

# General Education SLOA Summary

General Education Category: English and Speech

Semester: Spring 2014

## Data Summary

**Outcome 1: Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites outside sources appropriately.**

This outcome is assessed in ENG 101, 102, 112, 201, 202, 205, and 206 by evaluating the final research papers and in SPD 103 and 108 by evaluating the informative research speech.

**ENG Data collected for 678 students (486 on-campus, 192 online\*) in FA 13:**

|                            | Conventions |     |     |    |    | Research |     |     |    |     |
|----------------------------|-------------|-----|-----|----|----|----------|-----|-----|----|-----|
|                            | A           | B   | C   | D  | F  | A        | B   | C   | D  | F   |
| All students: 678          | 172         | 265 | 156 | 53 | 33 | 214      | 203 | 133 | 60 | 62  |
|                            | 25%         | 39% | 23% | 8% | 5% | 32%      | 30% | 20% | 9% | 9%  |
| On-Campus Students:<br>486 | 127         | 181 | 117 | 41 | 20 | 159      | 147 | 91  | 44 | 38  |
|                            | 26%         | 37% | 24% | 8% | 4% | 33%      | 30% | 19% | 9% | 8%  |
| Online Students: 192       | 45          | 84  | 39  | 12 | 13 | 55       | 56  | 42  | 16 | 24  |
|                            | 23%         | 44% | 20% | 6% | 7% | 28%      | 29% | 22% | 9% | 12% |

**ENG Data collected for 596 students (497 on-campus or hybrid, 99 online) in SP 14:**

|                            | Conventions |     |     |    |    | Research |     |     |     |    |
|----------------------------|-------------|-----|-----|----|----|----------|-----|-----|-----|----|
|                            | A           | B   | C   | D  | F  | A        | B   | C   | D   | F  |
| Total Students:<br>596     | 174         | 234 | 130 | 48 | 11 | 210      | 165 | 120 | 62  | 39 |
|                            | 29%         | 39% | 22% | 8% | 2% | 35%      | 28% | 20% | 10% | 7% |
| On-Campus<br>Students: 497 | 141         | 195 | 110 | 42 | 10 | 171      | 138 | 104 | 50  | 34 |
|                            | 28%         | 39% | 22% | 8% | 2% | 35%      | 28% | 20% | 10% | 7% |
| Online Students:<br>99     | 33          | 39  | 20  | 6  | 1  | 39       | 27  | 16  | 12  | 5  |
|                            | 28%         | 39% | 22% | 8% | 2% | 35%      | 28% | 20% | 10% | 7% |

**SPD Data collected for 111 on-campus students in FA 13:**

|                        | Organization |     |     | Development |     |     | Coherence |     |     | Standard English Skills |     |     | Source Citation |     |     |
|------------------------|--------------|-----|-----|-------------|-----|-----|-----------|-----|-----|-------------------------|-----|-----|-----------------|-----|-----|
|                        | A            | B-C | D-F | A           | B-C | D-F | A         | B-C | D-F | A                       | B-C | D-F | A               | B-C | D-F |
| Total students:<br>111 | 90           | 19  | 1   | 85          | 24  | 1   | 81        | 29  | 0   | 93                      | 16  | 1   | 89              | 20  | 1   |
|                        | 57%          | 36% | 7%  | 71%         | 21% | 7%  | 71%       | 29% | 0%  | 57%                     | 43% | 0%  | 71%             | 29% | 0%  |

**SPD Data collected for 74 on-campus students in SP 14:**

|                       | Organization |     |     |  | Development |     |     | Coherence |     |     | Standard English Skills |     |     | Source Citation |     |     |
|-----------------------|--------------|-----|-----|--|-------------|-----|-----|-----------|-----|-----|-------------------------|-----|-----|-----------------|-----|-----|
|                       | A            | B-C | D-F |  | A           | B-C | D-F | A         | B-C | D-F | A                       | B-C | D-F | A               | B-C | D-F |
| Total students:<br>74 | 44           | 23  | 7   |  | 37          | 28  | 9   | 32        | 29  | 13  | 52                      | 15  | 7   | 40              | 18  | 16  |
|                       | 59%          | 31% | 9%  |  | 50%         | 38% | 12% | 43%       | 39% | 18% | 70%                     | 20% | 9%  | 54%             | 24% | 22% |

## OUTCOME 2

Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

This outcome is assessed by asking students to answer 4 multiple choice questions about an excerpt from a persuasive essay.

Question 1 tests a student's understanding of rhetorical purpose.

Question 2 tests a student's understanding of organizational strategies.

Question 3 tests a student's ability to differentiate between different types of evidence for claims.

Question 4 tests a student's ability to identify logical flaws.

### Data was collected for 699 students in Fall 2013:

|                     | Question 1 |           | Question 2 |           | Question 3 |           | Question 4 |           |
|---------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|
|                     | Correct    | Incorrect | Correct    | Incorrect | Correct    | Incorrect | Correct    | Incorrect |
| Total students: 699 | 532        | 166       | 463        | 236       | 645        | 53        | 273        | 425       |
| % PASS/FAIL         | 76%        | 24%       | 66%        | 34%       | 92%        | 8%        | 39%        | 61%       |

### Data was collected for 587 students in Spring 2014:

|             | Question 1 |           | Question 2 |           | Question 3 |           | Question 4 |           |
|-------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|
|             | Correct    | Incorrect | Correct    | Incorrect | Correct    | Incorrect | Correct    | Incorrect |
|             | 424        | 131       | 348        | 200       | 508        | 49        | 235        | 320       |
| % PASS/FAIL | 76%        | 24%       | 64%        | 36%       | 91%        | 9%        | 42%        | 58%       |

## Data Analysis

**By Whom:** Alicia Drumgoole, Melinda May, Kate Benchoff, Joan Johnson, Mike Harsh, and Amanda Miller

**When:** Numerous Meetings throughout the FA 13 / SP 14 academic year

### Outcome 1

The data for outcome 1 in ENG classes shows a slightly elevated bell curve for conventions and a top-heavy grading scale for research. This slightly elevated bell curve for conventions seems like a proper assessment: once students have worked through the writing process to produce a final draft, the majority of them should be at about a C-B level in conventions. If we graded the rough drafts and recorded those scores, the scores would be remarkably different, but after a month of work on one paper, these grades are about what I would expect.

The top heavy grading scale for research is somewhat more surprising. We will have to collect a sampling of graded papers in FA 14 to determine whether this is because we are all teaching research and documentation with more emphasis or whether some of us are grading this section too easily. The research section of the rubric contains several bullet points that are clearly objective evaluations regarding MLA Format, as well as a few subjective bullet points regarding the nuanced uses of sources to support an argument. It's possible that a student do everything right in terms of MLA Format but still not use the sources extremely well in the argument, and that's what we'll look to see when we collect papers. An A paper should show a superb use of sources in addition to near perfect formatting.

There seems to be only a small difference between on-campus and online ENG classes, with just a few more B's (and fewer A's and C's) in the online classes.

The data for outcome 1 in SPD classes seems right. We've talked about making SPD a pass/fail class, so I'm not surprised to see a good many A's in SPD.

## **Outcome 2**

**For general education outcome 2, questions 1 and 3 produced positive results.**

Questions 1 and 3 suggest that students understand rhetorical purpose and types of evidence.

Only 65% of students passed question 2, which addresses organizational patterns. I would suspect those who missed question 2 missed it because they didn't understand the word "spatial." Question 4 remains a problem. We still need to find a better tool to measure outcome 2, but we determined that we needed to keep the tool the same in year 13-14 to collect more meaningful data before changing it. The data from 13-14 is consistent with the data from 12-13.

## **Present and future plan of action to better measure student achievement and course success:**

### **Changes to Outcomes and Rubrics**

We completed substantial work on our outcomes and rubrics in 2012-13, so this year was a matter of evaluating the fruits of that labor. We met at the end of each semester to discuss the rubrics and only made slight wording changes. Overall, the changes were a huge success and we are lucky to have full time faculty members and adjuncts devoted to this work. Special thanks to Alicia Drumgoole for handling all the data collection.

### **Norming and Data Analysis**

We hope to have a norming session during the adjunct night in August. We also need to post an A and a C paper for ENG 102 this year. Additionally, we will collect a sampling of papers from ENG 101 and 102 and evaluate the data from the research section of the rubric.

Continued communication and norming sessions with our adjuncts will ensure valid data, 100% participation, and an alignment of English Department goals.