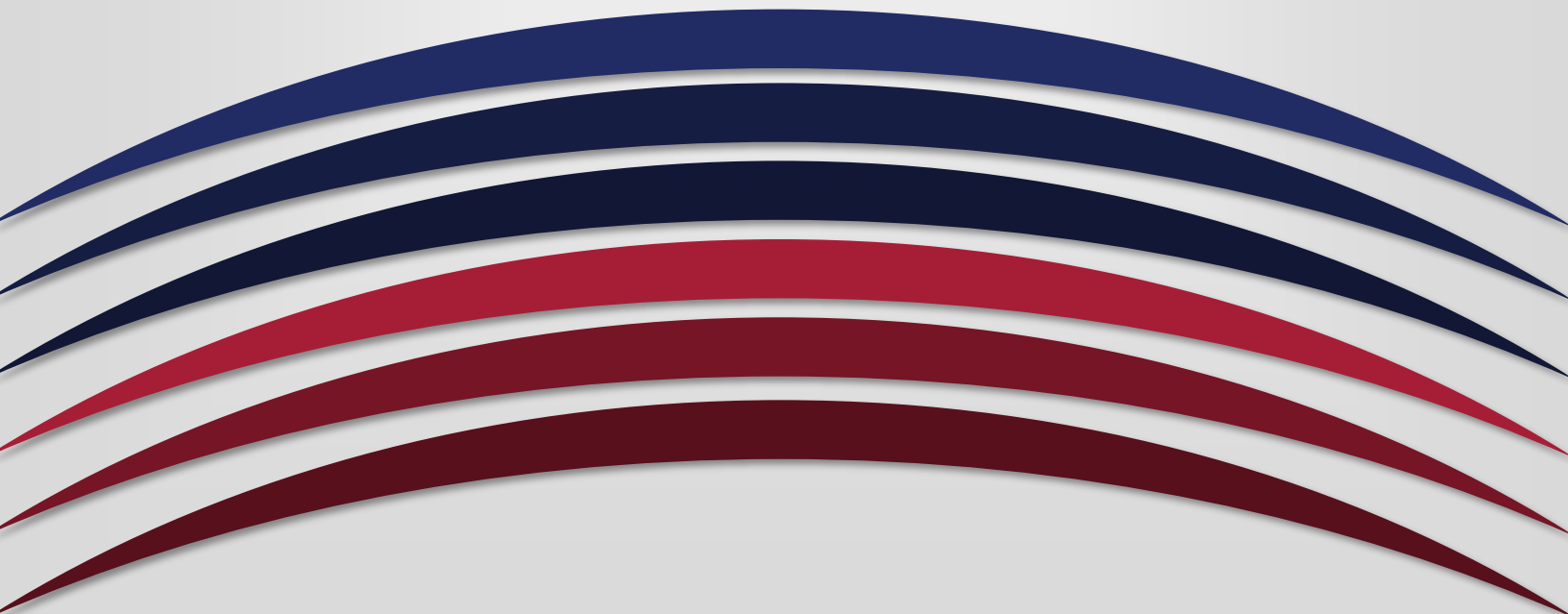


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: ENGL0111Composition Review
Academic Year: 2020-2021

Due to Chair/Program Director and Faculty Assessment Chair by
September 4



1. Name of course: ENGL0111- Composition Review
2. Name of individual(s) compiling report: Jessica Wise and Meredith Stanton
3. Date of submission: September 4, 2021
4. Academic year: 2020-2021

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 the academic year?

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

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

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.

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?

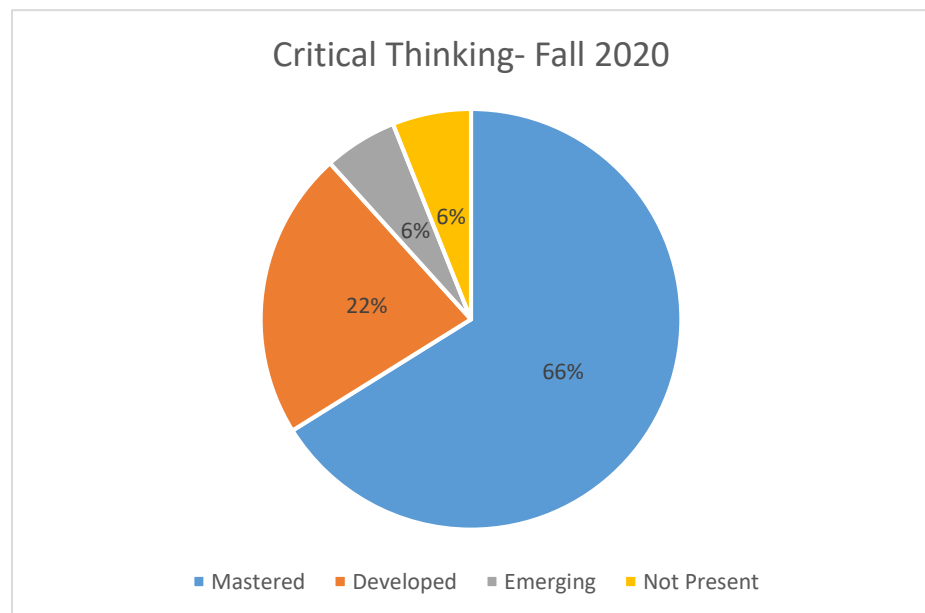
Composition Review students will improve their usage skills through grammar workshops in the following areas: run-on errors, comma usage, fragments, apostrophe use, verb tense, and frequently misused words. Composition Review will require at least five readings and at least five half-page journal responses 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), including benchmarks?

In each of the outcomes being reported, 70% of our Composition Review students will score developed or mastered 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).

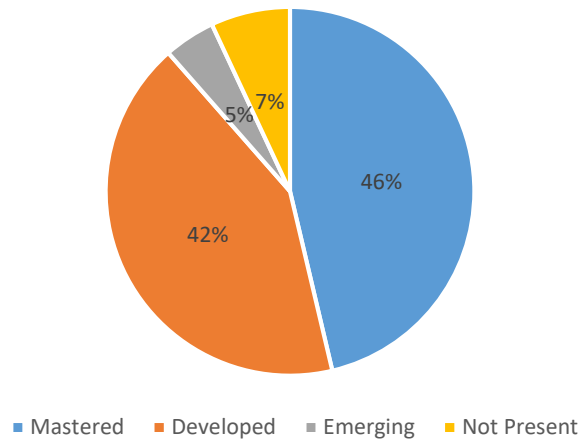
7. What were the findings for the academic year?

Fall 2020- Critical thinking—248 student reader responses were evaluated in the final portfolio with 164 students scoring a level of Mastered, 55 students scoring a level of Developed, 14 students scoring a level of Emerging, and 15 students scoring Not Present.



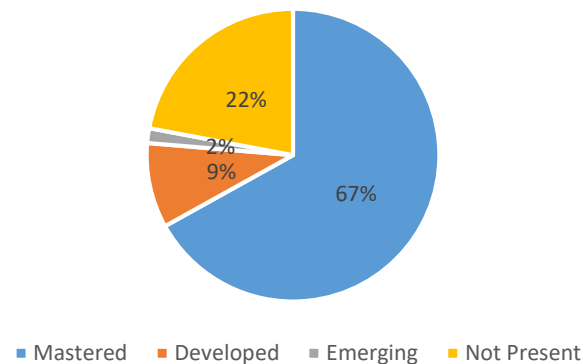
Fall 2020- Knowledge of Conventions- 244 student reader responses were evaluated in the final portfolio with 113 students scoring Mastered, 103 students scoring Developed, 11 students scoring Emerging, and 17 students scoring Not Present.

Knowledge of Conventions- Fall 2020



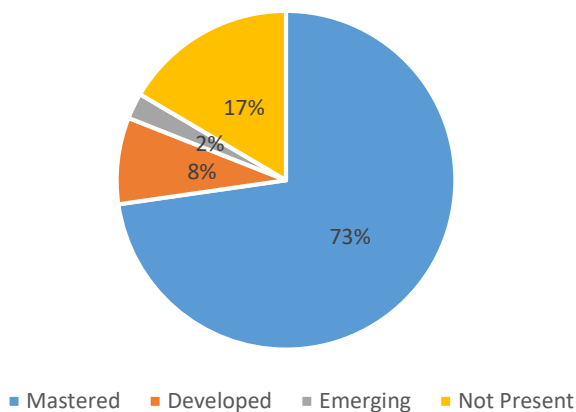
Fall 2020- Additional Invention Technique- 245 final portfolios were evaluated to see if students included an additional invention technique. 164 students scored a Mastered in the category while 23 scored Developed, 4 scored Emerging, and 54 scored Not Present.

Additional Invention Technique- Fall 2020



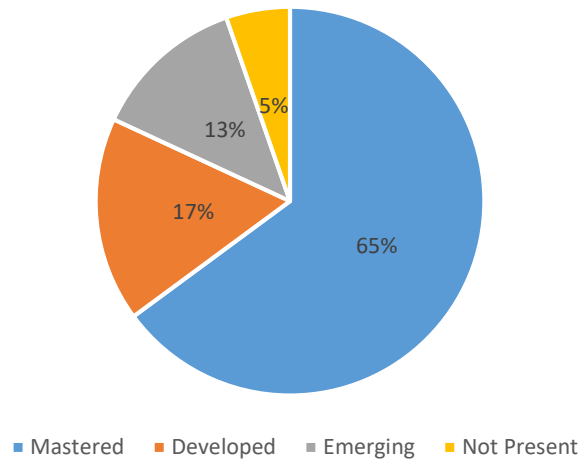
Fall 2020- Additional Writing Process- 242 student portfolios were evaluated to see if students included an additional rough draft with feedback. 176 students scored Mastered, 20 students scored Developed, 6 students scored Emerging, and 40 students scored Not Present.

Additional Writing Process- Fall 2020



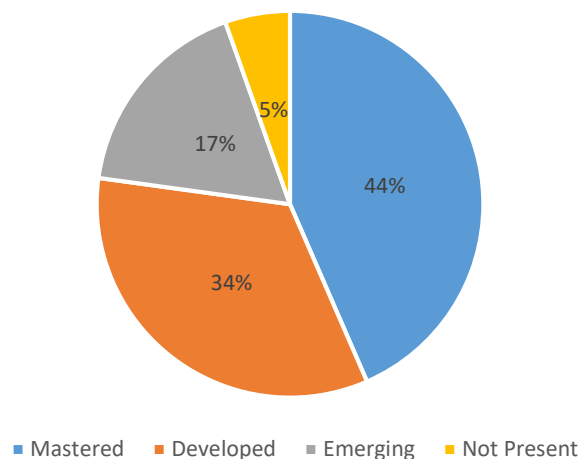
Spring 2021- Critical Thinking – 94 students submitted portfolios that included reader responses; these responses were evaluated with the following results: 61 students scored Mastered, 16 scored Developed, 12 scored Emerging, and 5 scored Not Present.

Critical Thinking- Spring 2021



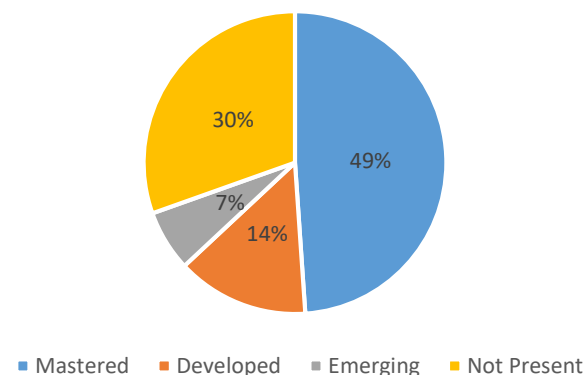
Spring 2021- Knowledge of Conventions- 92 students submitted final portfolios that included reader responses; these responses were evaluated with the following results: 40 students scored Mastered, 31 students scored Developing, 16 students scored Emerging, and 5 students scored Not Present.

Knowledge of Conventions- Spring 2021

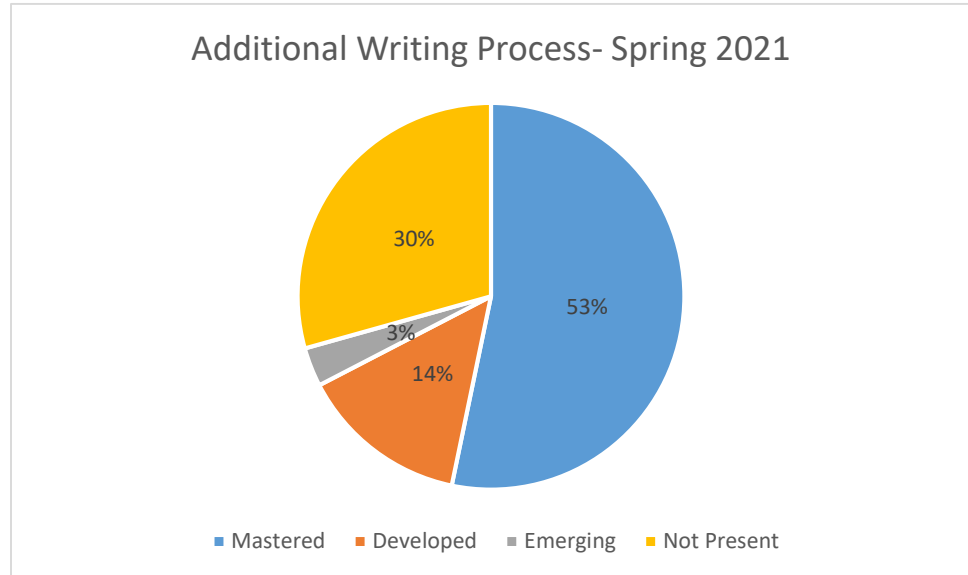


Spring 2021- Additional Invention Technique- 92 students submitted final portfolios; however, only 45 students earned a Mastered for additional invention technique, 13 earned Developed, 6 earned Emerging, and 28 did not include an additional invention technique, earning Not Present.

Additional Invention Technique- Spring 2021



Spring 2021- Additional Writing Process- 92 students submitted final portfolios; however, only 49 students earned a Mastered for additional invention technique, 13 earned Developed, 3 earned Emerging, and 27 did not include an additional writing process sample, earning Not Present.



8. What is your analysis of the findings?

For both fall and spring, students were consistent with the results for both Critical Thinking and Knowledge of Conventions. For Critical Thinking, 88% of students earned either Developed or Mastered in fall and then 82% of students earned either Developed or Mastered in the spring semester. For Knowledge of Conventions, students in the fall semester did slightly better than students in the spring with 88% earned Developed or Mastered in the fall and then 77% earning Developed or Mastered in the spring. Our assessment goals were met for both Critical Thinking and Knowledge of Conventions.

Where the data really seems to shift when comparing fall to spring is with the Additional Invention Technique and the Additional Writing Process. We did not meet our assessment goal, which was set at 75% of students to earn Mastered in both of these areas. Not only was our goal not met for fall or spring, but we saw a large dip between the two terms. 18% less students scored Mastered in the spring than the fall semester for Additional Invention Technique and 20% less students scored Mastered in the spring than in the fall semester for Additional Writing Process. For fall, we had 67% of students score Mastered for Additional Invention Technique with 73% of students scoring Mastered for Additional Writing Process. By the spring semester, these numbers dropped to 49% scoring Mastered for Additional Invention Technique and 53% scoring Mastered for Additional Writing Process. Therefore, we must focus on getting more students to include these items in the portfolio or look at whether these additional items are providing quality data for our reports.

9. What is the action plan for the upcoming academic year? Explain.

- 1) Meet with faculty who teach Comp Review to ensure invention techniques and drafts are being required for each paper. Also, brainstorm other ways to possibly assess how we are teaching a variety of strategies for generating and revising text (CLO #2).
- 2) Share revision strategies and strategies to generate ideas along with ways for students to save these steps of the writing process.
- 3) Distribute the reader response rubric to Comp Review faculty for edits/revisions and finalize a plan for using that rubric to provide consistency in scoring reader responses.
- 4) Meet with faculty who teach Comp Review to analyze the summer data and make a recommendation as to whether Comp I with Review should or shouldn't be offered all online during the summer sessions.