

**ASSESSMENT RECORD FOR
DEPARTMENT/UNIT
OF**

Basic Composition

Plan

(Administrative or Educational Support Unit Name)

November 2005 – October 2007

October 2005

(Assessment Period Covered)

(Date Submitted)

Submitted By: Forest Williams

(Department Chair or Assessment Representative)

Course Goals, Objectives, and Means of Assessment for Basic Composition
Department Courses
Submitted November 1, 2005

Goal 1: Upon successful completion of the course, students will have **the ability to perform an expected “skill set” appropriate to the academic and/or professional setting, including the ability to write academic essays and apply usage conventions.**

Objectives:

Each student in each course will submit a unit-by-unit or comprehensive course portfolio which shows evidence of the successful completion of specific writing activities and adherence to specific writing/usage conventions. [See attached English 0890 and English 0990 Portfolio Guidelines for specific required skills and evidences.] Students will also be asked on the Departmental Questionnaire about their perceptions of their abilities to apply basic usage rules and conventions to a piece of writing. The success of passing students in their subsequent writing course will also be tracked.

Means of Assessment: [Each portfolio will be graded by at least one faculty member. We are currently investigating the benefits of having portfolios rated by second readers either within the department or at another institution (ASU) as we have done in the past.]

- 1) At least 75% of all course completers¹ will receive an average grade of a C- or better on the final drafts of all formal essays submitted in the portfolio.
- 2) At least 75% of all students who complete the voluntary Departmental Questionnaire will mark “strongly agree” or “agree” when asked whether the course has increased their ability to apply basic usage rules and conventions to a piece of writing.
- 3) At least 75% of all students who pass the course with a C- or better and who register for the subsequent writing course (either English 0990 or English 1010) within the next two semesters will pass that class with a C- or better.

Goal 2: Upon successful completion of the course, students will have **applicable, well-developed critical thinking skills.**

Objectives: Each student in each course will submit a unit-by-unit or comprehensive course portfolio which shows evidence of the student’s ability to analyze a text rhetorically, to respond to the texts of others, to use the text(s) of others to support an argument, and (in ENGH 0990 only) to critique research sources. Students will also be asked on the Departmental Questionnaire about their perceptions of their abilities to use critical thinking skills.

Means of Assessment:

- 1) At least 75% of all students will receive an average grade of a C- or better on the critical thinking essays/assignments (as specified above) submitted in the portfolio. [This means of assessment actually includes many separate assessments of various assignments. Please see those items highlighted in pink on the attached 0890 and 0990 Portfolio Guidelines.]
- 2) At least 75% of all students who complete the voluntary Departmental Questionnaire will mark “strongly agree” or “agree” when asked whether the course has increased their to apply to think critically.

¹ “Course completers” is defined by the department as all those students who receive an A through E grade in the course. It does not include those students who receive Ws or UWs.

Goal 3: Upon successful completion of the course, students will have **meta-composition skills** (i.e. an understanding of the “hows and whys” of the choices they make during the writing process).

Objectives: Each student in each course will submit a unit-by-unit or comprehensive course portfolio which shows evidence of the student’s ability to use meta-composition skills to reflect upon and revise his/her own writing; students will also be asked on the Departmental Questionnaire about their perceptions of their abilities to use meta-composition skills to revise their own papers.

Means of Assessment:

- 1) At least 75% of all student portfolios will show evidence of formative and summative reflection (reflection upon the various stages of the writing process and a final summative reflective “letter” at the end of the course).
- 2) At least 75% of all student portfolios will include evidence of the significant revision of at least two of the assigned formal essays.
- 3) At least 75% of all student portfolios will include evidence of peer, Writing Center and teacher critique in the process of revising the formal essays.
- 4) At least 75% of all students who complete the voluntary Departmental Questionnaire will mark “strongly agree” or “agree” when asked whether the course has increased their abilities to revise their papers effectively.

Goal 4: Upon successful completion of the course, students will have **increased confidence** (psychological comfort) **in their abilities to write to the expectations of a particular audience within a particular context.**

Objectives: Each student in each course will complete a student questionnaire which includes a self-report on student confidence; each student will also be asked to address the issue of increased confidence in the summative reflection letter submitted with the unit-by-unit or comprehensive course portfolio and in the Departmental Questionnaire.

Means of Assessment:

- 1) At least 75% of all students who complete the voluntary Departmental Questionnaire will mark “strongly agree” or “agree” when asked whether the course has increased their confidence in writing academic essays.
- 2) At least 75% of students who the final portfolio will indicate on the summative reflection letter that the course has increased their confidence in writing academic essays.

Questionnaire for ENGH 0890 and 0990 Courses (October 2005 Revision)

ENGH 0890 and 0990 Students:

We hope that you will voluntarily complete the following questionnaire. With this information, your ENGH 0890 and 0990 teachers can improve their teaching, courses and services. The information obtained from this form will also be joined with existing data systems for analysis, but the results will not identify individuals nor will individual information be provided to your teacher. Confidentiality will be maintained by the Office of Institutional Research at UVSC.

Thank you for your time and consideration.

Note: Delete Social security number box and add UV ID number box with seven columns instead of eight

Note: Add marking Instructions box like the previous version

Student's Name: _____ Teacher's Name: _____

Please respond to the following statements (or questions) by completely filling in one circle for each item

1. Using the different stages of the writing process helped me develop as a writer.

- Strongly agree**
- Agree**
- Disagree**
- Strongly disagree**
- I did not revise**

2. The following activities helped me develop my writing skills.

- a) Conferencing with my teacher**
- b) Working in a peer group**
- c) Discussing ideas**
- d) Receiving teacher feedback on my writing**
 - Strongly agree**
 - Agree**
 - Disagree**
 - Strongly disagree**
 - Never happened**

3. *My teacher provided me with one-on-one instruction when I requested it.*
- *Strongly agree*
 - *Agree*
 - *Disagree*
 - *Strongly disagree*
 - *Never happened*
4. *Grammar instruction helped me improve my writing.*
- *Strongly agree*
 - *Agree*
 - *Strongly disagree*
 - *Disagree*
 - *Never happened*
5. *The reflective writing assignments in this course have made me more aware of the decisions I make during the writing process.*
- a. *Strongly agree*
 - b. *Agree*
 - c. *Strongly disagree*
 - d. *Disagree*
 - e. *Never happened*
6. *Because of this course, I think that my reading ability has improved.*
- *Strongly agree*
 - *Agree*
 - *Disagree*
 - *Strongly disagree*
7. *Because of this course, I think that my critical thinking skills have improved.*
- *Strongly agree*
 - *Agree*
 - *Disagree*

- *Strongly disagree*

8. *Having resources and/or assignments online helped me develop my writing skills.*

- a. *Hacker's website*
- b. *Longman (MyCompLab)*
- c. *Web CT*

- *Strongly agree*
- *Agree*
- *Disagree*
- *Strongly disagree*
- *Not assigned*

9. *I think meeting in the computer lab was valuable because it . . .*

- a. *Provided me convenient access to a computer.*
- b. *Helped me improve my computer skills.*
- c. *Helped me improve my writing skills.*
- d. *Helped me improve my research skills.*

- *Strongly agree*
- *Agree*
- *Disagree*
- *Strongly disagree*
- *Meeting in the lab was not required.*

10. *My confidence in my ability to write for academic purposes has improved as a result of this class.*

- *Strongly agree*
- *Agree*
- *Disagree*
- *Strongly disagree*
- *I missed class too often.*

11. *For this course, I have used the Writing Center.*

- More than 3 times*
- 3 times*
- 2 times*
- Once*
- Never*

12. The tutors at the Writing Center (or OWL) helped me to improve my writing in this course.

- Strongly agree*
- Agree*
- Disagree*
- Strongly disagree*
- I never went.*

13. What percent of the classes did you attend?

- All classes*
- Almost all*
- Half the classes*
- Less than half*
- Very few*

14. What percent of assignments did you complete during this course?

- All assignments*
- Almost all*
- About half*
- Less than half*
- Very few*

15. I should have been placed in this course.

- I agree*
- I don't know.*

- *I should have been enrolled in a lower level course.*
- *I should have been enrolled in a higher level course.*

16. Experiences outside of class negatively affected my academic progress during this course (such as personal, health, family, or financial difficulties).

- **Strongly agree**
- **Agree**
- **Disagree**
- **Strongly disagree**

17. I plan to continue my education at UVSC.

- **Agree**
- **Disagree**
- **I plan to transfer.**
- **I plan to take off one or more semesters.**

18. In my next semester, I plan to enroll in ENGL 1010 at UVSC.

- **Agree**
- **Disagree**
- **Undecided**

English 0990 Portfolios

Rationale:

- To promote consistency among sections of the same course and maintain minimum course standards/requirements (while allowing enough flexibility for some differences in teaching styles and texts)
- To privilege both the process and the product of writing
- To act as a culminating exercise appropriate to a composition course

Description of Portfolio Contents:

Evidence of Writing as a Process and Student-Centered Writing

- Inclusion of a revised summative and reflective portfolio cover letter.
- Evidence of journal work and/or purposeful freewriting.
- Evidence of writing as a process. (Students should be given the opportunity to revise at least two of their formal papers over the course of the semester; however, the *evidence* of this revision should appear in the teacher's curricular documents submitted in the ABC portfolios.)
- Evidence of peer review of at least one document. (Evidence for peer review should appear in the teacher's curricular documents.)
- Evidence of Writing Center tutor review of at least one document. (Evidence of Writing Center attendance may be given either in curricular documents or by including the actual Writing Center form in the ABC Portfolios.)

Evidence of Specific Writing Activities

(Please note that the requirements below do not necessarily represent individual papers or assignments. A single paper may fulfill a number of the "evidences" given here.)

- Evidence of ability to summarize a source or sources effectively.
- Evidence of ability to write and support a variety of kinds of thesis statements (i.e., informational, persuasive, research, etc.).
- Evidence of ability to use the theories or definitions found in one textual source to analyze a second text or real world situation.
- Evidence of ability to write an essay using multiple sources. (This paper will be read by two faculty raters and the results used for Outcomes Assessment purposes. This paper should not be a group paper. Students should be given a written explanation of how this paper will be graded and how that "shared" grade will be factored into their course grade.)
- Evidence of reflection or research on the theme of education.
- Evidence of ability to write an effective in-class essay based on prior reading(s).

Evidence of Writing and Research Conventions

- Evidence of at least ten pages (double-spaced, typed) of revised writing.
- Evidence of understanding of different rhetorical strategies and genre conventions.
- Evidence of ability to write for audiences other than teacher and classmates.
- Evidence of ability to write in the 3rd person.
- Evidence of ability to document sources properly using APA or MLA documentation style.
- Evidence of having critiqued the quality of an on-line source later used in an essay. (Evidence of on-line source critique may be given in a teacher's curricular documents.)
- Evidence of ability to apply grammatical rules to writing.
- Evidence of ability to produce clear, interesting, readable prose.

English 0890 Portfolios

Rationale:

- To promote consistency among sections of the same course and maintain minimum course standards/requirements (while allowing enough flexibility for some differences in teaching styles and texts)
- To privilege both the process and the product of writing
- To act as a culminating exercise appropriate to a composition course

Description of Portfolio Contents:

Evidence of Writing as a Process and Student-Centered Writing

- Inclusion of a revised summative and reflective portfolio cover letter.
- Evidence of journal work and/or purposeful freewriting.
- Evidence of peer review work on at least one document. (This evidence should be given in the teacher's curricular documents submitted with the ABC Portfolios.)
- Evidence of Writing Center tutor review of at least one document. (Evidence of Writing Center attendance may be given either in curricular documents or by including the actual Writing Center form in the ABC Portfolios.)
- Evidence of writing as a process (Students should be given the opportunity to revise at least two of their formal papers over the course of the semester; however, the *evidence* of this revision should appear in the teacher's curricular documents submitted in the ABC portfolios.)

Evidence of Specific Writing Activities

- Evidence of ability to use personal experiences and/or opinions to support an academic thesis.
- Evidence of ability to write an essay using or based on at least one source.
- Evidence of ability to write an effective in-class essay based on prior reading(s).
- Evidence of reflection or research on the theme of education.

Evidence of Writing Conventions

- Evidence of at least eight pages (double-spaced, typed) of revised writing.
- Evidence of an understanding and application of writing conventions such as paragraph unity, narrative viewpoints, topic sentences, thesis statements, transitions, etc.
- Evidence of ability to write to an academic audience (teachers and classmates).
- Evidence of ability to apply grammatical rules to writing.
- Evidence of ability to produce clear, interesting, readable prose.