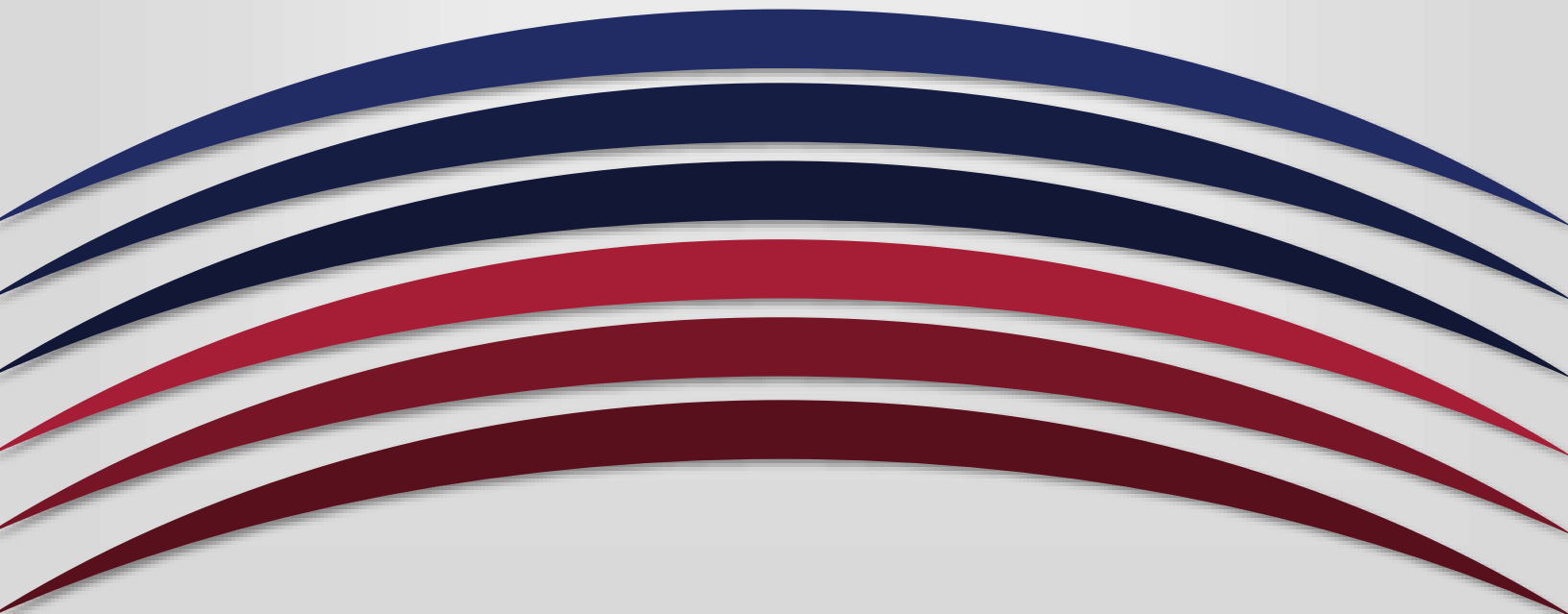# University of Arkansas Pulaski Tech

Course-Level Assessment Report
Course: English 1311
Academic Year: 2020-21

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

1. Name of course:	English Composition I
2. Name of individual(s) compiling report:	Jennifer Atkins-Gordeeva Leslie O'Malley
3. Date of submission:	Sept. 2021
4. Academic year:	2020-2021

Course-Level Learning Outcomes

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 the academic year?

All the CLOs were addressed and assessed using direct and indirect methods. All were reported:

1. Rhetorical Knowledge: Students will respond appropriately to various rhetorical situations, purposes, and audiences. (CLO 1)
2. Critical Thinking: Students will use writing and reading for inquiry, learning, thinking, and communicating. (CLO 2)
3. Academic Integrity: Students will integrate original ideas with those of others. (CLO 3)
4. Use of Invention Techniques: Students will develop flexible strategies for generating, revising, editing, and proofreading. (CLO 4)
5. Collaborative Writing Processes: Students will use collaborative writing processes. (CLO 5)
6. 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 in the upcoming academic year?

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

4. Explain the assessment cycle.

Each instructor uses the rubric to assess their students' assignment, then generate a report. During this cycle, the method (direct, portfolio) will be identical each year and all CLOs will be assessed, until further notice. AY 2020-2021 represents the first year of a three-year cycle.

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 three major compositions that address at least three of the following six genres: argument, narrative, analysis, report, review, and proposal. One must be a research paper that incorporates material from quality sources. Students will also submit a 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.

For this assessment, students' portfolios include evidence of writing diverse genres to diverse audiences, integration of sources, the use of invention techniques that illustrate multiple stages of the writing process, and the use of collaborative writing processes. The portfolios' artifacts include invention strategies, preliminary drafts, revisions, and polished projects. Students' portfolios also show evidence of metacognition of the development of skills through a final reflection.

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: Mastered,

Return to Top of Document

Developing, Emerging, and Not Present. This represents a change from skills-based language to a focus on student proficiency. Although the scoring is standardized, instructors do not necessarily associate the scores with grading of the portfolio. Each of the course learning outcomes are designated in the rubric.

We use a criteria threshold of 75%; we wish to see 75% of students illustrating "developing" or "mastered" levels. We know that other General Education courses are moving toward an 80% criteria threshold and are planning to do the same.

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

6. What are the assessment goal(s), including benchmarks?

The goals for assessment in Composition I are as follows:

- Establish a baseline. We want 75% of students to have developed or mastered 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 the academic year?

Table 1. AY 2020-2021, ENGL 1311 Portfolio Assessment Results, by CLOs. Amounts are in numbers of students unless indicated. Underlined values indicate areas that did not meet the benchmark: 75% meet the requirements of "Mastered" or "Developing."

| | # Evaluations | Number of students who meet the benchmark goals. | | | | | | |
		CLO 1 Rhetorical Knowledge	CLO 2 Critical Thinking	CLO 3 Academic Integrity	CLO 4 Use of Invention Techniques	CLO 5 Collaborative Writing Processes	CLO 6 Knowledge of Conventions	Self-Reflection
Total Online corequisite (hybrid/webinar)	28	22	23	<u>18</u>	<u>20</u>	21	21	<u>18</u>
Total Online	207	186	184	177	189	<u>144</u>	184	170
Total Concurrent	113	107	103	102	100	97	102	96
Total Traditional (corequisite and non-corequisite)	487	424	417	372	434	420	415	391
Total Students Assessed	835	739	727	669	743	682	722	675
% Total Students Assessed		89%	87%	80%	89%	82%	86%	81%

CLO 1

Out of 835 total students assessed for Rhetorical Situations (Rhetorical Knowledge), 739 (89%) scored Mastering or Developing.

Of those, 487 students were in traditional sections and 424 (87%) met the benchmark goal. Out of 207 online students, 186 (90%) met the benchmark goal. Of the 113 students in concurrent credit sections, 107 (95%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 22 (79%) met the benchmark goal.

CLO 2

Out of 835 total students assessed for Writing and Reading (Critical Thinking), 727 (87%) scored Mastering or Developing.

Of those, 487 students were in traditional sections and 417 (86%) met the benchmark goal. Out of 207 online students, 177 (86%) met the benchmark goal. Of the 113 students in concurrent credit sections, 102 (90%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 23 (82%) met the benchmark goal.

CLO 3

Out of 835 total students assessed for Academic Integrity, 669 (80%) scored Mastering or Developing.

Of those, 487 students were in traditional sections and 372 (76%) met the benchmark goal. Out of 207 online students, 184 (89%) met the benchmark goal. Of the 113 students in concurrent credit sections, 103 (91%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 16 (64%) met the benchmark goal.

CLO 4

Out of 835 total students assessed for Flexible Strategies (Use of Invention Techniques), 743 (89%) scored Mastering or Developing.

Of those, 487 students were in traditional sections and 372 (76%) met the benchmark goal. Out of 207 online students, 189 (91%) met the benchmark goal. Of the 113 students in concurrent credit sections, 100 (88%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 20 (71%) met the benchmark goal.

This CLO shows the single significant difference between traditional students who are enrolled in corequisite sections and traditional students who are enrolled in non-corequisite sections. 91% (n=287) of students in corequisite sections met the benchmark goal, compared with 85% (n=147) of students in non-corequisite sections. (See Table 2.)

CLO 5

Out of 835 total students assessed for Collaborative Writing Processes, 682 (82%) scored Mastering or Developing.

Of those, 487 students were in traditional sections and 420 (86%) met the benchmark goal. Out of 207 online students, 144 (70%) met the benchmark goal. Of the 113 students in concurrent credit sections, 97 (86%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 21 (75%) met the benchmark goal.

CLO 6

Out of 835 total students assessed for Knowledge of Conventions, 722 (86%) scored Mastering or Developing.

Of those, 487 students were in traditional sections and 415 (85%) met the benchmark goal. Out of 207 online students, 184 (89%) met the benchmark goal. Of the 113 students in concurrent credit sections, 102 (90%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 21 (75%) met the benchmark goal.

Self-Reflection

Out of 835 total students assessed, 675 (81%) scored Mastering or Developing on the Self-Reflection.

Of those, 487 students were in traditional sections and 391 (80%) met the benchmark goal. Out of 207 online students, 170 (82%) met the benchmark goal. Of the 113 students in concurrent credit sections, 96 (85%) met the benchmark goal. Of the 28 students in hybrid webinar sections, 18 (64%) met the benchmark goal.

Spring performance was significantly lower than was Fall. In Spring 2021, only 64% (n=18) of hybrid students, only 73% (n=45) of online students, and only 73% (n=69) of traditional students met the assessment goal of "Mastered" or "Developing" on the assessment.

Overall Findings

For all the CLOs, overall, 85% of all students met the assessment goal of "Mastered" or "Developing" on assessment of all the CLOs.

Table 2. AY 2020-2021, ENGL 1311 Portfolio Assessment Results of Traditional Students. Amounts are in numbers of students unless indicated, who meet "Mastered" or "Developing" requirements on the assessment.

	# Evaluations	Number of students who meet the benchmark goals.					
		CLO 1 Rhetorical Knowledge	CLO 2 Critical Thinking	CLO 3 Academic Integrity	CLO 4 Use of Invention Techniques	CLO 5 Collaborative Writing Processes	CLO 6 Knowledge of Conventions
Traditional (not corequisite)	172	150	147	131	147	148	148
		87%	85%	76%	85%	86%	86%
Total Traditional (corequisite)	315	274	270	241	287	272	267
		87%	86%	77%	91%	86%	85%
Total Traditional (corequisite and noncorequisite)	487	424	417	372	434	420	415
		87%	86%	76%	89%	86%	85%

8. What is your analysis of the findings?

CLO 1: Rhetorical Situations (Rhetorical Knowledge)

The assessment goal is met. The results show that 89% of students meet the threshold, which shares the highest success rate for any category. While all subpopulations of students met the benchmark of 75%, most exceeded 80%. Only one group, the online corequisite students, performed below this, with only 79% (n=22) hybrid students meeting the benchmark. The highest rate of success rate is found among concurrent students, with 95% (n=107).

These findings represent an improvement over AY 2019-2020.

CLO 2: Writing and Reading (Critical Thinking)

The assessment goal is met. All subpopulations of students met the benchmark of 75%, and all exceeded 80%. The results show that 87% of students meet the threshold. All classifications and sub-classifications of students meet the successful threshold. The highest rate of success, 91% (n=103) is found among concurrent students.

These findings represent an improvement over AY 2019-2020.

CLO 3: Academic Integrity

The assessment goal is met, but barely. The results show that 80% of students meet the threshold. Most subpopulations of students met the benchmark of 75%, and not all exceeded 80%. Traditional students did meet the 75% benchmark but are lower than an 80% goal. The highest rate of success, 90% (n=102), is found among concurrent students. Among students enrolled in the traditional sections, only 76% (n=372) met the goal; there was no significant difference between students enrolled in corequisite sections (77%) or in non-corequisite sections (76%). The lowest rate of success is found the students who took hybrid sections; among them, only 64% (n=18) met the assessment goal.

These findings represent an overall improvement over AY 2019-2020, but there is a drop in the success rate of students in traditional courses.

CLO 4: Flexible Strategies (Use of Invention Techniques)

The assessment goal is met. The results show that 89% of students meet the threshold, which shares the highest success rate for any category. However, the subpopulation of online corequisite (hybrid) students did not meet the threshold, with only 71% (n=20) of those students meeting the assessment goal. The highest rate of success (91%) was found among corequisite students in traditional sections (n=287) and among online students (n=189) (Table 2 and Table 1).

These findings represent an overall minor improvement over AY 2019-2020, but there was a significant improvement among online students and among traditional students.

CLO 5: Collaborative Writing Processes

The assessment goal is met. The results show that 82% of students meet the threshold. Most subpopulations of students met the benchmark of 75%, and not all exceeded 80%. However, the subpopulation of online students did not meet the threshold, with only 70% (n=144) of those students meeting the assessment goal. The second lowest rate of success is found among students who took hybrid sections; among them, only 75% (n=21) met the assessment goal. The highest rate of success (86%) was found among both traditional and concurrent credit students.

These findings represent a minor drop in success from AY 2019-2020, particularly from the success of Fall 2019. Success rates among online students show the most significant decline; they have continued to drop from Fall 2019 (83%, n=72) and Spring 2020 (76%, n=50) to Fall 2020 (72%, n=105) and Spring 2021 (63%, n=39).

CLO 6: Knowledge of Conventions

The assessment goal is met. The results show that 86% of students meet the threshold. All subpopulations of students met the benchmark of 75%, and not all exceeded 80%. Traditional students did meet the 75% benchmark but are lower than an 80% goal. The highest rate of success, 90% (n=102), is found among concurrent students. Among students enrolled in the traditional sections, 85% (n=415) met the goal; there was no significant difference between students enrolled in corequisite sections (85%) or in non-corequisite sections (86%). The lowest rate of success is found the students who took hybrid sections; among them, only 75% (n=21) met the assessment goal.

These findings represent an overall improvement over AY 2019-2020.

Self-Reflection

Though the self-reflection is not one of the course learning outcomes, it is an assignment of interest. The assessment goal for this assignment is met, with 81% (n=675) of total students meeting the goals. Spring 2021 had lower performance than did Fall 2021. As noted above, in Spring 2021, only 64% (n=18) of hybrid students, only 73% (n=45) of online students, and only 73% (n=69) of traditional students met the assessment goal of "Mastered" or "Developing" on the assessment.

These findings represent an overall improvement over AY 2019-2020, and Spring 2021 shows a slight improvement over Spring 2020, though it is lower than Fall 2020.

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

Our program has modified the rubric for AY 2021-2022 to make changes in the sections regarding CLOs 4 and 5, Flexible Strategies and Collaborative Writing. For this reason, the department will continue to report assessment results in this area.

Online corequisite (hybrid) instructors should adjust their approach to provide more direction and support in rhetorical knowledge (CLO 1) as this subpopulation did not meet the benchmark in several areas.

To improve academic integrity (CLO 2), students in both corequisite and non-corequisite courses need stronger instruction, in-class practices, resources, and support as they continue to barely meet benchmark. Faculty should develop additional in-class practices with recognizing

and integrating sources and have supports for sharing them in an online space. We suggest faculty share assignments, particularly low-stakes assignments to help with this.

Online (corequisite and non-corequisite) students need more opportunities to collaborate with their peers and instructors. It is possible that they are collaborating more but do not know how to show it in the portfolio. Instructors may also need to scaffold introductions to artifacts in their portfolios. More assistance with this may be necessary; it is likely that the new language in the rubric will result in a change in the scoring of this learning outcome. We suggest faculty share assignments or tools, particularly for peer review assignments to help with this.

Online and hybrid populations may also need more support in practice of knowledge of conventions. Attention should be paid to providing online students with support in developing knowledge of conventions outside of grammar and mechanics. This support may include increased peer and instructor feedback for organization, structure, etc.

Regarding the self-reflection, this is a newer assignment, so it may continue to require an adjustment to expectations. Students in traditional corequisite courses may need more support to complete the reflection successfully. We suggest that faculty share reflection assignments and methods so faculty can see options.

This is the second year this skill has been assessed, and the self-reflection continues to be an area of weakness. Instructors may need to introduce the concept of self-reflection earlier in the semester and provide clearer guidance on this part of the portfolio. Additional support is particularly important in the Spring semester when students typically have been less likely to turn in the assignment.

Since so many of the above suggestions include faculty share of assignments, we recommend use of a collaborative digital space as a platform.

Since other General Education courses are moving to an 80% assessment threshold, we plan to do the same for Composition I.