

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: ENL 101 English Composition I	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Fall 2019
Report Submitted By: D. Phillips	Number of Students Assessed: <ul style="list-style-type: none"> • 117 in cohort • 107 completed A-F • 102 passed A-D
Date Report Submitted: 6/17/2020	Number of Sections Included: 7
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Live x 6, Web x 1	

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 101 serves as an introduction to basic composition and is a general education requirement. The major thrust is directed toward achieving competency in writing a composition. Through lectures, class discussions, writing, and classroom presentation, the student will learn to integrate experience into thinking, reading, listening, and speaking. The student will be introduced to writing as a process: understanding audience and purpose, exploring ideas, composing, revising, and editing. Prerequisites include RDG 100 AND ENL 100 OR minimum acceptable test scores for placement in college-level English.

Previous Assessment Reports and Results

Date of Previous Assessment: Fall 2017

List of Outcomes Not Met: None

Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".

The course's 4 learning outcomes have all been met at 85% or over since its 2015 Course Assessment Report.

The conclusion of the fall 2017 report observed that Learning Outcome 4 was the lowest performing at 88.5% (85.5% fall 2019). Although performing above the 75% performance standard, the report's Action Plan stated that Outcome 4 would be the focus of the fall 2019 report, particularly examining the role of Pearson's MyLabWriting in supporting student success.

Assessment Methods

Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.

ENL 101 is assessed through a range of quizzes, tests, writing assignments, both short and long, and an online lab.

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)
Outcome 1: Conceptual/Thesis	Rubric description: "Students will plan and produce writing which is directed by a clear, well-defined thesis statement representing a particular point of view and will detect and identify opinion and bias in the writing of others."	90.0	10.0	Yes
Outcome 2: Development and Support	Rubric description: "Students will explore ideas in detail and use a range of evidence to support them."	87.0	13.0	Yes
Outcome 3: Structuring	Rubric description: "Students will structure their writing coherently by organizing and presenting information clearly and effectively."	87.4	12.6	Yes
Outcome 4: Language	Rubric description: "Students will employ language accurately and appropriately, matching it to purpose and audience."	85.5	14.5	Yes

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".
<p>Pass Rates:</p> <ul style="list-style-type: none"> • 117 students enrolled for ENL 101 in fall 2019, of whom 107 completed the course and earned a grade A-F. • Of these 107 completing students, 102 passed with grade A – D and 5 were awarded an F. • Of the 10 students who did not complete the course, 6 students withdrew, and 4 students earned a UF due to non-attendance. • Dividing the number of passes (102) by the full cohort (117) gives a raw pass rate of 87.1% • Dividing the number of passes (102) by a cohort from which non-completing students have been removed (107) gives a completers' pass rate of 95.3%. • A section-by-section breakdown of grades and pass rates can be found in <u>Appendix A</u>. • In the breakdown, 2 sections recorded a raw pass rate beneath the 75% performance standard (71.4% and 66.6%). Removing non-attending students from the sections gives a completer's pass rate of 100% in both cases. <p>Course Learning Outcomes</p>

- All course learning outcomes in fall 2019 were met above the 75% performance standard, adding to this trend.

	LO1: Conceptual /Thesis	LO2: Development and Support	LO3: Structuring	LO4: Language
Fall 2015	100	100	100	50
Fall 2017	92	89.7	89.7	88.5
Fall 2019	90	87	87.4	85.5

Learning Outcome 4 continues to be the lowest attaining outcome, dropping 3% from the previous report. As mentioned in the Action Plan of that previous report, Pearson’s MyLabWriting was identified as a way of supporting the understanding of Learning Outcome 4 - “Language”: see below and in Action Plan.

MyLabWriting

Pearson’s MyLabWriting is now attached to the course’s e-book text. Membership is mandatory and the cost is deducted as a course fee.

The MyLabWriting schedule has been designed to address and support specific Course Learning Sub-Outcomes. The MyWritingLab schedule in Appendix B shows the alignment of modules and outcomes.

The MyLabWriting performance of the fall 2019 sections is shown below:

Section	W1: Basic Grammar	W2: Sentence Skills	W3: Punctuation, Mechanics and spelling	W4: Usage and style	W5: The Craft of Writing	W6: Paragraph Development	W7: Essay Development	W8: Research
1	87.4%	85.0%	96.3%	89.0%	86.7%	84.7%	70.0%	0.0%
2	78.3%	83.0%	92.5%	85.5%	81.1%	78.1%	73.6%	78.6%
3	90.4%	85.7%	98.2%	78.9%	81.1%	80.0%	84.7%	79.1%
4	83.3%	89.0%	90.0%	78.5%	91.1%	83.9%	86.9%	70.6%
5	86.3%	89.2%	93.8%	86.1%	86.7%	84.7%	85.1%	84.3%
6	63.8%	91.7%	87.9%	76.7%	91.6%	72.3%	73.7%	71.6%
7	94.1%	93.9%	97.3%	92.1%	98.2%	93.6%	93.5%	92.8%

In terms of course modules, W7: Essay Development and W8: Research are the lowest performing each with 3 sections achieving below the 75% performance standard.

Section 6 performed below the desired 75% in 4 course modules in 2019. The results of each section’s performance have been shared with its instructor, who has been asked to contribute to the Action Plan of this report.

* 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”.	
<ol style="list-style-type: none"> 1. All Learning Outcomes continue to be met at 85% or above. 2. A raw pass rate of 87.1% and a completers’ pass rate of 95.3% suggest that ENL 101 is performing well in terms of students completing and passing the course. 3. A recurring underperformance in Learning Outcome 4: Language needs to be addressed and monitored. 4. The alignment of course learning outcomes with lab modules (part of the previous report’s Action Plan) now allows for focused exploration and intervention to address the above underperformance. 	

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”.

1. Planning: Instructors identify areas of underperformance (individual/course/outcome) from the fall 2019 results grid. Preparations are made to review identified topics shortly in advance of their scheduled appearance on MyLabWriting.
2. Practice: The review(s) of the modules takes place at the appropriate point of the semester.
Monitoring: Instructors monitor underperformance areas as the semester progresses, flag student misconceptions/gaps in knowledge and revisit them promptly.
3. Review: MyLabWriting scores will be reviewed at the end of fall 2020 and again at the end of spring 2021 at which point instructors will be invited to comment upon their outcomes, describing and sharing their experiences/strategies/resources.

Date for Reassessment: Fall 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: 6/26/2020

Appendix A: Section-by-section breakdown of grades and pass rates.

Sections Fall 2019		1	2	3	4	5	6	7		
									TOTALS	%
Enrolled		4	14	9	15	30	28	17	117	100
GRADES	A	4	1	3	4	16	14	10	52	44.4
	B	0	1	2	5	9	7	5	29	24.7
	C	0	7	1	1	0	5	2	16	13.6
	D	0	1	2	0	2	0	0	5	4.2
	F	0	0	0	0	3	2	0	5	4.2
Completed		4	10	8	10	30	28	17	107	95.3
GRADES	W	0	3	1	2	0	0	0	6	5.1
	UF	0	1	0	3	0	0	0	4	3.4
	I	0	0	0	0	0	0	0	0	0.0
Raw Pass		100.0%	71.4%	88.8%	66.6%	90.0%	92.8%	100.0%	Course Raw	87.1%
Comp Pass		100.0%	100.0%	100.0%	100.0%	90.0%	92.8%	100.0%	Course Completers	95.3%

Appendix B: ENL 101: Pearson's MyLab Assignments Schedule Spring 2020, Course Learning Outcomes Added.

Instructor:

Week	Module	Assignment Name	Section	ENL 101
1	Add/Drop Week			CLO
2	W5.1	Getting Started	Basic Grammar	4a
	W1.2	Subjects and verbs		4f
3	W1.4	Pronouns		4g
	W1.8	Regular and Irregular verbs		4f
4	W2.2	Fragments	Sentence Skills	4e
	W2.3	Run Ons		4e
5	W2.4	Subject Verb agreements		4f
	W2.8	Pronoun antecedent Agreement		4g
6	W2.11	Combining Sentences		4d
	W2.12	Transitions		4a
7	W3.1	Commas	Punctuation	4h
	W3.2	Final Punctuation		4h
8	W3.3	Quotation Marks		4h
	W3.5	Apostrophes		4h
9	W4.3	Varying Sentence Structure	Usage and Style	4d
	W4.4	Using Exact Language		4a
10	W4.5	Vocabulary Development		4a
	W4.7	Redundancy and Wordiness		4a
11	W4.8	Unnecessary Shifts		4f
	W6.1	Recognizing a Paragraph	The Craft of Writing	3a
12	W6.2	The Topic Sentence		3b
	W6.3	Developing and Organizing a Paragraph		3a
13	W6.8	Illustration Paragraphs	Paragraph Development	3a
	W6.10	Compare / Contrast Paragraphs		3a
14	W6.14	Argument Paragraphs		3a
	W7.2	Thesis Statement	Essay Development	1d
15	W7.3	Essay Organization		2c, 3a, 3b, 3c
	W7.4	Introductions, Conclusions and Titles		3a
16	W8.1	The Research Process	Research	2a, 2b, 2c
	W8.5	Paraphrasing to Avoid Plagiarism		1c