Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT (Blackboard Data)

Course Title and Number: ENL102 English Composition II	**Academic Term and Year of Assessment Activity (Ex: Fall, 2014)** Spring 2020
Report Submitted By J. McGee	**Number of Students Assessed:** 108 • 108 in cohort • 101 completed A-F • 95 passed A-D
Date Report Submitted: 11/13/20	**Number of Sections Included: 7**
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Live x 6, Web x 1	

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.
ENL102 builds upon those skills developed in ENL101 and is a general education requirement. Students are exposed to additional forms of composition and are expected to demonstrate a higher level of proficiency in writing. Major emphases are the construction of research papers and the analysis of concepts, arguments, and language use for impact. Prerequisites include ENL101, CLEP, OR students may test out of this course by passing a challenge test at 80% or better prior to starting the course.

Previous Assessment Reports and Results
Date of Previous Assessment: Spring 2018 **List of Outcomes Not Met:** 2C **Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".**
The spring 2018 CAR reassessed four outcomes that had not met the 75% performance level in the spring 2016 CAR: 1e, 2c, 2e, and 3b. Of these four outcomes, three had improved to meet or exceed the 75% performance standard (1e, 2e, and 3b). Outcome 2c, however, failed to meet the 75% level. It was reported at 64% (an 8% drop from the 2016 CAR). The conclusion of the spring 2018 report observed that learning outcome 2c had decreased from the previous assessment and was "in urgent need of reinforcement." It was also determined that while learning outcomes 2e and 3b had met the 75% performance standard, they were not yet firmly established and "would benefit from further reinforcement."

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
ENL102 is assessed through a variety of graded assignments, to include reading responses, writing exercises, essays, and a final research paper. The major essays (three) and the final research paper account for more than half of the students' grade. In order to present a course standard, a scoring rubric (Appendix A) is applied. The rubric references the course learning outcomes by examining the same four compositional skills: 1) **Conceptual/Thesis**

2) **Development and Support**
3) **Structuring**
4) **Language**

The production of compositions is supported by a detailed planning process in which students lay out their thesis, the topics of body paragraphs in the essay, and any evidence to be included.

Assessment Results: Course Overview

Information concerning pass rates and the breakdown of grades has been compiled across all seven sections. However, assessment of the course, and the performance levels of this report's assessed learning outcomes (1d, 2c, 2e, 3b) come from three sections. The instructors of the other four sections are no longer employed with the college and thus, were not able to be reached to provide data. Furthermore, Blackboard was not used in those courses and so no data could be pulled that way.
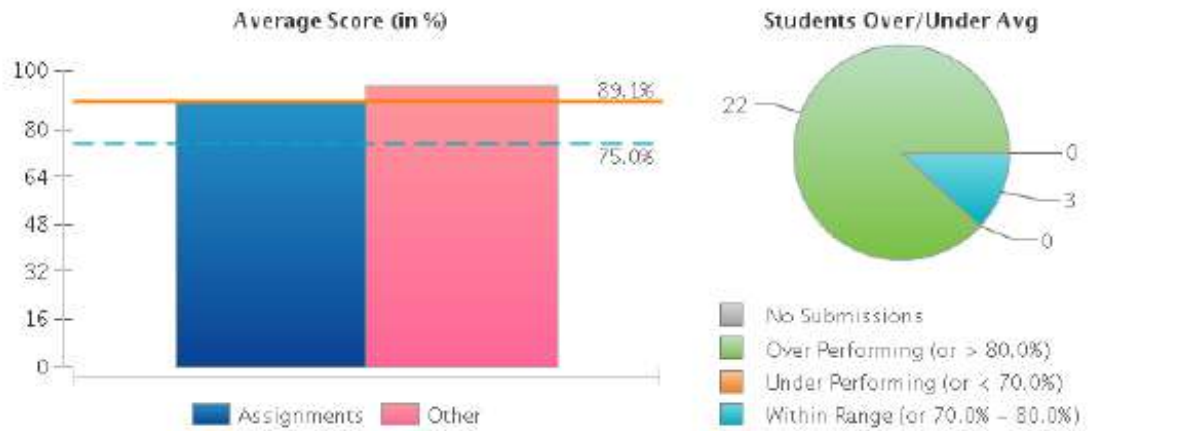
Pass Rates:
- 108 students enrolled for ENL102 in spring 2019. 101 completed the course and earned a grade A-F.
- Of these 101 completing students, 95 passed with a grade A-D and 6 were awarded an F.
- Of the 7 students who did not complete the course, 4 students withdrew, and 3 students earned a UF due to non-attendance.
- Dividing the number of passes (95) by the full cohort (108) gives a raw pass rate of 87.9%.
- Dividing the number of passes (95) by a cohort from which non-completing students have been removed (101) gives a completers' pass rate of 94.1%.
- A section-by-section breakdown of grades and pass rates can be found in Appendix B.

Course Performance:

Section MHE

Course Overview

Performance Target	Performance Range	Course Average	Median	Mode	Standard Deviation
75.0%	+/- 5% (or 70% - 80%)	89.1%	96.0%	100.0%	18.1%

Average Score (in %)

Students Over/Under Avg

- ⬜ No Submissions
- 🟩 Over Performing (or > 80.0%)
- 🟧 Under Performing (or < 70.0%)
- 🟦 Within Range (or 70.0% – 80.0%)

	Average Score (in %)	Performance Offset	Count of Items
Assignments	88.6%	13.6%	20
Other	94.4%	19.4%	2

Course Performance:

Section EEE

Course Overview

Performance Target	Performance Range	Course Average	Median	Mode	Standard Deviation
75.0%	+/- 5% (or 70% - 80%)	91.0%	95.0%	100.0%	14.4%

Average Score (in %)

Students Over/Under Avg

91.0%

75.0%

- No Submissions
- Over Performing (or > 80.0%)
- Under Performing (or < 70.0%)
- Within Range (or 70.0% – 80.0%)

Assignments   Forums
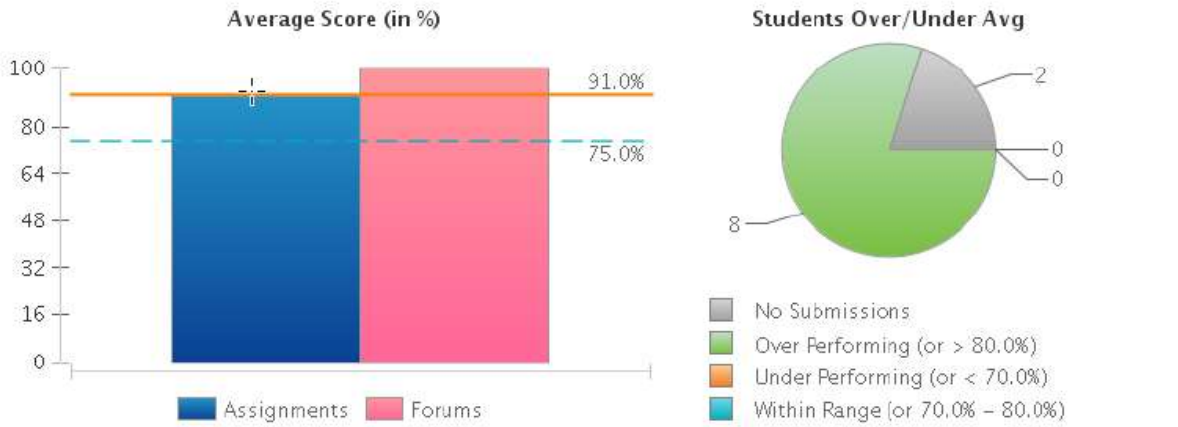
	Average Score (in %)	Performance Offset	Count of Items
Assignments	90.5%	15.5%	18
Forums	100.0%	25.0%	1

Assessment Results: Detail by Goal

Learning Outcomes:

Section MHE

Detail by Goal

	Overall Average	Assignments	Other
		Average by Type (Count)	
ENL 102 Goals20181112			
01. Conceptual/Thesis – Students will plan and produce writing which is directed by a clear, well-defined thesis statement representing a particular point of view and will detect and identify opinion and bias in the writing of others.	87.3%	87.3% (8)	
01a. Analyze selected readings	88.8%	88.8% (16)	89.0% (1)
01b. Participate in classroom discussions	100.0%		100.0% (1)
01c. Gain mastery of the recursive writing process that includes prewriting, drafting, revising, editing, and proofreading	87.9%	87.8% (9)	89.0% (1)
01d. Read critically	89.2%	89.2% (11)	89.0% (1)
01e. State clear thesis	87.3%	87.3% (6)	
01f. Apply various rhetorical theories, putting them into practice in a range of situations	86.8%	86.8% (3)	
01g. Synthesize insights and critical thinking from one writing project into another	89.1%	88.2% (12)	94.3% (2)
02. Development and Support – Students will explore ideas in detail and use a range of evidence to support them.	87.8%	87.9% (10)	
02a. Demonstrate organizational skills	89.3%	89.4% (11)	89.0% (1)
02b. Demonstrate library and research skills	87.8%	87.5% (4)	89.0% (1)
02c. Carefully document all sources	86.2%	86.2% (4)	

	Overall Average	Assignments	Other
		Average by Type (Count)	
ENL 102 Goals20181112			
02d. Write clear, coherent essays	85.7%	85.7% (4)	
02e. Use academic databases and library sources for research	85.6%	85.6% (3)	
02f. Write major research papers (i.e. 5-8 page research papers)	86.2%	86.2% (2)	
02g. Develop note-taking skills	91.3%	90.1% (5)	94.3% (2)
02h. Demonstrate a command of different rhetorical theories and approaches	88.4%	88.2% (6)	
02i. Use current information technologies to produce, draft, edit, and deliver their writing	85.8%	85.8% (5)	
03. Structuring – Students will structure their writing coherently by organizing and presenting information clearly and effectively.	87.5%	87.5% (11)	
03a. Utilize clear transitions	87.3%	87.3% (7)	
03b. Incorporate correct and appropriate quotations	88.7%	88.6% (11)	89.0% (1)
03c. Demonstrate coherence and cohesion in their writing	87.3%	87.2% (8)	
03d. Arrange the organization of their writing to the appropriate rhetorical situation	88.0%	88.0% (11)	
04. Language – Students will employ language accurately and appropriately, matching it to purpose and audience.	86.4%	86.4% (10)	

Section EEE

Detail by Goal

	Overall Average	Assignments	Forums
		Average by Type (Count)	
ENL 102 Goals20181112			
01. Conceptual/Thesis – Students will plan and produce writing which is directed by a clear, well-defined thesis statement representing a particular point of view and will detect and identify opinion and bias in the writing of others.	90.1%	90.1% (6)	
01a. Analyze selected readings	90.2%	89.5% (13)	100.0% (1)
01b. Participate in classroom discussions	100.0%		100.0% (1)
01c. Gain mastery of the recursive writing process that includes prewriting, drafting, revising, editing, and proofreading	91.9%	91.6% (8)	
01d. Read critically	89.4%	89.4% (11)	
01e. State clear thesis	91.3%	91.3% (5)	
01f. Apply various rhetorical theories, putting them into practice in a range of situations	84.6%	84.6% (4)	
01g. Synthesize insights and critical thinking from one writing project into another	90.4%	90.4% (10)	
02. Development and Support – Students will explore ideas in detail and use a range of evidence to support them.	90.5%	90.5% (7)	
02a. Demonstrate organizational skills	91.9%	91.9% (7)	
02b. Demonstrate library and research skills	88.1%	88.1% (4)	
02c. Carefully document all sources	87.6%	87.6% (6)	

	Overall Average	Assignments Forums
		Average by Type (Count)
ENL 102 Goals20181112		
02d. Write clear, coherent essays	87.2%	87.2% (5)
02e. Use academic databases and library sources for research	89.3%	89.3% (3)
02f. Write major research papers (i.e. 5-8 page research papers)	89.2%	89.2% (1)
02g. Develop note-taking skills	89.1%	89.1% (7)
02h. Demonstrate a command of different rhetorical theories and approaches	84.7%	84.7% (4)
02i. Use current information technologies to produce, draft, edit, and deliver their writing	88.0%	88.0% (4)
03. Structuring – Students will structure their writing coherently by organizing and presenting information clearly and effectively.	88.9%	88.9% (10)
03a. Utilize clear transitions	90.2%	90.2% (6)
03b. Incorporate correct and appropriate quotations	87.2%	87.2% (7)
03c. Demonstrate coherence and cohesion in their writing	87.0%	87.0% (5)
03d. Arrange the organization of their writing to the appropriate rhetorical situation	89.4%	89.4% (9)
04. Language – Students will employ language accurately and appropriately, matching it to purpose and audience.	86.9%	86.9% (8)

Section A11 did not use Blackboard for the course and the instructor reported the following class averages for those learning outcomes this CAR is focused on (1d, 2c, 2e, 3b):

1D – Read critically: Class average = 81%

2C – Carefully document all sources: Class average = 94%

2E – Use academic databases and library sources for research: Class average = 90%

3B – Incorporate correct and appropriate quotations: Class average = 82%

Compiled Learning Outcomes Performance Across Three Reported Sections

Learning Outcome	Indicators	Percent of Correct Responses	75% Performance Standard Met? (Yes or No)
1D – Read Critically	Critical reading questions on essays and articles; Dialogic assignment; Analytical research exercise; Peer essay analysis; Summary activities; Story examination.	86	Yes

2C - Carefully Document All Sources	Citation in all plans and essays; Paraphrase and summary exercises; Annotated bibliography	89	Yes
2E - Use Academic Databases and Library Resources For Research	Essays and essay plans; Annotated bibliography; Scholar exploration; Research proposal and research paper.	88	Yes
3B – Incorporate Correct and Appropriate Quotations	Dialogic worksheets; logbook exercises; Critical reading questions on essays and articles; Analytical research exercise; All essays and essay plans; Research proposal and research paper	86	Yes

* Please note if using a different minimum performance standard.

All four learning outcomes have met or exceeded the 75% performance standard. Additionally, each of the assessed learning outcomes in this report have increased since spring 2018.

- 1D – Not assessed in the last report
- 2C – A 25% increase
- 2E – A 13% increase
- 3B – An 11% increase

Conclusions
Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".

- The raw pass rate (87.9%) and completer pass rate (94.1%) not only exceed the 75% performance standard, but they have increased from the previous CAR (spring 2018) by 1.1% and 3.7%, respectively. This indicates that ENL102 is performing well in terms of students completing and passing the course.
- All learning outcomes continue to be met at 80% or above.
- Learning outcome 2C, which was "in urgent need of reinforcement" has seen a dramatic increase (25%) in performance.
- While this data does demonstrate a strong performance, it is important to note that it is not wholly compiled with data from every section. Passing rates and grade levels from all sections demonstrate a high success rate, but learning outcomes need to be measured that way as well. It is vitally important that class averages and performance for each learning outcome be measured and submitted for each section so that a more accurate assessment can be made of the course performance.

Action Plan and Date for Reassessment
Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course

Approved Assessment Committee: 11/16/2020
Approved LOT: 3/18/2019

activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".

1. Instructors should be encouraged to use Blackboard for their class. This would ensure that should the instructor no longer be employed at the college, the data for their classes can still be accessed.
2. Performance data for all learning outcomes (compiled from all sections) should be closely examined to ensure that the data in this report is not only accurate, but maintained.
3. The creation of a Microsoft Teams area for English faculty should be created and faculty should be encouraged to share lessons, assignments, and exercises, along with the learning outcomes they align with. This would not only provide a valuable resource for instructors, but potentially create a more unified set of performance indicators.
4. Instructors should be encouraged to read and grade a small selection of essays from other sections, using the course rubric and noting how and why they scored each of the four categories. This would help to create more stability in how the rubric is used, but also help identify areas of the rubric that may need to be revised.
5. While current course learning outcomes do align themselves with the newly added general education course learning outcome, digital literacy, an effort should be made to create more assignments that take advantage of technology to not only conduct research, but to create and share the work students submit.

Date for Reassessment: Spring 2022

Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)

Ξ Approved as presented
☐ Approved with recommendations for future reports (Explanation Required)
☐ Resubmission Required. Reason for Resubmission:
Date: 11/16/2020

Appendix A: Grading Rubric

Letter Grades	Conceptual / Thesis	Development and Support	Structuring	Language
A 90-100 A+ – 98-100 A – 94-97 A- – 90-93	Essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight. Offers cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials; ideas original, often insightful, going beyond those discussed in lecture and class.	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident. Sources are referenced seamlessly.	Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; paragraphs begin with a clear topic sentence; conclusion restates thesis and makes logical assumptions	Uses the full range of 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.
B 80-89 B+ – 87-89 B – 83-86 B- – 80-82	Clear, specific, argumentative thesis central to the essay; may have left some minor terms undefined. Shows a good understanding of the texts, ideas and methods required by the assignment; goes beyond the obvious; may contain one or two minor factual, interpretive or conceptual inconsistencies.	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; supporting evidence receives some comment and its source is acknowledged in the text.	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	A few 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; eliminates second person perspective
C 70-79 C+ – 77-79 C – 73-76 C- – 70-72	General thesis or controlling idea; may not define several central terms. Shows an understanding of the basic ideas and information involved in the assignment; may contain several factual, interpretive or conceptual errors.	Only partially develops the argument; some shallow analysis; some ideas and generalizations undeveloped or unsupported by organized reference; makes limited use of textual evidence; fails to integrate quotations or reference sources appropriately.	Some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information; some omission of topic sentences	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.) and inaccurate/missing punctuation; several spelling errors; some effort made to present quotations accurately
D 60-69 D+ – 67-69 D – 63-66 D- – 60-62	Thesis vague or not central to argument; central terms not defined. Shows inadequate command of course materials or contains significant factual, interpretive and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas.	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of disorganized textual evidence.	Simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas, not introduced by topic sentences	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; punctuation largely absent; multiple spelling errors.
F 59 or less	No discernible thesis. Writer has not understood lectures, readings, discussion or assignment.	Little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	No transitions; incoherent paragraphs; material seemingly randomly organized; suggests poor planning or no serious revision	Numerous grammatical and spelling errors and stylistic problems seriously distract from the argument – writing is difficult to follow.

Appendix B: Section-by-section breakdown of grades and pass rates

Sections Spring 2020	A11	WB1	TEE	PCE	PEE	EEE	MHE	Totals	%
Enrolled	**12**	**17**	**3**	**17**	**26**	**8**	**25**	**108**	
A	3	8	2	6	18	6	13	56	51.8
B	0	0	1	4	6	1	10	22	20.3
C	3	1	0	3	1	1	2	11	10.1
D	3	0	0	2	1	0	0	6	5.5
F	2	2	0	2	0	0	0	6	5.5
Completed	**11**	**11**	**3**	**17**	**26**	**8**	**25**	**101**	**94.1**
W	0	4	0	0	0	0	0	4	3.7
UF	1	2	0	0	0	0	0	3	2.7
I	0	0	0	0	0	0	0	0	0.0
Raw Pass	**91.6%**	**64.7%**	**100%**	**100%**	**100%**	**100%**	**100%**	**Course Raw**	**87.9%**
Completed Pass	**81.8%**	**81.8%**	**100%**	**88.2%**	**100%**	**100%**	**100%**	**Course Completers**	**94.1%**