group | Original Hire Date | School | Degree |
|---|---|---|---|---|---|---|---|
| 511372 | Atkin, Suzanne | N | Y | ADJCR | 9/30/2013 | Portland St Univ | Master of Science |
| 511372 | Atkin, Suzanne | N | Y | ADJCR | 9/30/2013 | Portland St Univ | Bachelor of Science |
| 520707 | Cochran, Jo | N | Y | F9MO | 12/23/2002 | Univ Washington | Bachelor of Arts |
| 520707 | Cochran, Jo | N | Y | F9MO | 12/23/2002 | Univ Washington | Master of Arts |
| 508419 | Collison, Karin | N | Y | ADJCR | 1/3/2011 | Wheaton College | Master of Arts |
| 508419 | Collison, Karin | N | Y | ADJCR | 1/3/2011 | Wheaton College | Bachelor of Arts |
| 558949 | Daniel, Rochelle | N | Y | F9MO | 6/24/2019 | Oregon Institute of Tech | Bachelor of Arts |
| 558949 | Daniel, Rochelle | N | Y | F9MO | 6/24/2019 | Gonzaga University | Master of Arts |
| 576877 | Davis, Lindsey | N | Y | ADJCR | 7/18/2021 | | |
| 503319 | Hockersmith, Patrick | N | Y | ADJCR | 10/29/2012 | Washington State University | Master of Arts |
| 503319 | Hockersmith, Patrick | N | Y | ADJCR | 10/29/2012 | Washington State University | Bachelor of Arts |
| 570641 | Huston, Jeremy | N | Y | F9MO | 9/10/2019 | Eastern Washington University | Bachelor of Arts |
| 570641 | Huston, Jeremy | N | Y | F9MO | 9/10/2019 | Eastern Washington University | Master of Arts |
| 570641 | Huston, Jeremy | N | Y | F9MO | 9/10/2019 | Texas Tech University | Doctorate |
| 515523 | LoMonaco, Andrea | N | Y | ADJCR | 1/6/2014 | Morehead St Univ | Master of Arts |
| 515523 | LoMonaco, Andrea | N | Y | ADJCR | 1/6/2014 | Eastern Oregon University | Bachelor of Arts |
| 570377 | Runyan, Michelle | N | Y | ADJCR | 9/9/2020 | Western Washington University | Bachelor of Arts |
| 570377 | Runyan, Michelle | N | Y | ADJCR | 9/9/2020 | Western Washington University | Master of Arts |
| 576262 | Shrontz, Jason | N | Y | F9MO | 8/2/2021 | | Doctorate |
| 551989 | Wood, Margaret | N | Y | ADJCR | 9/28/2004 | University of Utah | Bachelor of Arts |
| 551989 | Wood, Margaret | N | Y | ADJCR | 9/28/2004 | University of Utah | Master of Arts |

## 3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

Jo Cochran has attended the American Poets Association conference. She is a member of the American Poets Association and OWEAC, where she represents KCC.

She has used her professional development to maintain the quality of redesigns for WRI 122Z and make sure that students in WRI 244 and 245 receive current and rigorous instruction in advanced composition and creative writing.

Rochelle Daniel has not been a faculty member for very long, but she has a long history of professional development and association. Since joining the faculty, though, she has attended the Shine Brightly- Women's Leadership Conference 2023. She belongs to the National Communication Association, Oregon Education Association, National Education Association, Quality Matters Instructional Designers Association, and is a Quality Matters Higher Education Peer Reviewer.

Her work in the CTL previous to working with the Writing and Communication department means that she has worked with every full-time faculty member with course redesigns and she has been able to directly apply her professional expertise to all of our modified and redesigned classes, which are: COM 111Z, COM 218Z, SPE 111, SPE 111M, SPE 214, WRI 095, WRI 117, WRI 121, WRI 121Z, WRI 122, WRI 122Z, WRI 227, and WRI 227Z. It is not possible to list her contributions to course redesigns and do her justice. The CTL may miss Rochelle, but we aren't letting her go.

Dr. Jeremy Huston is a member of the Association for the Teachers of Technical Writing. He reads their quarterly publications and attends their yearly conferences. Last year, he focused on attending sessions relevant to usability and student success as well as panels exploring the impact of AI and generative text on technical communication instruction as well as its implications in research and changes in workplace writing. Previous years have focused on student's right to their own language and adapting writing courses to practical workplace scenarios.

He has used information from these conferences to build modular assignments for WRI 117, WRI 227, and WRI 227Z that focus on practical scenarios students will likely meet in their respective career fields as well as creating assignments that are resistant to AI generative text. His classes also integrate methods to responsibly and ethically use AI in students' writing process. He is also using his experience with redesign to pilot a HyFlex version of WRI 227Z this term to make the class more accessible to more students. Overall, he has helped redesign SPE 111, SPE 214, WRI 117, WRI 227, and WRI 227Z.

Michelle Runyan is no longer full-time faculty at KCC, but her professional development still influences all of us in the department. She has completed the Quality Matters instructional redesign professional development and has brought back her knowledge of course redesign to the rest of the department.

She redesigned WRI 121 in a major overhaul that has since improved student participation and engagement as well as helping nontraditional students transition into academic writing. Her work with WRI 121 has provided a template from which WRI 121M, WRI 121Z, WRI 122, WRI 122Z, WRI 227, and WRI 227Z have drawn heavily. She is responsible for redesigning COM 111Z, WRI 095, WRI 121. WRI 121Z,

Dr. Jason Shrontz has had the opportunity to attend two major conferences in the last year. The first was The Teaching Professor conference in June 2023. This conference brought together college professors from a wide range of academic disciplines to discuss current issues in higher ed teaching. Dr. Shrontz attended several panels regarding the new expectations for online and HyFlex courses. The panels ranged in topic from design and engagement to building a culture of sharing and community within these online and HyFlex courses. Jason also attended the National Council of English Teachers conference in November 2023. This conference brought together English and Composition instructors from preschool to college. The diverse representation of topics and presenters allowed Jason to attend panels that focused on film, children's literature, developmental writing, and college composition, all subjects that Dr. Shrontz currently teaches at KCC. The real major takeaway from this

conference was its focus on artificial intelligence and how it is forcing college composition courses to evolve. Since Dr. Shrontz is currently on the committee to rewrite our policy and procedures regarding academic integrity, the conference provided a bounty of resources and ideas that he has already begun sharing with his colleagues. In addition to conference attendance, Dr. Shrontz has been learning new skills at KCC outside of the classroom. As the new Phi Theta Kappa advisory, he worked with students to complete their scholarships and just finished hosting his first PTK Meet and Greet event, during which they gave out doughnuts and hot chocolate to interested students. He also has been meeting with local high school instructors and developing assessment plans as the new dual credit lead in writing.

Jason Shrontz redesigned two courses over the 2022-23 academic year. The first was the WRI 121M course. This four-credit course needed to be redesigned to be a five-credit course to accommodate our military students. The redesign was started in Fall 2022, and underwent several iterations as the trial and error of teaching the class while redesigning allowed for healthy pruning and development of the schedule and assignments. The end product emerged with an additional major project—a multimedia presentation of students' research paper—as well as several small stakes assignments that were designed to prepare the students for the presentation. Dr. Shrontz also redesigned ENG 195: Film as Art. This course has not been run at KCC for several years. The new version of the course is now available for HyFlex offerings, which allows students to participate in person, live through zoom, or at their own pace through Canvas. It also includes 10 interactive lectures produced Panopto, which allows students to test their knowledge with review questions and participate in discussions during the lecture. Next up, Jason Shrontz will be designing a screenwriting course for film and short digital media to be run in the Spring 2024 term. This class will take the concepts explored in ENG 195, and apply them to the creative task of writing scripts for film and digital media.

### 3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☒Somewhat

As discussed before, we need an on-site Dev Ed writing instructor. All of our current onsite faculty are qualified to teach Dev Ed according to minimum qualifications but none of us are explicitly trained to instruct in Dev Ed.

## 3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY YOUR DEPARTMENT.

### 3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐Yes

☐No

☒Somewhat

Computer lab space is precious at KCC and writing faculty cannot always secure a lab when they need one. We have money budgeted for part of a writing center (namely, a laptop cart) which would address

our need for computer labs. However, issues with space complicate implementation. We hope to find space for at least a laptop cart in Building 2 by the end of Spring quarter.

### 3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐Yes

☐No

☒Somewhat

As described above, it can be hard to schedule a computer lab when demand is high, particularly at the end of the term. Otherwise, in-class and online currently meet our needs. We are currently exploring software to assist with in-class peer review, but that exploration is only in preliminary stages at the time of this report.

### 3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

## 3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE DISCIPLINES USES.

### 3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO CURRICULUM.

We do not have a list to provide for this report at the current time due to staffing issues with the library. We have reviewed the holdings physically and have found that the list is overwhelmingly large for Writing and Communication. Many holdings are cross-listed for English literature as well as writing, which we feel makes the breadth overwhelming and reflects a belletristic pedagogical approach as opposed to our department's process-based approach. We are currently reviewing the lists for ways that we can make the list more accessible for students, reflect our pedagogical focus, and still provide students supplemental resources for their classes.

### 3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

Again, information is a little scant due to current library staffing. According to Rick Ball, "There were 631 Communications supplemental instruction tutoring sessions from Fall 2022 to Fall 2023. That includes literature, speech, writing, etc..[.]"

### 3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

Writing and Communication does not make use of testing services at KCC.

### 3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

NA

### 3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

Every class in every modality employs Canvas. Each class posts most if not all class content (readings, assignment descriptions, assignments, discussions, lecture notes, etc.) on Canvas in all modalities, with additional video lectures provided for online courses. Most classes have link OERs on Canvas to make classes more accessible to all students. All assignments are submitted through Canvas and most faculty use TurnItIn in tandem with Canvas for plagiarism review. Many courses are designed so that they can easily go online in the event of another catastrophe similar to the COVID lockdown.

## 4. EFFECTIVENESS

### 4A. STUDENT LEARNING OUTCOMES ASSESSMENT

#### 4A.I. COURSE LEARNING OUTCOMES (CLO)

Please refer to the Appendix for a full list of the CLOs for classes in Communication and Writing.

https://ssrs-s19.klamathcc.edu/reports/report/Assessment/All%20CLO%20ILO%20PLO

| Course Code Key | |
|---|---|
| | Has Plan Submitted |
| | Has Result Submitted |
| | Has Plan And Result Submitted |

| CLOs | |
|---|---|
| **Course Code** | **Term Year** |
| CGS 114 01 DE | SP2018 |
| SPE 111 01 | FA2018 |
| SPE 111 01 | WI2021 |
| SPE 111 01 | FA2021 |
| SPE 111 01 DE | WI2018 |

| | |
|---|---|
| SPE 111 01 DE | SP2021 |
| SPE 111 01 DE | SP2022 |
| SPE 111 02 | FA2018 |
| SPE 111 02 | FA2021 |
| SPE 215 01 | SP2019 |
| WRI 117 01 | SP2022 |
| WRI 121 01 | SP2018 |
| WRI 121 01 DE | WI2019 |
| WRI 121 01 DE | WI2021 |
| WRI 121 02 | FA2017 |
| WRI 121 02 | FA2019 |
| WRI 121 02 | SP2022 |
| WRI 121 03 | FA2017 |
| WRI 121 03 DE | FA2018 |
| WRI 121 05 | WI2019 |
| WRI 121M 01 DE | WI2019 |
| WRI 122 01 | WI2018 |
| WRI 122 01 | FA2019 |
| WRI 122 01 | SP2020 |

| | |
|---|---|
| **WRI 122 01** | SP2021 |
| **WRI 122 02** | FA2019 |
| **WRI 227 01** | WI2018 |
| **WRI 227 01 DE** | WI2018 |
| **WRI 227 01 DE** | SP2018 |
| **WRI 227 01 DE** | SP2023 |
| **WRI 242 01 DE** | WI2021 |

https://ssrs-s19.klamathcc.edu/Reports/report/Assessment/Pending%20Reports/All%20Assessments%20By%20Term%20CMA%20Instructor%20and%20Outcome%20Type

### 4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

In most courses, instructors have reported a success rate that hovers about 80% for our CLOs and ILOs. We are satisfied with this percentage; however, in almost every class, only a small number of students reply at the end of the term. Often, it seems that the students most likely to respond to the student evaluations are already motivated students. This means that our data is by its very nature compromised. To address this imbalance in the student evaluation data, we are implementing incentives to get students to respond to student evaluation, such as awarding extra credit or filling out the evaluation during class time.

Please see the Appendix for a table with this information.

### 4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

Prior to the latest round of Common Course Numbering, CCOGs were reviewed yearly. The entire full-time faculty reviewed the CCOGs and determined if revisions to outcomes and content were necessary based on input from instructors who taught the course. The faculty in charge of redesigning the course would then make the changes necessary and propose them to the rest of the full-time faculty for further refinement and revision. The faculty lead or the faculty in charge of redesign would then submit the revised CCOGs to the Assessment and Curriculum Coordinator for approval and eventual publication.

We plan to continue this review system in the future for classes not currently under the Common Course Numbering system. We also plan on giving feedback to HECC as time goes on concerning current CCN CCOGs.

### 4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

Over the last five years, we have redesigned every course in the gen ed core: COM 111Z, WRI 121Z, WRI 122Z, and WRI 227Z. Additionally, we have also redesigned COM 218 Z and WRI 117. In each case, we made classes more accessible, equitable, standardized, and rigorous.

Initially, classes were redesigned to improve them for DE and to improve student success. Ultimately, our revisions have been as a result of Common Course Numbering. Incidentally, our course revisions were already closely aligned with HECC's vision, so the most recent revision process was rather painless.

### 4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Based on CLO assessment, we've moved to OERs for SPE 111/COM 111Z. That way, we can be more flexible with our materials and we can remix them ourselves as need requires.

We also reevaluated the textbook for WRI 121 courses and switched to something more substantive but still accessible for students (*They Say I Say / The Moves that Matter in Academic Writing*) as well as adopting an approved OER. We've also adapted the course for better accessibility for DE sections of the course.

Based on successes we saw in CLO and ILO assessments, we scaffolded the major assignments in WRI 121 so that they lead into the assignments for WRI 122 and WRI 227, making sure that assignments from 121 directly feed into skills that we emphasize and build on in later classes. For instance, WRI 121 focuses on discourse communities throughout the term. WRI 122 and 227 build on that idea by exploring other discourse communities as audiences for argument (WRI 122) or looking into professional discourse communities with a professional resume and analysis of ethical standards (WRI 227).

Please see the Appendix: Evidence of Student Proficiency in CLOs for a table with further information.

## 4A.II INSTITUTIONAL AND GENERAL EDUCATION OUTCOMES (ILOS AND GENERAL ED. OUTCOMES)

### 4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN ILOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

In most courses, instructors have reported a success rate that hovers about 80% for our CLOs and ILOs. We are satisfied with this percentage; however, in almost every class, only a small number of students reply at the end of the term. Often, it seems that the students most likely to respond to the student evaluations are already motivated students. This means that our data is by its very nature compromised. To address this imbalance in the student evaluation data, we are implementing incentives to get students to respond to student evaluation, such as awarding extra credit or filling out the evaluation during class time.

Please see the Appendix: Evidence of Student Proficiency in ILOs for a table with further information.

### 4A.II.2 WERE ANY ILOS DIFFICULT TO ALIGN AND ASSESS IN THE DISCIPLINE? IDENTIFY THE ILOS AND EXPLAIN THE CHALLENGES.

None of the ILOs are difficult to align for Writing and Communication courses. They all reflect outcomes we naturally strive for. We ask students to think critically as they evaluate sources, address specific audiences, and propose and defend arguments. Communication is in the name of our department; we teach students to communicate effectively. We encourage cultural competence with the readings, issues, and assignments we ask students to engage in. Students reflect on what they have learned to demonstrate what they are learning and in so doing, they gain the confidence they need to communicate their ideas in professional contexts. Finally, our classrooms are communities where we share ideas, argue points of view, debate the best way to solve problems – and we do this together in class discussions, either online or in person.

### 4A.II.3 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF ILO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Most often, we saw that students were not aware of outcomes, particularly ILOs. When we scaffolded assignments and courses, we did so in order to make the logic of course progression clearer. When students saw the structure of scaffolded assignments, they have since been better at recognizing what they are learning outside of completing an assignment.

Furthermore, we identified an area for improvement when identifying ILOs particularly. Student were not taking much time to reflect on what they were learning. To address this, WRI 121Z now has weekly reflections where students functionally journal about what they've learned in the week and what they are struggling with. These reflections lead into a larger reflective paper at the end of the term where students look back at their progress and what they've learned. Since implementing this change, students are more cognizant of what they have learned and why it's important. WRI 227Z has implemented a similar final reflective paper to help students contextualize their learning in the quarter and we are considering adding a smaller reflections to build up to that assignment. COM 111Z asks students to assess other students' speeches as well as perform self-assessment, which provides students similar opportunities to reflect and look back at the outcomes they have met through the assignments they complete.

Please see the Appendix: Evidence of Student Proficiency in ILOs for a table with this information.

### 4A.III. IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF DFW RATES. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Our redesign of the General Education core had this in mind. We were trying to accommodate students and help them achieve success as much as possible. We've added additional educational videos to clarify difficult concepts, we've reworked assignments to be clearer and simpler, and we've scaffolded assignments so students can follow how the skills they learn and practice grow with the assignments they are given. As we have made these changes, we've seen an increase in student success overall.

However, we are currently reassessing WRI 095 as a department with an ad hoc committee to address the high DFW rates in those classes over the last year. We are trying to determine if this is an issue we can resolve with redesigns or other actions or if it is the result of something beyond our control.

## 4B. STUDENT SUCCESS

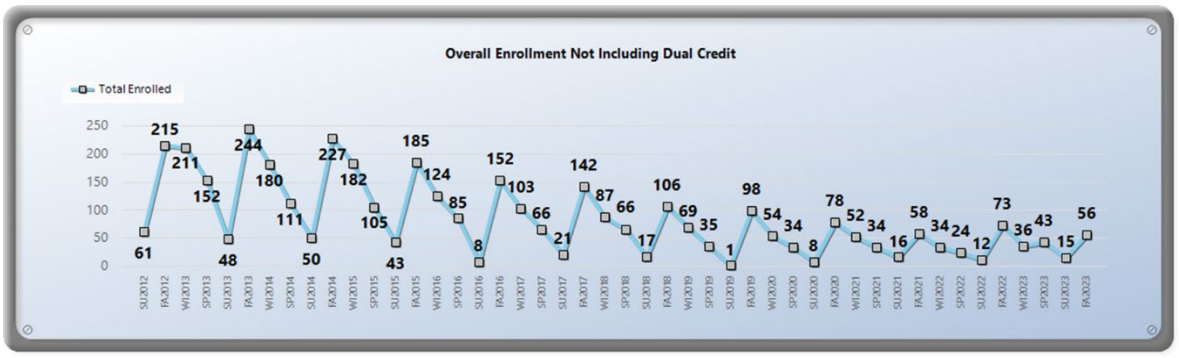
4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

https://ssrs-s19.klamathcc.edu/reports/report/Enrollment/Gen%20Ed%20Enrollment%20By%20Term

# Developmental Education Writing Enrollment

Dev Ed class enrollment has trended comparatively downward in the last five years (see below). However, we have seen a bump in non-fall enrollments since COVID and we expect numbers to go up at least in the short term. We suspect this has to do with shortfalls in COVID education that are now starting to work their way through to our classes.

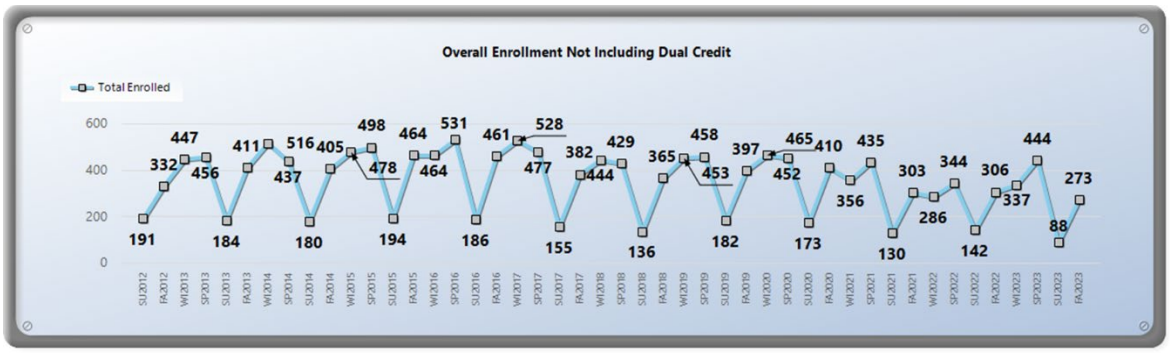
To address this influx, we are seeking a full-time Dev Ed instructor. Dev Ed can be taught online and Michelle Runyan developed excellent course shells for our DE classes. However, Dev Ed students often need a face-to-face teacher to help guide them and provide them the support they need to achieve college-ready writing skills.




# Writing and Communication Enrollment

Overall, the demand seems constant. There is a slight downward trend over the last five years. Part of this can be attributable to the state-wide change of having WRI 121 and WRI 122 as prerequisites for WRI 277, lowering enrollment in WRI 122. Additionally, other universities in Oregon (such as SOU) have removed WRI 122 as a gen ed requirement for their degrees, which has also affected our WRI 122 enrollments. Barring that, Writing and Communication class enrollments seem constant.

Overall, enrollment seems stable and we have no plans to address the current situation since we see it as acceptable.




https://ssrs-s19.klamathcc.edu/Reports/report/Course%20Outcomes/SuccessAndPassRatesByCMA

## Pass Rates from SU2022 to SP2023 for Developmental Education Writing

| Term Year | CRS CDE | ABC Count | DFW Count | Other Count | NGR Count | | | Delivery Method | LEAD INSTRUCTOR ID | FULLPART STS |
|---|---|---|---|---|---|---|---|---|---|---|
| ⊞FA2022 | Number of Classes: 6 | 53 | 31 | 2 | 0 | 63.1% | 36.9% | | | |
| ⊞SP2023 | Number of Classes: 2 | 17 | 26 | 0 | 0 | 39.5% | 60.5% | | | |
| ⊞SU2022 | Number of Classes: 1 | 9 | 3 | 0 | 0 | 75.0% | 25.0% | | | |
| ⊞WI2023 | Number of Classes: 2 | 17 | 19 | 0 | 0 | 47.2% | 52.8% | | | |

## Pass Rates from SU2022 to SP2023 for Writing and Communication

| Term Year | CRS CDE | ABC Count | DFW Count | Other Count | NGR Count | | | Delivery Method | LEAD INSTRUCTOR ID | FULLPART STS |
|---|---|---|---|---|---|---|---|---|---|---|
| ⊞FA2022 | Number of Classes: 20 | 215 | 96 | 31 | 0 | 69.1% | 30.9% | | | |
| ⊞SP2023 | Number of Classes: 17 | 210 | 88 | 12 | 0 | 70.5% | 29.5% | | | |
| ⊞SU2022 | Number of Classes: 10 | 105 | 42 | 0 | 0 | 71.4% | 28.6% | | | |
| ⊞WI2023 | Number of Classes: 17 | 228 | 77 | 8 | 0 | 74.8% | 25.2% | | | |

### 4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

Not applicable to program review for general education disciplines.

### 4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

As a General Education discipline, we have no program. However, all of our courses except two transfer readily to other institutions: WRI 100 and WRI 117. WRI 100 transfers as an elective credit as does WRI 117. However, WRI 117 is a class designed for programs and certificates that are terminal here at KCC. If a student seeks to transfer to another university, we push them into WRI 121Z.

### 4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO UNIVERSITIES IN OREGON.

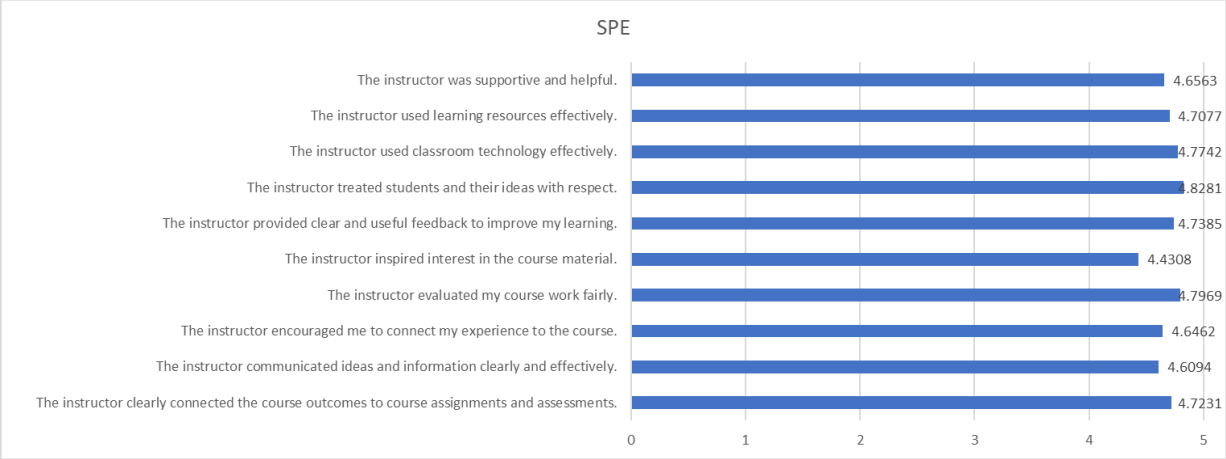
Currently, we offer WRI 121Z as dual credit in the high schools. As a result of the Common Course Numbering through HECC, the class transfers to universities throughout the state.

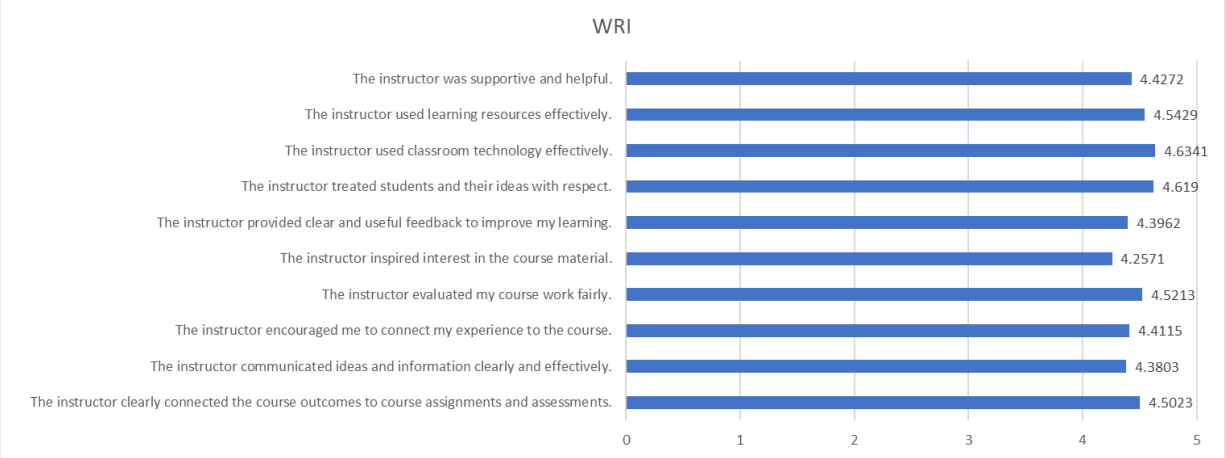
### 4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

Transferability has not changed in the last five years. Course outcomes and degree requirements have changed, but the transferability has not been affected.

## 4C. STUDENT ENGAGEMENT AND SATISFACTION

### 4C.I. COURSE EVALUATIONS DATA AND ANALYSIS




### 4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

All our evaluation numbers are high for SPE and WRI classes. We are particularly proud that students feel like our classes are supportive, helpful, and that they and their ideas are treated with respect.

As a department, we can do better about inspiring interest in the course material. This is particularly hard for General Education courses that students are required to take irrespective of their academic plans. However, we plan on addressing this by showing students more practical application of the course content in situations outside academia (such as career paths) and how the skills we teach are employable skills.

### 4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Students didn't feel that our courses encouraged them to connect their experiences with the course. With that in mind, we've added assignments to WRI 121 and WRI 227Z. In WRI 121, we have the Discourse Community Analysis series of assignments, where students analyze a discourse community they belong to and evaluate an issue in that community. In WRI 227, they have the Resume Analysis and Ethics Analysis assignments in WRI 227Z. In the resume analysis, students analyze resumes and job adds within their career/major and create a resume that complies with those standards. In the Ethics Analysis, students look at ethical standards in their chosen career/major and what implications those statements have on the discipline and how they will act when confronted with an ethical dilemma.

We want students to see how what they are doing already aligns with what we teach in our writing courses and we want students to write from their experience or interest so that they can see how the outcomes are directly relevant to the work they will do in the future and how they will function as an informed citizen in the nation and the world. The aforementioned assignments allow students to practice writing and critical thinking skills in the context of what they already see as practical or interesting.

### 4C.II REVIEW PLACEMENT AND PREREQUISITE TRENDS.

Placement is accurate for student needs more often than not. The occasional student will be placed into a writing class that is above their level. In these instances, we push students to enroll in WRI 100 to help them shore up writing basics or, when practical, we move students into the appropriate class. Most of these placements are a result of students being placed too high. We seldom have students who are placed too low. Those students who are in a class that is too low for them have usually self-placed in the lower class (typically WRI 095) because of their lack of confidence in writing and not as a result of incapacity on their part. We do our best to encourage those students to transfer to a higher class but we aren't always successful.

Our prerequisites are largely satisfactory. The standards we have in place ensure that students make it to our higher-level offerings equipped to succeed in the class. With that in mind, we do need to mention WRI 117 and COM 218Z. Currently, the prerequisites are very broad. Students who have had more writing experience specifically and college experience generally are more successful in those classes. We understand the need to keep the requirements open so that they can meet the needs of different degrees. Just be aware that the openness of those prerequisites can make it hard to determine if students will be successful in those classes.

### 4C.II.1 REVIEW PLACEMENT TRENDS IN DEVELOPMENTAL EDUCATION.

Not applicable to program review for general education disciplines.

## 5. BUDGET

## 5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Dev Ed writing

| Academic Year | AY 2017-18 | AY 2018-19 | AY 2019-20 | AY 2020-21 | AY 2021-22 |
|---|---|---|---|---|---|
| Tuition | $ 120,837 | $ 93,642 | $ 76,633 | $ 63,630 | $ 50,960 |
| Enrollment | $ 402 | $ 282 | $ 222 | $ 185 | $ 137 |
| Cost In Progress | $ 113,576 | $ 110,666 | $ 136,643 | $ 115,098 | $ 57,013 |
| Margin In Progress | $ 7,260 | $ (17,024) | $ (60,010) | $ (51,468) | $ (6,059) |
| FTE | 30.61 | 20.88 | 16.82 | 14.19 | 11.60 |

writing

| Academic Year | AY 2017-18 | AY 2018-19 | AY 2019-20 | AY 2020-21 | AY 2021-22 |
|---|---|---|---|---|---|
| Tuition | $ 504,736 | $ 502,110 | $ 541,532 | $ 506,555 | $ 367,070 |
| Enrollment | 1416 | 1351 | 1452 | 1350 | 1005 |
| Cost In Progress | $ 450,328 | $ 390,028 | $ 467,277 | $ 498,258 | $ 438,891 |
| Margin In Progress | $ 54,408 | $ 112,082 | $ 74,255 | $ 8,297 | $ (71,821) |
| FTE | 117.42 | 103.59 | 116.15 | 108.64 | 86.02 |

Normally, writing has a good CMA: our courses are largely required and we have high enrollments. However, recently our margins have been negative largely due to more full-time faculty teaching. In the last five years, we have had three full-time faculty retire and pledge to help with adjunct work. However, only one of them has been able to resist the siren's call of retirement and continue to adjunct for us. Furthermore, our adjunct pool has shrunk as we have not renewed contracts with underperforming instructors. As a result, many classes that were previously taken by adjuncts are taught by full-time faculty. Last year, every writing faculty was in overload, with the average faculty member teaching 10 extra credits. That extra loading is represented in the negative balances to our CMA

We are continuing to look for quality adjuncts to help us reduce our CMA balance and put us back as a money-generating department as most General Education programs typically are.

## 5B. WHICH INSTITUTIONAL LEARNING OUTCOMES IS THE DISCIPLINE RESPONSIBLE FOR?

| Course Code Key | |
|---|---|
| | Has Plan Submitted |
| | Has Result Submitted |
| | Has Plan And Result Submitted |

| ILOs | |
|---|---|
| **Course Code** | **Term Year** |
| SPE 111 01 | FA2018 |
| SPE 111 01 | WI2019 |
| SPE 111 02 | WI2019 |
| SPE 111M 01 DE | SP2023 |
| SPE 215 01 | SP2020 |
| WRI 121 01 DE | SP2019 |
| WRI 121 01 DE | SP2023 |
| WRI 121 03 LV | FA2020 |
| WRI 121M 01 DE | SP2021 |
| WRI 122 01 | FA2018 |
| WRI 122 01 | WI2021 |
| WRI 122 01 DE | FA2018 |
| WRI 122 01 DE | FA2018 |
| WRI 122 01 LV | WI2019 |
| WRI 122 02 | FA2017 |
| WRI 122 02 | SP2018 |
| WRI 122 02 | FA2018 |
| WRI 122 02 | SP2019 |

| | |
|---|---|
| WRI 122M 01 DE | FA2018 |
| WRI 227 01 | FA2019 |
| WRI 227 01 DE | WI2019 |
| WRI 227 01 DE | FA2019 |
| WRI 227 01 DE | WI2020 |
| WRI 227 01 DE | FA2020 |
| WRI 227 01 DE | WI2021 |
| WRI 227 01 DE | SP2021 |
| WRI 227 02 DE | FA2018 |
| WRI 227 02 DE | WI2019 |
| WRI 242 01 | WI2019 |

The Writing and Communication department is responsible for all five Institutional Learning Outcomes.

## 5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

Our primary budgetary challenge is to get our CMA positive again. This year, we are making sure our full-time faculty are loaded more lightly and that as many of our classes are handed off to qualified adjuncts as possible.

Our adjunct pool is shallow here in Klamath Falls. We have some exceptional adjuncts working for us currently (Suzanne Atkins, Karin Collison, Michelle Runyan, and Maggie Wood) but we have also winnowed out at least as many underperforming adjuncts in the last five years. We have also lost other strong adjuncts (Lindsey Davis and Archer Long) as opportunities have taken them elsewhere. We continue to actively seek qualified applicants to teach our classes wherever we can find them.

## 6. CONCLUSION

### 6A. DESCRIBE DEPARTMENT'S STRENGTHS.

Our faculty in Writing and Communication is highly qualified, collaborative, driven, and student-centered. The Building 3 hallway has a unique creative ferment where our doors are open to anyone and we in Writing and Communication often work with or help others. We have provided class materials (such as rubrics, assignments, assistance evaluating writing, and general teaching advice) up and down the hallway, to programs like Criminal Justice, Exercise and Sports Science, Mathematics, Business, Agriculture, and Psychology. We occasionally talk to Tom, but he usually gives us more help than we give him.

We are always reflecting on how we can do better and how to improve the learning experience for our students. Two of our faculty (Rochelle Daniel and Michelle Runyan) are excellent with instructional design and has helped raise the general level of the entire department through their work. Drs. Shrontz and Huston provide a depth of knowledge and experience that allows them to meet student needs very quickly and accurately with an eye for the most recent scholarship in literature and technical communication. We are always trying to make our classes more relevant, incorporate the newest technologies, and understand the newest research so students get the same quality of education here at KCC than they could get at any other college or university.

### 6B. DESCRIBE DEPARTMENT'S WEAKNESSES.

We, as a department, are bad at saying no to extra classes. When it looks like things are in a pinch, we will step up to do more to make sure students get the classes they need.

For all our experience, we no longer have a full-time faculty member that specializes in Developmental Education. We feel that we should have a specialist in Dev Ed, especially given the demographic makeup of our students at KCC.

### 6C. DESCRIBE SUPPORT NEEDED.

Given our difficulties in finding adjuncts, we need to expand our pool to cover our classes without overloading full-time faculty on a regular basis.

We need a full-time faculty member that specializes in Dev Ed since the we lost Dr. LaHaie and Michelle Runyan.

Writing has had an open position for a full-time faculty member for five years. We would like to fill that position if the budget can support it.

### 6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

https://klamathccedu.sharepoint.com/sites/SP/Lists/Department%20Plans/AllItems.aspx

CURRENT GOALS

1. High-quality instruction (Student Success)

Adapt all course shells to new HECC/common course numbering standards. Research Al generated text system to understand how it functions and how it will change how we teach writing and communication. Redesign assignments and classes as necessary to anticipate how Al will change the teaching of writing, communication, and critical thinking that are core to what we do.

2. Pilot peer review software

Identify and pilot different peer review options. Students need to be more involved in the process but we need an option that students can use but doesn't increase our workload on the backend. First, identify already available options (such as Canvas) and study what it does and what we want/need it to do. Then, take those standards forward as we evaluate other programs and see which one meets our needs and propose changes (if applicable) by the next budget cycle.

3. Departmental continuity (Organizational Viability)

Conduct regular departmental meetings – at least two per quarter. In each meeting, create and address agenda items that deal with legacy issues within the department, such as budget, the Strategic Plan, Writing Center goals and progress, scaffolding courses, and Dev Ed.

4. Cooperation with other departments (Organizational Viability)

Coordinate with Criminal Justice to coteach a writing class in Winter 2024. Plan with Exercise and Sport Science to teach a research methods class focused on reading and creating literature reviews of academic research of the field. Redesign WRI 227 and WRI 117 with modular assignments specific to the needs of the majors/programs that require those classes. Work with Arts & Letters and Digital Media Design to create a screenwriting course and possible certificate program. Encourage advisors to enroll students in writing-intensive courses in WRI 100.

5. Professional Development (Organizational Viability)

Each faculty member will participate in at least one type of professional development (as defined by the board) each year. At least two members of the faculty will attend OWEAC each year in addition to other professional developments to maintain connection with the organization and keep up with standard for writing in Oregon. Each faculty will be expected to maintain membership with professional organizations relevant to their fields/specializations through the year. Each faculty will be encouraged to subscribe to and read current publications relevant to their fields/specializations.

## 7. APPENDICES

| Number Of Courses Taught | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | SU 2022 | | FA2022 | | WI2023 | | SP2029 | | Total Courses Taught | |
| Adjunct Instructor | DevEd | GenEd | DevEd | GenEd | DevEd | GenEd | DevEd | GenEd | DevEd | GenEd |
| Suzanne Atkin | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 4 |
| Karin Collison | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 5 |
| Lindsey Davis | 0 | 0 | 2 | 0 | 1 | 1 | 1 | 1 | 4 | 2 |
| Patrick Hockersmith | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 8 |
| Jean Knight | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Jeanne LaHaie | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Andrea LoMonaco | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Margaret Wood | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Total Adjunct Courses | 1 | 7 | 5 | 6 | 1 | 6 | 1 | 4 | 8 | 23 |
| | | | | | | | | | | |
| | SU 2022 | | FA2022 | | WI2023 | | SP2029 | | Total Courses Taught | |
| Full Time Instructor | DevEd | GenEd | DevEd | GenEd | DevEd | GenEd | DevEd | GenEd | DevEd | GenEd |
| Jo Cochran | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 9 |
| Jeremy Huston | 0 | 1 | 0 | 4 | 0 | 3 | 0 | 4 | 0 | 12 |
| Michelle Runyan | 0 | 1 | 1 | 4 | 1 | 3 | 1 | 3 | 3 | 11 |
| Jason Shrontz | 0 | 1 | 0 | 4 | 0 | 3 | 0 | 4 | 0 | 12 |
| Total Full Time Taught | 0 | 3 | 1 | 15 | 1 | 12 | 1 | 14 | 3 | 44 |
| | | | | | | | | | | |
| Total Courses Taught | 1 | 10 | 6 | 21 | 2 | 18 | 2 | 18 | 11 | 67 |

Appendix: Course Leaning Outcomes

| TABLE DESC | Course | SORT ORDER | OUTCOME |
|---|---|---|---|
| **Developmental Education Writing** | **WRI090** **1765** | 1 | Demonstrate command of basic English sentence structure. |
| | | 2 | Plan an essay using pre-writing strategies. |
| | | 3 | Write paragraphs and short compositions that are coherent, clear, and grammatically correct. |
| | | 4 | Employ grammar, punctuation, and spelling that is relatively error free. |
| | | 5 | Use critical thinking when writing responses and summaries of texts. |
| | | 6 | Locate reliable sources of information on the web. |
| | | 7 | Employ rudimentary APA citations. |
| | **WRI090L** **1909** | 1 | Demonstrate command of basic English sentence structure. |
| | | 2 | Plan an essay using pre-writing strategies. |
| | | 3 | Write paragraphs and short compositions that are coherent, clear, and grammatically correct. |
| | | 4 | Employ grammar, punctuation, and spelling that is relatively error free. |
| | | 5 | Use critical thinking when writing responses and summaries of texts. |
| | | 6 | Locate reliable sources of information on the web. |
| | | 7 | Employ rudimentary APA citations. |
| | **WRI095** **1766** | 1 | Practice active reading skills, including annotation, cultivation/development of vocabulary, identification of thesis and main ideas of source material, and evaluation of credibility. |
| | | 2 | Demonstrate focus, coherence, and logical development in written work. |
| | | 3 | Employ effective writing strategies for different audiences and purposes. |
| | | 4 | Develop paragraphs and short essays through a flexible writing process. |

| | | | |
|---|---|---|---|
| | | 5 | Apply metacognition to self assess writing skills. |
| | | 6 | Produce a total of at least 2000 words of revised, final draft copy over the term, including at least one essay that incorporates source matierals and practices APA citing convention per OWEAC outcomes. |

| | | | |
|---|---|---|---|
| **Writing and Communication** | **COM111Z** **2200** | 1 | Develop messages for diverse audiences, purposes, and contexts. |
| | | 2 | Identify and utilize skills to manage communication apprehension. |
| | | 3 | Deliver and adapt speeches and/or presentations to live audiences. |
| | | 4 | Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery. |
| | **COM218Z** **2202** | 1 | Describe how culture, identity, perception, biases, and power influence the communication process. |
| | | 2 | Recognize and analyze interpersonal communication concepts (e.g., ethics, verbal and nonverbal communication, listening, emotions, and conflict). |
| | | 3 | Assess one's own interpersonal skills to become more competent in a variety of relational contexts. |
| | | 4 | Apply foundational concepts and theories to interpersonal communication. |
| | **SPE215** **1637** | 1 | Change communicative behavior to improve the quality of small group interactions within various settings |
| | | 2 | Use communication strategies to manage conflict, projects, presentations, and small groups. |
| | | 3 | Analyze others' communicative behaviors within the small group. |
| | **WRI114** **1985** | 1 | Explain the economic, legal, ethical, and social issues associated with electronic information retrieval. |
| | | 2 | Use databases and other electronic sources to find information. |
| | | 3 | Create citations to avoid plagiarism. |

| | | | |
|---|---|---|---|
| | | 4 | Evaluate sources for credibility. |
| | **WRI117**<br>**1768** | 1 | Create writing specifically tailored to a number of different audiences that have diverse educational, cultural, and linguistic backgrounds, and various levels of expertise. |
| | | 2 | Create technical writing that includes visuals and that is accurate, ethical, easy to access and understand, and from which information can be extracted quickly and easily. |
| | | 3 | Use collaborative techniques to work and problem solve. |
| | | 4 | Create the most commonly used technical communication specific to their career fields. |
| | | 5 | Locate and evaluate sources for credibility, currency, sound reasoning, and accuracy in workplace contexts. |
| | | 6 | Identify the needs of audiences with diverse educational, cultural, and linguistic backgrounds, and various levels of expertise, as they pertain to communication specific to their career fields. |
| | **WRI121Z**<br>**2207** | 1 | Apply rhetorical concepts through analyzing and composing a variety of texts. |
| | | 1 | Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts. |
| | | 2 | Engage texts critically, ethically, and strategically to support writing goals. |
| | | 2 | Locate and evaluate sources for author credibility, currency, sound reasoning, and validity of evidence when conducting research, especially in academic contexts. |
| | | 3 | Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres. |
| | | 3 | Develop ideas with clarity, coherence, and evidence that is substantial, relevant, and detailed. |
| | | 4 | Incorporate and responsibly credit sources according to the conventions of APA. |

| | | | |
|---|---|---|---|
| | | 4 | Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts. |
| | | 5 | Use syntax and mechanics according to the accepted standards of formal academic composition. |
| | | 6 | Compose a total of 3,000 to 3,500 words of revised text (OWEAC guidelines) which meet the above criteria. |
| | **WRI122Z** **2208** | 1 | Apply rhetorical concepts to achieve writing goals within a given discourse community |
| | | 2 | Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources |
| | | 3 | Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses |
| | | 4 | Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection |
| | | 5 | Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts |
| | **WRI227Z** **2209** | 1 | Apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts |
| | | 2 | Engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research) |
| | | 3 | Collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects |
| | | 4 | Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences |
| | | 5 | Examine and respond to individual and professional ethical responsibilities across organizational context |

| | | | |
|---|---|---|---|
| | **WRI241**<br>**1778** | 1 | Identify elements of fiction, such as narrative, plot, character, dialog, genre, and point of view and use of these elements to create an original piece of fiction. |
| | | 2 | Evaluate their own writing, that of their peers, and of professional writers. |
| | | 3 | Develop fictional works with coherence and creativity that use the elements of fiction and demonstrate the writer's individual voice and vision. |
| | | 4 | Employ syntax and mechanics according to the accepted standards of creative composition. |
| | | 5 | Employ the conventions of MLA for creative manuscripts. |
| | **WRI242**<br>**1779** | 1 | Identify the elements of poetry, such as form, style, structure, rhyme, metaphor, simile, imagery, symbolism and use of these elements to create an original poem. |
| | | 2 | Evaluate their own poetry, that of their peers, and of professional poets. |
| | | 3 | Develop poems with coherence and creativity that use the elements of poetry and demonstrate the writer's individual voice and vision. |
| | | 4 | Employ syntax and mechanics according to the accepted standards of creative composition. |
| | | 5 | Employ the conventions of MLA for creative poetry manuscripts. |
| | **WRI244**<br>**1781** | 1 | Employ elements of fiction, such as narrative, plot, character, dialog, genre, and point of view to create a particular piece of fiction. |
| | | 2 | Evaluate their own writing, that of their peers, and of professional writers. |
| | | 3 | Develop fictional works with coherence and creativity that use the elements of fiction and demonstrate the writer's individual voice and vision. |
| | | 4 | Employ syntax and mechanics according to the accepted standards of creative composition. |
| | | 5 | Employ the conventions of MLA for creative manuscripts. |

| | | | |
|---|---|---|---|
| | **WRI245**<br>**1782** | 1 | Employ elements of poetry, such as form, style, structure, rhyme, metaphor, simile, imagery, symbolism and use of these elements to create an original poem. |
| | | 2 | Evaluate and analyze their own writing, that of their peers, and of professional poets. |
| | | 3 | Develop and revise poems with coherence and creativity that use the elements of poetry and demonstrate the writer's individual voice, vision and skill in the craft. |
| | | 4 | Employ syntax and mechanics according to the accepted standards of creative composition. |
| | | 5 | Employ the conventions of MLA for creative poetry manuscripts. |

| Evidence of Student Proficiency in CLOs | | | | | |
|---|---|---|---|---|---|
| **Term/Year** | **Class** | **CLO** | **% met** | **Changes** | **Notes** |
| Fall 2017 | WRI 121 02 | Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts. | NA | NA | Only the plan was submitted for this evaluation. |
| Fall 2017 | WRI 121 03 | Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts. | 80 | Additional instructor/student interaction<br>Using the final persuasive problem-solution speech outlines to assess learning made sense for this class because it showed students' ability to present effectively and efficiently--skills required and built upon throughout the term. | The 80% success projection was technically only missed by 1 point on 1 essay. Students achieved success by keeping up with the class, turning in projects on time, and messaging when they had questions. |
| Winter 2018 | SPE 111 01 DE | Organize oral messages for delivery before a group or live audience. | 90 | Well, I've considered bringing in material from another textbook that is more scholarly and more focused on the principles of Sociology. The textbook I'm using now is more on the "touchy feely" side. | I believe my methods to be accurate because it was clearly a challenge for students to meet the expectations, and so they would have to put in a certain level of effort to demonstrate that they have met the proficiency. |
| Winter 2018 | WRI 122 01 | Develop argument with clarity, coherence, | 71 | Based on my analysis, in the future, I will create a reflection assignment that allows students to explore | I keep stressing the importance of attendance. This term I used early alert more than I have in the |

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| | | logic, and evidence that is substantial, relevant, and detailed. | | their process in evaluating research and applying that skill to their final essays. This should enhance both student ownership of and responsibility. | past, and I will continue to do so. |
| Winter 2018 | WRI 227 01 | Use syntax and mechanics according to the accepted standards of formal written English. | NA | NA | Only the plan was submitted for this evaluation. |
| Winter 2018 | WRI 227 01 DE | Use syntax and mechanics according to the accepted standards of formal written English. | 93 | I'm fairly pleased with the results for those students who continued attending until the end of class, so I will likely not make adjustments at this time. | My assessment method of an essay was a fair indicator in that it allowed students to independently demonstrate their skill with rhetorical analysis in writing. That said, due to the challenge students faced just writing an essay, additional methods of assessment may be necessary. |
| Spring 2018 | CGS 114 01 DE | Create citations to avoid plagiarism. | 66 | I will eliminate or modify an assignment called the Health Action list which duplicates several of the questions in the Personal Responsibility Assignment. That may be a reason why some failed to complete this assignment. | Student success in meeting this CLO relates to student success in this orientation class. Of the 12 students who did not meet the goal, 5 failed the class with 35% or less, 3 did poorly at 62% or less. |
| Spring 2018 | WRI 121 01 | Identify thesis, intended audience, | 86 | NA | Those students who consistently attended |

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| | | purpose, rhetorical strategies, and bias when reading, especially in academic contexts. | | | class demonstrated proficiency. |
| Spring 2018 | WRI 227 01 DE | Use syntax and mechanics according to the accepted standards of formal written English. | NA | NA | Only the plan was submitted for this evaluation. |
| Fall 2018 | SPE 111 01 | Organize oral messages for delivery before a group or live audience. | 90 | I think that about half of the weekly assignments are too broad and encourage personal opinions rather than interpretations that build off of basic sociological theory. I think this is what made it difficult for students to do well on the final paper. Based on my analysis, I will include more speech/presentation examples for students to asses and apply to their own speech construction and delivery process. | My assessment method of a speech construction and presentation area an accurate indicator because the process allows students to independently demonstrate written communication (outline), visual communication (presentation aid), verbal communication (speeches). |
| Fall 2018 | SPE 111 02 | Organize oral messages for delivery before a | 90 | The material for this class lends itself more to subjective than objective assessments. Still trying to figure out the best balance. I think adding | Students success was attribute mainly because the proficiency in language lab: 3 students failed to complete lab on |

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| | | group or live audience. | | more vocabulary to the quizzes might be an improvement.<br>More practice with citing sources, and more practice applying specific elements of theory to their analysis. Both of these things can be addressed by adjusting the assignments and wouldn't have a budget implication. | time for grading. 2 forgot to do it and the other said the web site was not cooperating. |
| Fall 2018 | WRI 121 03 DE | Locate and evaluate sources for author credibility, currency, sound reasoning, and validity of evidence when conducting research, especially in academic contexts. | 93 | Since I implemented the practice activity, I was able to assess students more easily. I will continue this practice. Results confirm that no further adjustments are necessary. | Three of the 4 students who did not meet the target did not submit the assignment and quit attending in the first month of class although they did not withdraw. The percentage of students meeting that target that attempted the assignment was 93%. |
| Winter 2019 | WRI 121 01 DE | Locate and evaluate sources for author credibility, currency, sound reasoning, and validity of evidence | 75 | Based on my analysis, I will be more strict about not accepting late work at the beginning of the term when the assignments are worth fewer points. | Students would benefit from being required to take a keyboarding and a College Success class before taking Writing 90. |

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| | | when conducting research, especially in academic contexts. | | | |
| Winter 2019 | WRI 121 05 | Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts. | 57 | Based on my analysis, in the future I will continue to create multiple discussion and written practice fora for students to work with this outcome in a low-stakes way before producing the higher-stakes essay. | One student who did not meet the basic level presented serious attendance issues and missed assignments. Another important factor was the lack of a required APA style manual as part of the course. |
| Winter 2019 | WRI 121M 01 DE | Develop ideas with clarity, coherence, and evidence that is substantial, relevant, and detailed. | 80 | Based on this analysis, I will continue to reinforce the instruction of this outcome, and increase the time spent on it to give students more opportunities to apply it. | All students who responded indicated they were average, above average or excellent. With the exception of one student, those who did not meet minimum criteria were ones who struggled throughout the term and barely passed the class. |
| Spring 2019 | SPE 215 01 | Apply knowledge, skills, and attitudes to succeed in a profession or academic program; demonstrate | NA | NA | Only the plan was submitted for this evaluation. |

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| | | confidence and ability to meet personal, social, academic, and professional goals. | | | |
| Fall 2019 | WRI 121 02 | Incorporate and responsibly credit sources according to the conventions of APA. | 78 | Since attendance is the main problem, I will stress even more that coming to class is essential to passing the class. | Student success can be mainly attributed to completion of the assigned practice assignment before applying the skill in the final essay assignment. Students who were unsuccessful either did not submit a final essay or who did not participate in the initial practice assignment. |
| Fall 2019 | WRI 121 01 | Identify thesis, intended audience, purpose, rhetorical strategies, argument and bias when reading, especially in academic contexts. | NA | NA | Only the plan was submitted for this evaluation. |
| Fall 2019 | WRI 121 02 | Locate and evaluate sources for author | NA | NA | Only the plan was submitted for this evaluation. |

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| | | credibility, currency, sound reasoning, argument, and validity of evidence when conducting research, especially in academic contexts. | | | |
| Spring 2020 | WRI 122 01 | Develop argument with clarity, coherence, logic, and evidence that is substantial, relevant, and detailed. | 80 | Based on my analysis, in future, I will continue the skill building in critical thinking and continue to emphasize the revision of their argument through critical thinking and use of meta-commentary. | Student success can be mainly attributed to use of Conferences in Canvas that covered critical thinking, exercises combining the Critical Thinking Guide and expert presentations, and application of the skills developed through the drafting, revising and finalizing the argument essay. Students who did not demonstrate the proficiency did not meet the requirements for the argument essay assignment. |
| Winter 2021 | SPE 111 01 | Use public speaking skills to present an effective and efficient message. | 70 | I will have the students complete a quiz on the speech's requirements before they deliver the speech. This will ensure that they have | Students' perception of their progress did not match direct assessment data. 100% of students reported proficiency, but direct assessment data |

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| | | | | read and understand the speech requirements. | showed that only 70% were proficient. Course evaluation data do not reflect a strong understanding of their proficiency. |
| Winter 2021 | WRI 121 01 DE | Evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means. | NA | NA | It seems that there was an error with how this evaluation was recorded. |
| Winter 2021 | WRI 242 01 DE | NA | 75 | Based on my analysis in future, I will add a written explication of a poem earlier in the term so that students receive some practice with this prior to the assessment assignment. | My assessment methods of an original poem demonstrating 4 elements of poetry that included a short explication of how and why each poet chose each element. This allowed each student to independently demonstrate their poetic skills and craft in using the chosen elements of poetry in a poem. It further allowed them to self-reflect and articulate how they intentionally used these in their own work. It was also the last assigned poem for the term, so they could show |

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| | | | | | their skill at the end of the course. |
| Spring 2021 | SPE 111 01 DE | Conduct research and evaluate ideas and information in order to formulate a clear and effective message. | 94 | Finding a way to re-engage students who dis-engage from the course would be a priority since those are the students who did not meet the outcome.<br>[T]his was my first time teaching SPE 111 and I was using another instructor's course and I know another version of SPE 111 was developed this term as well, so I will be looking into possible adjustments of the course over the summer. | Student success in these classes is mainly attributed to participation. Students in both classes who turned in a final persuasive speech had by and large been participating consistently throughout the term. |
| Spring 2021 | WRI 122 01 | Demonstrate an understanding of policies, procedures, and theoretical perspectives in criminal justice as they relate to civil rights of a diverse population. | NA | NA | It seems that there was an error with how this evaluation was recorded. |
| Fall 2021 | SPE 111 02 | Evaluate strategies used to improve speech quality, | 100 | I used the master course this term, and it was very well designed and allowed the students sufficient opportunity to practice the course CLOs. There are not | None of my students had extreme speech anxiety, just the kind of nervousness most people experience, and a several of my students had held |

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| | | including outlining, delivery techniques, and constructive feedback integration. | | any major changes I would make. | jobs or had experiences in the past which made presenting a comfortable exercise for them. Entries for this course were taken from SPE 111 01 from the same instructor. This section did not submit evaluation results. |
| Spring 2022 | SPE 111 01 DE | Deliver informative, persuasive, and entertaining speeches while managing communicatio n anxiety. | 83 | I plan to work at getting students to understand the instructions and how to follow them -- what's required for effective speeches. I plan to use some videos of highly effective speeches and provide commentary on them as to how the speeches could be improved if they were being delivered in our class. | Since the last assessment, the course has been redesigned. This has made it easier for students to navigate and to understand what they need to do. But, I need to work at getting them to understand each of the requirements for each speech and how they can improve their speech by fulfilling those requirements. |
| Spring 2021 | WRI 117 | Create technical writing that includes visuals and that is accurate, ethical, easy to access and understand, and from which information | NA | NA | Only the plan was submitted for this evaluation. |

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| | | can be extracted quickly and easily. | | | |
| Spring 2022 | WRI 121 02 | In reading or presentations locate and evaluate sources for author credibility, currency, sound reasoning, and validity evidence when conducting research, especially in academic contexts. | 90 | Given the results of this assessment, I would make two changes. First, since 90% of the students were successful, I will provide LESS sources for them and require them to gather MORE sources. This will help them deepen their experience with finding credible sources. | Student success depended a lot on attendance and participation during weeks 5&6. In week 5 I provided the students with their first 4 sources, and delivered a lecture about how to identify credibility and validity of evidence. In week 6, students spent time in the lab searching for their own credible sources and analyzing them for credibility. Out of 10 students, seven of them earned a B or better. However, two of the C's were docked points because of late submissions. Had the papers not been docked, they also would've been in the B range. I didn't count the late points in this assessment because I was not assessing their ability to turn in work on time. Of my ten students, one of them earned a 70%. This student also missed the majority of the weeks I mentioned above due to |

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| | | | | | unforeseen circumstances. |
| Spring 2023 | WRI 227 01 DE | Analyze the rhetorical situation (audience, purpose, and context) of technical communicatio n. | 90.91 | I made the adjustment to focus the assignment, as mentioned before. In the future, I will narrow the scope a little more and provide more examples for the students. The guidance and focus seem to be working. I think the students need to see more examples of how to successfully complete the assignment, though, since it requires so much work to get to the final draft. | I redesigned the assignment with a focus on the course outcomes instead of the deliverable. As I move forwards with further course redesign, I will make sure that everything I change keeps a focus on the outcomes first so I may hopefully replicate this term's success in the future. |

| Evidence of Student Proficiency in ILOs | | | | | |
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| **Term/Year** | **Class** | **ILO** | **% met** | **Changes** | **Notes** |
| Fall 2017 | WRI 122 02 | Apply Critical Thinking to Problem-Solving | 80 | Since the last assessment, I have added group peer review to the practice sessions on annotated bibliographies. They now work with each other to discuss how to draft the annotations, but also they evaluate and assess sources together. | I feel like my students' perception of their progress is not as complete as what I measured as their proficiency in the institutional learning outcome. |
| Spring 2018 | SPE 111 01 | Communication | 90 | Based on my analysis, I will include more speech/presentation examples for students to asses and apply to their own speech construction and delivery process. | Student success can be mainly attributed to application of learning. The students who address each element of the written and video instructions on the construction of and delivery of the informative speech were successful. |
| Spring 2018 | WRI 122 02 | Apply Critical Thinking to Problem-Solving | 80.75 | I do not plan to modify this assignment at this time. The target was met and would have been exceeded, had it not been for students who stopped attending regularly or did not follow through for reasons unrelated to the course. | I am pretty comfortable with the way I teach this assignment, which essentially builds reading skills and understanding of what drives rhetorical decisions. |
| Fall 2018 | WRI 122 01 | Communication | 82 | I will go over course and institutional learning outcomes in class. | I try to foster a comfortable, fun, and safe learning atmosphere. I also intervene early and aggressively with students who do not appear to be getting it. |

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| Fall 2018 | WRI 122 01 DE | Apply Critical Thinking to Problem-Solving | 80 | Based on my analysis, I will be offering some incentive points for specific skills this term and requiring one meeting by phone or face 2 face this term. | Based on my analysis, in future, I am looking at the two main reasons students do not access feedback that is in turnitin. 1. They do not understand how to get it out of turnitin through Canvas. 2. They view it or download the feedback, but choose to not use it when revising their papers. |
| Fall 2018 | WRI 122 02 | Communicatio n | 80 | Looking at the course for the term, my analysis has led me to offer incentive points for certain skills this term in order to get students to pay more attention to important details. | Student success can be attributed to group work and assignments on the course themes. Three students did not meet the proficiency due to lack of attendance and consistently late work, so they were behind all term. |
| Fall 2018 | WRI 122M 01 DE | Apply Critical Thinking to Problem-Solving | 83 | The course design and delivery appear to be providing what the students need to learn the material, so I plan to continue on with the current path.<br>Throughout my time teaching this course, I have broken down concepts that students tended to struggle with within the assignments to allow for practice via checkpoint feedback and coaching prior to a student attempting to | |

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| | | | | tackle a higher value assignment. | |
| Fall 2018 | WRI 227 02 DE | Communication | 90 | In the future I will provide more detailed instructions for assignments and communicate with students weekly so they know how they are doing. I would also like to email and post more examples so students have an example to model. | Students would benefit from being able to check their feedback on Turnitin. Since exactly half the class checked their feedback, it appears they reported not being proficient because they were unaware of how they were doing. |
| Winter 2019 | SPE 111 01 | Communication | 81 | I will reiterate and reinforce the requirements of each speech. | Student success can be attributed to following the detailed requirements provided for the speech. |
| Winter 2019 | SPE 111 02 | Communication | NA | NA | Only the plan was submitted for this evaluation. |
| Winter 2019 | WRI 122 01 LV | Communication | 100 | Based on my findings, I will add this type of assignment to other classes. | |
| Winter 2019 | WRI 227 01 DE | Communication | 95 | While I adjust and improve my courses every term, this analysis suggests no specific need for changes.<br>Since the last assessment, I have added even more scaffolding via smaller assignments leading up to the recommendation report. | The one student (out of 20) who was unsuccessful failed to complete a full draft before submitting her final report and did not incorporate the feedback given on earlier drafts. |
| Winter 2019 | WRI 227 02 DE | Communication | 73 | Students reported that assignments need to be "less vague," so in the future I need to set even stricter parameters for formatting and word count. | Students would benefit from being able to check their feedback on Turnitin. Since last assessment, more students checked their feedback (70%) so student feedback on |

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| | | | | | proficiency improved when they knew what to fix. |
| Winter 2019 | WRI 242 01 | Communication | 100 | Results were positive, I will continue students reading their poems aloud in class throughout the term. | Students in class were enthusiastic in their writing of poetry whether on not they had written poetry before. Those who had written poetry were very supportive to the new poets. |
| Spring 2019 | WRI 121 01 DE | Communication | 77 | Based on my analysis, I will be adjusting my assignment instructions to include the weight and importance of each assignment group to the goals of the class and the final grade. I feel that the lack of peer reviews and paper draft participation might have contributed as well | |
| Spring 2019 | WRI 122 02 | Communication | 80 | Plenty of adjustments made in the past. I feel the course is working well as is. I set the bar high, and students are satisfied and proud of what they achieve. | My rubric measures focus (clear thesis and relevant support), development (varied, high-quality, accurate, and abundant support), coherence (logical progression and connection of ideas), and correctness, so I think it is an excellent measure for communication. |
| Fall 2019 | WRI 227 01 | Apply Critical Thinking to Problem-Solving | 100 | I plan no curricular and pedagogical changes. However, I considering the lopsided nature of the data, I will go out of my way during | Student success was due to a number of items. First was the amount of work they needed to do to complete the assignment: |

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| | | | | the final weeks of class to more strongly emphasize the importance of filling out the student evaluations. | a proposal to prepare for the assignment, analysis of five previous reports, two progress reports, and two drafts preceding the final draft. |
| Fall 2019 | WRI 227 01 DE | Communication | 74 | I will emphasize more at the beginning of the class the need to view technical communication as workplace writing that requires collaboration, revisions based on feedback, and timely submission of assignments. | |
| Winter 2020 | WRI 227 01 DE | Professional Competence and Self-Efficacy | NA | NA | Only the plan was submitted for this evaluation. |
| Spring 2020 | SPE 215 | Professional Competence and Self-Efficacy | 0 | NA | There seems to be an issue with how this assessment was recorded in the system. |
| Spring 2020 | | | | | |
| Spring 2020 | | | | | |
| Fall 2020 | WRI 121 03 LV | Apply Critical Thinking to Problem-Solving | 92 | I'm fairly pleased with the results, so I likely won't make any large-scale adjustments, but I will continue to show the connections between what the students are assigned to complete and the outcomes. I usually focus on course and module outcomes, but I will place more emphasis on how the course-level outcomes align with the ILOs to help | Student success can be attributed to the scaffolded assignments leading up to the essay used to assess this ILO. Students had ample opportunities to learn about and then grapple with the concepts prior to completing the assessment with instructor feedback and coaching along the way. |

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| | | | | students understand the bigger picture. | |
| Fall 2020 | WRI 227 01 DE | Apply Critical Thinking to Problem-Solving | 75 | I will limit the available options for the redesign section of the project down to two. I am also considering restricting the countries available for analysis for the assignment to ones that I think they will have an easier time with. Additionally, I will provide more support (in the form of additional lectures/PPTs) that give more direct examples of how to research and redesign according to the assignment's requirements in addition to the materials and sub-assignments already available. I already have rough drafts of materials available for the next time I teach this course. I will also strongly encourage students to contact me if they have questions, since the students who contacted me about the assignment are the ones that showed the most improvement. | I think giving the students too many options to redesign for the brochure section of the project made it hard for them to finalize a decision and get to work. The assignment takes time and any time wasted in the decision-making process takes time from completing the research and thereby the assignment. 25% of the students requested more time to complete the assignment and I could see from drafts that more than that needed the extra time, which I granted, but it also cut into time for other assignments. |
| Fall 2020 | | | | | |
| Winter 2021 | WRI 122 01 | Apply Critical Thinking to Problem-Solving | NA | NA | Only the plan was submitted for this evaluation. |

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| Winter 2021 | WRI 227 01 DE | Apply Critical Thinking to Problem-Solving | NA | NA | Only the plan was submitted for this evaluation. |
| Spring 2021 | WRI 121M 01 DE | Apply Critical Thinking to Problem-Solving | 91 | Sometimes the ILOs are so broad that students don't quite see the big picture in their first writing course. In the future I will try to draw more clear connections from how this course aligns to the ILOs. | Of the 3 students who reported on the survey, two of them reported on cultural competence. While both said they felt the course had increased their understanding, the response rate was fairly low, although their direct assessment results suggest they have a deeper understanding than they give themselves credit for. |
| Spring 2021 | WRI 227 01 DE | Apply Critical Thinking to Problem-Solving | 89 | I will give students more time to integrate feedback and I will try to get feedback to them more quickly. | I think feedback in the early drafts was what helped the most. I was able to steer students away from unproductive avenues of research or inquiry and steer in the right direction. Giving them an extended period to integrate feedback also helped. |
| Spring 2023 | SPE 11M DE | Apply Critical Thinking to Problem-Solving | 87 | I likely will not make any adjustments. I could consider multiple approaches to the critical thinking related to problem solving, though I believe the assignment as is, is sufficient for a 100-level course. | The rubric and expectations are aligned with the learning objective and are closely connected to critical approach to problem solving a phenomenon. |

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| | | | | | Students provide self-assessments and they indicate the students are clear on what is critical thinking and problem solving in a credible and sustainable process. |
| Spring 2023 | WRI 121 01 DE | Apply Critical Thinking to Problem-Solving | NA | NA | Only the plan was submitted for this evaluation. |

Appendix: Oregon Transfer Compass Core Transfer Map

Oregon Transfer Compass

## CORE TRANSFER MAPS

The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.

Note that many majors have specific course requirements for categories within the Core Transfer Maps. The Core Transfer Maps are intended as starting points for students who plan to transfer to a university, but are unsure of their intended major or transfer destination. Students who are certain of their major, but not their transfer destination, should determine if there is a developed Major Transfer Map for their chosen discipline, and follow that as a guide. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement, Major Transfer Map, or degree map that will prescribe their course requirements.

### COURSE DISTRIBUTION REQUIREMENTS

***See an advisor for recommended courses***

| Subject | General Core Transfer Map | STEM Core Transfer Map |
|---|---|---|
| **Writing** | WR121 (3-4 credits) | WR121 (3-4 credits) |
| **Arts & Letters** | 2 courses (6-8 credits)<br>See list of AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** | 2 courses (6-8 credits)<br>See list of AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** |
| **Social Sciences** | 2 courses (6-8 credits)<br>See list of AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** | 2 courses (6-8 credits)<br>See list of AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** |
| **Natural Sciences** | 2 courses with labs (8-10 credits)<br>See list of AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** | 2 courses with labs (8-10 credits)<br>See list of AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** |
| **Math** | 1 course (4-5 credits)<br>See list of AA/OT outcome courses. | 1 course (4-5 credits) |

### ADDITIONAL REQUIREMENTS

| Subject | General Core Transfer Map | STEM Core Transfer Map |
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| | | |
| **At Least 30 Total Credits** | If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** | If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses.<br>**** See an advisor for recommended courses.*** |
| | | |

### COMPLETED CORE TRANSFER MAPS

| Subject | General Core Transfer Map | STEM Core Transfer Map |
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| | | |

## INSTRUCTIONAL PROGRAM REVIEW RUBRIC

| | Highly Developed | Developed | Emerging | Initial |
|---|---|---|---|---|
| **1—Accomplishments in Achieving Goals** | Exhibits ongoing and systematic evidence of goal achievement. | Exhibits evidence of goal achievement. | Exhibits some evidence that some goals have been achieved. | Minimal evidence that progress has been made toward achieving goals.. |
| **2—Labor Market Projection** | Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection. | Explains projected market demand and discusses several possible actions to address projection. | Minimally explains projected market demand and lists one or two actions to address projection. | Presents labor market demand without analysis/explanation and fails to list possible actions to address projection. |
| **3—Resources** | | | | |
| **Professional Development** | Exhibits ongoing and systematic support of professional development opportunities. | Exhibits support of regular professional development opportunities. | Evidence of intermittent professional development opportunities. | Minimal evidence of professional development opportunities. |
| **Faculty Meeting Instructional Needs** | Employs a sufficient number of highly qualified faculty to meet instructional needs. | Employs an adequate number of qualified faculty to meet instructional needs. | Has a plan to employ an adequate number of qualified faculty to meet instructional needs. | Faculty numbers and/or qualifications are insufficient to meet instructional needs. |
| **Facilities and Equipment** | Facilities and resources meet current and future needs. | Facilities and resources meet current needs. | Evidence of a plan to have facilities and resources meet current and future needs. | Minimal evidence that facilities and resources meet current and future needs. |
| **4—Effectiveness** | | | | |
| **Student Learning Outcomes Assessment** | Exhibits ongoing and systematic SLO assessment to adjust instruction. | Exhibits student learning outcomes assessment and uses results to change instruction. | Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction. | Minimal evidence of SLO assessment. |

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| **Student Success** | Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them. | Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them. | Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them. | Minimal description of trends and/or fails to formulate plan to address them. |
| **5—Budget** | Financial resources meet current needs and are projected to meet future needs. | Financial resources meet current needs. | Evidence of a plan to acquire financial resources to meet current needs. | Minimal evidence that financial resources meet current needs. |
| **6—Strengths and Weaknesses** | Strengths and weaknesses are described accurately and thoroughly. | Most strengths and weaknesses are described accurately and thoroughly. | Some strengths and weaknesses are described accurately and thoroughly. | Minimal evidence that strengths and weaknesses are described accurately and thoroughly. |
| **7—New Goals and Plan** | Multiyear planning process with evidence of use of assessment data in planning. | Multiyear planning process with some assessment data. | Short-term planning process recently implemented. | Minimal evidence of planning process. |
| **8—Overall Evaluation** | Evidence of ongoing systematic use of planning in selection of programs and services. | Exhibits evidence that planning guides program and services selection that supports the college. | There is evidence that planning intermittently informs some selection of services to support the college. | Minimal evidence that plans inform selection the of services to support the college. |
| | **Highly Developed** | **Developed** | **Emerging** | **Initial** |