

Model Course/Program Outcomes Guide

September 2009

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/Program Title: English 101 English Composition

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Expected Learning Outcomes: Students will be able to 1.) Generate and gather information for a specific audience and topic; write using a variety of appropriate rhetorical modes to expand and develop ideas; expand and improve critical thinking skills in both writing and reading; understand writing as a process 2.) Formulate clear thesis statements; organize ideas logically and effectively to support the thesis statement; present appropriate, adequate, unified, and coherent support; incorporate and document source material using the MLA or APA format. 3.) Adopt appropriate voice, tone, and level of formality; employ effective revising and editing skills; write using a variety of sentence structures and patterns. 4.) Write well-reasoned, logical essays and research papers that synthesize and evaluate various sources and the writer's ideas to present a cogent argument.

Assessment

Outcome 1: All instructors assign a minimum of 5 out of class and 2 in-class essays. All instructors assign a Comparison/Contrast essay. Instructors assign readings from the textbook. Instructors also all use a common rubric to grade essays and research papers.

Outcome 2: All instructors assign an argumentative research essay (see attached sheet for guidelines).

Outcome 3: See above

Outcome 4: See above, See also these Course Content Objectives:

1. Write a minimum of 5 essays (4 in a 7.5 week or 8 week session).
2. Read various essays by student and professional writers.
3. Focus on grammar, punctuation, mechanics, and proofreading to produce nearly error-free essays.

4. Submit drafts that indicate an understanding of the writing process, especially revision.
5. Complete assignments and in-class work focusing on paraphrasing, summarizing, and quoting in addition to learning how to properly document sources.

Validation

For several semesters, a random sample of research papers were collected and analyzed to determine if the course outcomes were being met. Based on this data, the course outcomes, content objectives, and curriculum was revised during the summer of 2009. In addition, all instructors now assign a diagnostic essay at the beginning of the course and will assign the same essay as a final exam. This will allow instructors to determine student growth and achievement. Another random sampling of comparison/contrast essays and research papers will be collected to determine if course outcomes are followed and are being met.

Results

The assessment analysis showed a need for more standardization and consistency among instructors. A research paper guidelines document was created along with an instructors' manual for teaching composition. In addition, the English department has revised the common rubric used to grade essays and research papers.

Follow-up

Another random sample of essays and research papers will tell us if the revised outcomes, rubrics, and guidelines are improving student learning.

Budget Justification

Professional development funds for full time faculty and stipends for adjunct faculty will be needed. These will go toward conferences, webinars, and training/norming sessions for full time and adjunct faculty.