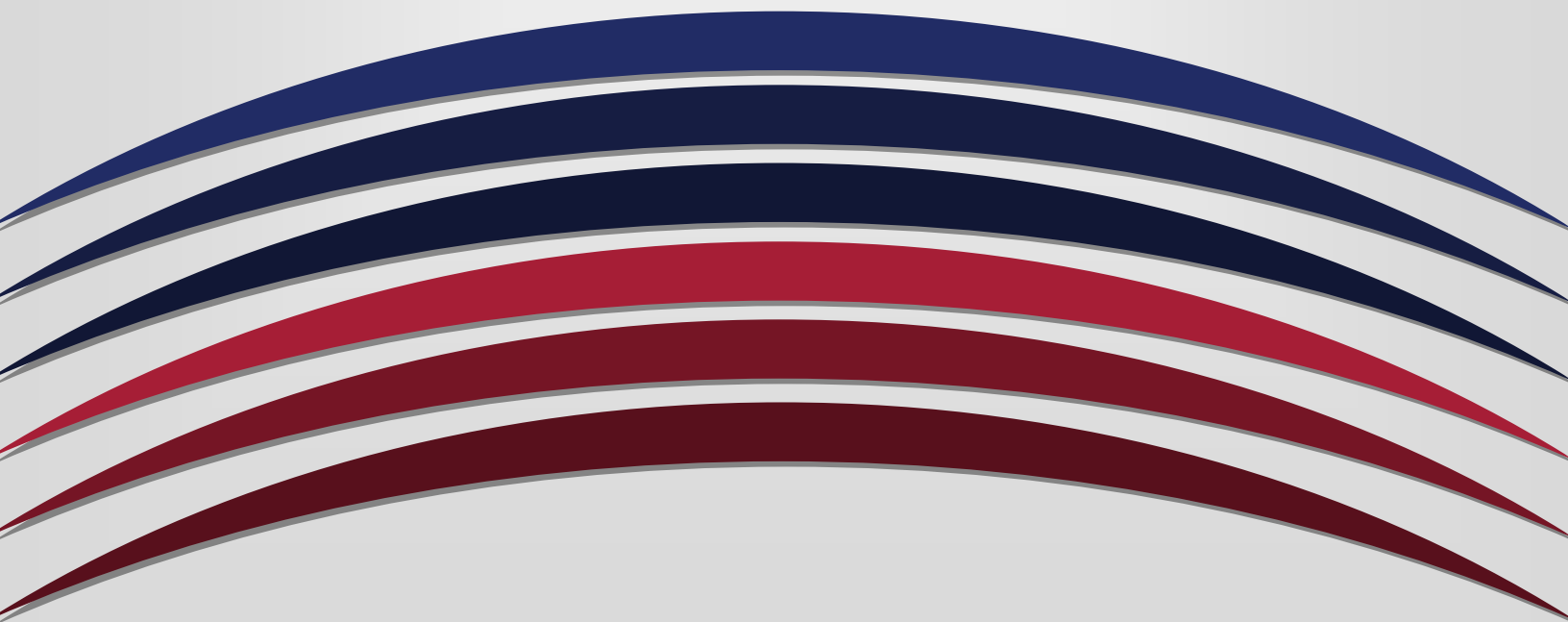


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: ____ENGL0111 Composition
Review____
Academic Year: ____2021-2022____



1. Name of course: Composition Review (ENGL0111)
2. Name of individual(s) compiling report: Jessica Wise and Meredith Stanton
3. Date of submission: 9/2022
4. Academic year: 2021-2022

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, and CLO #3

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

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

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

This course helps support the gateway course, ENGL1311 Composition I, addressing communication, critical thinking, and information literacy (ILOs).

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students across all sections completed a final portfolio. A common rubric was addressed to address the course-level outcome #1 - Students will demonstrate an awareness of usage and mechanics through developing and revising compositions.</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores in developing or mastered category for knowledge of conventions.</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>70% of students in the course achieve success on the CLO category of the common rubric.</i></p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p>Fall <i>164 students assessed 86% successful</i></p>	<p>Spring <i>59 students assessed 81% successful</i></p>
<p>Academic Year Total (add the numbers from Fall and Spring)</p>	<p><i>223 students assessed 189 successful (85% success rate)</i></p>	

Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No
<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students across all sections completed a final portfolio. A common rubric was addressed to address the course-level outcome #2 - Students will demonstrate critical thinking skills by reading texts in various genres and responding and developing compositions.</i></p>	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	Yes	No
How do you define success for an individual student on the CLO assessment assignment or measure?	<p><i>Student scores in developing or mastered category for knowledge of conventions.</i></p>	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	<p><i>70% of students in the course achieve success on the CLO category of the common rubric.</i></p>	
How many students completed the assessment, and how many were successful?	<p>Fall</p> <p><i>164 students assessed</i></p> <p><i>87% successful</i></p>	<p>Spring</p> <p><i>59 students assessed</i></p> <p><i>86% successful</i></p>
Academic Year Total (add the numbers from Fall and Spring)	<p><i>223 students assessed</i></p> <p><i>194 successful</i></p> <p><i>(87% success rate)</i></p>	
Was the benchmark/goal for this academic year met?	Yes	No

Were standardized rubrics, tests, or checklists used?	Yes	No
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<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students across all sections completed a final portfolio. A common rubric was addressed to address the course-level outcome #3 - Students will develop a variety of strategies for generating text and for revising.</i></p>	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	Yes	No
How do you define success for an individual student on the CLO assessment assignment or measure?	<p><i>Student scores in developing or mastered category for knowledge of conventions.</i></p>	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	<p><i>75% of students in the course achieve success on the CLO category of the common rubric—additional invention technique and additional writing process categories were averaged to show how the students performed when generating ideas and revising text.</i></p>	
How many students completed the assessment, and how many were successful?	<p>Fall</p> <p><i>164 students assessed</i></p> <p><i>80% successful</i></p>	<p>Spring</p> <p><i>59 students assessed</i></p> <p><i>64% successful</i></p>
Academic Year Total (add the numbers from Fall and Spring)	<p><i>223 students assessed</i></p> <p><i>169.5 successful</i></p> <p><i>(76% success rate)</i></p>	
Was the benchmark/goal for this	Yes	No

academic year met?		
Were standardized rubrics, tests, or checklists used?	Yes	No

Students will demonstrate critical thinking skills by reading texts in various genres and responding and developing compositions.

5. What is your analysis of the findings?

For CLO 1. Students will demonstrate an awareness of usage and mechanics through developing and revising compositions.

Students submitted three reader responses in their final portfolio to demonstrate their knowledge of conventions. The results showed that students mostly mastered this skill with the overall academic year showing 85% of students were developed or mastered.

For CLO 2. Students will demonstrate critical thinking skills by reading texts in various genres and responding and developing compositions.

Students submitted three reader responses in their final portfolio to demonstrate their ability to think critically over a text. A majority of students, 87% for the academic year, scored developing or mastered for critical thinking, showing that the students performed well and can clearly communicate thoughts and opinions on a variety of readings.

For CLO 3. Students will develop a variety of strategies for generating text and for revising.

Students submitted additional invention techniques and an additional rough draft to show their ability to generate ideas and revise text. Unfortunately, students did not submit these additional items consistently with spring showing only 64% success. This data does not provide enough information on whether students have developed the capacity to revise text and generate ideas.

6. What is the action plan for the upcoming academic year?

Explain.

- *Based on this year's data and previous years, it is proposed that a new assessment method is implemented for the 2023-2024 academic year. The current assessment method is limiting data analysis of course-level outcomes, as lack of submission is resulting in skewed data results. Looking directly at a single reader response,*

rough and final draft, using a common rubric, would provide a more detailed picture of the student's success in relation to course-level outcomes.

- *Course-level outcomes should be revised to ensure that students being assessed have gained the necessary skills to be successful in the gateway course.*