

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT**

<b>Course Title and Number: ENL 100: Transitional Composition</b>	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Spring/Fall 2020</b>
<b>Report Submitted By: D. Phillips</b>	<b>Number of Students Assessed: 14</b>
<b>Date Report Submitted: January 2021</b>	<b>Number of Sections Included: 3</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional and online.</b>	

<b>Course Role in the Curriculum</b>
<b>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.</b>
ENL 100 is a transitional course required by students with ACT English scores less than 18 or ACCUPLACER Sentence Skills score less than 88. It is co-requisite to ENL 101.

<b>Previous Assessment Reports and Results</b>
<b>Date of Previous Assessment: Spring 2018</b>
<b>List of Outcomes Not Met: See below</b>
<b>Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>
Outcomes previously not met:
2c. Develop writing by referring to and commenting on selected evidence (50%) <ul style="list-style-type: none"> <li>• Action Plan: Use Composition Planning Frame which requires connection between evidence and thesis</li> </ul>
4b. Recognize and create dependent and independent clauses (62.5%) <ul style="list-style-type: none"> <li>• Action Plan: Use online lab to reinforce knowledge of clauses and related sentence errors.</li> </ul>
3b. Introduce paragraphs with a topic sentence (75%)
As two of the four learning outcomes did not reach the required threshold, and one was just met, the following outcomes were re-assessed in this report. A fourth outcome, 1b. ‘Summarize / paraphrase key information’, was added so that each of the course’s four over-arching outcomes are addressed.

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>
Students are assessed on: <ul style="list-style-type: none"> <li>• Their performance in a variety of written tasks, evaluated using the ENL 100/101 rubric</li> <li>• Writing plans, submitted using the Composition Planning Frame</li> <li>• Weekly Skills tasks e.g. reading comprehension activities requiring quotations as answers;</li> <li>• MyLabWriting: Pearson online writing skills lab.</li> </ul>
As a corequisite course, ENL 100 shares its learning outcomes with ENL 101: skills are also addressed, often concurrently, by ENL 101.

<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b> Add additional rows to table if necessary			
<b>Learning Outcomes</b> (Insert learning outcomes assessed during this cycle)	<b>Indicator</b> (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	<b>Percent of Correct Responses</b>	<b>Performance Standard Met (75%)* (yes or no)</b>
2c - Develop writing by referring to and commenting on selected evidence.	1. Use of Composition Planning Frame to plan writing 2. Writing graded using "Development and Support" rubric 3. Skills Tasks Weeks 3, 7	79  (50% in 2018)	Yes
4b. Recognize and create dependent and independent clauses	1. MyLabWriting, modules W2.2; W2.3; W2.11, W4.3 2. Writing assessed using the "Language" rubric	81  (62.5% in 2018)	Yes
3b. Introduce paragraphs with a topic sentence	1. Skill Tasks, Weeks 1, 6, 12 2. Planning Frame	75  (75% in 2018)	Yes
1b. Summarize / paraphrase key information	Skills Tasks Weeks 8, 10	78	Yes

\* Please note if using a different minimum performance standard.

<b>Assessment Results</b>
<b>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".</b>
<b><u>Final Grades and Pass Rates: By Section</u></b> (As a developmental course, ENL 100's passing grades are A-C. NC = No Credit)
<p>Three sections are being assessed, A, B and C. Sections A and B ran in spring 2020. Each comprised a single student: both passed ENL with a grade B. The pass rates for sections A and B are 100%. It was felt that these two students did not constitute a useful data sample, so this report was delayed for a semester.</p> <p>Section C ran in fall 2020 and comprised 12 students, 9 of whom passed, giving the section a pass rate of 75%.</p> <p>Of the 3 section C students who received NC:</p> <ul style="list-style-type: none"> <li>• Student 4 stopped interacting with the course for several weeks after mid-term and reestablished contact shortly before the end of the course. The instructor, who taught both ENL 100 and ENL 101, advised the student to prioritize the completion of ENL 101 work. As a result, this student managed to pass ENL 101, but not ENL 100.</li> <li>• Student 5 stopped interacting with the course shortly before mid-term and did not respond to intervention. This student received a UF for ENL 101.</li> </ul>

- Student 14: as above, but stopped interacting again. Did not pass ENL 101 either.

If Section C's pass rate is recalculated with the absent, UF student (Student 5) removed, the pass rate increases to 82%.

The tally of grades awarded comprises Appendix A.

### **Cohort/Course Pass Rate**

Combining the results of the three sections gives a pass rate for the course of 79% which rises to 85% with Student 5 removed.

### **Learning Outcomes**

The percentage of correct responses' for each learning outcome was calculated by dividing the total number of points gained by the total number of points possible. Data charts showing the points gained by each student for each learning outcome comprise Appendix B. The indicators which generate the point score are also listed in the Summary Table, above.

The percentage was then recalculated with Student 5 removed to give a more accurate picture of the performance of students who actually completed the course.

#### **2c. Develop writing by referring to and commenting on selected evidence.**

- All student pass rate: 79%
- All completing students' pass rate: 82%
- 2018 = 50%, +29%

The use of the planning template was successful in focusing student attention on their use of supporting evidence.

#### **4b. Recognize and create dependent and independent clauses**

- All student pass rate: 81%
- All completing students' pass rate: 83%
- 2018 = 63%, +18%

Greater focus on the understanding of independent clauses, in MyLab Writing, ENL 100 and ENL 101, has successfully raised the performance of this outcome.

#### **3b. Introduce paragraphs with a topic sentence**

- All student pass rate: 75%
- All completing students' pass rate: 79%
- 2018 = 75% - no change

This outcome, barely met in the previous report, shows a decrease in performance when measured in terms of the all student pass rate. Closer examination of the class's marks for this outcome show that performance was significantly affected by attendance: although one student was awarded a UF for non-attendance, two other students stopped attending for a period, contributing a number of 0's to the total. Subtracting Student 5 from the pass rate calculation immediately raises it to 78%: removing the other two students would boost this further.

#### **1b. Summarize/Paraphrase Key Information**

- All student pass rate: 78%
- All completing students' pass rate: 85%

This outcome performed above the 75% standard. Performance rose to 85% when Student 5 was removed from the calculation.

**Conclusion**

**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”.**

Three of the assessed outcomes, 2c, 4b and 1b performed above the 75% threshold standard. Outcome 3b repeated its previous performance of meeting the standard at 75%, although, with the absent student removed, the outcome performed at 79%. 3b should still be reassessed in spring 2022.

Student absence and the location of clusters of performance indicators later in the course appeared to be the biggest factors influencing results rather than areas of academic underperformance: the academic performance of the students who maintained their attendance throughout the course and completed all the tasks was considerably higher than the 75% benchmark.

ENL 100 seems to be functioning well in its role as a co-requisite developmental course: 86% of completing ENL 100 students passed the co-requisite ENL 101.

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

**3b. Introduce paragraphs with a topic sentence**

- Continue using MyLab Writing module and Planning Frame to reinforce the knowledge and use of topic sentences. Review the delivery of topic sentences coverage in ENL 100 lessons.
- Review the delivery of the topic in ENL 101.
- Locate extra resources to share with under-performing students at or before mid-term.

**Date for reassessment: Spring 2022**

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

Approved as presented:

Inclusion of this CAR in the outstanding folder as an example of feedback loop closure.

Approved with recommendations for future reports (Explanation Required)

Resubmission Required. Reason for Resubmission:

**Date: February 22, 2021**

Appendix A: Final Grade Tally

Final Grades					
Section	Student	Spring 2020		Fall 2020	
		ENL 100	ENL 101	ENL 100	ENL 101
A	1	B	B		
B	2	B	B		
C	3			A	B
	4			NC	D
	5			NC	UF
	6			A	A
	7			B	D
	8			B	B
	9			B	B
	10			B	C
	11			C	C
	12			A	A
	13			C	D
	14			NC	F

Appendix B: Learning Outcomes data charts

Outcome 2c						Outcome 4b							
Student	Planning Frame	Development and Support	Week 3	Week 7	Total	Student	W2.2	W2.3	W2.11	W4.3	Language	Total	
3	10	9	12	13	44	3	10	10	8	7	9	44	
4	8	6	8	9	31	4	8	9	10	10	8	45	
5	8	6	9	0	23	5	6	7	7	0	6	26	
6	10	10	11	15	46	6	10	10	8	9	9	46	
7	8	7	12	14	41	7	10	10	8	10	8	46	
8	7	8	12	13	40	8	7	8	9	9	7	40	
9	8	9	12	12	41	9	10	10	10	10	8	48	
10	7	8	12	10	37	10	10	8	5	8	7	38	
11	7	7	6	12	32	11	8	9	6	10	7	40	
12	9	9	12	10	40	12	8	8	9	10	9	44	
13	7	6	12	14	39	13	0	0	7	10	8	25	
14	7	7	10	10	34	14	6	9	8	10	8	41	
All students	10	10	12	15	448	All students	10	10	10	10	10	483	
	47 points x 12 students =				564	79%	50 points x 12 students =				600	81%	
UF (student 5) subtracted	10	10	12	15	425	82%	UF (student 5) subtracted	10	10	10	10	457	83%
	47 points x 11 students =				517		50 points x 11 students =				550		
Outcome 3b						Outcome 1b							
Student	Week 1	Planning Frame	Week 6	Week 12	Total	Student	Week 8	Week 10	Total				
3	9	10	7	10	36	3	6	10	16				
4	8	8	8	0	24	4	0	7	7				
5	7	8	0	0	15	5	0	0	0				
6	8	10	9	10	37	6	6	10	16				
7	8	8	7	10	33	7	6	7	13				
8	8	7	8	8	31	8	6	9	15				
9	7	8	8	10	33	9	6	8	14				
10	7	7	7	10	31	10	6	8	14				
11	5	7	7	8	27	11	6	7	13				
12	6	9	8	10	33	12	6	10	16				
13	9	7	10	10	36	13	6	9	15				
14	10	7	8	0	25	14	0	10	10				
All students	10	10	10	10	361	All students	6	10	149				
	40 points x 12 students =				480	75%	16 points x 12 students =		192	78%			
UF (student 5) subtracted	10	10	10	10	346	79%	UF (student 5) subtracted	6	10	149	85%		
	40 points x 11 students =				440		16 points x 11 students =		176				