UNIVERSITY OF ARKANSAS
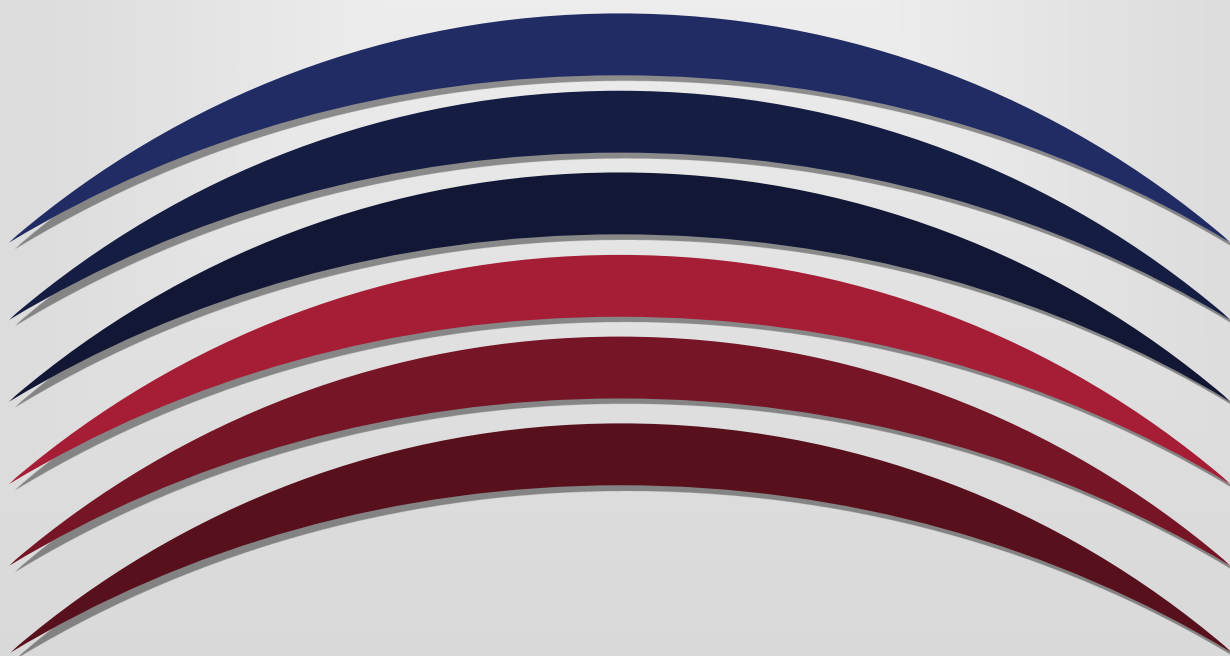# PULASKI TECH

Course-Level Assessment Report
Course: ENGL 1311
Academic Year: 2021-22

1. Name of course: English Composition I

2. Name of individual(s) compiling report: Jennifer Atkins-Gordeeva and Deana Nall

3. Date of submission: Sept. 2022

4. Academic year: 2021-2022

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

ILO 3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

• Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.

• Consider diverse communities in multiple contexts.

ENGL 1311's CLO 1 (Rhetorical Knowledge) corresponds directly to ILO 3 (Communication) because students are required to consider contexts and audiences and change the message to meet the needs of the audience, purpose, and context. In our opinion, the current assessment method (capstone portfolio), which has been reported here, illustrates student success with the second bullet point of this ILO.

An additional assessment method, the "final paper," which is not reported here, also helps measure the first bullet point because it assesses how students "organize and present in written format well-supported ideas formally." Future reports can include data from this assessment method.

ILO 4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)
This may include the ability to:

• Apply appropriate methods to solve problems or address issues.

• Use evidence to justify conclusions.

An assessment method, the "final paper," which is not reported here, helps measure the first bulletpoint because it assesses how students "organize and present in written format well-supported ideas formally." Future reports can include data from this assessment method.

GELO 1. Communicate Effectively: Create oral presentations or written compositions that are informative, well-reasoned, organized and demonstrate knowledge of conventions.
GELO 1 "Communicate Effectively" is directly related to CLO 2 (Critical Thinking), CLO 3 (Academic Integrity), and CLO 6 (Knowledge of Conventions).

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.

Assessment Methods- How did you assess student learning (define direct assessment methods used)	For all CLOs, we use a single direct assessment, the student portfolio. Students' portfolios include evidence of writing diverse genres to diverse

in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	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. All instructors assess their sections' essays and generate a rubric evaluation report, then send the report to the departmental assessment head.	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	*Yes* We have included data from Institutional Review that indicates pass and fail rates for AY 2021-2022. This is reported here, as Addendum B.	*No*
How do you define success for an individual student on the CLO assessment assignment or measure?	Success: A student scores "mastered" or "developing" on the CLO. 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, Developing, Emerging, and Not Present. Each of the course learning outcomes are designated in the rubric.	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	We use a criteria threshold of 80%; we wish to see 80% of students illustrating "developing" or "mastered" levels for each CLO. The 2021-2022 school year is the first in which the threshold is 80% (increased from the previous threshold of 75%, which was used through spring 2021).	
How many students completed the assessment, and how many were successful? These semesterly results describe total students. See Addendum A for data breaking down assessment for subgroups of students, by semester and by year.	Fall 2021 Rhetorical Knowledge 417 students assessed 378 successful (90% success rate) Critical Thinking 417 students assessed	Spring 2022 Rhetorical Knowledge 134 students assessed 119 successful (89% success rate) Critical Thinking 134 students assessed

	366 successful (88% success rate)	109 successful (81% success rate)
	Academic Integrity 417 students assessed 350 successful (84% success rate)	Academic Integrity 134 students assessed 98 successful (73% success rate)
	Use of Invention Techniques 417 students assessed 372 successful (89% success rate)	Use of Invention Techniques 134 students assessed 120 successful (90% success rate)
	Collaborative Writing Processes 417 students assessed 330 successful (79% success rate)	Collaborative Writing Processes 134 students assessed 98 successful (73% success rate)
	Knowledge of Conventions 417 students assessed 367 successful (88% success rate)	Knowledge of Conventions 134 students assessed 115 successful (86% success rate)
	Self-Reflection 417 students assessed 348 successful (83% success rate)	Self-Reflection 134 students assessed 109 successful (81% success rate)
	Portfolio Presentation 340 students assessed 284 successful (84% success rate)	Portfolio Presentation 134 students assessed 104 successful (78% success rate)
Academic Year Total (add the numbers from Fall and Spring) These annual results describe total students. See Addendum A for data breaking down assessment for subgroups of students, by semester	**Academic Year 2021-22** **Indirect Course Data:** Number of students enrolled in ENGL 1311: 1467 Number of students who earned an A, B, or C in ENGL 1311: 839 Number of students assessed: 551	

and by year. See Addendum B for indirect course data.	**Direct Course Data**
	CLO 1: Rhetorical Knowledge 551 students assessed 497 successful (90% success rate) CLO 2: Critical Thinking 551 students assessed 475 successful (86% success rate) CLO 3: Academic Integrity 551 students assessed 448 successful (81% success rate) CLO 4: Use of Invention Techniques 551 students assessed 492 successful (89% success rate) CLO 5: Collaborative Writing Processes 551 students assessed 428 successful (78% success rate) CLO 6: Knowledge of Conventions 551 students assessed 482 successful (87% success rate) Self-Reflection 551 students assessed 457 successful (83% success rate) Portfolio Presentation 474 students assessed 388 successful (82% success rate)

Was the benchmark/goal for this academic year met?	*Yes* The benchmark was met for CLOs 1, 2, 3, 4, and 6.	*No* The benchmark was met for every learning objective except for Collaborative Writing, CLO 5
Were standardized rubrics, tests, or checklists used?	*Yes* Instructors assess the rubrics in the Spring and make changes as needed for the following academic year. All instructors assess their sections' essays and generate a rubric evaluation report, then send the report to the departmental assessment head.	*No*

4. What is your analysis of the findings?

A total of 551 students were assessed for AY 2021-22, yet 1467 were enrolled in ENGL 1311 and 839 students passed ENGL 1311 with an A, B, or C.

For CLO 1, Rhetorical Situations (Rhetorical Knowledge)
The results show that 475 (86%) of total assessed students meet the threshold. All subgroups of students meet the successful threshold except for some Spring students. Assessed Fall students illustrated success at a higher percentage than Spring (88% Fall and 81% Spring). Spring students in traditional, non-corequisite sections had the lowest rate of success (70%) and Spring students in all online courses (including webinars) had the next lowest rate of success (79%). The highest rate of success (92%) is found among the early college, concurrent students. These results for total success are similar to the previous year in which 566 (87%) of 2020-21 students met the threshold.

For CLO 2, Writing and Reading (Critical Thinking)
The results show that 475 (86%) of total assessed students meet the threshold. All subgroups of students meet the successful threshold except for some Spring students. Assessed Fall students illustrated success at a higher percentage than Spring (88% Fall and 81% Spring). Spring students in traditional, non-corequisite sections had the lowest rate of success (70%) and Spring students in all online courses (including webinars) had the next lowest rate of success (79%). The highest rate of success (92%) is found among the early college,

concurrent students. These results for total success are similar to the previous year in which 566 (87%) of 2020-21 students met the threshold.

For CLO 3, Academic Integrity
The results show that 448 (81%) of total assessed students meet the threshold. This may appear to indicate success but it is clear that multiple subgroups of students did not meet the threshold. Too few students (98, 73%) in the Spring semester met the threshold, far less than those in the Fall (350, 84%). The lowest rates of success are found among Spring students in traditional, non-corequisite courses (15, 65%) far less than those students in the Fall (80, 87%); furthermore, Spring students in all traditional classes show lower rates of success in the Spring (55, 76%) than in the Fall (227, 84%). Spring students in online courses also did not meet thresholds in non-webinar (34, 69%) and in all Spring online including webinars (38, 67%); as a result, for the year, students in online classes did not, as a subgroup, meet the threshold (126, 75%). The highest rate of success is found among students in concurrent credit courses (35, 92%). The highest consistent rates of success were found among students in traditional corequisite courses (83% for each semester and annually). These results of total numbers of students who meet the threshold are similar to the previous year (2020-21: 518, 80%), but the subgroups have changed. In the previous year, online students showed a higher rate of success for the 2020-21 year (123, 85%) than they did for the current year (126, 75%).

For CLO 4, Flexible Strategies (Use of Invention Techniques)
The results show that 492 (89%) of total assessed students meet the threshold. All subgroups of students meet the successful threshold, over the year and by semester. The highest rates of success are found in concurrent credit students (36, 95%) and traditional, non-corequisite students (106, 92%). That population of traditional, non-corequisite students varied in performance between Fall (87, 95%) and Spring (19, 83%). These results indicate that this year's success is similar to the previous year (2020-21: 577, 89%).

For CLO 5, Collaborative Writing Processes
The results show that students did not meet the threshold for this learning objective; only 428 (78%) of assessed students met the threshold. This shortfall was evident in almost all student subgroups. Fall students were more likely to meet the threshold than Spring students (330, 79% for Fall; 98, 73% for Spring). Among subgroups, online students (131, 78%) were slightly more likely to meet the threshold than traditional counterparts (255, 75%); and students in traditional corequisite courses (180, 78%) were more likely to meet the threshold than students in traditional non-corequisite courses (82, 71%). Students in Spring traditional courses were the least likely to meet the threshold (48, 67%). The highest rate of success is found among students in concurrent courses (35, 92%). These results are lower than those in the previous year, in which 518 (80%) of AY 2020-21 students met the threshold.

For CLO 6, Knowledge of Conventions

The results show that 482 (87%) of total assessed students meet the threshold. All subgroups of students meet the successful threshold, over the year and by semester. The highest rate of success is held by two subgroups, concurrent college students (36, 95%) and online, non-webinar Fall students (87, 95%). All online students (153, 92%) showed higher success rates than students in traditional classes (288, 84%). These results are similar to those of the previous year, in which 564 (87%) of AY 2020-21 students met the threshold.

Self-Reflection

The results show that 457 (83%) of total assessed students meet the threshold. All subgroups of students meet the successful threshold over the year. Students in Spring traditional courses did not meet the threshold and fewer (55, 76%) met the threshold than their Fall (224, 83%) counterparts or their Spring online counterparts (137, 82%). These results are similar to those of the previous year, in which 543 (84%) of AY 2020-21 students met the threshold.

Portfolio Presentation

This is a new assessment for us and 2021-22 is the first year to measure it and 474 students were assessed. The results show that 388 (82%) of total assessed students meet the threshold. The number of students who were assessed was low because not all faculty measured it during the Fall. Though more faculty assessed for portfolio presentation in the Spring, fewer students met the threshold. In the Spring, too few students met the threshold (104, 78%). This is the one area in which early college, concurrent students did not meet the threshold but that is at least partially due to low numbers; only 12 students were assessed and only 9 illustrated "mastered" or "developed." The highest success is found among traditional, non-corequisite Fall students (68, 84%) and all Fall students (284, 84%).

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

Our main areas of concern are CLO 2, Academic Integrity, and CLO 5, Collaborative Writing Processes, so our action plan primarily focuses on ways to improve in these areas while addressing the remaining CLOs.

Academic integrity success rates have trended downward from Fall 2021 to Spring 2022. Students barely met the benchmark in the Fall, and then dropped below the benchmark in the Spring. To reverse this trend, we recommend strengthening instruction, in-class practices, resources, and support in this area. Special attention should be paid to online and webinar classes since these students presented the lowest percentages. Special attention should also be given to Spring courses since multiple subgroups of students did not meet the threshold in those courses. Faculty should develop additional in-class practices with recognizing and integrating sources and have resources and supports for sharing them in an online space. We suggest faculty share assignments, particularly low-stakes assignments and online assignments, to help with this. We believe specialized professional development

sessions on this topic would be beneficial.

Another area of needed improvement is collaborative writing processes. Overall during the 2021-2022 school year, students did not meet the benchmark. To improve the rate of success for students in this outcome, instructors need to provide opportunities for students to collaborate with each other, and they also need to make sure students know what they are doing in these opportunities is collaboration. Instructors also need to make feedback on drafts accessible to online students, and these students need to know how to use this feedback for revisions. We suggest that faculty share reflection assignments and methods so faculty can see options. Because concurrent students were the exception in Fall 2021, we would like to learn how concurrent credit instructors are teaching collaborative assignments with such strong success rates. Two faculty members planned and presented a Fall 2022 PD session on collaboration techniques in an online setting, and more professional development opportunities could be offered on these techniques.

For Knowledge of Conventions, success rates among students in traditional classes also showed a drop below the benchmark from Fall 2021 to Spring 2022. We suggest stronger in-class instruction on conventions for students in these classes.

In Self-Reflection, a newer assignment, students in traditional corequisite and non-webinar online courses show a need for more support to complete the reflection successfully. We suggest that faculty share reflection assignments and methods for all subgroups so faculty can see options. We also suggest a professional development session on supporting students in self-reflection.

Another newer assignment is Portfolio Presentation, in which success rates dropped slightly from Fall 2021 to Spring 2022. Not all faculty assessed for portfolio presentations, so this area may continue to require an adjustment to expectations. Students in concurrent courses especially need support in this area, so we suggest concurrent credit instructors strengthen their instruction in this outcome. For all courses, we continue to suggest that faculty consider the diverse ways in which good presentation can be shown and develop a way to visually represent successful portfolios, and we suggest offering faculty education opportunities on this topic.

Data collection is an ongoing challenge. Though we had 1467 students enrolled in ENGL 1311 and 839 students passed the course with an A, B, or C. Due to the nature of our assessment, portfolios tend to be turned in for students who pass, and instructors do not submit data for portfolios that are not graded, indicating only 551 (~66%) of students who pass are represented in this assessment. This low percentage likely indicates gaps in our reporting. We need to figure out causes and solutions so that all student successes can be represented. A specific example of a gap in data collection is found in Spring 2022, in which only one corequisite webinar section's rubric evaluation report was sent in though four sections of corequisite webinars were taught. Another possible gap in data collection is found in concurrent credit courses. The data collection gap does not only affect one subgroup, and action needs to be taken. Suggested solutions include continued direct inquiries when faculty do not turn in reports, education about rubric evaluation, and

additional reminders about some of the challenges particular to Blackboard rubric evaluation reports.

Addendum A. Assessment Data, totals, in subgroups, by semester and year. AY 2021-22.

	Evaluations, #	Rhetorical Knowledge	Critical Thinking	Academic Integrity	Use of Invention Techniques	Collaborative Writing Processes	Knowledge of Conventions	Self-Reflection	Portfolio Presentation
		The numbers below indicate the number of assessed students who successfully met the benchmark for the CLO. Percentages represent % of successful divided by number of evaluations.							
Total, Of All Students Assessed Fall 2021	417	378	366	350	372	330	367	348	284
		90%	88%	84%	89%	79%	88%	83%	84% of 340
Total, Of All Students Assessed Spring 2022	134	119	109	98	120	98	115	109	104
		89%	81%	73%	90%	73%	86%	81%	78% of 134
Total, Of All Students Assessed AY 2021-2022	**551**	**497**	**475**	**448**	**492**	**428**	**482**	**457**	**388**
		90%	86%	81%	89%	78%	87%	83%	82% of 474
Total Traditional, Co-Requisite, Fall 2021	177	155	150	147	156	139	143	146	131
		90%	85%	83%	88%	79%	81%	82%	83% of 158
Total: Traditional, Co-Requisite, Spring 2022	54	48	48	45	48	41	45	44	46
		89%	89%	83%	89%	76%	83%	81%	85%
Total, Traditional, Co-Requisite AY 2021-2022	**231**	**203**	**198**	**192**	**204**	**180**	**188**	**190**	**177**
		88%	86%	83%	88%	78%	81%	82%	
Total Traditional, Non-Corequisite, Fall 2021 %	92	90	83	80	87	68	86	78	68
		98.00%	90%	87%	95%	74%	93%	85%	84% of 81
Total: Traditional, Non-Co-Requisite, Spring 2022	23	22	16	15	19	14	19	19	16
		96%	70%	65%	83%	61%	83%	83%	70%
Total, Traditional, Non-Co-Requisite AY 2021-2022	**115**	**112**	**99**	**95**	**106**	**82**	**105**	**97**	**84**
		97%	86%	83%	92%	71%	91%	84%	81% of 104
Total, Traditional, Non-Corequisite And	269	245	233	227	243	207	229	224	199

	Evaluations, #	Rhetorical Knowledge	Critical Thinking	Academic Integrity	Use of Invention Techniques	Collaborative Writing Processes	Knowledge of Conventions	Self-Reflection	Portfolio Presentation
Corequisite, Fall 2021									
%		91%	87%	84%	90%	77%	85%	83%	83% of 239
Total: Traditional, Non-Corequisite and Corequisite, Spring 2022	72	62	59	55	61	48	59	55	55
		86%	82%	76%	85%	67%	82%	76%	76%
Total, Traditional, Non-Corequisite and Corequisite AY 2021-2022	**341**	**307**	**292**	**282**	**304**	**255**	**288**	**279**	**254**
		90%	86%	83%	89%	75%	84%	82%	82% of 311
Total, Online (Not Hybrid), Fall 2021	92	82	83	75	78	74	87	75	60
		89%	90%	82%	85%	80%	95%	82%	82% of 73
Total: Online (Not Hybrid), Spring 2022	49	44	40	34	47	40	44	43	40
		90%	82%	69%	96%	82%	90%	88%	82%
Total, Online (Not Hybrid) AY 2021-2022	**141**	**126**	**123**	**109**	**125**	**114**	**131**	**118**	**100**
		89%	87%	77%	89%	81%	93%	84%	82% of 122
Total, Online, Including Webinar/Hybrid, Fall 2021	110	97	98	88	93	88	102	91	76
		88%	89%	80%	85%	80%	93%	83%	83% of 91
Total: Online, Including Webinar/Hybrid, Spring 2022	57	49	45	38	53	43	51	46	42
		86%	79%	67%	93%	75%	89%	81%	74%
Total, Online, Including Webinar/Hybrid Ay 2021-2022	**167**	**146**	**143**	**126**	**146**	**131**	**153**	**137**	**118**
		87%	86%	75%	87%	78%	92%	82%	80% of 148
Total Early College, Concurrent, Fall 2021, Ay 2021-2022	38	36	35	35	36	35	36	33	9
%		95%	92%	92%	95%	92%	95%	87%	75% of 12

Addendum B.

Institutional data showing grade distributions for ENGL 1311, AY 2020-21 and AY 2021-22. Collected Sept. 2022, Jenn Hutson.

Year	Term	A	B	C	D	F	W	Student Count	Success Rate*	Pass Rate	Retention Rate	DFW Rate
2020	FA	353	219	132	33	280	106	1124	0.63	0.66	0.9	0.37
2021	SP	111	89	46	19	180	55	500	0.49	0.53	0.89	0.51
AY 2020-21		464	308	178	52	460	161	1624				
2021	FA	322	189	123	28	260	104	1026	0.62	0.65	0.9	0.38
2022	SP	91	70	44	15	162	59	441	0.46	0.5	0.87	0.54
AY 2021-22		413	259	167	43	422	163	1467				

*Students must make an A, B, or C to pass ENGL 1311, so the "success rate" shown here is the percentage of students who passed with A, B, or C grades.