



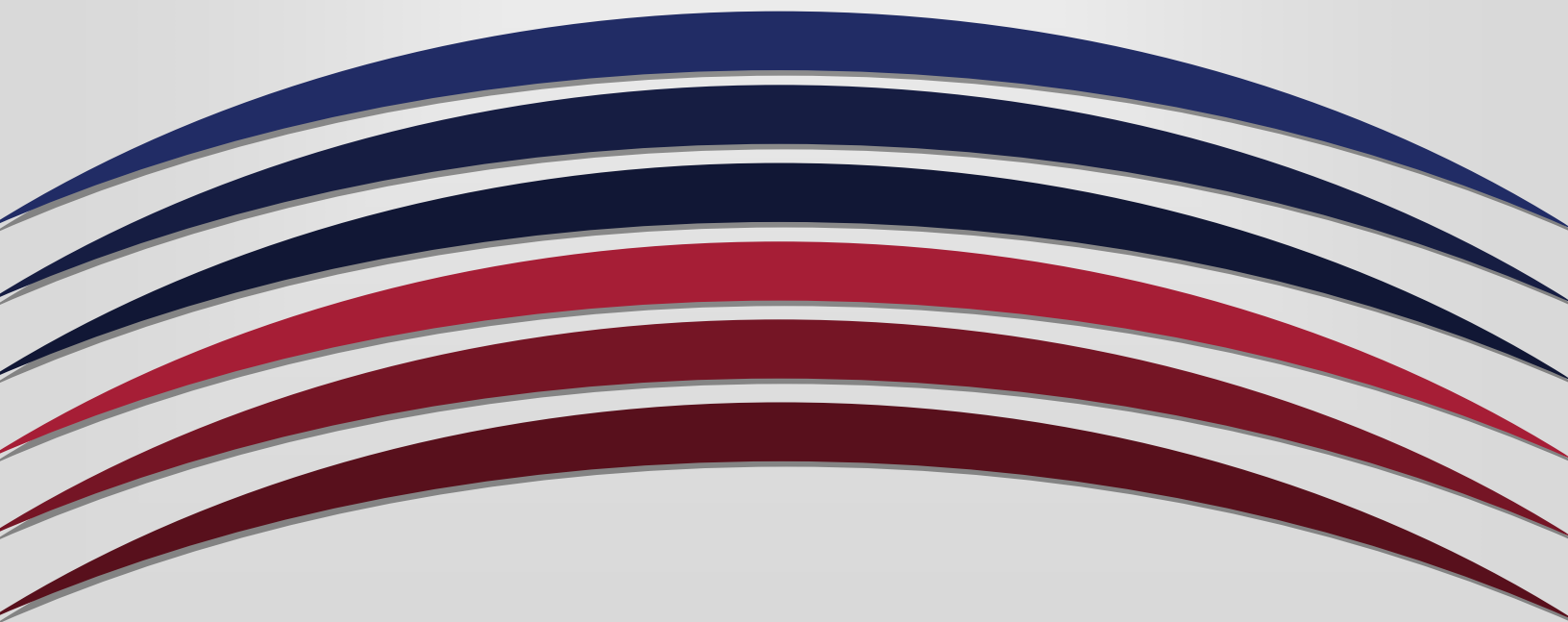
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ENGL 1312

Academic Year: 2021-2022

**Due to Chair/Program Director and Faculty Assessment Chair by
September 15**



1. Name of course: ENGL 1312 — Composition II
2. Name of individual(s) compiling report: Matthew Chase, Kate Evans
3. Date of submission: September 15, 2022
4. Academic year: 2021-2022

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?

The CLOs being addressed in 2022-2023 are **Flexible Strategies** and **Collaborative Writing**.

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.)

The capstone project for ENGL 1312 connects through the reading and writing and academic integrity course level outcomes to the following GELO:

1. **Communicate Effectively:** Reading and writing focus inquiry based on communicating ideas and synthesis of concept to a well-defined audience while demonstrating control of several ideas in the process. The report indicates that these goals were met successfully. Academic Integrity includes providing materials and sourcing them properly, which falls under communication to an academic audience.
2. **Analyze Critically:** Assignments in comp I, including the capstone assignment include review and synthesis of evidence to construct arguments. Reading and Writing includes incorporation of sources (analyzing)
3. **Synthesize Concepts:** Included in the capstone project is a research element, and both Academic Integrity (finding and properly using sources) and Reading and Writing involve the collection of other ideas and presentation of them within the context of the writer's own idea.

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 in ENGL 1312 all sections completed a common portfolio and self reflection. The design of the portfolio is to address all Course Learning Outcomes as a capstone project.</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes <i>Overall grades, as well as grades on individual assignments were used</i></p>	<p>No</p>

	throughout.	
How do you define success for an individual student on the CLO assessment assignment or measure?	Student scores <i>Developing</i> or <i>Mastered</i> on the portfolio categories related to <i>Reading and Writing CLO</i> and on the <i>Academic Integrity CLO</i>	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	80% of students in the course achieve success on the CLO assessment assignment or measure	
How many students completed the assessment, and how many were successful?	Fall Reading and Writing 197 students assessed 173 students successful (87.8% success rate) Academic Integrity 197 students assessed 163 students successful (82.1% success rate)	Spring Reading and Writing 409 students assessed 373 students successful (91.1% success rate) Academic Integrity 408 students assessed 344 students successful (84.3% success rate)
Academic Year Total (add the numbers from Fall and Spring)	Reading and Writing 606 students assessed 546 students successful (90% success rate) Academic Integrity 605 students assessed 507 students successful (83.8% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

5. What is your analysis of the findings?

For CLO 1. Our goals were met, and far exceeded the benchmark for Reading and Writing. The 90% success rate gives reason to assume that the work of assessment of

ENGL 1312 should be directed elsewhere. Steps taken to improve the success rate seem to have been successful.

While not as successful as the Reading and Writing, the Academic Integrity benchmark was over 80% for the year and each semester, giving evidence for the aberration of the previous year to be aimed toward the pandemic. Consistency among the responses is likely a reason for the rise in scores as well.

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

Flexible Strategies: Focus on this outcome will begin conversations among faculty on how these are incorporated. In a cursory look this past year, strategies seemed to be trending as a lower score of the categories we have. Discussion should focus on how to evaluate this, and methods by which we can capture more workable data.

Collaborative Writing.

As above, lower scores seemed to be the case, and more clarity regarding how those might be addressed can be spurred by making this part of the action plan for 2022-2023.