Discipline Outcome

Students will write multi-paragraph, college-level compositions that demonstrate competence in writing a thoughtful Thesis

Assessment Author(s)

Chris Nordquist

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

English 121 student essay writing will demonstrate competency in presenting a thoughtful thesis statement and sustaining that thesis throughout the essay. A high-level thesis will be distinct and well-constructed. An adequate thesis is predictable and presented simply. An inadequate thesis is vague, implied, or absent.

Measure 1 Sample Size:

75

1) Describe the benchmark for this measure.

The benchmark for this discipline outcome is 70% of English 121 students will score a 3 or better on the ACC faculty developed English 121 Rubric criteria Thesis.

2) What is the rationale for choosing this benchmark?

A "3" level thesis represents adequate, minimal college-level competency. An adequate thesis is often predictable and not presented in a well-structured manner. Although faculty would like to see 100% of students write at a college-level, the benchmark of 70% is reflective of the 121 pass rate and represents a reasonable goal for the likely number of students that will be able to demonstrate this competency.
Measure 2 Description:

English 122 student essay writing will demonstrate competency in presenting a thoughtful, original, well-constructed thesis. The English 122 Rubric Thesis criteria and description articulates the increased expectation for 122 students when it comes to thoughtful, original thesis statements.

Measure 2 Sample Size:

50

1) Describe the benchmark for this measure.

The benchmark for this disciple outcome is 70% of 122 students will score a 3 or better on the ACC faculty developed English 122 Rubric criteria Thesis. A “3” level thesis represents adequate, minimal college-level competency. An adequate thesis is often predictable and not presented in a well-structured manner.

2) What is the rationale for choosing this benchmark?

Although faculty would like to see 100% of students be able to construct a thoughtful, well-presented thesis, the benchmark of 70% is reflective of the 122 pass rate and represents a reasonable goal for the likely number of students that will be able to demonstrate this competency. A “3” level thesis represents adequate, minimal college-level competency. An adequate thesis is often predictable and not presented in a well-structured manner.

Measure 1 Results:

<table>
<thead>
<tr>
<th>English 121</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thesis</td>
<td>Discipline</td>
<td>54</td>
<td>15 years</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discipline Outcomes 1-6: Thesis, Support, Organization, Grammar, Information Management, Documentation
Goal: 70% of students score a 3 or better in all 6 student learning outcomes on a processed argument essay that incorporates research.

Measure: Analytic Rubric graded

After the fall semester, full-time and adjunct faculty gather to score a sampling of randomly selected English 121 thesis-driven, source-supported essays using the English 121 analytical rubric. We have continued to use six separate categories to assess the transfer-level essays because they align with the Colorado statewide GT course outcomes for written communication and these are the key elements of academic writing that we teach in ENG 121. Essay assignments require students to demonstrate skill in taking a position on an issue (stated in the thesis) and supporting this position with reasons and examples, from the students’ own experiences as well as from researched sources. This scoring guide helps faculty scorers evaluate the essay responses and assign scores on the basis of the effectiveness of the position developed, the clarity and appropriateness of the support used, the organization of the essay, and the language skills displayed, and integration and documentations of sources. Essays are scored twice by ENG faculty, after an intensive norming session, to ensure consistency in the scores for each category. The ENG Department has continued using the same rubric to score our final out-of-class essays for several years, refining the descriptive criteria in each category to assist us in our norming.

Training: English faculty who score the final set of ENG 121 essays spend time norming the scoring by practicing on sample essays and discussing the scoring criteria for each competency listed on the rubric before they being asked to score essays on their own. Establishing agreement on what constitutes a score of —Proficient (3) is fundamentally important to the process. During each norming session, we address the language of the rubric, the ease of use of the rubric, and the effectiveness of the rubric. Each essay had two readers, with a third reader for scoring discrepancies of two or more points difference (if one score is below a 3 and one score above). Sample essays demonstrate the level of proficiency for each of the scores on the rubric, and faculty discuss these scores at great length so that we reach consensus before we score the set of final essays.

Because of the 2014 statewide Developmental Studies redesign, transfer faculty work even more closely with developmental faculty to help students prepare for college-level writing in ENG 121. The transition from a pre-requisite to co-requisite model means more underprepared students are taking GT courses including English 121 in their first semester. In addition, the concurrent enrollment program serves a significant number of ACC English 121 students. The collaboration and cooperation among transfer, CE, and CCR faculty has been critical in communicating and maintaining the GT standards and raising the level of performance across all segments. The norming and scoring sessions allow all faculty to develop a clearer understanding of what constitutes college-level writing, reading, and thinking. The outcomes and rubrics used for CCR, CE, and transfer courses are closely aligned in outcomes and descriptive language.
<table>
<thead>
<tr>
<th>Rubric Graded Essay</th>
<th>70% of students earning a —3ǁ or better on a 5-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Support</td>
<td>Discipline</td>
</tr>
<tr>
<td>3. Organization</td>
<td>Discipline</td>
</tr>
<tr>
<td>4. Grammar</td>
<td>Discipline</td>
</tr>
<tr>
<td>5. Information management</td>
<td>Discipline</td>
</tr>
<tr>
<td>6. Documentation</td>
<td>Discipline</td>
</tr>
</tbody>
</table>

**English 121 fall '16**

Averages by Segment

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Support</th>
<th>Organization</th>
<th>Grammar</th>
<th>Information Mgmt</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>2.2</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>3.1</td>
<td>3.6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2.9</td>
<td>3</td>
<td>2.9</td>
<td>3.4</td>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>2.8</td>
<td>2.9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>94</td>
<td>CE</td>
<td>121</td>
<td>Overall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- **94**
- **CE**
- **121**
- **Overall**
1) How did unit/department performance compare to the benchmark?

The English 121 performance nearly met the benchmark of 70% scoring a 3 or better on the department’s six-point analytic rubric. Although slightly lower than previous year’s results, the results show the influence of CCR students that are now about 15% of English 121 enrollment. Given these circumstances, the results show that many developmental writers are able to demonstrate the course outcomes although at a lower rate.

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Through the scored essays of academic year 2016, we see that our students are meeting or near meeting the benchmark in all categories. Student performance, as demonstrated, was adequate to strong. These results reflect the focus the department has established over the past few years, particularly during the CCR redesign transition, to work on getting our students proficient in academic essay writing. Our teachers and our students alike should be congratulated for their hard work. The department will continue to hold strategic curriculum roundtables with fulltime and adjunct faculty. The true victory here in our fifth year of assessing the use of sources is that students are integrating/utilizing sources properly in their 121 essays.

The summary report is shared with all English, CCR, and CE faculty at specifically scheduled assessment meetings; the report is posted on the ACC Website for open access for advisory committees or key stakeholders such as faculty, students, and alumni. Faculty often report changes in their teaching and in their own assessment approaches. In particular, they indicated changes in their expectations for students’ responsibility for their own learning and assessment, in their goals for instruction, and in their use of explicit performance criteria to evaluate student work. Many faculty share the data with their students as well as the training materials so students see samples of high-level college writing. Additionally, more faculty are using the 121 rubric on more of the essay assignments and consequently students are getting clear, consistent repetition of outcomes and feedback.

Writing Center support: Our ACC Writing Center is available to students for tutoring during the entire academic year. We are hoping that this writing support may contribute to higher scores on this year’s essays than on the essays from previous years. The Department will continue to track which writing competencies our students ask for help with when they work with their tutors. Faculty can then coordinate further with the Writing Center tutors by being aware of which competency measures lowest on student end-of-semester essays and can recommend more tutorial assistance with that writing skill.
Discipline Outcome

Students will write multi-paragraph, college-level compositions that demonstrate competence in writing Analysis and Argument in support of a thesis and demonstrates competence in critical thinking.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:

English 121

What the English department is measuring in this 121 discipline outcome is the student's critical thinking when analyzing other texts and/or advancing their own arguments. Once the student has put forward a focused thesis, the writing should follow with logical reasoning, relevant evidence, and sufficient explanation. This outcome is less about the conventions of writing and more about the critical engagement with a subject or text in developing a focus in an essay.

Measure 1 Sample Size:
75

1) Describe the benchmark for this measure.

The benchmark for this outcome is that 70% of English 121 students score at a 3-level or higher on the English 121 Rubric Criteria Analysis and Argument.

2) What is the rationale for choosing this benchmark?

Although the department would hope all students would be able to demonstrate strong critical engagement in an essay, the benchmark of 70% of student samples is a reasonable yet challenging goal for faculty and students.

Measure 2 Type:
Direct
Rubric-graded report

Measure 2 Description:

English 122
What the English department is measuring in English 122 students is their ability to demonstrate advanced critical thinking in developing a focused analysis and/or argumentative essay. English 122 students should be more intentional when applying appropriate argument strategies that assist in accomplishing a purpose with an intended audience. Support is distinguished from thesis, claims are supported with relevant evidence, and there is a coherence to the argument or analysis.

Measure 2 Sample Size:

50

1) Describe the benchmark for this measure.

The benchmark for this discipline outcome is that 70% of 122 students score a 3 level or higher on the ACC English 122 Rubric criteria - Analysis and Argument. This benchmark reflects adequate or higher demonstration of competency.

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Discipline Outcome

Students will write multi-paragraph, college-level compositions that demonstrate competence in Structure and Organization

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

English 121
What the department is assessing in this discipline outcome is the 121 student writer's ability to effectively organize an essay and be thoughtful about the presentation of the argument. More specifically, students should demonstrate some control of the advancement of a point with transitional words, phrases, and sentences that indicate what each paragraph is doing and saying. This discipline competency is crucial to a coherent essay.

Measure 1 Sample Size:

75
1) Describe the benchmark for this measure.

The benchmark is that 70% of English 121 students score a 3 level or higher on the English 121 Rubric demonstrating adequate organization and writing skills.

Measure 2 Type:

Direct

Rubric-graded report

Measure 2 Description:

English 122

English 122 students should demonstrate a more sophisticated, intentional organizational strategy that assists the student writer's purpose and audience. More specifically, 122 student writer's essays should be well-organized and utilize varied, logical transitions.

Measure 2 Sample Size:

50

1) Describe the benchmark for this measure.

The benchmark for this goal is that 70% of students score a 3 or higher on the English 122 Rubric representing adequate demonstration of this skill or better. At the minimum, students should show some degree of intentional organization although it may be ineffective at times or not in an ideal order.

Discipline Outcome

Students will write multi-paragraph, college-level compositions that demonstrate competence in Grammar and Mechanics

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

English 121

121 students should be able to present a readable essay with few to no sentence-level errors.
Measure 1 Sample Size:
75

1) Describe the benchmark for this measure.
The benchmark for this discipline outcome is that 70% of student essays assessed score a 3 on the English 121 Rubric criteria Grammar & Mechanics. demonstrate clear writing with minimal grammatical distractions.

2) What is the rationale for choosing this benchmark?
The benchmark of 70% of student essays assessed scoring a 3-level or higher is the department's historical benchmark.

Measure 2 Type:
Direct
Rubric-graded report

Measure 2 Description:
English 122
122 student-writer's should be able to present a readable essay with few to no grammar errors. Moreover, 122 student-writers should demonstrate more sentence-level control and variety that contributes to a more fluent style.

Measure 2 Sample Size:
50

1) Describe the benchmark for this measure.
The benchmark for this discipline outcome is that 70% of 122 student essays assessed will score a 3 or higher on the English 122 program rubric.

2) What is the rationale for choosing this benchmark?
This benchmark maintains the programs historical benchmark and allows for longitudinal perspective.

Discipline Outcome
Students will write multi-paragraph, college-level compositions that demonstrate competence in selecting and incorporating Research
121 student-writers should be able to integrate appropriate sources adequately. Sources should be relevant, good quality sources that are integrated with source attribution and without an over-reliance on quotation.

Measure 1 Sample Size:
75

1) Describe the benchmark for this measure.
The benchmark is 70% of student essays assessed score a 3 or higher demonstrating adequate demonstration of this discipline and learning outcome. The 3-level benchmark indicates that the source used are appropriate and mostly integrated adequately.

2) What is the rationale for choosing this benchmark?
This benchmark is the department's historic benchmark and allows for consistent longitudinal measurement.

Measure 2 Type:
Direct

Rubric-graded report

Measure 2 Description:
English 122
English 122 student-writer's will demonstrate a skilled ability to select relevant, good quality source information and integrate it smoothly and effectively. 122 student-writer's are expected to demonstrate much more attention to quality source choice and rhetorically effective integration.

Measure 2 Sample Size:
50

1) Describe the benchmark for this measure.
The benchmark of 70% of student essays assessed scoring a 3-level or higher represents adequate demonstration of this discipline and learning outcome. Adequate is described as selection of appropriate sources and most sources integrated effectively.

2) What is the rationale for choosing this benchmark?
This benchmark is the program's historical goal and selected for consistency in longitudinal perspective.
Students will write multi-paragraph, college-level compositions that demonstrate competence in appropriate Documentation style

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:

English 121

English 121 student writers will demonstrate competency in citing source information both in-text and end of text MLA or APA.

Measure 1 Sample Size:
75

1) Describe the benchmark for this measure.

70% of English 121 student essays assessed will score a 3 or higher on the English 121 Rubric criteria - Documentation.

Learning Outcome

Information Management: Students will write multi-paragraph, college-level compositions that demonstrate competence in integrating and documenting source information

Measure 1 Type:
Direct

Rubric-graded report
Measure 1 Description:

English 121 student-writers will be assessed on their ability to integrate relevant sources information.

**English 121 - Student Learning Outcome 2: Information Management**

Information Management is one of ACC’s newer SLOs, and the English department is a major stakeholder in this SLO as well—we see it as our job to teach our students how to properly and responsibly conduct research, as well as correctly incorporating source information to support one’s own argument. This is the fifth year we have assessed the use of sources, and we decided to do so on an essay-level (integration and as support) and on a technical level (format and proper citations).

**Benchmark:** 70% of students score a 3 or better on the departmental analytic rubric criteria of Information Management & Documentation when assessing the out of class, processed argument, source-supported essay.

**Measure:** Analytic Rubric graded

After the fall semester, full-time and adjunct faculty gather to score a sampling of randomly selected English 121 thesis-driven, source supported essays using the English 121 analytical rubric. We have continued to use six separate categories to assess the transfer-level essays because these are the key elements of academic writing that we teach in ENG 121. For this SLO, we look at the results of discipline outcome 5&6 – Source Integration and Documentation.

Measure 1 Sample Size:

60

1) Describe the benchmark for this measure.

70% of student essays assessed will score a 3 or higher on the English 121 program Rubric.

Measure 2 Type:

Direct

Rubric-graded report

Measure 2 Description:

English 122

English 122 students will be assessed on their ability to effectively integrate quality source information.

Measure 2 Sample Size:

50

1) Describe the benchmark for this measure.

70% of student essays assessed will score a 3 or higher on the English 122 program Rubric.

Measure 1 Results:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Discipline</th>
<th>Rubric Graded Essay</th>
<th>5 years</th>
<th>70% of students earning a —3‖ or better on a 5-point scale</th>
<th>67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Information management</td>
<td></td>
<td></td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Documentation</td>
<td></td>
<td></td>
<td>54</td>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>
1) How did unit/department performance compare to the benchmark?

While proper MLA formatting and citation are important, these aspects are covered more extensively in ENG 122. We are pleased with the results of the students’ abilities to research and utilize sources. Since we narrowly missed the benchmark of 70% competency in Information Management, the department will continue to meet and discuss strategies to help our students improve in this area.

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Based on the results, the department rates the performance as adequate. The Information Management results show room for improvement. Faculty will continue to hold strategic curriculum roundtables to address this important area of academic writing. Weaknesses in this outcome performance can be seen in the primarily exclusive use of quotations from sources rather than intentional choices to paraphrase or summarize as means to integrate information. Additionally, assessment scoring experience showed students limited use of attributive phrases. The department will continue to emphasize this important competency.

Learning Outcome

Communication: College Level Essay with Research. Students will write multi-paragraph, college-level compositions (essays) that
demonstrate competence in the following four critical-thinking areas: Thesis, Analysis and Argument, Structure and Organization, Grammar/Mechanics for a variety of purposes and audiences.

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

English 121

English 121 students will demonstrate an ability to write a focused, developed, and clearly written essay. **English 121 - Student Learning Outcome 1: Communication:** Communication is one of ACC’s SLOs, and obviously the English department is a major stakeholder in this SLO. We’ve been measuring students’ ability to communicate for years using the rubric-scored essay and timed summary response essay. 

**Benchmark:** 70% of student score a 4.5 or higher on the end of semester summary response timed writing. 

**Measure:** Holistic Rubric graded

For analysis of this SLO, we used the holistic score of the timed writing which considered a student’s overall ability to read a text and respond to the argument in a focused, developed, and clear manner. The holistic rubric and the timed situation give faculty and students a broader view of the essay writing itself. We assess this SLO every year through this measurement tool. At the beginning and end of each semester, transfer, CCR, and CE full-time and adjunct faculty gather for a three-and-a-half hour norming and scoring session using a 9-point holistic rubric. Faculty bring 8 randomly selected, course-coded hard copy student essays to the session. Following a rigorous and healthy norming session, faculty twice score the 250 student samples. At the end of each term, faculty report pre & post scores. This scoring activity functions primarily as training and community building in the department; however, we are able to glean assessment data to inform the SLO Communication.

Measure 1 Sample Size:

200

1) Describe the benchmark for this measure.

The benchmark for assessing this Learning Outcome will be a post test score of 4.5 or higher on the nine-point English and CCR holistic rubric.

2) What is the rationale for choosing this benchmark?

The 70% benchmark maintains the program's historical benchmark.

Measure 1 Results:
<table>
<thead>
<tr>
<th>Year</th>
<th>Pre Average</th>
<th>Post Average</th>
<th>Gain</th>
<th>#</th>
<th>% meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3.65</td>
<td>5.3</td>
<td>1.65</td>
<td>322/454</td>
<td>71%</td>
</tr>
<tr>
<td>2015</td>
<td>3.9</td>
<td>5.5</td>
<td>1.4</td>
<td>303/412</td>
<td>73%</td>
</tr>
<tr>
<td>2014</td>
<td>3.5</td>
<td>5.4</td>
<td>1.9</td>
<td>203/287</td>
<td>71%</td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?

We have to rate this as an adequate to strong outcome given the changes in delivery of CCR/Developmental courses. 4.5 is what the department determined as minimal college-level writing. The fact that English 121 students, including CCR co-requisite students, are doing well leads us to believe that our curriculum is working; that our teachers are doing an excellent job.

3) If multiple measures were used, how do they compare to each other?
The results of the holistic pre-post assessment coincide with the results of the analytic assessment. Both show that about 70% of students can write at a minimal college-level or better.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

no changes

Further Action:

Further Action Unnecessary