

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

<b>Course Title and Number: ENL 101</b>	<b>Academic Term and Year of Assessment Activity</b> (Ex: Fall, 2009) <b>Spring, 2009</b>
<b>Report Submitted By: Curtis Hakala</b>	<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b> <b>traditional section</b>
<b>Date Report Submitted:</b>	<b>Number of Students Assessed: 20</b>
<b>Faculty Participants</b> <b>Full-time Faculty: Curtis Hakala</b> <b>Adjunct Faculty:</b>	<b>Number of Sections Included: 1</b>

<b>Course Role in the Curriculum</b>
<b>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.</b>
<p>The purpose of this report is to present the methodology and findings for the course level assessment of English Composition I (ENL 101). English Composition I serves as an introduction to basic composition. The major thrust is directed toward achieving competency in different rhetorical modes and providing elementary writing skills that serve as a foundation for higher level English courses or other college level courses requiring basic composition skills.</p>

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>
<p>English Composition I course outcomes will be assessed on a cyclical basis over three years beginning with the fall 2008 semester. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. A grading rubric (See Attachment C) addressing the target learning outcomes served as an indicator of student achievement of course learning outcomes. The grading rubric was incorporated across this section of ENL 101 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students must meet the common indicators provided by the grading rubric. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.</p> <p>In the spring 2009 semester, four course learning outcomes were selected for assessment in one section of English Composition I. The target learning outcomes include:</p> <ul style="list-style-type: none"> <li>• Outcome 1: Write complete sentences</li> <li>• Outcome 2: Write conclusions</li> <li>• Outcome 3: Eliminate second person</li> <li>• Outcome 4: Maintain point of view</li> </ul> <p>To assess these learning outcomes, final research papers were analyzed in one section of English Composition I. All students enrolled in this section completed a research paper and the target learning outcomes were assessed on a grading rubric. Twenty students were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent of students meeting or exceeding the grading rubric for each indicator. Findings from the data for each outcome are presented in the results section of this report.</p>

Learning Outcome	Indicator
Outcome 1: Write complete sentences	Grading Rubric: Essay uses compound and complex sentences effectively; usually chooses words aptly; uses complete sentences
Outcome 2: Write conclusions	Grading Rubric: Arrangement of paragraphs seems particularly apt; conclusion restates thesis and makes logical assumptions
Outcome 3: Eliminate second person	Grading Rubric: Observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; eliminates second person perspective
Outcome 4: Maintain point of view	Grading Rubric: Observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; eliminates second person perspective

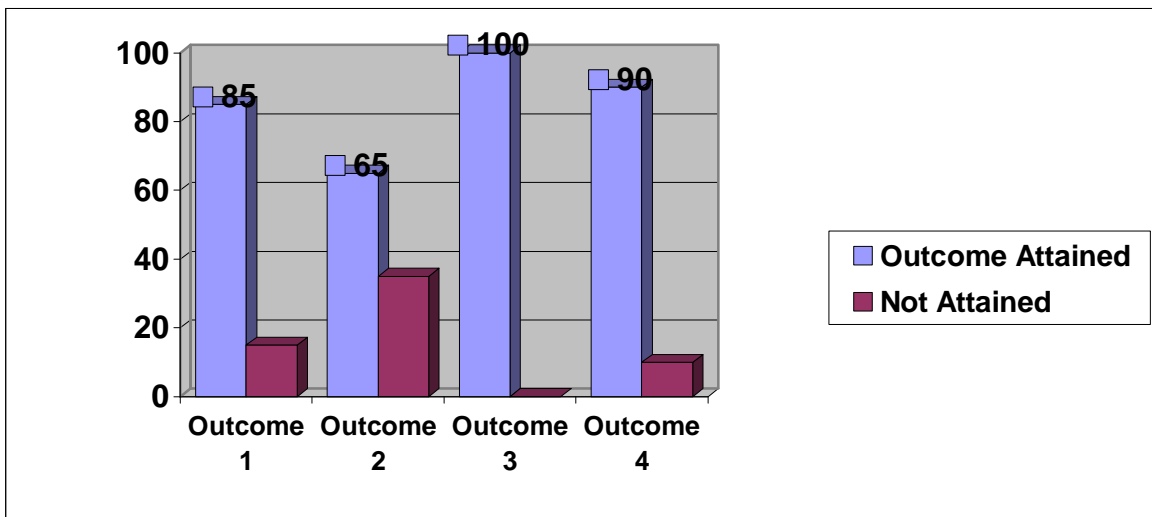
Figure 1: Assessed Outcomes and Indicators

### 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”.**

Based on the existing data, three of the four learning outcomes were met at the minimum performance standard (See Table 1). Eighty-five percent of the students successfully completed the identified indicator for Learning Outcome 1 (Write complete sentences). One hundred percent of the students successfully completed the identified indicator for Learning Outcome 3 (Eliminate second person). Ninety percent of the students successfully completed the identified indicator for Learning Outcome 4 (Maintain point of view). Learning Outcome 2 (Write conclusions: 65%) failed to meet the minimum performance standard established for the assessment activity.

Table 1: Distribution of Performance Standards for Outcomes 1 Through 4



#### Outcome 1: Write complete sentences

A grading rubric analyzing a final research paper covered this outcome (Figure 1). The percentage of correct responses was 85% which is above the desired 80% attainment level. While the correct responses for this outcome was met in this assessment, this outcome will require further study to determine if the desired results are sustained in future courses.

#### Outcome 2: Write conclusions

A grading rubric analyzing a final research paper covered this outcome (Figure 1). The percentage of correct responses was 65% which is below the desired 80% attainment level. The reason for this outcome not being

met is the fact that some of the research papers failed to make sufficient logical assumptions and tie all the information together.

*Outcome 3: Eliminate second person*

A grading rubric analyzing a final research paper covered this outcome (Figure 1). The percentage of correct responses was 100% which is above the desired 80% attainment level. While the correct responses for this outcome was met in this assessment, this outcome will require further study to determine if the desired results are sustained in future courses.

*Outcome 4: Maintain Point of View*

A grading rubric analyzing a final research paper covered this outcome (Figure 1). The percentage of correct responses was 90% which is below the desired 80% attainment level. Again, while the correct responses for this outcome was met in this assessment, this outcome will require further study to determine if the desired results are sustained in future courses.

**Attachment C:  
Grading Rubric**

## Grading Rubric

I offer the following grading rubric (only slightly altered) because it serves as a good explanation of how most teachers, myself included, go about establishing a grade for a paper or for a full-length exam response. I *don't* plan to apply this standard mechanically, but if you internalize the category standards set forth for "A" papers, you will be writing with much the same goals in mind as teachers generally have when they put grade to paper.

Letter Grades	Conceptual	Thesis	Development and Support	Structuring	Language
<b>A</b>	offers cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight	well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; conclusion restates thesis and makes logical assumptions	uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; eliminates second person perspective
<b>B</b>	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may contain one minor factual or conceptual inconsistency	clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively

<p><b>C</b></p>	<p>shows an understanding of the basic ideas and information involved in the assignment; may contain some factual, interpretive, or conceptual errors</p>	<p>general thesis or controlling idea; may not define several central terms</p>	<p>only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately</p>	<p>some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information</p>	<p>more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately</p>
<p><b>D</b></p>	<p>shows inadequate command of course materials or contains significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas</p>	<p>thesis vague or not central to argument; central terms not defined</p>	<p>frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence</p>	<p>simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas</p>	<p>some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format</p>
<p><b>F</b></p>	<p>writer has not understood lectures, readings, discussion, or assignment</p>	<p>no discernible thesis</p>	<p>little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes</p>	<p>no transitions; incoherent paragraphs; suggests poor planning or no serious revision</p>	<p>numerous grammatical errors and stylistic problems seriously distract from the argument</p>

<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b> <b>Course Title and Number</b> <b>Number of students in assessment sample = 20</b> <b>Number of Sections in Assessment = 1</b> <b>Add additional rows to table if necessary</b>				
<b>Learning Outcomes</b> <b>(Insert learning outcomes assessed during this cycle)</b>	<b>Indicator</b> <b>(Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)</b>	<b>Percent of Correct Responses</b>	<b>Percent of Incorrect Responses</b>	<b>Performance Standard Met (80%)* (yes or no)</b>
Outcome 1: Write complete sentences	Grading Rubric: Essay uses compound and complex sentences effectively; usually chooses words aptly; uses complete sentences	85% (17)	15% (3)	Yes
Outcome 2: Write conclusions	Grading Rubric: Arrangement of paragraphs seems particularly apt; conclusion restates thesis and makes logical assumptions	65% (13)	35% (7)	No
Outcome 3: Eliminate second person	Grading Rubric: Observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; eliminates second person perspective	100% (20)	0% (0)	Yes
Outcome 4: Maintain point of view	Grading Rubric: Observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; eliminates second person perspective	90% (18)	10% (2)	Yes

\* Please note if using a different minimum performance standard.

<b>Conclusions and Action Plan</b>
<b>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".</b>
<p>In conclusion, this course level assessment of English Composition I finds that three of the four outcomes are being met at the minimum performance standard of 80%. Outcome 1 (Write complete sentences), Outcome 3 (Eliminate second person), and Outcome 4 (Maintain point of view) did meet the minimum performance standard in this course. These outcomes will continue to be examined in upcoming course assessment to ensure the proper emphasis will be maintained.</p> <p>Of main concern is Outcome 2 (Write conclusions) in which 65% of the students answered the question correctly. Since constructing an effective conclusion is crucial to writing an essay, the low performance on this outcome will be addressed. Classroom instruction in this course will need to focus on concluding paragraphs and making sure students are doing more than a boring summary. Concluding paragraphs need to make logical assumptions based on the detailed information presented; therefore, conclusions should do more than tie information together.</p> <p>The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. Their continued input as to which outcomes to monitor will be utilized in future course level assessments. This final report is distributed to all developmental English faculty members. Any suggestions or comments from the faculty members will also be considered for any possible changes to the course to increase the attainment level of the outcomes.</p>

Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)	Proposed Date for Reassessment
	<b>Spring, 2010</b>

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
<b>Date: 9/14/09</b>	<b>Date: 9/21/09</b>