



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: ENGL 1312**

**Academic Year: 2020-2021**

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



1. Name of course: ENGL 1312
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3. Date of submission: 21 September 2021
4. Academic year: 2020-2021

## Course-Level Learning Outcomes

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

**Rhetorical Situations:** Respond appropriately to various rhetorical situations, purposes, and audiences

**Reading and Writing:** Use writing and reading for inquiry, learning, thinking, and communicating (Active)

**Academic Integrity:** Integrate original ideas with those of others (Active)

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

**Collaborative Writing:** Use collaborative writing processes

**Knowledge of Conventions:** Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation (Active)

### 2. Which CLOs were addressed for the academic year?

- Reading and Writing
- Academic Integrity

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

- Reading and Writing
- Academic Integrity

### 4. Explain the assessment cycle.

Composition II is assessed on a three-year cycle, and the last cycle was completed in the 2018-2019 school year. The new cycle began in Fall 2019. Each semester, data is compiled from the assessment of the portfolio, according to the

rubric the English discipline has instituted. This report addresses the second year of the three year cycle started in Fall 2019.

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

The course will continue English Composition I's focus on voice, tone and style, awareness of audience, and various writing strategies, including peer review, drafting, editing, researching, and incorporating multiple sources. 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 higher-order critical thinking skills, particularly evaluation, analysis, and synthesis. 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.**

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

The assessment goals for the 2021-2022 school year will continue for one more year the focus to see if the disparity was a result of the state of the school during COVID-19. Should it prove to be the same, the leads will direct toward other outcomes. The benchmarks will remain at 80%.

## 7. What were the findings for the academic year?

### Fall 2021

**For Writing and Reading:** Out of 96 traditional students assessed for Writing and reading, 41 (42.7%) scored Mastered, 35 (36.5%) scored Emerging, 14 (14.6%) scored Developing, and 6 (6.3%) scored Not Present. Out of 162 online students assessed for 93

(57.4%) scored Mastered, 40 (24.7%) scored Emerging, 21 (13.0%) scored Developing, 8 (4.9%) scored Not Present.

**For Academic Integrity:** Out of 94 traditional students assessed for Academic Integrity, 42 (44.7%) scored Mastered, 24 (25.5%) scored Emerging, 19 (20.2%) scored Developing, and 9 (9.6%) scored Not Present. Out of 163 online students assessed for Academic Integrity, 79 (48.5%) scored Mastered, 66 (40.5%) scored Emerging, 16 (9.8%) scored Developing, 2 (1.2%), scored Not Present.

### Spring 2021

**For Writing and Reading:** Out of 113 traditional students assessed for Writing and Reading, 77 scored Mastered (68.1%), 25 scored Developing (22.1%), 10 scored Emerging (8.9%), and 1 scored Not Present (.9%). Out of 243 online students assessed for Critical Thinking, 120 (49.4%) scored Mastering, 96 (39.5%) scored Developing, 26 (10.7%) scored Emerging, and 1 (.4%) scored Not Present.

**For Academic Integrity:** Out of 113 traditional students assessed for Academic Integrity, 59 (52.2%) scored Mastered, 39 (34.5%) scored Developing, 13 (11.5%) scored Emerging, and 2 (1.8%) scored Not Present. Out of 242 online students assessed, 105 (43.4%) scored Mastered, 92 (38%) scored Emerging, 42 (17.3%) scored Developing, and 3 (1.2%) scored Not Present.

## 8. What is your analysis of the findings?

**For writing and reading:** We raised the benchmark to 80%. Traditional students in fall (79%) fell short of the 80% benchmark, while traditional students in spring (82.1%) surpassed the benchmark. The shift from earlier trends is likely due to the pandemic forcing more students online. Traditional students in spring surpassed the benchmark (90%), as did online students (88.9%). The disparity between the fall and spring semesters has been documented before, and might be related to faculty and students becoming more familiar with the capstone project.

**For academic integrity:** With the benchmark at 80% for academic integrity, traditional students in the fall semester missed the benchmark considerably (70%), though in the spring, they met it (86%). The disparity is larger than in past years, and fell short of the rates of the previous year. It should be noted that fall 2019 was pre-pandemic, and the circumstances from that probably altered those numbers. For online students, the numbers surpassed the benchmark considerably. In the fall online students (88.9%) were more successful than online students were in the spring (81.4%).

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

### Explain.

While we seemed to have been consistently improving, there are still inconsistencies that break away from traditional trends. The academic integrity numbers struck well below

the benchmark in fall for traditional students, and the spring scores for online students cleared the benchmark, but did so with a reverse in trend that we are used to seeing in ENGL 1312. The hope is being back to school full time in 2021-2022 will back the numbers rising, but with a more consistent, traditional basis that will hopefully become the norm.

We plan on continuing to monitor the benchmarks we've set, though we are confident this will be the last year based on the trends we've seen.