

## Assessment Cycle 2020-2021

**Program:** Graduate Certificate (GC) in Writing for Business, Industry, and Technology (WBIT)

**College:** Arts and Sciences

**Prepared by:** Thomas Reynolds, Program Coordinator      Date: May 12, 2021

**Approved by:** James J. Mischler, III, Department Head      Date: May 12, 2021

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

**College of Arts and Sciences' Mission:** The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

**Department of English, Foreign Languages, and Cultural Studies Mission Statement:** The Department of English, Foreign Languages, and Cultural Studies has an active, diverse, and vital academic program, offering the Bachelor of Arts in English, the Minor in English, the Minor in Spanish, the Master of Arts in English, and two Graduate Certificates: Teaching English to Speakers of Other Languages (TESOL) and Writing for Business, Industry, and Technology (WBIT). The Department teaches the required English core courses for undergraduates as well as large number of courses required for students in various majors. The Department serves over 6,000 NSU students per academic year, and this total does not include our English dual-enrollment program. Graduates are prepared to work in a wide variety of industries, in jobs that require skills in communication, data analysis, and creative, innovative thinking.

**Graduate English Major Mission Statement:** The Graduate Program of the Department of English, Foreign Languages and Cultural Studies is a dynamic, student-oriented program focused on rigorously preparing students to achieve in diverse fields. The graduate program focuses on developing, providing, and supporting innovative,

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responsive, and accessible graduate education of the highest level. The program encourages a mastery of disciplinary literature, thoughtful research, professional development, and cross-curricular innovation as members of an engaged scholarly community. Through encompassing a diverse suite of related fields of study, the Graduate Program offers its students access to creative, critical, and compositional skills, providing them invaluable versatility in a rapidly changing market.

**Purpose:** The purpose of the Graduate Certificate in Writing for Business, Industry, and Technology (WBIT) is to equip students with the knowledge and abilities necessary to work in professional careers as writers, editors, and researchers, as well as related careers in business, government, non-profits, and other professions in which communication of technical information is a central concern. Our program focuses on technical, business, and scientific writing as it occurs in professional settings. In this way, the program focuses not only on aspiring technical writers but also workers in technical fields who regularly communicate technical information to clients, business partners and investors, and the general public.

### **Methodology:**

1. The assessor(s) will electronically collect from instructors one written assignment/project from each student enrolled in all courses taught in the WBIT program\*.
2. The assessor(s) will assess the student writing using the rubric appended to this document.
3. The assessor(s) will electronically collect data from the indirect assessment tool (survey, appended to this document) that is provided to each student enrolled in all courses taught in the WBIT program\*.
4. The assessor(s) will analyze the data from the rubrics and the surveys to determine whether students have met measurable outcomes.
5. Faculty will meet during the fall on-call week to discuss the results and determine the actions that need to be taken in response to the evaluation. Individual meetings will be held with faculty during on call week, if necessary. The coordinator of the Graduate Certificate in Writing for Business, Industry, and Technology, in consultation with faculty and the department advisory committee, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

\* **Courses:** ENGL 5060: Intercultural Communication, ENGL 5220: Technical Writing, ENGL 5230: Advanced Technical Writing and Editing, ENGL 5280: General Composition Theory, ENGL 6540: Computers and Composition, ENGL 6560: Digital Culture: Theory and Practice, ENGL 6880: Writing for Business, Industry, and Technology, ENGL 6890: Grant Writing

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### Student Learning Outcomes.

#### **SLO 1. Demonstrate fluency in producing clear, correct, and concise language.**

Workplace writing is transactional—that is, it is designed to help people accomplish tasks, whether those tasks are mechanical processes or decision making. Clear, correct, concise language is characteristic of workplace writing style. Style is the choices that writers make about what language to use as they communicate information. Students will learn and apply basic literacy in grammar and mechanical principles as well as other conventions of communication in technical fields.

#### **Measure 1.1 (Direct – Skill)**

At the end of each semester, a panel of faculty members will evaluate a sample number of research papers and/or projects from all WBIT courses taught that year, using the standardized *Assessment Rubric for English Major Writing* (attached). The panel will determine how well students demonstrate fluency in producing clear, correct, and concise language. At least 80% of students sampled will score a 3 (competency) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Project	80%	Fall 2020
ENGL 5220 (1)	Project	80%	Spring 2021
ENGL5280 (2)	Paper	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019 the 75% target was met, as the 7 student projects and papers that were evaluated scored a mean of 4.71 out of 5. In pursuit of on-going improvement, the Department identified potential for students to focus on “conciseness” as a key component to technical style. Previously, faculty had been encouraged to focus on conciseness, and this work continues. Focusing on conciseness forces additional attention to other key aspects of style, leading to language that is “clear” and “correct.” Faculty were encouraged to spend additional class time on “conciseness” in all WBIT courses. Also based on this success, the Department revised expectations so that it was expected that at least 80% of students sampled would score a 3 (competency) or higher on the evaluation.

In AC 2020-2021 the target continued to be met with 100% of students scoring 3 or higher on the evaluation, as the 5 students who completed their projects and papers scored a mean of 4.8 out of 5. This slight improvement suggests that increased attention to “conciseness” in WBIT courses resulted in improved attention to technical style.

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**Decision:** Based on the results in AC 2020-2021, in AC 2021-2022 the following changes will be implemented to drive continuous improvement. Faculty will be provided additional training beyond “conciseness” to address “technical style” as a whole. Furthermore, based on the analysis of these results the Department will revise expectations so that 85% of students will be expected to score a 3 (competency) or higher on the evaluation in AC 2021-2022.

### Measure 1.2 (Indirect – Attitude)

At the end of each semester, the program will assess students in WBIT courses with a survey, including a question that will state, "In my WBIT course(s) I was provided graduate-level instruction in clear, correct, and concise language and provided appropriate opportunities to practice employing that instruction as a writer and editor." Respondents will respond on a Likert scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. At least 80% of students will respond that they “strongly agree” or “agree” with the statement.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Survey	80%	Fall 2020
ENGL 5220 (1)	Survey	80%	Spring 2021
ENGL5280 (2)	Survey	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019 the 75% target was met, as the 2 students who completed the survey reported that they “strongly agreed” with the statement, for an arithmetic mean of 5.0 out of 5. Because faculty were addressing these issues in courses and students were reporting having received instruction and opportunity to practice, the WBIT program was meeting and exceeding expectations. However, the response rate was quite low, as only 2 of the 7 potential students/class completed the survey. In the spirit of improvement, the Department devised and implemented ways to increase student participation in the survey. Additionally, the Department revised expectations so that it was expected that at least 80% of students sampled would respond that they “strongly agree” or “agree” with the statement on the survey question.

In AC 2020-2021 the target continued to be met with 100% of students responding favorably on the survey question, as the 5 student/class who responded to the survey instrument reported that they “strongly agreed” with the statement, for a mean of 5 out of 5. Students continue to feel that they are receiving ample instruction and practice in technical style through their WBIT coursework. In addition, all 5 students/class completed the survey instrument.

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**Decision:** Based on the analysis of the results in AC 2020-2021, in AC 2021-2022 the following changes will be implemented to drive continuous improvement. The survey tool, which was previously administered through Survey Monkey, and then in MyNSU/Moodle, will now be administered through Microsoft Forms and posted in WBIT course shells. The Department will revise expectations so that 85% of students will respond that they “strongly agree” or “agree” with the statement on the survey question.

**SLO 2. Recognize and apply principles and processes for communicating about technical subjects to diverse audiences.** Audience is always an important consideration for technical communicators. Whether the workplace writing is primarily instructional or persuasive, technical writers always design documents to help readers achieve their goals. It is also important to remember that workplace writers often must consider multiple audiences—primary audiences such as technicians or customers who will use the document, secondary audiences such as federal regulators who will be guided by the document, and even tertiary audiences such as future employees who may use the document as a model for their own writing. Students will research, identify, and think analytically about social, global, economic, political, environmental, and audience issues as they affect technical projects.

### Measure 2.1 (Direct – Skill)

At the end of each semester, a panel of faculty members will evaluate a sample number of research papers and/or projects from all WBIT courses taught that year, using the standardized *Assessment Rubric for English Major Writing* (attached). The panel will determine how well students can recognize and apply principles and processes for communicating about technical subjects to diverse audiences. At least 80% of students sampled will score a 3 (competency) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Project	80%	Fall 2020
ENGL 5220 (1)	Project	80%	Spring 2021
ENGL5280 (2)	Paper	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019, the 75% target was met as the 7 students who completed their projects and papers scored a mean of 4.71 out of 5. In pursuit of on-going improvement, the Department identified potential for students to focus on “audience” as a key component to technical rhetoric. Focusing on audience helps students to understand how rhetorical choices should be driven by “user” needs, a major concept in technical communication. Faculty were encouraged to spend additional class time on “audience” in all WBIT courses. Also based on this success, the Department

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revised expectations so that it was expected that at least 80% of students sampled would score a 3 (competency) or higher on the evaluation.

In AC 2020-2021 the target continued to be met with 100% of students scoring 3 or higher on the evaluation, as the 5 students who completed their projects and papers scored a mean of 4.8 out of 5. This slight improvement suggests that increased attention to “audience” in WBIT courses resulted in improved attention to rhetorical concerns in student projects.

**Decision:** Based on the analysis of the result in AC 2020-2021, in 2021-2022 the following changes will be implemented to drive continuous improvement. WBIT faculty will participate in professional training to further emphasize this initiative with a focus on “teaching audience awareness.” Furthermore, based on the analysis of these results the Department will revise expectations so that 85% of students will be expected to score a 3 (competency) or higher on the evaluation in AC 2021-2022.

### Measure 2.2 (Indirect – Attitude)

At the end of each semester, the program will sample students in WBIT courses with a survey, including a question that will state, “In my WBIT course(s) I was provided graduate-level instruction in issues of audience related to technical communication and provided appropriate opportunities to practice applying that instruction in my own writing.” Respondents will respond on a Likert scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. At least 75% of students will respond that they “strongly agree” or “agree” with the statement.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Survey	80%	Fall 2020
ENGL 5220 (1)	Survey	80%	Spring 2021
ENGL5280 (2)	Survey	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019, the 75% target was met, as the 2 students who completed the survey reported that they “strongly agreed” or “agreed” with the statement, for an arithmetic mean of 4.5 out of 5. Because faculty were clearly addressing these issues in courses and students were reporting having received instruction and opportunity to practice, the WBIT program was meeting and exceeding expectations. In the spirit of improvement, faculty identified “audience” as the central tenet of technical rhetoric and were encouraged to emphasize it in their courses. There was also an effort to improve survey completion rates, as only 2 of the 7 potential survey takers completed the instrument. Additionally, the Department revised expectations so that it

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was expected that at least 80% of students sampled would respond that they “strongly agree” or “agree” with the statement on the survey question.

In AC 2020-2021 the target continued to be met with 100% of students responding favorably on the survey question, as the 5 students who responded to the survey instrument reported that they “strongly agreed” or “agreed” with the statement, for a mean of 5 out of 5. Students clearly continue to feel that they are receiving ample instruction and practice in technical rhetoric through their WBIT coursework, and all surveyed students completed the survey instrument.

**Decision:** Based on the analysis of the results in AC 2020-2021, in 2021-2022 the following changes will be implemented to drive continuous improvement. The survey tool, which was previously administered through Survey Monkey, and then in MyNSU/Moodle, will now be administered through Microsoft Forms and posted in WBIT course shells. This initiative will be enhanced through faculty training in technical rhetoric, particularly focused on teaching audience awareness. In the spirit of continued improvement, the Department will revise expectations so that 85% of students will respond that they “strongly agree” or “agree” with the statement on the survey question.

**SLO 3. Demonstrate rhetorical literacy through selection of appropriate technologies, genres, and strategies in communication situations.** Rhetoric provides an important framework for discussing workplace writing by recognizing that all writing is situated, and that consideration of specific situations provides writers with opportunities to be more effective by choosing appropriate approaches to those situations. Students will consider communication options and make effective choices about writing approach, genre, and technology based on a variety of writing scenarios.

### Measure 3.1 (Direct – Skill)

At the end of each semester, a panel of faculty members will evaluate a sample number of research papers and/or projects from all WBIT courses taught that year, using the standardized *Assessment Rubric for English Major Writing* (attached). The panel will determine if students can demonstrate rhetorical literacy. At least 80% of students sampled will score a 3 (competency) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Project	80%	Fall 2020
ENGL 5220 (1)	Project	80%	Spring 2021
ENGL5280 (2)	Paper	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2017-2018 the 75% target was met, as the 7

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students who completed their projects and papers scored a mean of 4.71 out of 5. In pursuit of on-going improvement, the Department identified potential for students to focus on “context” as a key component to technical rhetoric in the “rhetorical situation” related to “genre.” Focusing on genre helps students to understand how technical communication takes place through different forms within different rhetorical situations, a major concept in technical communication. Faculty were encouraged to spend additional class time on “genre” in all WBIT courses. Also based on this success, the Department revised expectations so that it was expected that at least 80% of students sampled would score a 3 (competency) or higher on the evaluation.

In AC 2020-2021, the target continued to be met with 100% of students scoring 3 or higher on the evaluation, as the 5 students who completed their projects and papers scored a mean of 4.8 out of 5. This slight increase in student success suggests that increased attention to “context” and “rhetorical situation” in WBIT courses resulted in improved attention to rhetorical situation in student projects. “Genre” is a better related concept for focus in WBIT courses, as genre choices are the result of careful consideration of context and situation.

**Decision:** Based on the analysis of the results in AC 2020-2021, in 2021-2022 the following changes will be implemented to drive continuous improvement. WBIT faculty will undergo additional training in the concept of “genre,” as genre choices are the result of careful consideration of context and situation. Furthermore, based on the analysis of these results the Department will revise expectations so that 85% of students will be expected to score a 3 (competency) or higher on the evaluation in AC 2021-2022.

### Measure 3.2 (Indirect – Attitude)

At the end of each semester, the program will sample students in WBIT courses with a survey, including a question that will state, “In my WBIT course(s) I was provided graduate-level instruction in rhetorical considerations related to technical communication and provided appropriate opportunities to practice applying that instruction in my own writing.” Respondents will respond on a Likert scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. At least 75% of students will respond that they “strongly agree” or “agree” with the statement.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Survey	80%	Fall 2020
ENGL 5220 (1)	Survey	80%	Spring 2021
ENGL5280 (2)	Survey	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019 the 75% target was met, as the 2

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students who completed the survey reported that they “strongly agreed” or “agreed” with the statement, for an arithmetic mean of 4.5 out of 5. Because faculty were clearly addressing these issues in courses and students were reporting having received instruction and opportunity to practice, the WBIT program was meeting expectations. In the spirit of improvement, faculty identified “context” as a central tenet of technical rhetoric and were encouraged to emphasize it in their courses. Unfortunately, only 2 of 7 students completed the survey, so faculty were asked to encourage student participation. Additionally, the Department revised expectations so that it was expected that at least 80% of students sampled would respond that they “strongly agree” or “agree” with the statement on the survey question.

In AC 2020-2021, the target continued to be met with 100% of students responding favorably on the survey question, as the 5 students who responded to the survey instrument reported that they “strongly agreed” or “agreed” with the statement, for a mean of 4.8 out of 5. Students continue to feel that they are receiving ample instruction and practice in technical rhetoric through their WBIT coursework. In addition, all 5 students completed the survey instrument, so actions to both address the topic and increase participation were successful.

**Decision:** Based on the analysis of the results in AC 2020-2021, in 2021-2022 the following changes will be implemented to drive continuous improvement. The survey tool, which was previously administered through Survey Monkey, and then in MyNSU/Moodle, will now be administered through Microsoft Forms and posted in WBIT course shells. The Department will revise expectations so that 85% of students will respond that they “strongly agree” or “agree” with the statement on the survey question.

**SLO 4. Recognize and apply principles of visual communication.** Visuals include more than just pictures. Typeface, font style, the arrangement of text on a page, even white space are all visual elements. These aspects of design are central to the effective communication of complex information, as are the ways in which a writer chooses graphical options for the presentation of information. Students will study document design, web design, and the use of visuals in technical communication and apply those lessons in their own work.

### Measure 4.1 (Direct – Skill)

At the end of each semester, a panel of faculty members will evaluate a sample number of research papers and/or projects from all WBIT courses taught that year, using the standardized *Assessment Rubric for English Major Writing* (attached). The panel will determine if students can recognize and apply principles of visual communication. At least 75% of students sampled will score a 3 (competency) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
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ENGL 6540 (2)	Project	80%	Fall 2020
ENGL 5220 (1)	Project	80%	Spring 2021
ENGL5280 (2)	Paper	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019 the 75% target was met, as the 7 students who completed their projects and papers scored a mean of 3.86 out of 5. Faculty were encouraged to focus specifically on visual rhetoric in all WBIT courses. The Department also revised expectations so that it was expected that at least 80% of students sampled would score a 3 (competency) or higher on the evaluation.

In AC 2020-2021 the target continued to be met with 100% of students scoring 3 or higher on the evaluation, as the 5 students who completed their projects and papers scored a mean of 4.8 out of 5. Increased attention to and training in visual rhetoric across the curriculum worked to improve student success.

**Decision:** Based on the analysis of the results in AC 2020-2021, in 2021-2022 the following changes will be implemented to drive continuous improvement. WBIT faculty will provide more focus on visual rhetoric in all WBIT courses. Furthermore, based on the analysis of these results the Department will revise expectations so that 85% of students will be expected to score a 3 (competency) or higher on the evaluation in AC 2021-2022.

### Measure 4.2 (Indirect – Attitude)

At the end of each semester, the program will sample students in WBIT courses with a survey, including a question that will state, "In my WBIT course(s) I was provided graduate-level instruction in visual communication related to technical communication and provided appropriate opportunities to practice applying that instruction in my own writing." Respondents will respond on a Likert scale: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. At least 75% of students will respond that they "strongly agree" or "agree" with the statement.

Course Name (# of students)	Methodology	Target	Term
ENGL 6540 (2)	Survey	80%	Fall 2020
ENGL 5220 (1)	Survey	80%	Spring 2021
ENGL5280 (2)	Survey	80%	Spring 2021

**Findings:** Target was met.

**Analysis:** In AC 2019-2020, no students were enrolled in the certificate program, so AC 2018-2019 is used for comparison. In AC 2018-2019 the 75% target was met, as the 2 students surveyed reported that they "strongly agreed" with the statement and "Neither Agreed Nor Disagreed" with the statement, for an arithmetic mean of 4.0 out of 5. Because

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faculty were addressing these issues in courses and students were reporting having received instruction and opportunity to practice, the WBIT program was meeting and exceeding expectations. While one student reported that they had received instruction and practice in visual rhetoric, the other did not report favorably to the question. To address this issue, WBIT faculty were encouraged to specifically address visual rhetoric in all WBIT courses. Because only 2 out of 7 students completed the survey instrument, these results are not statistically useful, so action was taken to increase student completion of the survey instrument. The Department revised expectations so that it was expected that at least 80% of students sampled would respond that they “strongly agree” or “agree” with the statement on the survey question.

In AC 2020-2021 the target was met with 100% of students responding favorably on the survey question, as the 5 students who responded to the survey instrument reported that they “strongly agreed” with the statement, for a mean of 5 out of 5. These results show the success of the initiatives to increase attention to visual rhetoric in WBIT courses and to increase student participation in the survey.

**Decision:** Based on the analysis of the results in AC 2020-2021, in 2021-2022 the following changes will be implemented to drive continuous improvement. The survey tool, which was previously administered through Survey Monkey, and then in MyNSU/Moodle, will now be administered through Microsoft Forms and posted in WBIT course shells. The Department will revise expectations so that 85% of students will respond that they “strongly agree” or “agree” with the statement on the survey question.

**Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results.** The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2020-2021. These changes are based on the knowledge gained through the analysis of the AC 2018-2019 results.

- Faculty spent additional class time on “conciseness” in all WBIT courses.
- The Department devised and implemented ways to increase student participation in the survey for Measure 1.2.
- Faculty spent additional class time on “audience” in all WBIT courses.
- Faculty spent additional class time on “genre” in all WBIT courses.
- Faculty encouraged student participation in the survey for Measure 3.2.
- Faculty were focused specifically on visual rhetoric in all WBIT courses.
- WBIT faculty specifically addressed visual rhetoric in all WBIT courses. And faculty encouraged participation in the survey for Measure 4.2.

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### Plan of Action Moving Forward

Dedication to continual improvement has led to the following curricular refinements to the courses in the WBIT curriculum for AC 2021-2022:

- Increased attention in coursework to and practice in technical style.
- Increased attention in coursework to and practice in “teaching audience awareness” in technical rhetoric.
- Increased attention in coursework to and practice in “genre” in technical rhetoric.
- Increased attention in coursework to and practice in “visual rhetoric” in technical communication.
- Migration of the survey tool, which is currently administered through NSU’s MyNSU system in each class, to Microsoft Forms linked in courses and shared via email to encourage increased student participation.

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**Attachment A:  
Graduate Certificate in Writing for Business, Industry, and Technology (WBIT)  
Assessment Rubric for Direct Assessment (SLO 1.1, 2.1, 3.1, & 4.1)**

Assessor: \_\_\_\_\_

Paper Number: \_\_\_\_\_

		<u>Evaluation</u>				
		Check the applicable box indicate how well the student writing meets expectations for each SLO.				
<b>Demonstration of Student Learning Outcomes:</b>		Weak (1)	Weak to Competent (2)	Competent (3)	Competent to Strong (4)	Strong (5)
1.1	Demonstrate fluency in producing clear, correct, and concise language					
2.1	Recognize and apply principles and processes for communicating about technical subjects to diverse audiences					
3.1	Demonstrate rhetorical literacy through selection of appropriate technologies, genres, and strategies for a variety of communication situations					
4.1	Recognize and apply principles of visual communication					

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### Attachment B:

### Graduate Certificate in Writing for Business, Industry, and Technology (WBIT) Student Survey: Academic Year 2018-2019

### Writing for Business, Industry, and Technology (WBIT) Student Survey Fall 2018-Spring 2019

This semester, you enrolled in one or more courses that qualify for the Graduate Certificate in Writing for Business, Industry, and Technology (WBIT). We invite you to take part in a survey of student attitudes about learning in the course(s) you took. The person in charge of this survey is Dr. Thomas W. Reynolds, Jr. You may contact him with any comments or questions at reynoldst@nsula.edu.

This survey is comprised of 8 statements related to the Student Learning Outcomes and Program Satisfaction for the Graduate Certificate in WBIT. In response to these statements, we ask respondents to choose from the following Likert scale:

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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At the conclusion of the survey, we ask respondents to complete 2 demographic questions that can be answered by selecting the appropriate choice(s) from a list of multiple choices. This information will be used for classification purposes only and will not be used to attempt to identify participants in any way. **No names or specific identifying information is collected in this survey.**

The purpose of this research project is to better understand the student perceptions of the program and their learning within the program. While study subjects will not be compensated in any way for participation, some studies suggest that reflecting on one's own writing practices can lead to improvement. More significantly, the results of the study should lead to improvements to our WBIT program in its approach to teaching technical communication to students. Additionally, this research may lead to future funding for advanced research on the topic.

Results will be disseminated to the faculty of the Department of English, Foreign Languages, and Cultural Studies at the beginning of the fall 2018 semester. Further dissemination may occur in the presentation or publication of these results in an academic paper.

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### Writing for Business, Industry, and Technology (WBIT) Student Survey Fall 2018-Spring 2019

**Attitudinal Questions:** Use the Likert scale beneath each statement below to rate your attitude regarding your learning this semester in your WBIT course(s).

1. In my WBIT course(s) I was provided graduate-level instruction in **clear, correct, and concise language** and provided appropriate opportunities to practice employing that instruction as a writer and editor.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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2. In my WBIT course(s) I was provided graduate-level instruction in **issues of audience related to technical communication** and provided appropriate opportunities to practice applying that instruction in my own writing.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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3. In my WBIT course(s) I was provided graduate-level instruction in **rhetorical considerations related to technical communication** and provided appropriate opportunities to practice applying that instruction in my own writing.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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4. In my WBIT course(s) I was provided graduate-level instruction in **visual communication related to technical communication** and provided appropriate opportunities to practice applying that instruction in my own writing.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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5. I was provided appropriate opportunities to practice technical communication in my WBIT course(s).

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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6. I am satisfied with the instruction I received in my WBIT course(s).

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**Demographic Questions:** Please choose the option for each question that best describes you. No names or specific identifying information will be collected, and all

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demographic information will be kept confidential and used only as general indicators rather than individual markers.

7. In which of the following courses were you enrolled this semester? (check all that apply)

- ENGL 5060: Intercultural Communication
- ENGL 5220: Technical Writing
- ENGL 5230: Advanced Technical Writing and Editing
- ENGL 5280: General Composition Theory
- ENGL 6540: Computers and Composition
- ENGL 6560: Digital Culture: Theory and Practice
- ENGL 6880: Writing for Business, Industry, and Technology
- ENGL 6890: Grant Writing

8. In which of the following degree programs are you currently enrolled? (check all that apply)

- Graduate Certificate: Writing for Business, Industry, and Technology (WBIT)
- Graduate Certificate: Teaching English to Speakers of Other Languages (TESOL)
- M.A.: Writing and Linguistics
- M.A.: Literature
- M.A.: Folk-Life/Southern Culture
- M.A.: Teaching English to Speakers of Other Languages (TESOL)
- M.A.: Generalist
- Other: \_\_\_\_\_ (please specify)