

## Course Outcomes Guide (COG)

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course Title:** ENG 099 Writing Essentials

**Date:** SP14

**Course Team:** English Faculty

### Expected Learning Outcomes

By successfully completing this course, will be able to...

- 1. Understand and use the writing process to write a competent essay:** Plan, organize, write, evaluate, revise; develop strong editing and proofreading skills; see writing as a recursive process. Develop a Thesis Statement; employ the five paragraph essay structure; organize ideas logically and effectively; use appropriate and varied sentence structure; use coherent and unified paragraph structure; develop effective introductions and conclusions).
- 2. Improve and advance sentence level skills:** Understand and avoid fragments, run-ons, and comma splices; master common pronoun errors; use correct punctuation; avoid tense/person shifts; understand point of view; employ correct verb usage.
- 3. Employ critical thinking skills:** Work collaboratively with others; develop and support ideas thoroughly; use appropriate language for college level writing.
- 4. Develop college-level reading comprehension:** Use active reading and thinking strategies; use context and structural analysis clues; identify thesis, main idea, supporting details, transitions; recognize organizational patterns; make inferences; identify fact/opinion, author's purpose, tone, bias; organize reading ideas.

**Assessment** (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Students complete a final exit essay where they may choose a content area from pre-determined selection of prompts. A rubric is utilized to determine success. Final exam results are analyzed to determine whether students have achieved the outcome of writing a competent essay (1) and are able to employ critical thinking skills (outcome 3) and which content areas need further curriculum development. Students also are required to complete a series of interactive activities in the My Writing Lab to improve and advance their sentence-level skills outcome (2). Students take post-tests after each of twenty-five grammar/punctuation topics, and a pre and post test to determine improvement/advancement of these skills. Finally, students are required to utilize the Reading Plus program for a minimum of three hours a week to improve/advance their reading comprehension skills outcome (4). Again, a pre and post "benchmark" test is given to indicate grade level placement and improvement/advancement.

**Validation** (What methods have you used or will you use to validate your assessment?)

Success is validated by successful completion of course and at next course level, leading to successful completion of a credit level English course.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Final exam results are continually analyzed to determine which content areas need further development. Grade distribution data (see attached) indicate that this course produces an approximate 61 percent completer rate (less students who have withdrawn or requested incomplete status). Data also indicates that faculty versus adjuncts achieve 20 percent greater completer success. Improvement Data shows that Reading Plus and Critical Thinking data are the best indicators of pass rates/completer success. Data relating to the My Writing Lab does not provide a clear indication of passing or failing a course.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Based on grade distribution data, we will continue to research best practices and develop curriculum that will enhance completer success rates. Also, it would be advantageous to use a greater percentage of faculty to adjuncts for instructing the lower level Developmental English courses, which should also result in greater completer success. In addition, Improvement Data indicates a need for more intensive classroom instruction in the areas of grammar and punctuation.

**Budget Justification** (What resources are necessary to improve student learning?)

No requests at this time.

Excellent (2) = A/B= 80-100%

Competent (1) = C/70-79%

Unacceptable (0) = F/0-69%

Introduction/ THESIS	<u>Introduction</u> actively engages the reader, provides necessary background information to orient the reader and smoothly transitions to and ends with an insightful, focused, one-sentence <u>THESIS</u> that states the central assertions of the essay.	Introduction could be more fully developed to provide additional background details or engage the reader, but still transitions to the THESIS, the last sentence of the introduction, which states the central assertion of the essay.	There is no or minimal introduction, no/few "attention getting" or background details, AND/OR no transition to THESIS AND/OR there is no discernible THESIS or THESIS is unclear, misplaced, or not contained in a single sentence.
Topic Sentences	N/A	First sentence of each body paragraph includes an appropriate transitional method OR logical connection to previous paragraph AND the controlling point/predictor that directly supports/proves the thesis.	One or more topic sentences are missing or misplaced AND/OR contain no transition or connection to previous paragraph and/or thesis.
Idea Development	<u>Overall essay</u> displays effective five-paragraph organization, as ordered by THESIS, and clear transitions within and between paragraphs. Each <u>body paragraph</u> provides concrete details/evidence to explain, expand and support the topic sentence, is well-organized/sequenced, on-topic, and provides satisfying closure to the main idea of the paragraph.	<u>Overall essay</u> displays competent five-paragraph organization/order and transitions within and between paragraphs. <u>Body paragraphs</u> could be more fully developed to provide additional supporting details, OR paragraph may demonstrate some minimal problems with organization and relevance. <b>These errors cause minimal confusion for the reader.</b>	<u>Overall essay</u> lacks organization and clear transitions AND/OR <u>body paragraphs</u> provide few or irrelevant details and a lack of organization, <b>which cause confusion to the reader.</b>
Conclusion	N/A	Final paragraph includes an effective summary of the essay's main points and provides satisfying closure to the central assertion. Conclusion does not introduce new information.	There is basically no or minimal conclusion AND/OR no or partial summary of main ideas AND/OR no closure, AND/OR introduces new information.
Grammar	Overall essay exhibits specific advanced <u>vocabulary</u> , <b>avoids</b> wordiness or vague generic phrases, with few errors in <u>grammar and usage</u> , addresses the proper audience, displaying a consistent point of view (no second person), and uses a variety of sophisticated, clear/concise <u>sentence structures</u> .	Essay may have <b>a few errors</b> involving <u>vocabulary usage/word choice</u> (including slang, cliché, contractions, spelling and capitalization), and wordiness or word order OR inconsistent <u>grammar usage</u> (including tense, subject/verb, pronoun usage, point of view), articles, prepositions, but uses a variety of <u>sentence structures</u> . <b>Errors do NOT cause confusion for the reader.</b>	Essay contains <b>multiple errors, which show a pattern of error</b> in <u>vocabulary usage/word choice</u> (including slang, cliché, contractions, capitalization, spelling), and wordiness, word order OR inconsistent <u>grammar usage</u> (including tense, subject/verb, pronoun usage, point of view), articles, prepositions, OR minimal <u>sentence variety</u> , all or part of which <b>cause confusion for the reader.</b>
Mechanics	N/A	Essay contains <b>a few errors</b> involving apostrophes, comma, semi-colon/colon usage, and end punctuation or a fragment, run-on or comma splice may be present, but these <b>do NOT cause confusion for the reader.</b>	Essay contains <b>multiple errors, which show a pattern of error</b> in apostrophe, comma, semi-colon/colon usage, end punctuation, fragments, run-ons, comma splices OR <b>cause confusion for the reader.</b>
MLA Format	N/A	Paper adheres to MLA format: Word processed, double-spaced, 12 point font, Times New Roman font, 1-inch margins, four-line header, and title with few errors.	Paper does not adhere to MLA format in most/all criteria.
Additional Deductions?			<b>FINAL SCORE</b>

Score	0	1	2	3	4	5	6	7	8	9	10
%	0	10	20	30	40	50	60	70	80	90	100
pts	0	6	12	18	24	30	36	42	48	54	60

Grade: 90-100% = A    80-89% = B    70-79% = C    0-69% = F (NO UPGRADE FOR REVISIONS)

## ENG-099 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2013-2014 Summary	597	5.03% (n=30)	24.96% (n=149)	24.79% (n=145)	0.17% (n=1)	34.84% (n=205)	10.22% (n=61)	54.77% (n=327)	61.01%

		Full-time Faculty:Adjunct Faculty Breakout							Completer Success	
		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
13/SU	Faculty	14	0.00% (n=0)	21.43% (n=3)	50.00% (n=7)	0.00% (n=0)	21.43% (n=3)	7.14% (n=1)	71.43% (n=10)	76.92%
13/SU	Adjunct	72	1.39% (n=1)	20.83% (n=15)	25.00% (n=18)	0.00% (n=0)	40.28% (n=29)	12.50% (n=9)	47.22% (n=34)	53.97%
-----										
13/FA	Faculty	64	3.13% (n=2)	29.69% (n=19)	34.38% (n=22)	0.00% (n=0)	26.56% (n=17)	6.25% (n=4)	67.19% (n=43)	71.67%
13/FA	Adjunct	172	3.49% (n=6)	23.26% (n=40)	19.19% (n=33)	0.58% (n=1)	43.02% (n=74)	10.47% (n=18)	45.93% (n=79)	51.30%
-----										
14/SP	Faculty	94	3.19% (n=3)	18.09% (n=17)	35.11% (n=33)	0.00% (n=0)	30.85% (n=29)	12.77% (n=12)	56.38% (n=53)	64.63%
14/SP	Adjunct	47	4.26% (n=2)	17.02% (n=8)	14.89% (n=7)	0.00% (n=0)	57.45% (n=27)	6.38% (n=3)	36.17% (n=17)	38.64%
-----										

\*Completer success excludes W,I, Other



Wednesday, May 14, 2014

14/SP ENG-099 Assessment Data

*Improvement Data*

	Reading	Sentence Level Skills	Writing	Critical Thinking
<b>Summary</b>	<b>115/80%</b>	<b>143/51.75%</b>	<b>126/63.49%</b>	<b>119/47.9%</b>
01	5/3	9/3	9/3	4/1
02	8/6	14/4	12/8	12/6
03	7/6	13/6	8/7	8/5
04	9/8	9/5	9/7	9/6
05	5/4	12/3	8/6	7/6
06	8/7	10/8	8/8	7/2
07	15/15	17/6	17/15	17/11
08	10/8	11/10	11/10	11/10
09	7/5	12/7	8/6	8/3
A01	16/14	0/0	0/0	0/0
A02	10/6	13/9	13/0	13/0
A03	10/7	15/8	15/8	15/6
A04	3/1	6/4	6/0	6/0
G40	2/2	2/1	2/2	2/1

*Pass/Fail Data*

	ReadingPlus		MWL Mastery Check		Exit Writing		Critical Thinking	
	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed
Passed	76	18	62	29	56	35	75	15
Failed	13	8	9	43	6	29	0	15