



## ENGLISH BACCALAUREATE PROGRAM

### **Academic Assessment Plan**

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## **Mission Statement**

The English Department's mission is to prepare students to succeed in an increasingly diverse world. The Department is devoted to an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, convention, culture, and place so that they can participate responsibly in a changing regional and challenging global environment. In particular, the Department is concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. At the undergraduate and graduate levels, the English Department also strives to familiarize students with a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens.

## **Program Overview**

To address this mission, the Department offers an integrated English Studies curriculum designed to foster students' capacities to interpret texts, create meaning, and engage diverse communities. The English Major provides an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum requires common foundational and advanced courses as well as an introduction to the major. Alongside required courses, students are free to select an array of courses across the English Studies curriculum to design an educational experience that will serve their long-term goals. Selective choices include courses in literature, linguistics, rhetoric, creative writing, and advanced writing.

The range of requirements and elective choices prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, all students have an opportunity to earn honors in English.

## **Program Revision**

English Studies is a multi-dimensional discipline drawing from multiple methods of inquiry. Our revised degree program has shifted from a three-option design (emphasizing literature, rhetoric and language, or education) to a more integrated model that emphasizes the interconnections across our discipline. The integrated model will provide students a cohort experience while affording them significant freedom to select courses that support their goals. By increasing the level of choice, we are designing a program that will be more adaptable to student needs and more readily available to the community campuses where students may want to declare and complete the major without moving or commuting to Anchorage. We have shifted from a set of core courses, most at the 400-level, to a design that encourages an iterative building of knowledge and skill as students progress from lower division to upper division courses. Required and elective courses are divided into the following categories:

- Foundations (cohort)
- Introduction to the Major (cohort)
- Major Electives (elective)
- Advanced Inquiry (cohort)
- Advanced Writing (elective)
- Integrative Capstone (elective)

In addition to the Major, the Department provides both a Minor in English with three emphases to choose from (Linguistics, Literature, Professional Writing) and a Minor in Creative Writing and Literary Arts. The Linguistics emphasis is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The Literature emphasis enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works as well as by developing skills in writing and critical analysis. The Professional Writing emphasis prepares students to interpret and present complex information in a readable form to various audiences using a variety of media. The Creative Writing and Literary Arts Minor allows students to explore the crafts of fiction, literary nonfiction, poetry and dramatic writing in an intensive series of workshops taught by active writers in the genres.

## **Assessment Process Introduction**

This document outlines a plan for the assessment of the new program learning outcomes for the revised English Baccalaureate program to be implemented in Fall 2019. Prior assessment strategies for the BA were developed and piloted in 2011. The assessment plan was subsequently approved by the department faculty and Faculty Senate in April 2013. During the course of program revisions, and in view of our assessment process and results, Department faculty have identified opportunities to improve our assessment plan based on criteria offered in the *NWCCU Rubric for Evaluating Outcomes Assessment*.

### *Assessable Outcomes*

We have refined our outcomes to be more explicit and assessable. We have adapted AACU VALUE rubrics that provide developmental descriptions of performance indicators across a spectrum--describing criteria for courses that introduce knowledge and skills (I), courses that develop knowledge and skills (D), and courses that guide students to master knowledge and skills (M). By assessing performance as appropriate to each level of course offering, we will have less tendency to adjust expectations on a numerical scale according to course level and will be able to compare results across all levels. Based on findings, we will be able to document, cue, and foster development at all levels of the curriculum. We have also linked our program learning outcomes to UAA's General Education Student Learning Outcomes. See Table 1.

### *Validity, Reliability, Closing the Loop*

The descriptive language of developmental stages in the rubrics will not only improve the validity of measures but will enhance inter-rater reliability as department faculty collaboratively assess and discuss student performances and apply results to teaching and learning activities. The Department will focus on assessing one outcome per year based on a random sampling of artifacts from a range of courses. Following discussion and assessment of student performance on course projects and written assignments, we will incorporate what we learn into our teaching and advising. See Table 2 for a survey of faculty to yield recommended changes. In the next year's cycle, we will focus on a second outcome while implementing curricular approaches and assignments as informed by results from the previous year. Each year thereafter will emphasize one new outcome while closing the loop on the previous outcome.

The revisions proposed herein meet the aims of improving the clarity, completeness, and validity of the BA program's structure and tightening its articulation with student learning outcomes.

## Program Student Learning Outcomes

The UAA College of Arts and Sciences Department of English offers undergraduate and graduate degrees in its mission to educate students to become active and literate citizens. The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics and creative writing.

Students graduating with a B.A. in English will be able to:

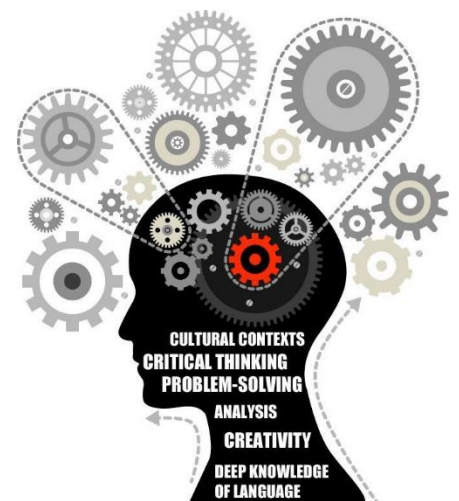
1. Interpret texts in context with reasoned evidence drawn from English Studies' research methods
2. Construct texts that are responsive to audience, purpose, genre, and voice
3. Engage scholarly, professional, and public discourse in diverse communities.

## Program Structure

The English Studies Baccalaureate program introduces, develops, and assesses knowledge and skills reflected in the program outcomes over the course of a student's progression in the program. Each course-category provides structure for the development of each learning outcome as well as critical General Education Requirements learning outcomes as shown in the Table 1. Each level has common course-level student learning outcomes that aim to ensure students acquire the knowledge and skills expected of an English Studies program graduate. Table 3 aligns each level of development to courses that introduce, develop, or guide mastery of learning outcomes.

### *FOUNDATIONS*

Foundational course offerings introduce the knowledge and skills necessary for students to achieve threshold competencies on which they can build in later coursework. All students majoring in English Studies must complete three of four foundation courses, each emphasizing interpretation, writing, and engagement with language and cultural diversity. (ENGL A120, ENGL A245, ENGL A260, and LING A201). These courses provide students with a breadth of core knowledge. For majors, these courses provide foundational exposure to English Studies as a whole. Each course details knowledge and skills germane to the field, upon which students can develop more specialized expertise in the selective curriculum. Non-majors taking these same foundation courses gain cognitive insights



and practical application of skills that are relevant to all study that relies on competence in the English language.

Emphasis in the Foundation courses is on imparting understanding of terminology, facts, major topics, theories, principles, methods, ethics, and concepts. Exams assess the overall breadth of knowledge gained. Hands-on projects expose students to different conceptual approaches and epistemological lenses through which to interpret language-based phenomena. Written assignments build foundations through information literacy threshold concepts and begin to prepare students to conduct independent literature reviews and to use topics learned in class to formulate concise, clear expository and/or reflective essays.

### *INTRODUCTION TO ENGLISH STUDIES*

English is a wide-ranging field that encompasses several disciplines: linguistics and discourse analysis, rhetoric and composition, creative writing, literature and literary criticism, critical theory and cultural studies, and English education. It is a diffuse, cross-cultural fusion. A wide-ranging field like English studies presents both opportunities and challenges. One of the primary challenges is defining its boundaries, which include a diverse array of questions, texts, methods, and argument strategies. ENGL A209: Introduction to English Studies, a new course to be delivered online, provides an opportunity for new majors to discover disciplinary coherence, a sense of the whole that is greater than a sum of the parts, and to plan a course of study that will support their longer term goals. Students will be introduced to e-portfolio in this course.

### *MAJOR ELECTIVES*

In the Major Electives category, students choose 12 of 18 credits from upper division offerings (LING A 201, ENGL A120, A121, A200, A203, A204, A205, A206, A311, A312, A313, A385, A390A, A390B, A390C, A414, A429, A444, A450, A476, A478, A479, A490, A490A, A490B, A495, A498, A499). In these mostly upper-level courses, students choose their focus and are encouraged to connect elective courses in the major to elective courses outside the major to develop their capacities to integrate and apply their learning across knowledge boundaries. They gain in-depth knowledge and find opportunities to apply their skills as they incrementally increase the breadth and depth of their learning. Lower division courses provide broader ranging surveys that are thematically linked; and upper division courses are structured to provide a disciplinary view of a specific topic or area of inquiry. Students gain a deeper understanding of the tradition of English Studies, identifying key authors and scholarly and creative works, as well as diverse scholarly perspectives.

In terms of coursework, the selective courses are distinguished from foundation courses by more independent reading and research and by deliberate connections with other course work. Experiential learning activities require more individual responsibility in project design, along with communication of findings through writing and class presentations. Critical thinking, reflection, analysis, and community engagement are emphasized through assignments. Students expand their repertoire of conceptual approaches and epistemological lenses through which to interpret language-based phenomena. Written assignments reinforce information literacy threshold concepts and engage students in strategic inquiry and reviews of scholarly literature in

order to join and extend ongoing research conversations. Students also continue to develop written communication and presentation skills and to practice proper citation styles.

### *ADVANCED INQUIRY*

In addition to completing a small set of required foundation courses and a broad array of selective courses based on individual interests and goals, students are required to take three advanced inquiry courses that cut across the discipline of English Studies. Advanced inquiry courses prepare students for the types of responsibilities they will face either in the working world or in graduate studies; namely writing, editing, and researching skills. Our 400-level courses emphasize critical thinking, responsible critique, and the ability to communicate effectively in a variety of formats. These courses provide a framework for students to contextualize scholarship and to participate in disciplinary and professional practice before they choose a final focus in their advanced writing and capstone courses. Required offerings include ENGL A433: Literacy, Rhetoric & Social Practice; ENGL A435: Critical Theory; and ENGL A437: Studies in Style & Stylistics.

In terms of coursework, advanced inquiry courses are distinguished from foundation and selective courses by more scholarly reading and applied research. They increasingly engage with scholarly and community discourses. Learning activities require increasing development of research skills and the design of independent inquiry from within established discourse communities and communities of practice. Students continue to develop research skills by conducting disciplined inquiry. They are called upon to create a research space in which they identify an intellectual territory, survey ideas that others have contributed, and identify a niche where they might pursue a research question and locate evidence in a methodical way. They increase their information literacy through a growing capacity to recognize and assess the credibility of source materials based on the process through which the knowledge was created and based on disciplinary authority and ideologies. Students continue to refine knowledge of disciplinary citation styles and written communication and presentation skills. In all courses at the 400 level, students further hone information literacy, written communication, and presentation skills through projects and written assignments that ask students to synthesize and critically analyze sources of information.

### *ADVANCED WRITING*

An Advanced Writing Course presents students an opportunity to revise and extend a project they began in previous coursework. Most students are likely to enroll in Research Writing, ENGL A414, offered online, to engage in deep revision and transformation of an earlier project, extending their work beyond classroom boundaries to contribute to the ongoing conversation of a scholarly or civic community. Students wanting to produce a creative work or planning to complete an honors thesis have the option to enroll, with faculty permission, in ENGL A498: Independent Study or ENGL A499: English Honors Thesis.

*INTEGRATIVE CAPSTONE*

Students have a choice of three capstone courses from which to choose, according to interests and goals. The hallmarks of the capstone courses are integration of knowledge and high impact practices. Students continue to integrate their foundational knowledge from all levels of the major and all previous coursework, but they are encouraged to look beyond the discipline to ways they might apply their knowledge to questions and issues in their communities. Choices include ENGL A476: History of English Language; ENGL A478: Public Science Writing; and ENGL A479: Advanced Studies in Literature.

**Table 1. Program Student Learning Outcomes and Associated General Education Outcome Development**

Program Student Learning Outcomes	Associated General Education Outcomes
1. Interpret texts in context with reasoned evidence drawn from English Studies’ research methods	<ul style="list-style-type: none"> <li>● GER SLO #3 – Relate knowledge to historical context</li> <li>● GER SLO #4 – Interpret different systems of aesthetic representation and understand their historical and cultural context</li> <li>● GER SLO #7 – Locate and use relevant information</li> <li>● GER SLO #8 – Adopt critical perspectives on globalization and diversity</li> </ul>
2. Construct texts that are responsive to audience, purpose, genre, and voice	<ul style="list-style-type: none"> <li>● GER SLO #1 – Communicate effectively</li> <li>● GER SLO #7 – Locate and use relevant information</li> <li>● GER SLO #9 – Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.</li> </ul>
3. Engage scholarly, professional, and public discourse in diverse communities.	<ul style="list-style-type: none"> <li>● GER SLO #5 – Investigate the complexity of human institutions and behavior</li> <li>● GER SLO #6 – Identify ways science informs understanding of natural processes</li> <li>● GER SLO #7 – Locate and use relevant information</li> <li>● GER SLO #9 – Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.</li> </ul>

**Table 2. Faculty Survey of Needed Changes in Response to Assessment Results**

Identifying Needed Changes in Response to Assessment Results
<p>The evidence suggested that we need to (mark all that apply):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a rubric</li> <li><input type="checkbox"/> Engage in norming sessions</li> <li><input type="checkbox"/> Revise existing rubric</li> <li><input type="checkbox"/> Revise an assignment</li> <li><input type="checkbox"/> Select a different assignment for assessment</li> <li><input type="checkbox"/> Select a combination of assignments</li> <li><input type="checkbox"/> Implement a new pedagogy</li> </ul>



Identifying Needed Changes in Response to Assessment Results
<input type="checkbox"/> Implement a new technology <input type="checkbox"/> Provide models to students <input type="checkbox"/> More explicitly introduce and develop concepts <input type="checkbox"/> Identify courses earlier in program where students could gain requisite knowledge <input type="checkbox"/> Identify courses earlier in program where students could further practice the skill <input type="checkbox"/> Revise course sequencing <input type="checkbox"/> Revise curriculum <input type="checkbox"/> Other – Please Specify:

**Table 3. Course Categories and Associated Development Levels for Formative and Summative Assessment**

Level Four: Summative Knowledge and Skills Mastering/Applying	Level Three: Formative Knowledge and Skills Further Developed	Level Two: Formative Knowledge and Skills Developed	Level One: Baseline Knowledge and Skills Introduced
<b>Advanced Inquiry</b> ENGL 433 ENGL 435 ENGL 437  <b>Advanced Writing</b> ENGL 414 ENGL 489 ENGL 499	<b>Capstone</b> ENGL 476 ENGL 478 ENGL 479  <b>Upper Division electives</b> ENGL 311, 312, 313 ENGL 385 ENGL 390A, 390B, 390C ENGL 414, 489, 499 ENGL 429 ENGL 444 ENGL 450 ENGL 476, 478, 479 ENGL 490, 490A, 490B ENGL 495	<b>Introduction to the Major</b> ENGL 209  <b>Lower Division electives</b> LING 101 LING 201 ENGL 120 ENGL 121 ENGL 200 ENGL 203 ENGL 204 ENGL 205 ENGL 206	<b>Foundations</b> ENGL 120 ENGL 245 ENGL 260 LING 201

Knowledge/Skills: (I)=Introducing, (D)=Developing, (FD)= Further Developing, (MA)=Mastering/Applying  
 Outcome Assessment: (B)=Baseline Knowledge, (F)=Formative, (S)=Summative

**Assessment Measures**

The program’s student learning outcomes measure both knowledge and skills. Each outcome will examine a random sampling of artifacts that include written assignments and projects:

- (1) interpret texts in context with reasoned evidence drawn from English Studies’ research methods***

This student learning outcome reflects the need for active reading strategies that comprehend, identify evidence, reason, and construct meaning, whether those texts are primary or secondary, qualitative or quantitative, or interconnected. Interpretation calls for reflective curiosity and the application of conceptual and interpretive epistemological lenses.

To measure this anticipated increase, we will use a [rubric](#) with the following criteria across four performance levels:

- Comprehension (*understands the literal and figurative meaning of the text*)
- Analysis (*interacts with texts in parts and as wholes*)
- Interpretation (*makes sense with texts as blueprints for meaning*)
- Evaluation (*examines information and its sources critically*)

## **(2) construct texts that are responsive to audience, purpose, genre, and voice**

This student learning outcome reflects the capacity to work in a range of situations, genres, and styles with an understanding how those various elements shape one another. This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?"

To provide insight into audience, purpose, genre, and voice, evaluators using this rubric will have information about the assignments or purposes for writing guiding writers' work. In addition to assignment instructions, it is also recommended that evaluators have access to reflective work samples that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/ he constructed the work? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

To measure this anticipated increase, we will use a [rubric](#) with the following criteria across four performance levels:

- Context of and Purpose for Writing (*considers audience, purpose, and the circumstances surrounding the writing task*).
- Genre and Disciplinary Conventions (*conforms to formal and informal rules inherent in the expectations for writing*).
- Acquiring Competencies (*acquires strategies and skills within a particular domain*).
- Sources and Evidence (*draws on others' work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example*).

### ***(3) engage scholarly, professional, and public discourse in diverse communities.***

This student learning reinforces the aim to prepare graduates for their public lives as citizens, members of communities, and professionals in society. It calls for intercultural knowledge and competence, "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." By integrating scholarship with public commitment, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably. Learning engaged in a multicultural community involves internal changes in the learner and should enhance students' sense of identity, community, ethics, and perspective-taking.

To measure this anticipated increase, we will use a [rubric](#) with the following criteria across four performance levels:

- Civic Communication (*Engages in reciprocal and dialogic communication*)
- Disciplinary Knowledge (*Identifies and applies relevant knowledge to make connections from one context to another to engage diverse discourses*)
- Knowledge Diversity (*Recognizes multiple ways of knowing and is capable of adapting to knowledge frameworks across natural and human systems*)

## **Assessment Process**

The program's structure provides opportunities to track student development through both formative and summative assessment. To measure the three program student learning outcomes, we are measuring progress toward each outcome (formative) as well as mastery of each outcome (summative). The Undergraduate Assessment Coordinator will coordinate an annual assessment, collecting data from English Studies faculty from different courses across the curriculum. Table 4 summarizes the yearly data collection strategy assessment tools that will be used to assess each measure by student learning outcome.

### ***LEVEL ONE ASSESSMENT: FOUNDATION COURSES***

Assignments from foundation courses will be randomly sampled and assessed along all criteria as *not meeting*, *meeting*, or *exceeding* the expectations of the rubric in the Level 1 column.

### ***LEVEL TWO ASSESSMENT: INTRODUCTION TO THE MAJOR & LOWER DIVISION ELECTIVES***

Assignments from Introduction to the Major and Lower Division electives will be randomly sampled and assessed along all criteria as *not meeting*, *meeting*, or *exceeding* the expectations of the rubric in the Level 2 column.

### *LEVEL THREE ASSESSMENT: MAJOR ELECTIVES AND INTEGRATIVE CAPSTONE*

Assignments from Major Electives and Capstone courses will be randomly sampled and assessed along all criteria as *not meeting*, *meeting*, or *exceeding* the expectations of the rubric in the Level 3 column.

### *LEVEL FOUR ASSESSMENT: ADVANCED INQUIRY AND ADVANCED WRITING COURSES*

Assignments from Advanced Inquiry and Writing courses will be randomly sampled and assessed along all criteria as *not meeting*, *meeting*, or *exceeding* the expectations of the rubric in the Level 4 column.

**Table 4. Assessment Process by Program Student Learning Outcome and Rubric Measure**

<b>Tool</b>	<b>Description</b>	<b>Annual Course Sample</b>	<b>Collection Method</b>	<b>Administered by</b>
Rubric 1 Interpret Texts 2019-2020	Assignment and Projects Collected Mid-term and End of Term	Random sample across all course categories and levels	ePortfolio Assignment	Core Faculty
Rubric 2 Construct Texts 2020-2021	Assignment and Projects Collected Mid-term and End of Term	Random sample across all course categories and levels	ePortfolio Assignment	Core Faculty
Rubric 3 Engage in Discourse 2021-2022	Assignment and Projects Collected Mid-term and End of Term	Random sample across all course categories and levels	ePortfolio Assignment	Core Faculty

## **Continuous Improvement Process: Annual Feedback and Applied Results**

Cross-sectional yearly snapshots from each progressive level will provide evidence of student development and program effectiveness or deficiency. Overall achievement and progress in the cohort knowledge and skills will be assessed rather than individual student progress in order to focus on the program's effectiveness.

Each year the assessment coordinator will compile the assessment results in a report for the Academic Assessment Committee and for review by Department faculty, including a table of types of assignment assessed in each course, with attention to genre and method. At the beginning of each Fall term, faculty will share and discuss strategies for developing knowledge and skill of the program outcome to be assessed in the coming year and efforts to applying results from the previous year to reinforce the outcome that has been recently assessed. Faculty will also discuss refinement of the rubric in an effort to improve tool validity. In sum, Faculty will identify any potential areas of weakness in the program that need to be addressed in the program through this review and devise a plan for development in the following year. (See Table 2 for a survey of faculty designed to yield recommended changes).

## Appendix 1: Interpret Texts in Context Rubric

### Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). Interpretive reading strategies may be applied to primary and secondary texts, to qualitative and quantitative data, and to the intersections that connect texts to one another.

### Framing Language

To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. Readers, as they move beyond their undergraduate experiences, should be motivated to approach texts and respond to them with a reflective level of curiosity and the ability to apply aspects of the texts they approach to a variety of aspects in their lives. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum.

### Glossary

*The following definitions clarify terms and concepts used in this rubric.*

- *Comprehension:* The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the text provides to being able to "get" the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, [Reading for Understanding](#):
- *Literal meaning:* Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- *Figurative meaning:* Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
- *Analysis:* The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a text.) Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).

- *Parts*: Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.
- *Interpretation*: Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.
- *Epistemological lens*: The knowledge framework a reader develops in a specific discipline as s/ he moves through an academic major (e.g., essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.
- *Interpretive Strategies*: Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals.
- *Context*: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- *Genre*: A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them
- *Intertextuality*: The way in which texts gain meaning through their referencing or evocation of other texts.
- *Metacognition*: This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition applied to reading refers to the awareness, deliberateness, and reflexivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text; to know that one is present and should be considered in any use of, or response to a text.

	<b>Level 4: Advanced Inquiry &amp; Writing</b>	<b>Level 3: Upper Division Electives &amp; Capstone</b>	<b>Level 2: Introduction to Major &amp; Lower Division Electives</b>	<b>Level 1: Foundations</b>
Comprehension <i>Understanding the literal and figurative meaning of the text</i>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Analysis <i>Interacting with texts in parts and as wholes</i>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Evaluation <i>Examining information and its sources critically</i>	Examines a variety of information sources appropriate to the scope and discipline of the texts and the questions it raises. Evaluates quality of sources after considering the importance (to the text and its context) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Examines a variety of information sources appropriate to the scope and discipline of the texts and the questions it raises. Evaluates quality of sources using multiple criteria (such as relevance to the research question, currency, and authority).	Examines a variety of information sources. Evaluates the quality of sources using basic criteria (such as relevance to the research question and currency).	Examines a few information sources. Evaluates the quality of sources using limited criteria (such as relevance to the research question).

## Appendix 2: Construct Responsive Texts Rubric

### Definition

Writing involves the development and textual expression of ideas. Effective writing involves learning to work in a range of situations, genres, and styles and understanding how those various elements shape one another. Writing can involve working with many different writing technologies and networks, and mixing texts, data, and images. Writing abilities develop through iterative experiences embedded throughout a curriculum. Moreover, critical and creative thinking may be demonstrated by the comprehensive exploration of issues, ideas, artifacts, and events during the process for accepting or formulating an opinion or conclusion; by the capacity to combine or synthesize existing ideas, images, or expertise in original ways; and by the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

### Framing Language

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question, the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

#### *Note on Additional Artifacts Providing Insight into Audience, Purpose, Genre, and Voice*

Evaluators using this rubric will have information about the assignments or purposes for writing guiding writers' work. Optimally, writers will convey the context and purpose for their writing within their texts. In addition to assignment instructions, it is also recommended that evaluators have access to reflective work samples that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/ he constructed the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

### Glossary

*The following definitions clarify terms and concepts used in this rubric.*

- *Content Development:* The ways in which the text explores and represents its topic in relation to its audience and purpose.
- *Context of and purpose for writing:* The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they



might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

- *Disciplinary conventions*: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- *Evidence*: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- *Genre conventions*: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- *Exemplar*: A model or pattern to be copied or imitated
- *Sources*: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

	<b>Level 4: Advanced Inquiry &amp; Writing</b>	<b>Level 3: Upper Division Electives &amp; Capstone</b>	<b>Level 2: Introduction to Major &amp; Lower Division Electives</b>	<b>Level 1: Foundations</b>
<b>Context of and Purpose for Writing</b> <i>Taking into consideration audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Genre and Disciplinary Conventions</b> <i>Subscribing to formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Acquiring Competencies</b> <i>Acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
<b>Sources and Evidence</b> <i>Incorporating texts for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.</i> <a href="#">BEAM method for sources</a>	Demonstrates skillful integration and subordination of high-quality, credible, rhetorically relevant sources to construct ideas that are authoritative within the context of the discipline and genre of the writing, with purposeful attention to recurring patterns of evidence.	Demonstrates consistent synthesis and subordination of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing, with attention to patterns and connections among the sources. Source authority assessed.	Demonstrates an attempt to integrate and synthesize credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing, with an emerging awareness of patterns among the sources. Source authority questioned.	Demonstrates an attempt to integrate sources to support ideas in the writing, but with only minimal synthesis of ideas or awareness of relationships between sources. Source authority is taken at face value.

## **Appendix 3: Engage Diverse Discourses Rubric**

### **Definition**

The engagement work of public scholars requires a critical analysis of and an engagement with complex, interdependent cultural systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Work in the public interest seeks to promote "the quality of life in a community, through both political and non-political processes" (Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.). Such work develops intercultural knowledge and competence, "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage). By integrating scholarship with public commitment, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

### **Framing Language**

Fostering students' abilities to transfer learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. The 21st century call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. The outcome of a civic-minded graduate who can apply scholarly learning in the community and workplace is a complex concept that calls upon learners to adapt their learning beyond academic boundaries. Engaged learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. Indeed, integrative experiences often occur as learners analyze and explore complex global challenges, collaborate respectfully with diverse others who hold multiple perspectives, and draw on multiple areas of knowledge and modes of inquiry. Beyond mere exposure to culturally different others and multiple perspectives, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. Learning engaged in a multicultural community involves internal changes in the learner and should enhance students' sense of identity, community, ethics, and perspective-taking. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to

adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Engaged learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice.

Students face a rapidly changing and increasingly connected world where engaged learning becomes not just a benefit...but a necessity.

This rubric is designed to make the engaged learning outcomes more explicit.

## **Glossary**

The following definitions clarify terms and concepts used in this rubric.

- *Culture*: All knowledge and values shared by a group.
- *Cultural rules and biases*: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- *Intercultural/cultural differences*: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- *Worldview*: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.
- *Cultural Self-Awareness*: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- *Perspective Taking*: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- *Cultural Diversity*: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn about the cultures of other people and to traverse cultural boundaries to reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

- *Intercultural experience*: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- *Civic life*: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- *Civic identity*: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- *Civic/ community contexts*: Organizations, movements, campaigns, a place or locus where people and/ or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.).
- *Global Systems*: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.
- *Communication skills*: Listening, deliberation, negotiation, consensus building, and productive use of conflict.

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<b>Civic Communication</b>  <i>Engages in reciprocal and dialogic communication</i>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Disciplinary Knowledge</b>  <i>Identifies and applies relevant knowledge to make connections from one context or perspective to another and to engage diverse discourses</i>	Insightfully connects and extends knowledge (facts, theories, etc.) from across one's own academic study/ field/ discipline to participate actively in civic and professional community discourses.	Independently analyzes and applies knowledge (facts, theories, examples, etc.) from across one's own academic study/ field/ discipline to make relevant connections and to engage in civic and professional community discourses.	When prompted, begins, to connect and apply knowledge (facts, theories, examples, etc.) from within one's own academic study/ field/ discipline to civic and professional community discourses.	When prompted, begins to identify knowledge (facts, theories, examples, etc.) from within one's own academic study/field/discipline that is relevant to engagement and participation in civic and professional community discourses.
<b>Knowledge Diversity</b>  <i>Recognizes multiple ways of knowing and is capable of adapting to knowledge frameworks across natural and human systems</i>	Reflexively demonstrates sophisticated intellectual curiosity and understanding of complex elements across natural and human systems, in relation to history, culture, values, communication styles, or beliefs and practices.	Reflexively demonstrates adequate intellectual curiosity and understanding of complex elements across natural and human systems, in relation to history, culture, values, communication styles, or beliefs and practices.	Demonstrates partial awareness, intellectual curiosity, and understanding of complex elements across natural and human systems, in relation to history, culture, values, communication styles, or beliefs and practices.	Demonstrates surface understanding of complex elements across natural and human systems, in relation to history, culture, values, communication styles, or beliefs and practices.