

Colonnade FOUNDATIONS Assessment 2023-2024	
Potter College of Arts and Letters	English
College Composition	
David LeNoir	

Please select the option(s) that best describe all sections of this course (you may select more than one):

- ☐ Taught 100% face to face
- ☐ Taught 100% online
- ☒ Mix of online and face to face
- ☐ Includes dual credit

Student Learning Outcome 1			
Student Learning Outcome	Use of sources: Capstone mastery (score of 4) “demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.”		
Measurement Instrument 1	Student formal papers which include the incorporation of outside sources and which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of composition, so mastery as indicated by the highest scores is not an expectation for an introductory-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an introductory-level course, student ratings are expected to be clustered in the lower half of the rubric scale—but not the bottom.		
Program Success Target for this Measurement	80% of ENG 100 essays will score 1.5 or higher. (A supplementary measure is for 30% to score 2.5 or higher.)	Percent of Program Achieving Target	77% of the essays scored 1.5 or higher. (In the supplementary measure, 30% scored 2.5 or higher.)

Methods	A list of randomly-selected ENG 100 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=44.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
Follow-Up Academic year 2024-25			
Previous success on this measure had suggested we might move on to another outcome in place of this one, but last year's "near miss" (66%) suggested we should retain it through at least one more cycle. This year's results were noticeably closer to our target, and the increase in the supplementary measure was very impressive. No specific changes are anticipated in our sampling or methodology, though we may want to consider adjustments due to the earlier deadline for reports.			

Student Learning Outcome 2			
Student Learning Outcome	Genre and Disciplinary Conventions: Capstone mastery (score of 4) "demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices."		
Measurement Instrument 1	Student formal papers which include the incorporation of outside sources and which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of composition, so mastery as indicated by the highest scores is not an expectation for an introductory-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an introductory-level course, student ratings are expected to be clustered in the lower half of the rubric scale—but not the bottom.		
Program Success Target for this Measurement	80% of ENG 100 essays will score 1.5 or higher. (A supplementary measure is for 30% to score 2.5 or higher.)	Percent of Program Achieving Target	86% of the essays scored 1.5 or higher. (In the supplementary measure, 36% scored 2.5 or higher.)
Methods	A list of randomly-selected ENG 100 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=44		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Follow-Up Academic year 2024-25			
Previous success on this measure had suggested we might move on to another outcome in place of this one, but last year's "near miss" (75%) suggested we should retain it through at least one more cycle. The strong success on both the formal Success Target and the supplementary measure suggest we may want to move on to another measure next year. No specific changes are anticipated in our sampling or methodology, though we may want to consider adjustments due to the earlier deadline for reports.			

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Student Learning Outcome 3			
Student Learning Outcome	Control of Syntax and Mechanics: Capstone mastery (score of 4) “uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.”		
Measurement Instrument 1	Student formal papers which include the incorporation of outside sources and which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of composition, so mastery as indicated by the highest scores is not an expectation for an introductory-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an introductory-level course, student ratings are expected to be clustered in the lower half of the rubric scale—but not the bottom.		
Program Success Target for this Measurement	80% of ENG 100 essays will score 1.5 or higher. (A supplementary measure is for 30% to score 2.5 or higher.)	Percent of Program Achieving Target	82% of the essays scored 1.5 or higher. (In the supplementary measure, 39% scored 2.5 or higher.)
Methods	A list of randomly-selected ENG 100 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=44		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Follow-Up Academic year 2024-25			
This year marks the second consecutive year in which this assessment measure was met. We may retain it for another cycle or move on to another measure, depending on how our next option might function to complement the other measures utilized. No specific changes are anticipated in our sampling or methodology, though we may want to consider adjustments due to the earlier deadline for reports.			