



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019

ENGL 0111 – Composition Review



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Students will identify major and minor grammatical errors.
2. Students will demonstrate critical thinking skills in their composition.
3. Students will develop a written essay using analytical skills for the final paper of the course, demonstrating a clear understanding of purpose, audience, usage and style, exhibiting appropriate sentence structure.
4. Students will demonstrate academic integrity.

2. Which CLOs were addressed for this academic year? (2018-2019)

CLO #2, CLO #3, and CLO #4

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

For the 2019-2020 Academic Year, we revised our course outcomes based on our assessment results to better fit our course goals, as we continue to improve our new co-requisite model to better align with Composition I.

1. Students will demonstrate an awareness of usage and mechanics through developing and revising compositions.
2. Students will demonstrate critical thinking skills by reading texts in various genres and responding and developing compositions.
3. Students will develop a variety of strategies for generating text and for revising.
4. Students will reflect through a final portfolio demonstrating an understanding of purpose, audience, and usage/style.

We will be recording and reporting on CLO #1, CLO #2, and CLO #4.

4. Explain the assessment cycle.

Composition Review is assessed on the three-year cycle, and the cycle was completed in the 2018-2019 school year. Each semester data is compiled from the assessment of the final analytical paper. However, beginning in 2019-2020, we will gather portfolios at the end of every semester and collect/analyze the data. We then make changes or adjustments based on the results of the data.

5. What are the assessment methods? Are they direct or indirect?

Composition Review students will improve their usage skills through grammar workshops in the following areas: run-on errors, comma usage, fragments, apostrophe use, verb tense, and frequently misused words. Composition Review will require at least five readings and at least five half-page journal responses aimed at improving students' critical-thinking skills and analytical skills. Additionally, students in this course will be required to submit supplemental materials to the final portfolio for the linked Composition I course, including journals and additional prewriting techniques and rough drafts for Comp I paper assignments. All compositions in the course will be submitted in MLA format. Our assessment methods are direct because students are submitting work to show whether they have or have not achieved the learning outcomes.

6. What are the assessment goal(s)?

In each of the outcomes being reported, 70% of our Composition Review students will score at a proficient or higher level in all assessment methods.

7. What were the findings for this academic year? (2018-2019) Fall 2018

For MLA Format: 184 student compositions were collected and evaluated using the standard rubric with 150 students scoring an 80% or higher on the MLA formatting criterion. 81% of the Composition Review students placed in the Superior or Strong proficiency for MLA formatting, allowing us to consider our methods of teaching successful for this criterion. We will most likely not be analyzing results for this same category during our next assessment cycle.

For Usage and Mechanics: 184 student compositions were collected and evaluated using the standard rubric with 108 students scoring an 80% or higher on the Usage and Mechanics category of the rubric, resulting in only 59% of the students successfully meeting this threshold. Unfortunately, the rubric structure did not allow us to pull data on students earning a 70% or higher in the Usage and Mechanics category; therefore, we were only able to look at students who scored an 80% or higher in this criterion. 108 students placed in the Superior or Strong proficiencies for this criterion. This shows that more emphasis needs to be placed on usage and mechanics and a new assessment measure also needs to be

put in place that will allow us to look specifically at students scoring average (70%) or better in this criterion.

For Content and Development: 184 student compositions were collected and evaluated using the standard rubric with 141 students scoring an 80% or higher on the Content and Development criterion. 77% of the Composition Review students assessed scored in either the Superior or Strong proficiency for this criterion. This represents a strong improvement in students' critical thinking skills.

Spring 2019

For MLA Format: 107 student compositions were collected and evaluated using the standard rubric. 85 of the students scored an 80% or higher on the MLA formatting criterion. 80% of the Composition Review students placed in the Superior or Strong proficiency for MLA formatting. Since our students have consistently shined in this criterion, we will not be actively assessing this criterion during our next assessment cycle that starts in Fall of 2019.

For Usage and Mechanics: 107 student compositions were collected and evaluated using the standard rubric with 66 students scoring an 80% or higher on the Usage and Mechanics category. Unfortunately, due to the current rubric structure, we were not able to separate our students who scored an 60% versus a 70%, making the threshold for success higher than what we wanted to collect. As noted in our Fall 2018-2019 assessment report, a new assessment method is needed to better evaluate Composition Review students on the Usage and Mechanics criterion. 62% of our students did score an 80% or higher, and this number would be even higher if we were able to capture students who also scored between a 70-79%. With our new assessment cycle starting this coming 2019-2020 year, we will be able to collect better data.

For Content and Development: 107 student compositions were collected and evaluated using the standard rubric with 75 students scoring an 80% or higher on the Content and Development criterion. 70% of Composition Review students scored an 80% or higher in Content and Development using the standard rubric. This number would be higher if we were able to also include data on students scoring between a 70-79%; however, our current rubric does not allow us to separate students scoring between a 60-79% when collecting overall results. Moving forward, our new rubric will allow us to better collect and evaluate data using 70% as the threshold for success. We will continue to incorporate

assignments to increase critical thinking skills as we strive to improve our students' understanding of content and development.

8. What is your analysis of the findings?

Though there were less students assessed in spring than fall, the results were consistent between the two semesters with students scoring the lowest in Usage and Mechanics. Students were strong with MLA format and Content and Development in both semesters.

9. What is the action plan for the next academic year? (2019-2020) Explain.

The first step of our action plan is to implement the portfolio assignment in all sections of Composition Review for the academic year. This will allow us to gather more reliable data. Our second step of our action plan is develop a rubric to evaluate students on reading responses. We also plan to actively assess Usage and Mechanics with the new portfolio rubric in the upcoming assessment cycle and evaluate more than one draft when scoring Usage and Mechanics (this is part of the new assessment plan). Finally, we will collaborate with instructors teaching Composition Review to share assignments and lesson plans that relate to Usage and Mechanics.