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 2017
Report Submitted By: D. Phillips	**Number of Students Assessed:** 87
Date Report Submitted: 3/9/2018	**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 5, Web x 2	

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.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
For the purposes of this report, ENL 101 instructors were asked to provide a percentage measurement of each student's performance against each of the course's four learning outcomes. Of the six instructors delivering the course, five responded, providing data on seven out of the eight sections offered which account for 89.1% of the ENL 101 cohort for fall 2017.

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

The assessment of learning outcomes for ENL 101 is, therefore, a matter of professional judgement arrived at by continuous assessment of each student's areas of strength and weakness through a range of diagnostic and interventional tools and through the holistic appraisal of five demanding written compositions.

Together, the five written compositions account for between 50% and 60% of the final grade. The rubric used to translate written performance into grades forms Attachment 1, and comprises direct references to the course's four learning outcomes. More on the moderation of instructor's grading follows in the Action Plan section below. |

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".

101 students enrolled for ENL 101 in fall 2017, of whom 90 (89.1%) completed the course and earned a grade.

Of these 90 students, 88 (97.8%) passed with grade A – D and 2 (2.2%) were awarded an F.

Of the 11 students who did not complete the course, 2 students were marked 'Incomplete', 2 students withdrew, and 7 students earned a UF due to non-attendance.

A breakdown of grades and pass rates follows:

		College Sections				High School Sections					
		1	2	3	4	5	6	7	8	TOTALS	%
Enrolled		**11**	**10**	**21**	**10**	**6**	**14**	**19**	**10**	**101**	**100**
GRADES	A	8	1	3	6	2	12	15	5	52	57.7
	B	2	6	5	1	1	2	2	5	24	26.6
	C	0	2	4	1	3	0	0	0	10	11.1
	D	0	0	2	0	0	0	0	0	2	2.2
	F	0	0	1	0	0	0	1	0	2	2.2
Completed		**10**	**9**	**15**	**8**	**6**	**14**	**18**	**10**	**90**	**89.1**
GRADES	W	0	0	1	1	0	0	0	0	2	1.9
	UF	0	1	4	1	0	0	1	0	7	7.7
	I	1	0	1	0	0	0	0	0	2	1.9
Raw Pass		90.9%	90.0%	66.7%	80.0%	100.0%	100.0%	89.4%	100.0%	**ENL 101 OVERALL**	87.1%
Comp Pass		100.0%	100.0%	93.3%	100.0%	100.0%	100.0%	94.4%	100.0%		97.8%

The raw pass rate for ENL 101 was 87.1%. When non-attenders are subtracted from the cohort, the completers' pass rate rises to 97.8%

Overall, high school classes performed equitably with College classes, although, typically, high school students were more likely to achieve an A or B grade.

The only section to register below the 75% performance standard included 6 non-completers. With these students removed, the completers' pass rate rises to 93.3%. This section also contained one of the two students awarded an F.

Data for this report was returned for seven of the eight sections run, representing 87 of the 101 students who enrolled for the course across all sections.

Of the 87 students, 13 students failed to meet one or more course learning outcomes, as follows:

Students	Learning Outcomes				ENL 100	LO's failed per student
	1	2	3	4		
	Conceptual / Thesis	Development and Support	Structuring	Language		
a	x	x				2
b	x	x	x	x	✓	4
c	x	x	x	x		4
d				x	✓	1
e	x	x	x	x	✓	4
f	x	x	x	x	✓	4
g	x	x	x	x	✓	4
h			x		✓	1
i		x		x	✓	2
j			x		✓	1
k		x	x	x	✓	3
l				x		1
m	x	x	x	x		4
13	7	9	9	10	Sample: 87 Students
14.9%	8.0%	10.3%	10.3%	11.5%	

All course learning outcomes were met above the 75% performance standard.

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."	92.0	8.0	Yes
Outcome 2: Development and Support	Rubric description: "Students will explore ideas in detail and use a range of evidence to support them."	89.7	10.3	Yes
Outcome 3: Structuring	Rubric description: "Students will structure their writing coherently by organizing and presenting information clearly and effectively."	89.7	10.3	Yes
Outcome 4: Language	Rubric description: "Students will employ language accurately and appropriately, matching it to purpose and audience."	88.5	11.5	Yes

* 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".
Although all learning outcomes were met above the 75% performance standard, the outcomes pertaining to Structure and Language continue to be the lowest scoring. All learning outcomes were revised in 2016 in order to cluster related skills and knowledge together more closely to promote connection. LO 3: Structuring was revised down from 4 to 3 sub-skills. LO4: Language from 11 down to 10. It is recognized that, for students of all ages and backgrounds, technical grammatical knowledge will vary widely and, with a significant number of sub-outcomes to master, additional support would be prudent. The strategy to review the usage of Pearson's MyWritingLab to address improvement in all four learning outcomes is outlined in the Action Plan section.

Revised 10-06-17

Previous Assessment Reports and Results
Date of Previous Assessment: October 2015 **List of Outcomes Not Met: See below** **Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".**

The learning outcomes for ENL 101 were modified in January 2016, revising five learning outcomes down to four, as demonstrated in the following table, along with their outcomes:

2015		2016	
LO1: Conceptual	100%	LO1: Conceptual/Thesis	92%
LO2: Thesis	100%	LO2: Development and Support	89.70%
LO3: Development and Support	100%	LO3: Structuring	89.70%
LO4: Structuring	50%	LO4: Language	88.50%
LO5: Language	54.50%		

All outcomes previously below the 75% performance standard now exceed it.

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".

As all learning outcomes have been met above the 75% performance standard, no urgent strategy for improvement is required. However, given the relative performance of current objectives 3 and 4, Structuring and Language, it seems prudent to review these areas to identify opportunities for further improvement.

Eastern ENL 101students all have access to Pearson's MyWritingLab which is fully equipped with multiple explanatory texts, videos and quizzes which directly address and support these two learning outcomes. As access is via the internet, students can complete tasks in class, if facilities for this exist, or as homework. Student completion and progress can be monitored via an instructor dashboard and a range of appropriate next-step challenges can easily be assigned to guide and support progress.

Recent data (Attachment 2) suggests that this resource has varying levels of effectiveness between sections, and so it is proposed that the online lab course design be reviewed and that examples of good practice, including a model which addresses all relevant course learning outcomes, be shared between ENL 101 instructors, this review to take place in fall 2018 to allow time for measures to take effect and monitoring data be collected for the next report.

In addition to this, English instructors will continue to engage in moderation exercises to assure consistent application of the grading rubric for written compositions.

Date for Reassessment: Fall 2019

Revised 10-06-17

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

x Approved as presented

    Approved with recommendations for future reports (Explanation Required)

    Resubmission Required. Reason for Resubmission:

Date: 3/9/18