

Eastern West Virginia Community and Technical College COURSE ASSESSMENT REPORT

Course Title and Number: ENL 101	Academic Term and Year of Assessment Activity (Ex: Fall, 2009) Spring, 2010
Report Submitted By: Curtis Hakala	Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): traditional section
Date Report Submitted: 8-12-10	Number of Students Assessed: 34
Faculty Participants Full-time Faculty: Curtis Hakala Adjunct Faculty:	Number of Sections Included: 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.
<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>

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
<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 A) addressing the target learning outcomes served as an indicator of student achievement of course learning outcomes. The grading rubric was incorporated across two sections of ENL 101 during the assessment cycle. The minimum performance standard is set at 75%. At least 75% 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 2010 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"> • Outcome 1: Develop a clear, concise thesis • Outcome 2: Write effective paragraphs • Outcome 3: Use supportive statements • Outcome 4: Write sophisticated sentences <p>To assess these learning outcomes, final research papers were analyzed in two sections of English Composition I. All students enrolled in these sections completed a research paper and the target learning outcomes were assessed on a grading rubric. Thirty-four 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: Develop a clear, concise thesis	Grading Rubric: Essay controlled by a clear, precise, well-defined thesis; sophisticated in both statement and insight
Outcome 2: Write effective paragraphs	Grading Rubric: Arrangement of paragraphs seems particularly apt; contains clear and smooth transitions; subtopic sentences support the subject and opinion contained in the topic sentence
Outcome 3: Use supportive statements	Grading Rubric: Essay contains well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; casual connections between ideas are evident
Outcome 4: Write sophisticated sentences	Grading Rubric: Essay uses compound and complex sentences effectively; usually chooses words aptly; uses complete sentences

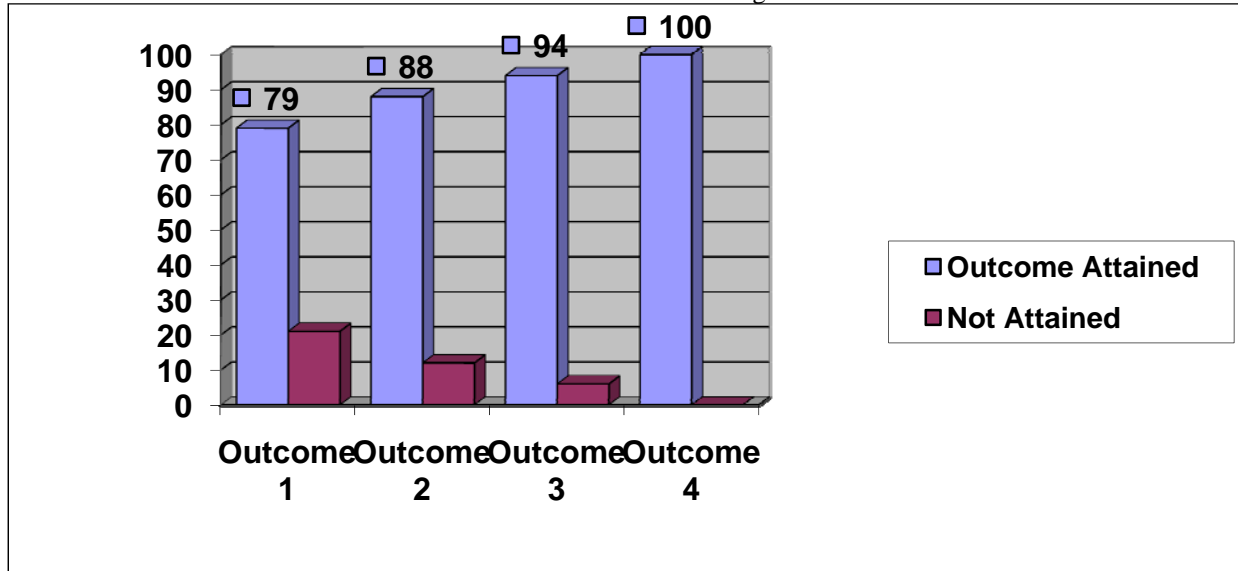
Figure 1: Assessed Outcomes and Indicators

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, all learning outcomes were met at the minimum performance standard (See Table 1). Seventy-nine percent of the students successfully completed the identified indicator for Learning Outcome 1 (Develop a clear, concise thesis). Eighty-eight percent of the students successfully completed the identified indicator for Learning Outcome 2 (Write effective paragraphs). Ninety-four percent of the students successfully completed the identified indicator for Learning Outcome 3 (Use supportive statements). A hundred percent of the students successfully completed the identified indicator for Learning Outcome 4 (Write sophisticated sentences).

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



**Attachment A:
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
A	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	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>C</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>D</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>F</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>

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number Number of students in assessment sample = 34 Number of Sections in Assessment = 2 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: Develop a clear, concise thesis	Grading Rubric: Essay controlled by a clear, precise, well-defined thesis; sophisticated in both statement and insight	79% (27)	21% (7)	Yes
Outcome 2: Write effective paragraphs	Grading Rubric: Arrangement of paragraphs seems particularly apt; contains clear and smooth transitions; subtopic sentences support the subject and opinion contained in the topic sentence	88% (30)	12% (4)	Yes
Outcome 3: Use supportive statements	Grading Rubric: Essay contains well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; casual connections between ideas are evident	94% (32)	0% (2)	Yes
Outcome 4: Write sophisticated sentences	Grading Rubric: Essay uses compound and complex sentences effectively; usually chooses words aptly; uses complete sentences	100% (34)	0% (0)	Yes

* Please note if using a different minimum performance standard.

Conclusions and Action Plan 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".
<p>In conclusion, this course level assessment of English Composition I finds that all four outcomes are being met at the minimum performance standard of 75%. 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
	Spring, 2011

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
Date: 10-4-10 (SB-G)	Date: 10-18-10 (SB-G)