

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, 2010) Spring 2011
Report Submitted By: Curtis Hakala	Number of Students Assessed: 41
Date Report Submitted: August 3, 2011	Number of Sections Included: 2
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.
<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 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 this section 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 2011 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: Write effective paragraphs • Outcome 2: Write clear thesis statements • Outcome 3: Use supportive statements • Outcome 4: Write conclusions <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. Forty-one 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>						
<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Learning Outcome</th> <th style="text-align: center;">Indicator</th> </tr> </thead> <tbody> <tr> <td>Outcome 1: Write effective paragraphs</td> <td>Grading Rubric: Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt</td> </tr> <tr> <td>Outcome 2: Write clear thesis statements</td> <td>Grading Rubric: Essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight</td> </tr> </tbody> </table>	Learning Outcome	Indicator	Outcome 1: Write effective paragraphs	Grading Rubric: Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt	Outcome 2: Write clear thesis statements	Grading Rubric: Essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight
Learning Outcome	Indicator					
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Outcome 3: Use supportive statements	Grading Rubric: Well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively
Outcome 4: Writing conclusions	Grading Rubric: Conclusion restates thesis and makes logical assumptions

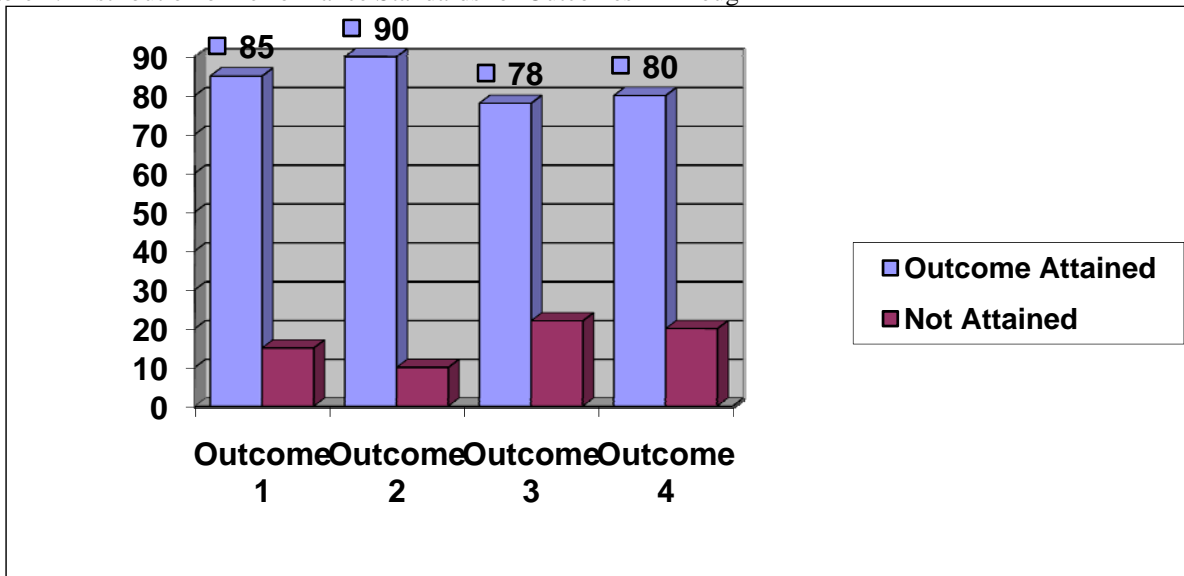
Figure 1: Assessed Outcomes and Indicators

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 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 effective paragraphs). Ninety percent of the students successfully completed the identified indicator for Learning Outcome 2 (Write clear thesis statements). Seventy-eight percent of the students successfully completed the identified indicator for Learning Outcome 3 (Use supportive statements). Finally, eighty percent of the students successfully completed the identified indicator for Learning Outcome 4 (Write conclusions).

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
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<p>A</p>	<p>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</p>	<p>essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight</p>	<p>well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident</p>	<p>appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; conclusion restates thesis and makes logical assumptions</p>	<p>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</p>
<p>B</p>	<p>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</p>	<p>clear, specific, argumentative thesis central to the essay; may have left minor terms undefined</p>	<p>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</p>	<p>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</p>	<p>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>
<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>

D	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	thesis vague or not central to argument; central terms not defined	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	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
F	writer has not understood lectures, readings, discussion, or assignment	no discernible thesis	little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	no transitions; incoherent paragraphs; suggests poor planning or no serious revision	numerous grammatical errors and stylistic problems seriously distract from the argument

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number Number of students in assessment sample = 41 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: Write effective paragraphs	Grading Rubric: Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt	85% (35)	15% (6)	Yes
Outcome 2: Write clear thesis statements	Grading Rubric: Essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight	90% (37)	10% (4)	Yes
Outcome 3: Use supportive statements	Grading Rubric: Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively	78% (32)	22% (9)	Yes
Outcome 4: Writing conclusions	Grading Rubric: Conclusion restates thesis and makes logical assumptions	80% (33)	20% (8)	Yes

* Please note if using a different minimum performance standard.

Conclusions and Action Plan
<p>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> <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, 2012

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
Date: 8-8-11 (SB-G)	Date: 8-15-11 (SB-G)