Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT

Course Title and Number: ENL 100 Transitional Composition	**Academic Term and Year of Assessment Activity (Ex: Fall, 2014):** Spring 2018
Report Submitted By: D. Phillips, C. Hakala and R. Davis	**Number of Students Assessed:** 11
Date Report Submitted: July 2018	**Number of Sections Included:** 3
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional section	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
ENL 100 is a transitional course required by students with ACT English scores less than 18 or ACCUPLACER Sentence Skills score less than 88. It is co-requisite to ENL 101.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
The summative assessment of ENL 100 students' work is mainly conducted through grading written assignments. To do this, a scoring rubric (Appendix A) is applied. The rubric references the course learning outcomes by examining the same four compositional skills: 1. Conceptual / Thesis, 2. Development / Support, 3. Structuring and 4. Language.
English instructors have opportunities to grade the work of students from each other's classes to promote consistent application of the rubric.
The production of compositions is supported by a detailed planning process in which students lay out their thesis, the topics of body paragraphs in the essay, and any evidence to be included.
A number of additional formative and summative assessment measures are used to revisit independent and dependent clauses throughout the course, such as in-class quizzes, homework, online lab exercises and the final exam.

Assessment Results

Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".

Grades Awarded and Pass Rates

CRN	#Students	A	B	C	NC	UF	Passing	Completing	Raw	Comp
ENL 100 Spring 2018									**Pass Rates %**	
939	1	1					1	1	100.0	100.0
940	4	1	1			2	2	2	50.0	100.0
949	6	1	2	1	1	1	4	5	66.7	83.3
TOTALS	11	3	3	1	1	3	7	8	63.6	87.5

Student Performance By Learning Outcome

ENL 100 Spring 18 CRN	Student	LO 1a — Employ recursive writing process...	LO 2c — Develop writing by referring to and commenting on selected evidence...	LO 3b — Introduce paragraphs with a topic sentence	LO 4b — Recognize and create dependent and independent clauses
939	A	75	50	75	100
940	B	100	80	100	90
940	C	75	70	85	70
940	D	UF			
940	E	UF			
949	F	UF			
949	G	80	75	80	75
949	H	60	50	70	65
949	I	90	91	95	90
949	J	75	70	70	65
949	K	78	75	80	80
% Met	**(8)**	**87.5**	**50**	**75**	**62.5**

Course Level Assessment Summary of Outcomes, Indicators and Results
Add additional rows to table if necessary

Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
LO 1a. Employ recursive writing process...	Essay plans, final compositions assessed by scoring rubric (Appendix A)	87.5	12.5	Yes
LO 2c. Develop	Essay plans, final compositions	50	50	No

writing by referring to and commenting on selected evidence…	assessed by scoring rubric			
LO 3b. Introduce paragraphs with a topic sentence	Essay plans, final compositions assessed by scoring rubric	75	25	Yes
LO 4b. Recognize and create dependent and independent clauses	Essay plans, final compositions assessed by scoring rubric plus quizzes, online lab exercises, final exam	62.5	37.5	No

* Please note if using a different minimum performance standard.

Conclusions
Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".
As this is the first time ENL 100 has been assessed, it was decided by instructional faculty that, to give an overview of performance, a key sub-outcome be chosen from each of the four main learning outcome clusters as follows: LO 1a. (Employ recursive writing process) performed best with 7 out of 8 students meeting the 75% performance standard. This is a central tenet of the course. Results suggest that the writing process is being employed by students on the course as they habitually plan, write, revisit and revise their work effectively. LO 2c (Develop writing) was the least successful outcome, with only half of the students meeting the performance standard. This is not altogether surprising in a developmental course, as the development of ideas is a higher order, analytical skill, taking some time to establish. LO 3b. (Topic sentences) met the performance standard, but only just. Further development and entrenchment of this key structural device will be necessary. LO 4b (Dependent and independent clauses) are essential in forming a range of accurate sentences; run-on, spliced and fragmented sentences were the most common indicators of a lack of understanding and application of clauses.

Previous Assessment Reports and Results
Date of Previous Assessment: N/A **List of Outcomes Not Met:** **Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".**
This is the first report for ENL 100.

Action Plan and Date for Reassessment
Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".

The Action Plan consists of two elements:

1. Composition Planning Frame.

The frame (Appendix B) scaffolds the planning of a standard five paragraph essay. It includes spaces for each paragraph's topic sentence to be included, directly addressing LO 3b. In addition, connections between any supporting evidence and the essay's thesis invites the detailed development of information and/or evidence, addressing LO 2c. As a planning tool, the frame also supports the early stages of the recursive writing process LO 1a.

2. MyWritingLab

MyWritingLab is an online lab provided by Pearson. It is a mandatory part of the current ENL 101 course, of which ENL 100 is the developmental co-requisite element: therefore, all ENL 100 students are active users of the lab.

The following modules are available on MyWritingLab and directly address the learning outcomes under consideration. They should be assigned to ENL 100 students if they are not already.

Learning Outcome	MyWritingLab Module
2c Developing Writing	W5.6 Developing and Organizing a Paragraph (additional modules address different writing purposes e.g. description, illustration, argument)
3b Topic Sentences	W5.5 The Topic Sentence
4b Dependent and Independent Clauses	W1.1 Parts of Speech, Phrases, Clauses W2.1 Sentence Structure W2.2 Fragments W2.3 Run On's W2.11 Combining Sentences W4.3 Varying Sentence Structure

Date for Reassessment: Spring 2021

Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)

Approved as presented
Approved with recommendations for future reports (Explanation Required)
Resubmission Required. Reason for Resubmission:

Date: