



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

ENGL 0111 – Composition Review



Course-Level Learning Outcomes

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

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.

2. Which CLOs were addressed for this academic year? (2019-2020)

CLO #1, CLO #2, CLO #3, and CLO #4

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

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 all of them.

4. Explain the assessment cycle.

Beginning in 2019-2020, we started gathering portfolios at the end of every semester to collect/analyze the data. We review the data the annually, and every three years, we take a closer look at our assessment tool.

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. For writing strategies, we have set the goal a little higher at 75% or better scoring Mastered on the rubric (Additional Invention Techniques and Additional Writing Processes).

7. What were the findings for this academic year? (2019-2020)

Fall 2019

For Critical Thinking: 260 student portfolios were collected and evaluated using the standard rubric with 223 students scoring developing or mastered on the rubric. This shows that 86% of students were able to think critically over the selected readings to produce high-quality reader responses.

For Knowledge of Conventions: 260 student portfolios were collected and evaluated using the standard rubric with 213 students scoring developing or mastered on the rubric. This means that 82% of Composition Review students were able to demonstrate a sufficient level of grammar and mechanics.

For Additional Invention Techniques: 259 student portfolios were collected and evaluated using the standard rubric with 192 students receiving a level of mastery on this category. However, this means that only 74% of students actually

completed this additional invention technique. This data suggests that students should be instructed to keep prewriting activities as well as required to complete invention techniques.

For Additional Writing Processes:

259 student portfolios were collected and evaluated using the standard rubric with 186 students receiving a level of mastery on this category. However, this means that only 72% of students actually completed this additional writing process. This data suggests that students should be instructed to keep early drafts as well as required to complete early drafts.

Spring 2020

For Critical Thinking: 103 student portfolios were collected and evaluated using the standard rubric with 90 students earning a developing or mastered. This means that 87% of students were able to think critically over the selected readings to produce at least adequate reading responses. This number is even slightly higher than the fall even though this semester occurred during the pandemic.

For Knowledge of Conventions: 102 student portfolios were collected and evaluated using the standard rubric with 86 students earning a developing or mastered. This means that 84% of Composition Review students demonstrated a sufficient level of grammar and mechanics.

For Additional Invention Techniques: 104 student portfolios were collected and evaluated using the standard rubric with 70 students receiving a mastery score. This was the weakest area with only 67% of students actually completing an additional invention technique. This data suggests further investigation into why students are not submitting these additional invention techniques: is it the student not keeping his or her invention technique, or are instructors not assigning students pre-writing activities?

For Additional Writing Processes: 104 student portfolios were collected and evaluated using the standard rubric with 79 students receiving a mastery score. This was the weakest area with only 76% of students actually completing an additional invention technique. This percentage is actually 4 points higher than in fall though the spring student count is lower than fall, possibly skewing the data.

8. What is your analysis of the findings?

Students shined in both critical thinking and knowledge of conventions for both fall and spring. However, in additional invention techniques and additional writing processes, the data suggests that instructors need to encourage students more to keep pre-writing activities and early drafts as there is really no reason why the majority of students wouldn't have earned mastered in these areas. Another thought could be that the department also works on encouraging all faculty members to assign pre-writing activities and early drafts.

9. What is the action plan for the next academic year? (2020-2021) Explain.

There are only two major recommendations for this upcoming academic year:

- 1) In both full-time and part-time department meetings, instructors should be encouraged (and instructed) to require pre-writing activities and early drafts.
- 2) Next, feedback is needed on the reader response rubric that the two assessment leads for Composition Review created and piloted during the spring 2020 semester. Using a standard rubric for the reader response may provide us with more stable data in all areas, especially critical thinking and knowledge of conventions.