

Eastern West Virginia Community and Technical College COURSE ASSESSMENT REPORT

Course Title and Number: ENL 102: English Composition II	Academic Term and Year of Assessment Activity (Ex: Fall, 2010) Fall 2010
Report Submitted By: Curtis Hakala	Number of Students Assessed: 32
Date Report Submitted: April 4, 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.
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 75%. At least 75% 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 fall 2010 semester, four course learning outcomes were selected for assessment in two sections of English Composition II. The target learning outcomes include:</p> <ul style="list-style-type: none"> • Outcome 1: Recognize literary symbolism • Outcome 2: Identify literary conflict • Outcome 3: Identify literary theme • Outcome 4: Identify literary characters <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. Thirty-two 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 literary symbolism	<p>Question 22: A dove representing peace is an obvious example of _____. a.) symbolism b.) thematic irony c.) synecdoche d.) alliteration</p>
Outcome 2: Identify literary conflict	<p>Question 13: List the three types of external conflict: _____ _____</p> <p>Man vs. Society, Man vs. Nature, and Man vs. Man</p>
Outcome 3: Identify literary theme	<p>Question 24: A story's _____ is a common thread or repeated idea that is incorporated throughout a literary work.</p> <p>a.) tone b.) theme c.) symbolism d.) perspective</p>
Outcome 4: Identify literary characters	<p>Question 7: A _____ character changes throughout the story. a.) flat b.) static c.) dynamic d.) round</p> <p>Question 9: _____ characters are three dimensional characters and are fully described. a.) flat b.) round c.) static d.) primary</p>

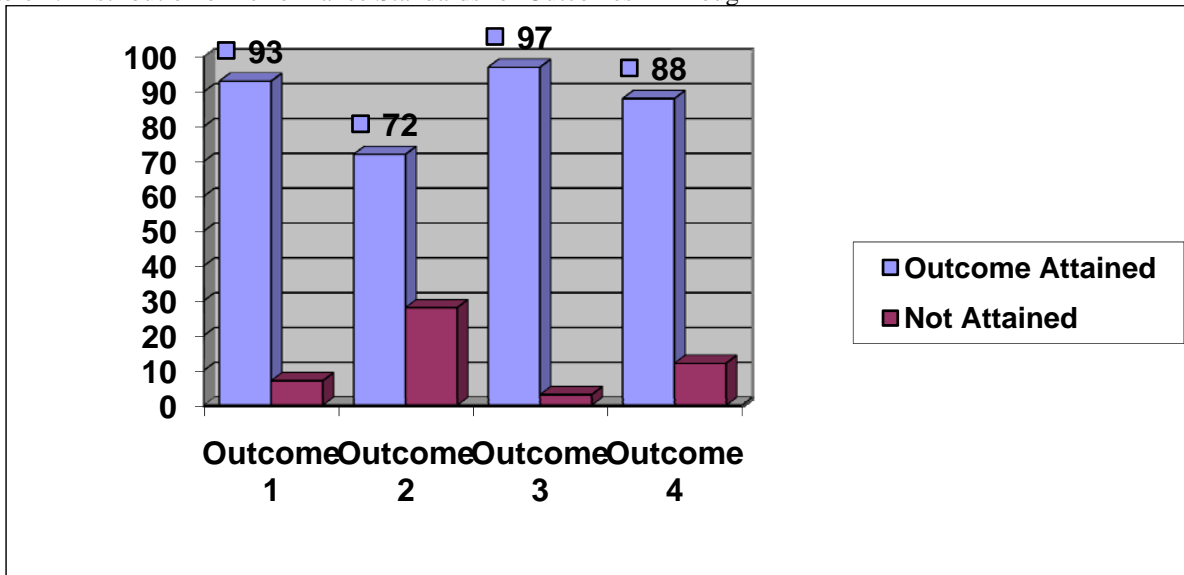
Figure 1: Assessed Outcomes and Indicators

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). Ninety-three percent of the students successfully completed the identified indicator for Learning Outcome 1 (Recognize literary symbolism). Learning Outcome 2 (Identify literary conflict: 72%) failed to meet the minimum performance standard established for the assessment activity. Ninety-seven percent of the students successfully completed the identified indicator for Learning Outcome 3 (Identify literary theme). Eighty-eight percent of the students successfully completed the identified indicator for Learning Outcome 4 (Identify literary characters).

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 = 32 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: Recognize literary symbolism	Question 22: A dove representing peace is an obvious example of _____. a.) symbolism b.) thematic irony c.) synecdoche d.) alliteration	94% (30)	6% (2)	Yes
Outcome 2: Identify literary conflict	Question 13: List the three types of external conflict. Man vs. Society, Man vs. Nature, and Man vs. Man	72% (23)	28% (9)	No
Outcome 3: Identify literary theme	Question 24: A story's _____ is a common thread or repeated idea that is incorporated throughout a literary work. a.) tone b.) theme c.) symbolism d.) perspective	97% (31)	3% (1)	Yes
Outcome 4: Identify literary characters	Question 7: A _____ character changes throughout the story. a.) flat b.) static c.) dynamic d.) round Question 9: _____ characters are three dimensional characters and are fully described. a.) flat b.) round c.) static d.) primary	88% (56)	12% (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 II finds that three of the four outcomes are being met at the minimum performance standard of 75%. 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 (Identify literary conflict) in which 72% of the students answered the question correctly. One reason for Outcome 2 not meeting the minimum performance standard is that the question required students to recall and not just recognize the correct answer. Since Question 13 required students to write out the correct answer instead of simply recognizing the correct answer (i.e. multiple choice questions), more effort was required to answer the question correctly. Also, Some students did not receive full credit because they failed to list all three types of external conflict.</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
	Fall, 2011

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
Date: 4-24-11 (SB-G)	Date: 5-16-11 (SB-G)