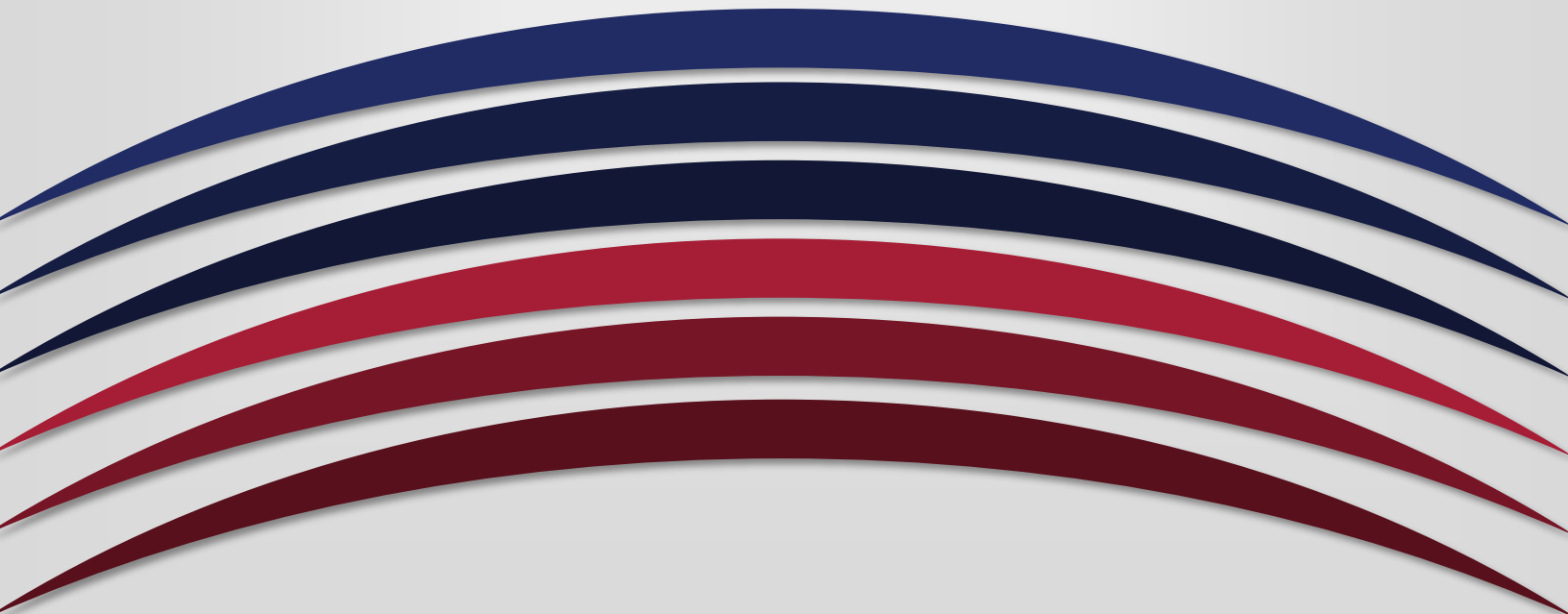


UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019

ENGL 1311 – English Composition I



ENGL 1311 Course-Level Learning Outcomes (2018-2019)

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

ACTS #ENGL 1013

The student will:

1. Respond appropriately to various rhetorical situations, purposes, and audiences
2. Use writing and reading for inquiry, learning, thinking, and communicating
3. Integrate original ideas with those of others
4. Develop flexible strategies for generating, revising, editing, and proofreading
5. Use collaborative writing processes
6. Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

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

All of the CLOs were addressed and assessed using direct and indirect methods; see item 5.

These three were reported:

- Critical Thinking: Students will use writing and reading for inquiry, learning, thinking, and communicating. (CLO 2)
- Citation and Documentation (Academic Integrity): Students will integrate original ideas with those of others. (CLO 3)
- Grammar and Mechanics (Knowledge of Conventions): Students will demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation. (CLO 6)

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

In the next academic year, all of them will be addressed, assessed, and recorded:

Rhetorical Situations: Students respond appropriately to various rhetorical situations, purposes, and audiences.

Critical Thinking: Students will use writing and reading for inquiry, learning, thinking, and communicating.

Citation and Documentation: Students will integrate original ideas with those of others.

Flexible Strategies: Students will develop flexible strategies for generating, revising, editing, and proof-reading.

Collaborative Writing Strategies: Students will use collaborative writing processes.

Grammar and Mechanics: Students will demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation.

In the next academic year (2019-2020), we will use a different direct method to assess and record all the CLOs. This method, the comprehensive portfolio, was piloted during Spring 2019 and assessment was completed. Pilot assessment results are not included in the results below.

4. Explain the assessment cycle.

In 2016, a standardized rubric was created to assist assessment in the English discipline. Each instructor uses the rubric to assess their students' assignment, then generates a report. During this cycle, the method (direct, essay) was identical each year and the assessed CLOs rotated. AY 2018-2019 represents the third year of a three-year cycle.

AY 2019-2020 is the first year of a three-year cycle. Its assessment methods will be identical for three years and all the CLOs will be assessed each year. A new standardized rubric has been created.

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

Composition I focuses on communicating ideas clearly. Students practice methods of drafting, including how to create a thesis and how to support and develop that thesis in a focused, thorough, and stylistically appropriate essay that demonstrates awareness of audience and the conventions of medium and genre. The class will focus on writing strategies such as invention, arrangement, drafting, and revision, including teamwork with the instructor and/or classmates in the writing process, fluency issues such as the use of transitions, and the correction of major usage errors. The class requires students to read texts critically and to practice good scholarship through the conventions of style and documentation. Students practice integrating summary, paraphrase, and quotation into their own original compositions. Students write a minimum of fifteen pages of formal writing to be divided among at least four major compositions that address at least four of the following six genres: argument, narrative, analysis, report, review, and proposal. One must be a research paper that incorporates material from quality sources.

During the 2018-2019 academic year, each of the three selected CLOs were assessed directly, with an essay, as described here. For this assessment, students compose a 3-4-page essay that articulates a clear thesis statement, uses supporting examples from primary and secondary sources, generates clearly written, critical, well-organized arguments through the use of those sources, and demonstrates a mastery of both MLA formatting and citation and documentation and Standard American English.

For each assessment period, a standard rubric is used to evaluate the students' essays and each student's essay is scored on each CLO in one of the following proficiencies: Superior, Strong, Average, Weak, or No Proficiency. Each of the course learning outcomes are

designated in the rubric. All instructors assess their sections' essays and generate a rubric evaluation report, then send the report to the departmental assessment head.

Assessment is reported for the Fall and Spring semesters.

During the 2019-2020 year, each CLO will be assessed directly, using a comprehensive portfolio. It is described below, in item 9.

6. What are the assessment goal(s)?

The goals for assessment in Composition I are as follows:

- Establish a baseline. We want 70% of students meet or exceed average proficiency for each of the CLOs.
- Use the data to adjust instruction. Instructors can improve student learning by defining assignment expectations and increasing the breadth and/or depth of their instruction.
- Use the data to determine areas of weakness or strength. As a discipline, we can identify areas of weakness or strength and identify action that should be taken.

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

For Fall 2018

Composition I students, in Fall 2018

	Number of students who met or exceeded average proficiency for the following CLOs:			
	Total Evaluations	Content and Development	Citation and Documentation	Grammar and Mechanics
Traditional (not in co-requisite courses)	300	267	216	281
Traditional (co-requisite courses)	208	171	141	185
Traditional TOTAL	508	438	357	466
Concurrent Credit	128	125	92	124
Online	97	80	76	96
Total overall	733	643	525	686

Critical Thinking: Content and Development

Out of 733 students assessed in this skill area, 643 displayed adequate or higher proficiency on the final paper. This is 88% of the students assessed.

Among traditional students who are not enrolled in co-requisite courses, 89% displayed adequate or higher proficiency. Among traditional students who are enrolled in co-requisite courses, 82% displayed adequate or higher proficiency. Among all students enrolled in traditional courses, 86% displayed adequate or higher proficiency. Among students who are

enrolled in concurrent credit courses, 98% displayed adequate or higher proficiency. Among students who are enrolled in online courses, 82% displayed adequate or higher proficiency.

Academic Integrity: Citation and Documentation

Out of the 733 students assessed in this skill area, 525 displayed adequate or higher proficiency on the final paper. This is 72% of students assessed.

Among traditional students who are not enrolled in co-requisite courses, 72% displayed adequate or higher proficiency. Among traditional students who are enrolled in co-requisite courses, 68% displayed adequate or higher proficiency. Among all students enrolled in traditional courses, 70% displayed adequate or higher proficiency. Among students who are enrolled in concurrent credit courses, 72% displayed adequate or higher proficiency. Among students who are enrolled in online courses, 78% displayed adequate or higher proficiency.

Grammar and Mechanics: Knowledge of Conventions

Out of the 733 students assessed in this skill area, 686 displayed adequate or higher proficiency on the final paper. This is 94% of students assessed.

Among traditional students who are not enrolled in co-requisite courses, 94% displayed adequate or higher proficiency. Among traditional students who are enrolled in co-requisite courses, 89% displayed adequate or higher proficiency. Among all students enrolled in traditional courses, 92% displayed adequate or higher proficiency. Among students who are enrolled in concurrent credit courses, 97% displayed adequate or higher proficiency. Among students who are enrolled in online courses, 99% displayed adequate or higher proficiency.

For Spring 2019

Composition I students, in Spring 2019,

Course type	Total evaluations	This number of students met or exceeded average proficiency for the following CLOs:		
		Content and Development	Citation and Documentation	Grammar and Mechanics
Traditional (not in co-requisite courses)	95	81	72	87
Traditional (co-requisite courses)	115	107	80	102
Traditional TOTAL	210	188	152	189
Online	68	47	46	65
Total overall	278	235	198	254

Writing and Reading: Content and Development

Out of 278 students assessed in this skill area, 235 displayed adequate or higher proficiency on the final paper. This is 85% of the students assessed.

Among traditional students who are not enrolled in co-requisite courses, 85% displayed adequate or higher proficiency. Among traditional students who are enrolled in co-requisite courses, 93% displayed adequate or higher proficiency. Among all students enrolled in traditional courses, 90% displayed adequate or higher proficiency. Among students who are enrolled in online courses, 69% displayed adequate or higher proficiency.

Academic Integrity: Citation and Documentation

Out of the 278 students assessed in this skill area, 198 displayed adequate or higher proficiency on the final paper. This is 71% of students assessed.

Among traditional students who are not enrolled in co-requisite courses, 76% displayed adequate or higher proficiency. Among traditional students who are enrolled in co-requisite courses, 69.6% displayed adequate or higher proficiency. Among all students enrolled in traditional courses, 72% displayed adequate or higher proficiency. Among students who are enrolled in online courses, 67.6% displayed adequate or higher proficiency.

Knowledge of Conventions: Grammar and Mechanics

Out of the 278 students assessed in this skill area, 254 displayed adequate or higher proficiency on the final paper. This is 91% of students assessed.

Among traditional students who are not enrolled in co-requisite courses, 92% displayed adequate or higher proficiency. Among traditional students who are enrolled in co-requisite courses, 89% displayed adequate or higher proficiency. Among all students enrolled in traditional courses, 90% displayed adequate or higher proficiency. Among students who are enrolled in online courses, 96% displayed adequate or higher proficiency.

8. What is your analysis of the findings?

Fall 2018

Content and Development

Analysis of Results The results show that 88% of the students assessed displayed adequate or higher proficiency in this skill area. Online students displayed a slightly worse proficiency level than traditional students this semester. This is the first semester in which we are also analyzing the traditional, co-requisite students in comparison to the traditional, non-corequisite courses; online students and traditional, co-requisite students displayed the same proficiency level. The highest success rate was from Early College students at 98% successful completion in this area.

Citation and Documentation

Analysis of Results The results show that 72% of the students assessed displayed adequate or higher proficiency in this skill area. Online students (78%) displayed a higher proficiency level than traditional students (70%) this semester. This is the first semester in which we are also analyzing the traditional, co-requisite students in comparison to the traditional, non-corequisite courses; traditional, corequisite students displayed a lower proficiency level

(68%) than did the students in traditional, non-corequisite (72%) sections. The highest success rate was from online students at 78% successful completion in this area; the second highest success rate came from concurrent students (72%).

Although the assessment threshold is met for this outcome, the sub-group of traditional, corequisite students (68%) displayed adequate or higher performance level, lower than the traditional, non-corequisite students (72%), a success rate that is slightly below the criteria threshold.

Grammar and Mechanics

Analysis of Results The results show that 94% of the students assessed displayed adequate or higher proficiency in this skill area. Online students (99%) displayed a higher proficiency level than traditional students (92%) this semester. This is the first semester in which we are also analyzing the traditional, co-requisite students in comparison to the traditional, non-corequisite courses; traditional, corequisite students displayed a lower proficiency level (89%) than did the students in traditional, non-corequisite (94%) sections. The highest success rate was from online students at 99% successful completion in this area; the second highest success rate came from concurrent students (97%).

Spring 2019

Content and Development

Analysis of Results: The results show that 85% of the students assessed displayed adequate or higher proficiency in this skill area. Online students displayed a significantly worse proficiency level than traditional students this semester, and lower than the previous semester with only 69% displaying adequate or higher proficiency. This is the second semester in which we are also analyzing the traditional, co-requisite students in comparison to the traditional, non-corequisite courses; 93% of co-requisite students displayed adequate or higher proficiency while 85% traditional, non-co-requisite students displayed an adequate or higher proficiency level.

Although the overall assessment threshold is met for this outcome, the sub-group of online students (69%) displayed adequate or higher performance level, lower than the traditional students (89%).

Since online students do not meet the baseline threshold, action is required; see item 9 for action.

Citation and Documentation

Analysis of Results: The results show that 71% of the students assessed displayed adequate or higher proficiency in this skill area. Online students (67.6%) displayed a lower proficiency level than traditional students (72%) this semester, though the proficiency is higher than it was in the fall. This is the second semester in which we are also analyzing the

traditional, co-requisite students in comparison to the traditional, non-corequisite courses; traditional, corequisite students displayed a lower proficiency level (69.6%) than did the students in traditional, non-corequisite (76%) sections. The highest success rate was from students in non-corequisite sections at 76% successful completion in this area; the lowest success rate came from online students (67.6%).

Although the assessment goal/threshold is barely met for this CLO, the sub-group of traditional, corequisite students (69%) displayed adequate or higher performance level, and the online students (68%) displayed adequate or higher performance level, each of which are lower than the traditional, non-corequisite students (76%). Because we are moving toward a portfolio-based assessment, we may find that this sub-group of students will display adequate or higher performance on later assessments.

Since the subgroup of traditional corequisite students and online students do not meet the baseline level, action is required; see item 9 for action.

Grammar and Mechanics

Analysis of Results: The results show that 91% of the students assessed displayed adequate or higher proficiency in this skill area. Online students (96%) displayed a higher proficiency level than traditional students (90%) this semester, just as they did in the fall semester. This is the second semester in which we are also analyzing the traditional, corequisite students in comparison to the traditional, non-corequisite courses; traditional, corequisite students displayed a slightly lower proficiency level (89%) than did the students in traditional, non-corequisite (92%) sections. The highest success rate was from online students at 96% successful completion in this area.

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

We are changing our reported assessment method. We are shifting our reported direct assessment from an essay to a comprehensive portfolio. With this portfolio, students will gather artifacts that illustrate multiple stages of the writing process and illustrate the use of external (peer or instructor) feedback. The artifacts will include invention strategies, preliminary drafts, revisions and polished projects. Students will submit their final portfolio for the course that includes evidence of course outcomes through paper assignments, invention techniques, and rough drafts as well as a final reflection that discusses development of skills learned in the course.

Along with this change in the direct assessment, we have revised the standard rubric for evaluating these portfolios, and have moved from skills-based language to a focus on

proficiency. Portfolios will be scored by proficiency level: mastered, developing, emerging, or not present. These new levels should reflect each student's demonstration of skills more accurately. Our criteria threshold will stay the same: we wish to see 70% of students illustrate "developing" or "mastered" level.

The English discipline will also adapt the services offered through UA-PTC's Collaboration Center to better support classroom goals. Students will continue to be able to work on assignments with faculty tutors. In addition, the center will host faculty-run clinics on areas such as citation and documentation.

Milestones, UA-PTC's journal of outstanding academic writing, has been expanded to include a greater variety of genres in order to maximize use as a teaching and learning tool throughout the semester in all ENGL courses. The model essays provided in *Milestones* directly support the English CLOs. We hope to be able to provide access to online students.

As a result of the Spring 2019 assessment, we will make the following changes to support Composition I student learning and instruction in Citation and Documentation and Content and Development:

- Observe the change in results following the change to a portfolio method, and see if different results emerge, showing mastery in content and development and in citation and documentation.
- Implement additional best practices for online instruction. These include mandatory face-to-face interactions between students and instructors and college-wide changes designed to improve online instruction. One of those changes is active and frequent use of UA-PTC's Early Alert system.
- Alter instruction for online students specifically in Citation and Documentation. Specifically, vary types of instruction and increase low-stakes assignments to improve mastery. Since we are planning to implement additional best practices for online instruction, we expect to see higher results in this area.
- Because students consistently show mastery over disciplinary "lower order concerns" (grammar and mechanics), we will continue efforts to improve critical thinking skills.