

II. Educational Program Learning Outcome Assessment Plan B.A. in English

These are Learner Outcomes identified for the **current** year. Feel free to use notes for details on items in the table.

| Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i> | Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i> | Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i> | Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i> |
|---|---|--|---|
| Critically analyze the works of major British and American writers. | <p>1. Essay exams evaluated by assessment team at the end of the spring semester. Members of the Division curriculum subcommittee for English form the assessment team. The exams were from an upper Division American literature class and were evaluated by the team on the basis of the major principles of effective writing: analysis, support, & mechanics.</p> <p>2. Portfolio review by assessment team using new NCTE-NCATE prescriptions. Analytical papers included on British and American literature (See Appendix B for portfolio guidelines for previous years.)</p> <p>3. PRAXIS scores—English Languages & Literature</p> | <p>1. Exams were evaluated on student's ability to analyze, support their arguments, and use mechanics of language correctly. Of essays evaluated, 32% were strong in analysis, 50% were adequate, and 18% were weak. In support, 25% were strong, 50% were adequate, and 25% were weak. In mechanics, 43% were strong, 37% adequate, and 20% weak.</p> <p>2. Two graduates scored 2.8 on a 4.0 scale for analysis on previously used rubric. (4—highly competent; 3—competent; 2—minimally competent; 1—not competent.) (See Appendices C & D for revised portfolio assessment guidelines and grading rubric)</p> <p>3. 100 % pass for PRAXIS (1 of 1) at last</p> | <p>1. Grading rubric prepared for future assessments. (See Appendix A for rubric)</p> <p>2. Procedural change to adopt NCTE-NCATE prescriptions.</p> <p>3. Assessment team will continue to monitor PRAXIS scores.</p> |

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| | | reporting (See Appendix E for three years of PRAXIS scores for majors) | |
| Demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization. | <p>1. Writing Proficiency Exam, Junior level, all disciplines, faculty readers from across the university curriculum</p> <p>2. PRAXIS (Writing)</p> <p>3. CAAP score of 3 or 3+</p> <p>4. English 301 credit –an option for fulfilling the writing requirement.</p> | <p>1. WPE pass rates, summer 05 (1 of 1—100%), fall 05 (4 –of 4—100%), spring 06 (4 of 5—80%). 90% pass rate for the school year (9 of 10). Follow-up recommended for failing students.</p> <p>2. PRAXIS 2005 (80% pass, 4 of 5)</p> <p>3. No CAAP options reported.</p> | <p>1, 2. Unsuccessful majors identified and counseled by Composition Chair. Their essays are examined in conference with weaknesses addressed and appropriate remedies suggested (such as regular appointments in the Writing Center.) The Composition Chair then conveys any pertinent information helpful to the faculty in strengthening instruction and thus learning. (See Appendix E for PRAXIS chart)</p> <p>3. No CAAPS.</p> <p>4. Minutes of the assessment team reflect the recommendation to include essay from ENG 300 or ENG 301 for portfolio.</p> |
| Demonstrate familiarity with research procedures in the discipline and in using other critical perspectives or arguments in defining their own. | Portfolio review by assessment team. | Two graduates scored 2.5 on a 4.0 scale in using research skills. (See Appendix D) | Assessment team will continue to monitor research skills as evidenced in the portfolio. |

| | | | |
|---|--|--|--|
| Students will demonstrate an understanding of the theories and practices of language and grammar. | PRAXIS scores (English Languages & Literature) | 100% pass of PRAXIS at last reporting. (See Appendix E) | Assessment team will continue to monitor theories and practices of language and grammar as evidenced in the PRAXIS scores. |
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APPENDIX A

English Department ESSAY GRADING RUBRIC (NCTE Requirements)

The bulleted elements of each grade may not be represented with each assessment within the course. However, when all coursework assessments are considered, each grade would represent the bulleted qualities, although the list is not exhaustive. Most qualities are intended to apply to each grade.

A This grade represents excellent to distinguished work for the course.

- The work exceeds what is ordinarily expected in scope and depth.
- The work shows originality and creativity and/or demonstrates sound critical thinking.
- The work may demonstrate application of concepts studied to new situations; there is willingness for risk-taking to tackle challenging problems.
- The work demonstrates mastery of the material; it is organized and complete.
- The argument, analysis, or problem-solving is complex.
- Writing and logic flow smoothly.
- The work contains few, if any, errors.

B This grade represents work that exceeds the basic expectations for the course.

- The work demonstrates insight and critical thinking.
- The work is organized, clear, and generally correct in analysis and/or facts; it is complete and reasonably thorough.
- The work demonstrates a solid understanding of the material covered by the assignment.
- The work demonstrates sound problem-solving skills; there is evidence of some risk-taking.
- The structure is sound and logical but the work may lack depth in some parts of the argument.
- The work contains few errors.

C The work is competent, generally satisfying expectations, but reveals some gaps in student understanding, mastery or presentation for the course.

- The work satisfies the major requirements for the assignment.
- The work demonstrates competent problem-solving skills; it may manage straightforward problems well but have problems making connections and/or applying concepts to new situations.
- The work may leave some questions about understanding of parts of the course material because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
- The work is generally correct but contains some organizational or structural problems.
- The ideas have merit, but they may not be clearly presented or fully developed.
- The ideas may be obvious or somewhat superficial.
- The work may be weakened by grammar or punctuation errors.

D The work is of a poor quality; it is substandard in several areas for the course.

- The work may not satisfy all requirements for the assignment.
- The work contains serious flaws in logic or omissions of information.
- The work reflects noticeable gaps in mastering the material and concepts studied.
- The work reflects oversight or incomplete analysis.

- The thinking is flawed except for that on the most basic of problems.
- The work may be unclear and poorly organized.
- The work may be disrupted with grammar or mechanical errors.

F The work is not acceptable; it is substandard in many areas for the course.

- The work does not achieve the goals of the assignment.
- The work reflects little understanding of the material and concepts studied.
- The work contains serious errors, oversights, incomplete analysis, or carelessness. There is little evidence of the ability to recall information and relate it to the concepts studied.
- The work is incomplete and/or provides evidence of little thought.
- The work may not address the assignment.
- The work may be disrupted with serious errors in grammar and mechanics.

APPENDIX B

Student Portfolio: Division of Languages and Literature For students earning the BA without teacher licensure

I. Pre-program Assessment

English ACT score _____

Reading ACT score _____

II. General Education: Writing skills, computer skills and critical thinking skills

Grade reports or transcripts from course work in all General Education classes _____

A grade report or transcript with a CR in Eng. 300 or a passing grade in Eng. 301 _____

A grade report or a transcript showing credit in at least one computer class or a graded paper written by the student which demonstrates basic computer competency _____

Other () _____

Other () _____

III. The Major: Students should demonstrate their ability to complete in licensure requirements, the work force, or professional and graduate school.

Grade reports or transcripts from all classes in the major _____

Writing sample with a C or better from an upper-level class in the major or Praxis Specialty Area Scores or GRE Subject Area scores _____

Evidence or admission to graduate school _____ (if available)

Evidence of procurement of professional employment _____ (if available)

Other () _____

Other () _____

Student Portfolio: Division of Languages and Literature

For students earning teacher licensure: BSE or BA

I. Pre-program Assessment

English ACT score _____

Reading ACT score _____

II. General Education: Writing skills, computer skills and critical thinking skills

Grade reports or transcripts from course work in all General Education classes _____

Praxis I scores Reading _____ Writing _____ Math _____

A grade report or a transcript showing credit in at least one computer class _____

Other () _____

Other () _____

III. The Major: Students should demonstrate their ability to complete in licensure requirements, the work force, or professional and graduate school.

Grade reports or transcripts from all classes in the major _____

Praxis Specialty Area Scores _____

Praxis Principles of Teaching Learning Scores _____

Evidence of evaluation of student teaching _____ (if available)

Evidence or admission to graduate school _____ (if available)

Evidence of procurement of professional employment _____ (if available)

Other () _____

Other () _____

APPENDIX C

English Major Portfolio Assessment Requirements

Rationale Supported by current educational research, portfolio assessment is theoretically based as a means of providing direct assessment and qualitative information. The portfolio enables “continuous” assessment of our English majors, and its multidimensional nature accommodates the linguistic and cultural diversity within our learning community. The portfolio provides evidence or “artifacts” of how information from various English content courses is applied and perhaps even how information from other disciplines is integrated into writings. Reflecting the nature of learning as a nonlinear and fluctuating process, the portfolio is flexible, and this flexibility also enables the strengthening of any weak areas identified in the program. Most importantly, the nature of language and thinking demands that we move beyond standardized testing to assess these skills. Portfolio assessment enables “showcasing” language and thinking abilities to address complex issues and problems. An important part of the portfolio will be reflective pieces intended to help extend and transform these writing experiences into personal examinations and evaluations that will lead to new understandings about reading, writing, and thinking. English education majors will also reflect on how these assignments address or demonstrate satisfying the National Council of Teachers of English (NCTE) standards pertaining to knowledge while the BA major will evaluate success in achieving the department’s program standards. Those studying English education will submit this portfolio to Task Stream after faculty evaluation.

Purpose This portfolio provides both an opportunity to demonstrate growth during the program and to evaluate learning achievement. The portfolio will also be used for program evaluation.

Audience English faculty and outside accreditation representatives will read the portfolio.

Submission One semester prior to graduation or student teaching, submit your portfolio to your advisor. Appointments for help may be made with English faculty while working on this portfolio.

Portfolio Requirements and Formatting Use a 2.5 inch three-ring notebook. On the front of your portfolio, create an attractive cover that includes name, major and degree, semester and year of anticipated graduation. Use fresh copies of assignments without grades. Use 8 ½ by 11 inch white paper. Place a cover sheet over each assignment indicating course it was submitted for and semester and year.

Table of Contents There should be a table of contents with your portfolio, and the pages should be numbered.

Resume Place your resume just before the table of contents. Any standard format for the resume will be acceptable. The resume should include not only identifying information and work experiences but also all schools attended. Including your professional activities will also enable you to discuss your professional development. Place a reflection on your professional development after the resume.

Artifacts Choose papers and assignments/projects that meet the following criteria:

A. Choose a paper that was written for a literature course early in your studies.

B. Choose one paper from an upper-level course. The paper should demonstrate critical thinking, which is more than a display of knowledge on a content studied in English classes. Critical thinking involves the higher level skills of analyzing, evaluating, and synthesizing ideas and concepts explored in your courses. Good writing does not necessarily represent critical thinking, unless it does involve the higher-order thinking skills just stated.

C. Choose a paper or an analysis of a literature paper or test that enables discussion of knowledge of language evolution and/or grammar.

D. Choose at least one research paper that demonstrates not only the critical thinking but also your ability to integrate texts and use MLA documentation.

Reflective Writings A portfolio without reflection is simply a collection of papers. Reflective thinking contributes to your transformation from a student to a professional. Reflective thinking requires returning to these writing experiences, attending to feelings, evaluating the experiences in terms of what was learned, and putting these experiences into a context for the future. These reflections are both retrospective and projective.

A. For the introduction, just after the table of contents, write one reflective piece that creates a context for each artifact. Explain why the topic was chosen for the assignment given in what particular course, the process required to complete the assignment, feelings about working on the assignment and after working on the assignment, and what was learned in doing the assignment. Is there anything that would be done differently if revising any particular assignment? What distinguishes the weakest paper from the strongest one? Any changes in how writing and thinking are approached? This would even include the use of tools, e.g. papers handwritten first and now directly written on the computer, the Internet, the library, and collaboration with faculty? Why? Has awareness of how knowledge is acquired increased? What was learned about the reading process? What was learned about critically reading texts? What was learned about the connections among reading, writing, and speaking? How does purpose shape the reading and writing processes? Do the strategies change with

the purpose? What has been learned about the evolution of language and/or grammar? Come to some conclusion or evaluate how well you learned what in completing these assignments.

B. For the second reflective writing placed at the end of the portfolio, candidates studying English education will explain how these assignments addressed the NCTE content area standards, including and/or assuming an informed stance on issues about language. Those studying for the BA degree will explore how well program goals were satisfied. This writing will also explain how this knowledge will promote success in future plans.

APPENDIX D

Rubric for Evaluating English Portfolio

| Criteria | Exemplary | Satisfactory | Incomplete | Score |
|--------------------------|---|---|---|-------|
| Selection of Artifacts | All artifacts are clearly and directly related to portfolio (9) | Most artifacts are related to the purpose of the portfolio. (6) | Few artifacts are related to purpose of the portfolio (3) | |
| | The portfolio reflects the ability to follow instructions. (3) | There is no more than one error in following instructions. (2) | There are problems with following instructions (1) | |
| Reflections | The context for each artifact is clearly explained. (9) | The context for most artifacts is clearly explained. (6) | The context for several artifacts lacks clarity. (3) | |
| | The reflection illustrates the ability to effectively critique work and provide suggestions for constructive practical alternatives. (9) | Most of the reflection illustrated the ability to effectively critique work and provide suggestions for constructive practical alternatives. (6) | Some of the reflections illustrate ability to effectively critique work and provide suggestion for constructive practical alternatives. (3) | |
| | Reflection includes specific description to distinguish between weak and strong papers; depth of explanation of growth is impressive. (9) | Reflection includes specific description to distinguish between weak and strong papers; the explanation may lack some depth in illustrating growth. (6) | Some of the specific descriptions distinguish between weak and strong papers but the explanation fails to illustrate growth. (3) | |
| | The second reflection clearly addresses the standards and explains how the portfolio contents demonstrate satisfying the standards. (9) | The second reflection addresses the standards but may not always clearly illustrate how contents demonstrate satisfying the standards. (6) | The second reflection sometimes addresses the standards but may not clearly illustrate how contents demonstrate satisfying the standards. (3) | |
| | The second reflection also explains clearly how this knowledge will promote success in achieving goals. (9) | The second reflection explains adequately how this knowledge will promote success in achieving goals. (6) | The second reflection provides only some unformed notion of how this knowledge will promote achieving goals. (3) | |
| Writing Mechanics/ Usage | The text has no disruptive patterns of errors. (5) | The text may have no more than one disruptive pattern of errors. (3) | Errors cause some disruption in reading text. (1) | |

Reviewer's comments:

Interpretation of Scores

A---Exemplary: 59-63

B—Satisfactory: 37-59

Partially satisfactory or incomplete portfolios need to be resubmitted—less than 48 points.

APPENDIX E

Praxis Scores for Majors

| Name | Test Date | ENG Lang (Area) | Prin (PLT) | Reading (PPST) | Writing (PPST) | Math (PPST) | Ele Ed | SPA/FRE |
|-----------------------|------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------|-------------|
| | | Score(Passing)P/F | Score(Passing)P/F | Score(Passing)P/F | Score(Passing)P/F | Score(Passing)P/F | Content Know | Lang Skills |
| Adams, Jason | 4/17/2004 | 173(157)P | 153(152)P | | | | | |
| Adams, Jason A. | 6/12/2004 | | | 184(170)P | 184(172)P | | | |
| Adams, Jason A. | 7/8/2004 | 173(157)P | 153(152)P | | 184(172)P | | | |
| Atley, Dionne R. | 3/15/2005 | | | 182 | 177(172)P CPPST | 178(169)P CPPST | | |
| Atley, Dionne R. | 4/16/2005 | | | | | | | |
| Bain, Phyllis | 7/27/2005 | | | | 183(172)P CPPST | 172(169)P CPPST | | |
| Bell, Wendy | 12/13/2004 | | | 172(170)P | 173(172)P | 164(169)F | | |
| Benford, Keyna | 1/10/2004 | 159(157)P | 163(152)P | 177(170)P | 176(172)P | 179(169)P | | |
| Blaylock, Rena D. | 7/8/2004 | | | | 175(172)P CPPST | 176(169)P CPPST | | |
| Blaylock, Rena D. | 4/16/2005 | | | | | | | |
| Bradley, Olivia | 1/29/2004 | 176(157)P | 148(152)F | | | | | |
| Brewer, Summer | 4/13/2004 | 165(157)P | | 181(170)P | 177(172)P | 178(169)P | | |
| Bricker, Sarah J. | 5/21/2003 | | | 184(170)P | 180(172)P | 187(169)P | | |
| Bricker, Sarah J. | 6/22/2003 | | | | | | | 158 SPA |
| Bricker, Sarah J. | 8/7/2004 | | | | | | 176 | |
| Brinston, Genda F. | 1/11/2003 | | | 182(170)P | | | | |
| Brinston, Genda F. | 11/15/2003 | | | | 175(172)P | | | |
| Brinston, Genda F. | 6/12/2004 | | | | | 174(169)P | | |
| Brown, Bridgit | 11/5/2003 | 191(157)P | | | | | | |
| Churchwell, Kennie V. | 3/5/2005 | | | | 174(172)P PPST | | | |
| Churchwell, Kennie V. | 4/5/2005 | | | | | 170(169)P CPPST | | |
| Churchwell, Kennie V. | 6/11/2005 | 154(157)F | | | | | | |
| Clayborne, Louise K. | 3/17/2004 | | | 177(170)P | 174(172)P | 167(169)F | | |
| Clayborne, Louise K. | 3/17/2004 | | | | 174(172)P CPPST | 167(169)F CPPST | | |
| Clayborne, Louise K. | 4/17/2004 | 144(157)F | | | | | | |
| Clayborne, Louise K. | 4/17/2004 | 144(157)F | | | | | | |
| Clayborne, Louise K. | 4/29/2004 | | | | | 170(169)P | | |
| Dozier, Nicole D. | 3/6/2004 | | | 175(170)P | 176(172)P | | | |
| Dozier, Nicole D. | 6/12/2004 | | | | | 167(169)F | | |
| Dozier, Nicole D. | 9/11/2004 | | 163(152)P | | | | | |
| Dozier, Nicole D. | 11/12/2004 | | | | | 171(169)P CPPST | | |
| Dozier, Nicole D. | 11/20/2004 | 164(157)P | | | | | | |
| Durham, Nancy | 6/15/2002 | | | 175(170)P | 175(172)P | 170(169)P | | |
| Durham, Nancy | 6/12/2004 | 150(157)F | 168(152)P | | | | | |

| | | | | | |
|----------------------|------------|-----------|-----------|-----------------|--------------------------|
| Durham, Nancy C. | 9/11/2004 | 165(157)P | | | |
| Edwards, Yakisha | | | | | |
| Evans, Emily | 10/7/2003 | | | 176(170)P | 172(172)P 163(169)F |
| Evans, Emily | 2/27/2004 | | | 176(170)P | 172(172)P 166(169)F |
| Fipps, Nakeshia S. | 1/8/2005 | | | 173(170)P | 177(172)P 172(169)P |
| Flowers, Melaie S. | 5/25/2004 | | | 182(170)P | 172(172)P 168(169)F |
| Girdley, Kari | 1/24/2004 | | | | 176(172)P |
| Girdley, Kari | 4/17/2004 | 156(157)F | 154(152)P | | 176(172)P |
| Girdley, Kari | 6/12/2004 | 161(157)P | 154(152)P | | |
| Grgeszezak, Mary | 1/10/2004 | 182(157)P | | 181(170)P | 178(172)P 180(169)P |
| Haynes, Bobbie J. | 11/5/2003 | | | 177(170)P | 172(172)P 174(169)P |
| Haynes, Bobbie J. | 4/17/2004 | | 158(152)P | | |
| Haynes, Bobbie J. | 6/12/2004 | 156(157)F | 149(152)F | 177(170)P | 172(172)P 174(169)P |
| Haynes, Bobbie J. | 6/12/2004 | | 158(152)P | | |
| Haynes, Bobbie J. | 9/11/2004 | 154(157)F | | | |
| Haynes, Bobbie J. | 11/20/2004 | 159(157)P | | | |
| Hearn, Thelma M. | 5/14/2002 | | | 180(172)P CPPST | 180(169)P CPPST |
| Hearn, Thelma M. | 6/15/2002 | 183(157)P | | | |
| Hearn, Thelma M. | 4/16/2005 | | | | 174 CIA K-5 |
| Hodges, Suzanne M. | 11/20/2004 | 164(157)P | 163(152)P | | |
| Hunt, Loretta | 4/21/2001 | | | 172(170)P | 177(172)P |
| Hunt, Loretta | 11/15/2003 | | | | 169(169)P |
| Hunt, Loretta | 1/29/2004 | | | 172(170)P | 177(172)P 169(169)P |
| Hunt, Loretta | 3/6/2004 | 161(157)P | 161(152)P | | |
| Hunt, Loretta | 4/17/2004 | | 171(152)P | | |
| Jackson, Cheadra T. | 9/26/2002 | | | 175(170)P | 175(172)P 166(169)F |
| Jackson, Cheadra T. | 9/26/2002 | | | | |
| Jackson, Cheadra T. | 11/23/2002 | 152(157)F | 159(152)P | | |
| Jackson, Cheadra T. | 11/23/2002 | | 159(152)P | | |
| Jackson, Cheadra T. | 12/7/2002 | | | 175(172)P CPPST | |
| Jackson, Cheadra T. | 4/4/2003 | | | | 170(169)P |
| Jackson, Cheadra T. | 4/4/2003 | | | | 170(169)P CPPST |
| Jackson, Cheadra T. | 4/17/2004 | | 145(152)F | | |
| Jackson, Cheadra T. | 4/16/2005 | 159(157)P | | | |
| Johnson, Julius | | | | | |
| Kelly, Melody R. | 9/26/2005 | | | 186(172)P CPPST | 184(169)P CPPST |
| Kelly, Melody R. | 1/7/2006 | | | | 182 (E = P) |
| Mayers, Ann M. | 11/15/2003 | 184(157)P | 173(152)P | | |
| Mayhan, Marie | | | | | |
| Metcalf, Sherlyne L. | 6/14/2004 | | | 181(170)P | 173(172)P 172(169)P |

| | | | | | | |
|----------------------|------------|-------------------|----------------|-----------------|-----------------|-----------------|
| Metcalf, Sherlyne L. | 6/14/2004 | | | | | 176(169)P CPPST |
| Moore, Nicole | 1/10/2004 | 147(157)F | | | | |
| Moore, Nicole | 3/24/2004 | 147(157)F | | | | |
| Moore, Nicole | 4/17/2004 | | | 172(170)P | 172(172)P | 173(169)P |
| Moore, Nicole | 4/17/2004 | | | | 172(172)P PPST | 173(169)P PPST |
| Moore, Nicole | 6/12/2004 | 156(157)F | | | | |
| Moore, Nicole | 6/12/2004 | | 156(152)P 7-12 | | | |
| Moore, Nicole | 11/20/2004 | 152(157)F | | | | |
| Moore, Nicole | 11/20/2004 | 152(157)F | | | | |
| Moore, Shirley D. | 6/3/2003 | | | 169(170)F | 171(172)F | 163(169)F |
| Morris, Jessica | 11/20/2004 | 180(157)P | | | | |
| Morris, Jessica | 1/8/2005 | | 182(152)P | | | |
| Munday, Danita P. | 4/17/2004 | | | | | |
| Pounders, Vanessa | | | | | | |
| Powell, Tura | 6/12/1999 | | | 170(170)P | | |
| Powell, Tura | 11/20/1999 | | | | 177(172)P | |
| Powell, Tura | 6/26/2000 | | | | | 307 CBTMath |
| Powell, Tura | 9/13/2003 | | | | | 164(169)F |
| Powell, Tura | 1/29/2005 | | | | | 170(169)P CPPST |
| Ratliff, Elmira | 5/21/2005 | | | | 175(172)P CPPST | 179(169)P CPPST |
| Ratliff, Elmira | 8/17/2005 | | | | | |
| Rauch, Margaret J. | 11/19/2005 | | | | | 179(169)P PPST |
| Rauch, Margaret J. | 1/7/2006 | | | | 172(172)P PPST | |
| Rogers, John | 11/20/2004 | 177(157)P | 169(152)P | | | |
| Russell, Amanda L. | 11/19/2005 | | 151(152)F 7-12 | | 179(172)P PPST | 156 (FRE) |
| Skorupa, Anna M. | 4/17/2004 | Bio 187(150)P (E) | | | | |
| Skorupa, Anna M. | 6/19/2004 | | | 186(170)P CPPST | 185(172)P CPPST | 190(169)P CPPST |
| Smith, Edward F. | 3/9/2004 | | | 186(170)P CPPST | 186(172)P CPPST | 187(169)P CPPST |
| Smith, Edward F. | 4/17/2004 | 199((157)P (E) | | | | |
| Trapolino, Emily | 9/11/2004 | 173(157)P | 167(152)P | | | |
| Trout, Thomas R. | 6/24/2000 | | | 334()P CBT | 331()P CBT | 331()P CBT |
| Trout, Thomas R. | 11/20/2004 | SocStd 184()P (E) | | | | |
| Turner, Elizabeth A. | 6/12/2004 | | | 172(170)P | 173(172)P | 171(169)P |
| Ware, Joshalyn L. | 11/20/2004 | | | | 171(172)F PPST | 162(169)F PPST |
| Ware, Joshalyn L. | 4/1/2005 | | | | | 166(169)F CPPST |
| Ware, Joshalyn L. | 8/5/2005 | | | | | |
| Ware, Joshalyn L. | 11/28/2005 | | | | 171(172)F CPPST | |
| Wein, David B. | 4/17/2004 | 191(157)P | | | | |
| Williams, Tara | 9/11/2004 | 162(157)P | 172(152)P | | | |

