

Eastern West Virginia Community and Technical College

COURSE ASSESSMENT REPORT

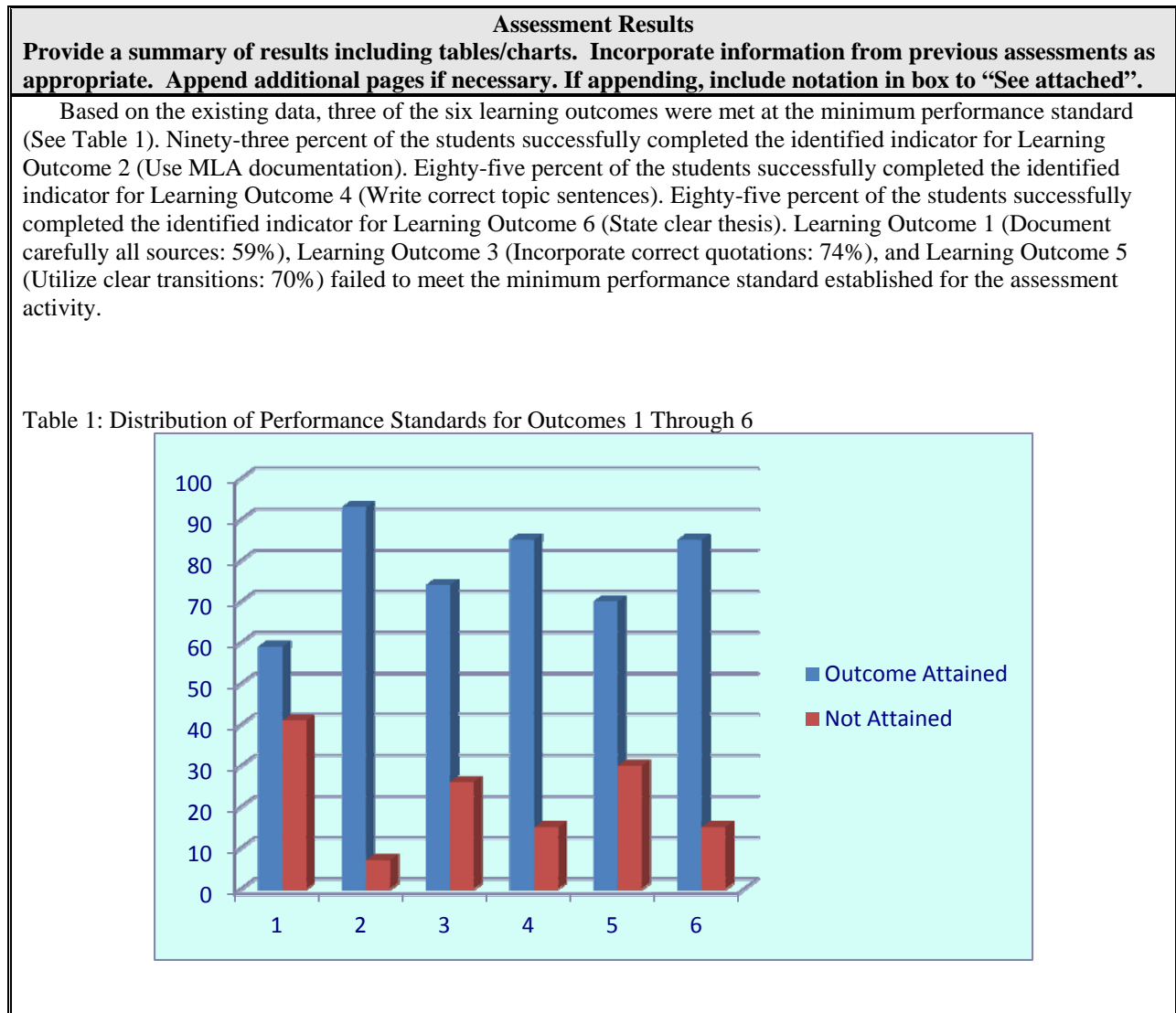
Course Title and Number: ENL 102 English Composition II (3 credits)	Academic Term and Year of Assessment Activity (Ex: Fall, 2010) Fall 2012
Report Submitted By: Curtis Hakala	Number of Students Assessed: 27 students completed assessment
Date Reported Submitted: February 8, 2012	Number of Sections Included: 2
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional Course Delivery	

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 four 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 102 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 fall 2011 semester, six 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: Document carefully all sources • Outcome 2: Use MLA documentation • Outcome 3: Incorporate correct quotations • Outcome 4: Write correct topic sentences • Outcome 5: Utilize clear transitions • Outcome 6: State clear thesis <p>To assess these learning outcomes, final research papers were analyzed in two sections of English Composition II. All students enrolled in these sections completed a research paper and the target learning outcomes were assessed on a grading rubric. Twenty-seven 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: Document carefully all sources	Some mechanical difficulties or stylistic problems
Outcome 2: Use MLA documentation	Usually observes conventions of written English and manuscript format; makes few minor or technical errors
Outcome 3: Incorporate correct quotations	Usually presents quotations effectively
Outcome 4: Write correct topic sentences	Distinct units of thought in paragraphs controlled by specific and detailed topic sentences
Outcome 5: Utilize clear transitions	Clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive
Outcome 6: State clear thesis	Clear, specific, argumentative thesis central to the essay; may have left minor terms undefined

Figure 1: Assessed Outcomes and Indicators



Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: ENL 102 English Composition II Number of students in assessment sample = 27 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: Document carefully all sources	Some mechanical difficulties or stylistic problems	59% (16)	41% (11)	No
Outcome 2: Use MLA documentation	Usually observes conventions of written English and manuscript format; makes few minor or technical errors	93% (25)	7% (2)	Yes
Outcome 3: Incorporate correct quotations	Usually presents quotations effectively	74% (20)	26% (7)	No
Outcome 4: Write correct topic sentences	Distinct units of thought in paragraphs controlled by specific and detailed topic sentences	85% (23)	15% (4)	Yes
Outcome 5: Utilize clear transitions	Clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	70% (19)	30% (8)	No
Outcome 6: State clear thesis	Clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	85% (23)	15% (4)	Yes

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 II finds that three of the six outcomes are being met at the minimum performance standard of 75%. Successful outcomes will continue to be examined in upcoming course assessments to ensure the proper emphasis will be maintained.</p> <p>Of main concern are Outcome 1 (Document carefully all sources), Outcome 3 (Incorporate correct quotations), and Outcome 5 (Utilize clear transitions). Despite meeting the general requirements of MLA format, many students still struggle correctly documenting all sources, incorporating correct quotations, and utilizing clear transitions. Instruction should focus on organizing a Works Cited page more thoroughly and smoothly integrating pertinent quotations. Several students still fail to set the appropriate context for quoted material and often "dump" quotations into their essays without offering a thorough analysis. Perhaps students need more instruction on how to build an essay from sources, while focusing on setting the context and offering an analysis of why quoted material is pertinent to their rhetorical argument.</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, 2012

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
Date: 2-13-12 (SB-G)	Date: 2-20-12 (SB-G)

**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