

Eastern West Virginia Community and Technical College COURSE ASSESSMENT REPORT

Course Title and Number: ENL 102	Academic Term and Year of Assessment Activity (Ex: Fall, 2009) Fall, 2009
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: February 1, 2010	Number of Students Assessed: 28
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.
The purpose of this report is to present the methodology and findings for the course level assessment of English Composition II (ENL 102). English Composition II exposes students to additional forms of composition and expects students to demonstrate a higher level of proficiency in writing. Major emphases are the research paper and literary forms.

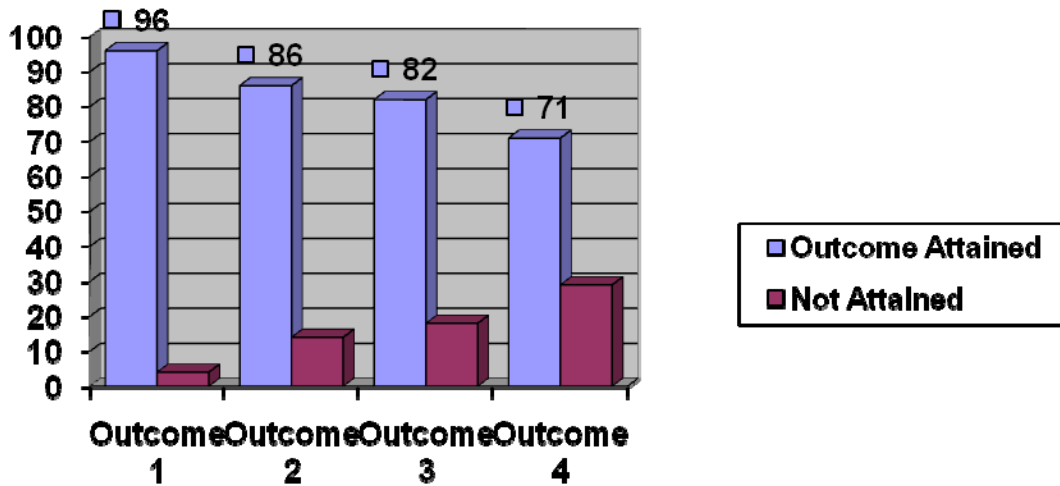
Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
<p>English Composition II course outcomes will be assessed on a cyclical basis over three years beginning with the fall 2008 semester. 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. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. These exam questions are incorporated across all sections of ENL 102 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct response. 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 Reading/Study Skills. The target learning outcomes include:</p> <ul style="list-style-type: none"> • Outcome 1: Recognize point of view • Outcome 2: Recognize similes • Outcome 3: Recognize metaphors • Outcome 4: Recognize personification <p>To assess these learning outcomes, standard questions were administered in two sections of ENL 102. All students enrolled in this section completed the standard questions. Twenty-eight 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 selecting the correct response 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: Recognize point of view	<p>Question 3: What is the point of view of the following excerpt?</p> <p>“And when is there time to remember, to sift, to weigh, to estimate, to total? I will start and there will be an interruption and I will have to gather it all again. Or I will become engulfed with all I did or did not do, with what should have been and what cannot be helped.”</p> <p>a.) 1st person b.) 3rd person limited c.) 3rd person omniscient d.) 3rd person objective</p>
Outcome 2: Recognize similes	<p>Question 10: “My face looks like a wedding-cake left out in the rain.” The preceding W.H. Auden quote is an example of a(n) _____.</p> <p>a.) metaphor b.) simile c.) irony d.) none of the above</p>
Outcome 3: Recognize metaphors	<p>Question 11: “The boy’s eyes are deep pools of potential.” The preceding quote is an example of _____.</p> <p>a.) a metaphor b.) a simile c.) imagery d.) tone</p>
Outcome 4: Recognize personification	<p>Question 13: The following Mother Goose rhyme is an example of _____.</p> <p>“Hey diddle, diddle, the cat and the fiddle, the cow jumped over the moon; the little dog laughed to see such sport, and the dish ran away with the spoon.”</p> <p>a.) irony b.) allusion c.) personification d.) synecdoche</p>

Figure 1: Assessed Outcomes and Indicators

Assessment Results
<p>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>
<p>Based on the existing data, three of the four learning outcomes were met at the minimum performance standard (See Table 1). Ninety-six percent of the students successfully completed the identified indicator for Learning Outcome 1 (Recognize point of view). Eighty-six percent of the students successfully completed the identified indicator for Learning Outcome 2 (Recognize similes). Eighty-two percent of the students successfully completed the identified indicator for Learning Outcome 3 (Recognize metaphors). Learning Outcome 4 (Recognize personification: 71%) failed to meet the minimum performance standard established for the assessment activity.</p>

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



Course Level Assessment Summary of Outcomes, Indicators and Results

Course Title and Number

Number of students in assessment sample = 28

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 (80%)* (yes or no)
Outcome 1: Recognize point of view	Question 3: What is the point of view of the following excerpt? “And when is there time to remember, to sift, to weigh, to estimate, to total? I will start and there will be an interruption and I will have to gather it all again. Or I will become engulfed with all I did or did not do, with what should have been and what cannot be helped.” a.) 1 st person b.) 3 rd person limited c.) 3 rd person omniscient d.) 3 rd person objective	96% (27)	4% (1)	Yes
Outcome 2: Recognize similes	Question 10: “My face looks like a wedding-cake left out in the rain.” The preceding W.H. Auden quote is an example of a(n) _____. a.) metaphor b.) simile c.) irony d.) none of the above	86% (24)	14% (4)	Yes

Outcome 3: Recognize metaphors	<p>Question 11: “The boy’s eyes are deep pools of potential.” The preceding quote is an example of _____.</p> <p>a.) a metaphor b.) a simile c.) imagery d.) tone</p>	82% (23)	18% (5)	Yes
Outcome 4: Recognize personification	<p>Question 13: The following Mother Goose rhyme is an example of _____.</p> <p>“Hey diddle, diddle, the cat and the fiddle, the cow jumped over the moon; the little dog laughed to see such sport, and the dish ran away with the spoon.”</p> <p>a.) irony b.) allusion c.) personification d.) synecdoche</p>	71% (20)	29% (8)	No

* 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 II finds that three of the four outcomes are being met at the minimum performance standard of 80%. Outcome 1 (Recognize point of view), Outcome 2 (Recognize similes), and Outcome 3 (Recognize metaphors) 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 4 (Recognize personification) in which 71% of the students answered the question correctly. Since personification is an important literary term, the low performance on this outcome will be addressed. Classroom instruction in this course will need to focus on making personification a more tangible term.</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
Recommended for LOT 2-2-10	Fall, 2010

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
Date: 2-2-10 (SB-G)	Date: 2-15-10 (SB-G)