**Course Prefix, Number, and Title:** ENG 101: Composition I

**Section Number(s):** 1003

**Department:** Arts & Letters

**Instructor:** Sam Lackey

**Academic Year:** 2020-2021

**Semester:** Spring

**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: Students will effectively determine their purpose & generate appropriate ideas and an original thesis for that purpose. | Assessment Measure: Response to discussion assignments, assessment of course projects, and self-evaluation Criterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Students generally did well with determining purpose, though the nature of our assignments usually made it pretty clear what their purpose was for each writing task. As for thesis, most were able to develop thesis statements on our major essays, though slightly under half of the class had thesis issues ranging from moderate to severeCriterion Met: Yes | Action Plan: Students would benefit from thinking more about their thesis statements, and some simply don’t have them oftentimes. But over 75% of the class was at least at the 70% level in this particular area. |
| Outcome #2: Students will organize ideas into a specific rhetorical pattern relevant to their purpose in writing. They will then draw & present conclusions. | Assessment Measure: Response to discussion assignments, assessment of course projects, and self-evaluationCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: The class met the criterion for achievement here, but they didn’t exactly excel in this area. As we learned about different rhetorical strategies & writing approaches (narrative, analysis, comparison, argumentative), some showed a good grasp of each one, but many did not always. And several did not incorporate certain rhetorical strategies even when they were required.Criterion Met: Yes | Action Plan: Last year my action plan for this area was to require outlines for every assignment, but I ended up having them turn in an outline only for the final essay. Next time, I really will require it for each of the essays. |
| Outcome #3: Students will use diction, point of view, and structure based on an understanding of their chosen audience. | Assessment Measure:Response to discussion assignments, assessment of course projects, and self-evaluationCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: Most students did well enough here for the most part, though some remained too informal in their major writing assignments, and nearly half the class had at least some structural/organizational issues. But we met the threshold.Criterion Met: Yes | Action Plan: Continue to emphasize appropriate levels of formality & keep emphasizing organization of body paragraphs (though I feel that I do this a lot already) |
| Outcome #4: Students will demonstrate their understanding of the writing process and apply the fundamentals of revision & prewriting.  | Assessment Measure: Response to discussion assignments, assessment of course projects, and self-evaluationCriterion for achievement: 75% of students earn at least 70% of total points for assessed work | Results/Analysis: A few strudents grasped the importance of revision and implemented my feedback in productive ways. However, this is an area where most of them need to improve. A relatively large percentage consistently turned in sloppy, error-filled work and did not seem to proofread at all. I also did not always see evidence of successful prewriting, as many structural issues arise from a lack of outlining..Criterion Met: No | Action Plan: Continue to emphasize the importance of revision, and spend more time in class on key concepts related to revising & editing. Also, I need to be a bit tougher with some of the formatting & sentence-level errors. I’m probably not always deducting enough points for those types of mistakes. |
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**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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_