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: Beginning Composition   **Date:** 05/9/16

Course Team: James Niessner (lead instructor), Sonjurae Cross, various adjunct instructors

Expected Learning Outcomes

By completing the course content objectives, students in English 100 will be able to:

1. Write a competent essay by developing a thesis statement, employing the five paragraph essay structure to organize ideas logically, using appropriate and varied sentence structure and coherent and unified paragraph structure, and developing effective introductions and conclusions.

2. Employ the steps of the writing process: **P**lan, **O**rganize, **W**rite, **E**valuate, and **R**evise, develop strong editing and proofreading skills, and see writing as a recursive process.

3. Improve and advance sentence-level skills including: recognizing and avoiding fragments and run-ons, mastering common pronoun errors, using correct punctuation, avoiding tense shifts, recognizing point of view, employing correct verb usage, and spelling and capitalizing correctly.

4. Employ critical thinking skills by working collaboratively with others, developing and supporting ideas thoroughly and using appropriate language for college-level writing.

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 using the Accuplacer Write Placer program. In addition, students take the My Skills Lab Mastery check, a post-test that assesses sentence-level skills and critical thinking. Exam results are analyzed to determine which content areas need further curriculum development.

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

Success is validated by successful completion of the course and 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?)

1) At the end of each semester, final exam results are analyzed to determine which content areas need further development. The most common issue is Mechanics (fragments, comma errors, run-on sentences). Now that we have switched to the Write Placer for our midterm and final, it is clear that Critical Thinking is an area still in need of attention.

2) Pearson My Lab products continue to have a significant impact on students achieving higher grades on all essays and continue to have a positive effect on the results of the Exit Writing Exam.

3) Diagnostic pre-tests (Write Placer Midterm) and post-tests (Write Placer Final) indicate improvement in **outcomes 1 & 2** (see attached chart.)

4) My Writing Lab Path Builder (pretest) and Mastery Check (post-test) indicate improvement in **outcome 3** (see attached chart).

5) Idea Development and Critical Thinking on diagnostic pre- and post-tests indicate some improvement in **outcome 4**. However, this is an area still in need of improvement

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

1) Because the chief issue for students on their essays (including the Exit Writing) is mechanics, continued emphasis will be placed on exercises and assignments that reinforce these skills.

2) In SU-2015 we switched to a new version of My Labs Plus and removed textbooks from the course. We will continue with this method of delivery due to its positive impact on student outcomes (and its reduced cost to students.)

3) A number of critical thinking exercises were piloted in my English 100 during the spring 2016 semester. These seem to have had a positive impact. I will be refining them during the summer session and disseminating this information to adjuncts during the fall 2016 semester.

Data will be analyzed and curriculum adjusted as indicated.

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

Attachments:

1. Essay grading rubric

2. Database charts

ENG-100 Rubric

Category Description	2	1	0	Deductions
Critical Thinking – The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. Specific elements to consider include: • Clarity • Depth • Precision • Logic • Accuracy • Fairness • Breadth • Relevance	Your response shows clear and reasoned analysis of the issue.	Your response shows limited clarity and complexity of thought.	Your response shows insufficient reasoning and lacks complexity of thought.	
Development and Support - The extent to which the writer develops and supports ideas. Specific elements to consider include • Point of view • Coherent arguments • Evidence • Elaboration	Your response is logically developed and well supported.	Your response has limited support for your ideas.	Your response needs additional ideas and support.	
Mechanical Conventions - The extent to which the writer expresses ideas using standard English. Specific elements to consider include • Spelling • Grammar • Punctuation	Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation.	Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation.	Your response shows poor control of mechanical conventions such as grammar, spelling, and punctuation.	
Organization and Structure - The extent to which the writer orders and connects ideas. Specific elements to consider include • Introduction • Thesis •3 Body paragraphs • Transitions • Conclusions		Your response demonstrates strong organization of ideas.	Your response demonstrates limited organization of ideas.	Your response demonstrates poor organization of ideas.
Purpose and Focus – The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue. Specific elements to consider include • Unity, • Consistency • Coherence • Relevance • Audience		Your response shows a clear purpose and a consistent focus.	Your response does not fully communicate purpose, and focus may be inconsistent.	Your response lacks clear purpose and focus or does not meet the parameters of the assignment.
Sentence Variety and Style - The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure. Specific elements to consider include • Sentence length • Sentence structure • Usage • Tone • Vocabulary • Voice	Your response shows skillful control of sentence structure and style.	Your response shows inconsistent control of sentence variety, word choice, and flow of thought.	Your response shows limited ability to vary sentence length and apply appropriate vocabulary.	
Document Design				Your response is not formatted according to MLA style document design.
Rough Draft/Peer Review				You received no credit for your rough draft and/or peer review(s).

Outcome: Write a competent essay

Academic Year 2016 (n=363)

Post-test/Course

		Post Count	Post Pass	Both Count	Improved
104	118				
Pass/Pass	Fail/Fail	Sum	212	110	209	59
6	135		58.4%	51.9%	57.6%	28.2%
Pass/Fail	Fail/Pass					

Summary for 15/SU (n=33)

Post-test/Course

		Post Count	Post Pass	Both Count	Improved
18	10				
Pass/Pass	Fail/Fail	Sum	26	19	26	9
1	4		78.8%	73.1%	78.8%	34.6%
Pass/Fail	Fail/Pass					

Summary for 15/FA (n=201)

Post-test/Course

		Post Count	Post Pass	Both Count	Improved
55	62				
Pass/Pass	Fail/Fail	Sum	76	59	75	33
4	80		37.8%	77.6%	37.3%	44.0%
Pass/Fail	Fail/Pass					

Summary for 16/SP (n=129)

Post-test/Course

		Post Count	Post Pass	Both Count	Improved
31	46				
Pass/Pass	Fail/Fail	Sum	110	32	108	17
1	51		85.3%	29.1%	83.7%	15.7%
Pass/Fail	Fail/Pass					

Outcome: Improve and advance sentence level skills

Academic Year 2016 (n=363)

Post-test/Course

			Post Count	Post Pass	Both Count	Improved
172	91		241	205	238	141
Pass/Pass	Fail/Fail	Sum	66.4%	85.1%	65.6%	59.2%
33	67					
Pass/Fail	Fail/Pass					

Summary for 15/SU (n=33)

Post-test/Course

			Post Count	Post Pass	Both Count	Improved
20	6		29	25	29	18
Pass/Pass	Fail/Fail	Sum	87.9%	86.2%	87.9%	62.1%
5	2					
Pass/Fail	Fail/Pass					

Summary for 15/FA (n=201)

Post-test/Course

			Post Count	Post Pass	Both Count	Improved
125	44		169	147	169	108
Pass/Pass	Fail/Fail	Sum	84.1%	87.0%	84.1%	63.9%
22	10					
Pass/Fail	Fail/Pass					

Summary for 16/SP (n=129)

Post-test/Course

			Post Count	Post Pass	Both Count	Improved
27	41		43	33	40	15
Pass/Pass	Fail/Fail	Sum	33.3%	76.7%	31.0%	37.5%
6	55					
Pass/Fail	Fail/Pass					