**Course Prefix, Number, and Title:** ENG 102: Composition II

**Section Number(s):** 1006

**Department:** Arts and Letters

**Instructor:** Dr. Sam Lackey

**Academic Year:** 2020-2021

**Semester:** Fall

**Is this a GenEd class? Yes\_X\_\_ No\_\_\_**

**Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.**

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| **Class/Course Outcomes** | **Assessment Measures** | **Assessment Results** | **Outcome Results Analysis**  |
| In the boxes below, summarize the outcomes assessed in your class or course during the last year*.* If this is a GenEd class, include the appropriate GenEd objectives. | In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you’ll use to judge whether or not students have achieved the expected outcome. | In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met. | In the boxes below, please reflect on this outcome’s results and summarize how you plan to use the results to improve student learning. |
| Outcome #1: Choose an essay format appropriate to audience & purpose | Assessment Measure: Research Journal, Research ProjectCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Students generally achieve this goal simply by following instructions & attending class.Criterion Met: Yes | 1. Action Plan: I was satisfied with student performance in this area. |
| Outcome #2: Choose diction & style appropriate to audience & purpose | Assessment Measure: Research Journal, Response to discussion questions, Research ProjectCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Like the above outcome, this one is easily achieved by following instructions, being present for lectureCriterion Met: Yes | 1.Action Plan: I was satisfied with student performance in this area |
| Outcome #3: Integrate evidence, examples, and details to support central thesis | Assessment Measure: Research Journal, Summary, Rhetorical Analysis, Research Project Criterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: This was measured through several of our main assignments throughout the semester. Overall, students did well with integrating *certain* types of evidence & examples, such as statistics or anecdotes. But they struggled with more complex or nuanced evidence. And the *integration* part was not always smooth & clear, though the majority did pretty wellCriterion Met: Yes | 1. Action Plan: More practice assignments leading up to the Rhetorical Analysis would probably help here. There’s always a big jump from the Summary, which only requires collecting & presenting source info, to the Rhet. Analysis, which requires analyzing & synthesizing that source info. Right now, we’re making the turn from one to the other too quickly -- we need more practice before we start analyzing & synthesizing |
| Outcome #4: Develop coherent & effective paragraphs | Assessment Measure: Research Journal, Summary, Rhetorical Analysis, Research Project, Self EvaluationCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Most students did fine with this, but it remained a persistent problem for some. Some students simply did not pay attention to paragraph structure or length, and it wasn’t a problem unique to any one assignment. But the majority did fine with this outcome.Criterion Met: Yes | 1. Action Plan: I already spend a lot of time talking about paragraph formation when we’re working on our research papers, but I need to do more of that earlier in the semester when we’re working on earlier assignments. |
| Outcome #5: Use standard English & documentation style appropriate to discipline | Assessment Measure: Research Journal, Annotated Bibliography, Research ProjectCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: As was the case with # 4, the majority of the students did mostly fine with both standard English & documentation, but there were about 4-5 who never even came close to getting MLA citation rules down. Criterion Met: Yes | 1. Action Plan: I was satisfied with most of the students’ performance in this area, but some just refused to master MLA. That’s been the case every year & and at every place I’ve ever taught. |
| Outcome #6: Collect information from electronic, print, and live sourcesOutcome # 7: Evaluate validity of information | Assessment Measure: Research Journal, Annotated Bibliography, Research Project, Self EvaluationCriterion for achievement: 75% of students earn at least 70% of total points for assessed workAssessment Measure:Research Journal, Annotated Bibliography, Research Project, Self EvaluationCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: All students conducted research, and over 75% met the requirements I set for that research. But, as always, there was a small handful that did not conduct adequate research -- probably only 2 or 3 in this case..Criterion Met:YesResults/Analysis: Again, most of the students did well here with the exception of the 2-3 mentioned above. In my experience, when students are using the library databases & Google Scholar and finding good sources, it’s not terribly hard to evaluate the validity Criterion Met: Yes | 1. Action Plan: I’m generally satisfied with this area, though I could probably provide a bit more oversight and catch potential research problems earlier in the semester.1. Action Plan: Same as # 6. |
| Outcome # 8: Organize information into usable format | Assessment Measure:Research ProjectCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Not everyone’s organization on the research paper was stellas, but over 75% presented information in a “usable” way.Criterion Met:Yes | 1. Action Plan: I am satisfied with student performance in this area |
| Outcome # 9: Document sources of information | Assessment Measure: Annotated Bibliography, Research ProjectCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Only a relatively small percentage of students got their MLA documentation 100% correct, but the majority earned at least **most** of the points in the MLA section of my research paper grading rubric. Small errors with both in-text citations & Works Cited Page were common, but only 4 out of 24 had citation issues so major that they either lost most of their MLA points or had to resubmit in order for me to grade them at all.Criterion Met: | 1. Action Plan: I cannot say that I am entirely satisfied with student performance in this area, but it doesn’t seem like a glaring problem. I always debate on how much class time should be spent on citation rules. I usually just post examples and tell the students where to look, but more hands-on work would probably help. |

**Notes:**

I have reviewed this report:

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Department Chair Dean

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Vice President of Academic Affairs and Student Services

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_