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WKU: Academic Program Assessment Report

Abstract

Academic Program Assessment Report of WKU.

Keywords

Academic Program Assessment Report



温州肯恩大学
WENZHOU-KEAN UNIVERSITY

Academic Program Assessment Report

COLLEGE: Humanities and Social Sciences

Year 1 English Program - Wenzhou Kean University

ACADEMIC YEAR: **2018 - 2019**

REPORT AUTHOR: Gina Roach¹

PROGRAM STUDENT LEARNING OUTCOMES (checked SLOs are assessed)

SLO1: Effective Writing & Revision: Students will produce effective essays through a series of drafts that include exploratory writing or talk, as well as revisions that include addition, deletion, substitution and rearrangement (KU1, KU4); (GES1, GES2, GES4, GEV4)

SLO2: Students will identify central ideas/themes of a text through writing (KU1, KU3); (GES1, GES2, GES4, GEV4)

SLO3: Evaluative /analytical writing: Students will demonstrate the ability to evaluate information from readings, experience, and other sources and to present this information in a logical and analytical way (KU1); (GES1, GES4, GEV4).

SLO4: Compelling presentation: Students will demonstrate the ability to give a compelling oral presentation. (KU1); (GES1, GES2, GES5, GEV4)

SLO5: Proficiency in Academic English: Students will demonstrate appropriate academic English language proficiency (KU2, KU3, KU4); (GES1, GES2, GEV1, GEV3).

DIRECT MEASURE:

Three SLOs were measured in the 2018-2019 academic year: SLO 1 effective writing and revision; SLO 3 evaluative or analytical writing about reading or own experience; and SLO 5 academic language proficiency. The following sections briefly explain the courses from which data were collected, instruments used to measure each SLO, the targets set, the results achieved, discussion of the findings, and curricular actions recommended.

¹ This report (including some of the wording) is based on one submitted by Dr. Charles Nelson for the June 30th, 2016 “Wenzhou Kean University ESL Program” report.

SLO1: Effective writing and effective revision

SLO 1 - Effective writing and revision – are two SLOs since revision is a separate set of skills that pertain to the student’s ability to act on feedback from a writing instructor during the process. Effective writing is assessed as a final product, but effective revision is assessed as a process.

Two courses and four assignments were used to assess SLO 1: **Composition I** (course code ENG1300), and **Composition II** (course code ENG1430).

Composition I was taught in the fall semester and Composition II in the spring semester. They were both Program Assessed in the spring semester. Students wrote four assignments in each of these courses. Two assignments each from Compositions I and II, were collected as data.

1. *Cause-Effect* assignment - Composition I essay 2
2. *Evaluation* assignment - Composition I essay 4
3. *Summary-Response* assignment - Composition II essay 1
4. *Argument* assignment - Composition II essay 3

The General Education or Kean University writing rubric for effective written communication was used for assessing the four assignments. The rubric consists of the following six (6) criteria:

1. *genre & audience awareness*
2. *focus*
3. *development*
4. *organisation*
5. *grammar & mechanics*
6. *revision*

In *revision*, raters assessed students’ ability to demonstrate the following according to teacher feedback:

1. *addition*
2. *deletion*
3. *substitution*
4. *re-arrangement*

Student performance was rated on a five (5) point rubric scale where:

- 5= all expectations are met for the task;
- 4 = most expectations are met for the task;
- 3 = meets expectation but in a formulaic way;

- 2 = meets expectations but may be doing so inconsistently;
- 1 = fails to demonstrate most (if any) expectations of the writing task.

Each essay made up 20% of a student's final grade, hence essays made up 40% of students' final grade in each composition course.

Target: As in the previous three-year cycle, a rubric score of 2 was set as showing proficiency in each of the six criteria for Composition I (ENG1300) and Composition II since both courses are still introductory (1000) level writing courses. The target set was that at least 50 % of students would gain a score of 2 or higher for each of the six criteria in Composition I and 80% of students would be able to achieve a score of 2 or higher in each criterion in Composition II.

SLO 3: Evaluative or Analytical writing

This learning outcome was also assessed in the same four assignments as SLO 1.

1. *Cause-Effect* assignment - Composition I essay 2
2. *Evaluation* assignment - Composition I essay 4
3. *Summary-Response* assignment -Composition II essay 1
4. *Argument* assignment - Composition II essay 3

In the previous three-year cycle, this SLO was assessed by drawing on the *genre & audience awareness* criterion of SLO 1. However, the description for 'genre and audience awareness include other aspects of writing that do not always pertain to evaluative writing, so it was a blunt, rather than a focused, way to measure evaluative or analytical writing as a student learning outcome. Evaluative and analytical writing pertains to "the kinds of attitudes that a writer negotiates in a text, the strength of feelings involved and the ways in which values are sourced, and readers are aligned" (Martin & Rose, 2007:17)²² Students need to evaluate in tones that are institutionally valued, which are challenging particularly for second language writers. It was felt that this SLO is not adequately captured in the '*Genre & Audience Awareness*' criterion of the University Writing Rubric. A simple set of questions that focused a rater's attention on four types of language resources: *graduation*, *appreciation*, *judgment*, and *affect*. *Graduation* resources refer to language that raises or lowers strengths of claims. *Appreciation* resources refer to language that indicates a writer's values such as significance, complexity, quality of something. *Judgement* resources refer to writers morality or ethical values. And *affect* resources refer to language that indicates the writer's emotions. These maybe across a text, paragraph, or phrase/word level. This rubric was piloted this year (see Appendix 2 attached).

²² Martin, J.R. and D. Rose (2013). *Working With Discourse: Meaning Beyond The Clause*. London: Bloomsbury Academic.

Raters had to read the questions and rated the SLO on the four student assignments using the same scale as SLO 1 where:

- 5= all expectations are met for the writing task;
- 4 = most expectations are met for the writing task;
- Three = meet expectation but in a formulaic way for the writing task;
- 2 = meets expectations but may be doing so inconsistently for the writing task;
- 1= fails to demonstrate most (if any) expectations for the task.

Target: Since Compositions I and II are introductory courses(1000 level writing), it was expected that at least 50% of students would earn a score of 2 or higher in Composition I, but this number would increase to 80% earning a score of 2 or higher on each of the six criteria of the rubric in Composition II.

SLO 5: Proficiency in Academic English Language

This learning outcome was also assessed on the same four assignments from Compositions I and II. In the previous three-year cycle, this SLO was evaluated in the fifth criterion of the University Writing Rubric – *Grammar & Mechanics*. As with SLO 3, it was felt that *Grammar & Mechanics* was inadequate in measuring academic proficiency as a student learning outcome. Proficiency in academic language pertains more to academic literacies such as a reduced authorial presence, sandwiching verbatim quotes, distanced/de-personalized voice for objectivity. These are more than simply subject-verb agreement and ‘punctuation’ as described in the University Writing Rubric. A simple rubric with questions that focused more specifically on academic literacy was also piloted this year (see Appendix 3). Raters read the questions and rated all four student essays on the same scale as SLO 1 where:

- 5= all expectations are met for the writing task;
- 4 = most expectations are met for the writing task;
- 3 = meets expectation but in a formulaic way;
- 2 = meets expectations but may be doing so inconsistently;
- 1= fails to demonstrate most (if any) expectations for the task.

Target: Since Compositions I and II are introductory writing courses (1000 level), it was reasonable to expect that at least 50% of students would earn a score of 2 in Composition I but 80% would earn a score of 2 or higher for Composition II.

Procedure for gathering and assessing data:

Procedure: A 10% sampling assessment was agreed as an acceptable form of measuring the SLOs since there were approximately more than 500 students and 20 instructors. As in previous years, students stored their assignments (draft inclusive) in portfolios on Google

Site for both composition courses. An online randomizer was used to randomly select 2 student portfolios from each section of the Composition I (ENG1300) course then retrieve their corresponding portfolios in Composition II. It was deemed more qualitatively sound to assess the progression of the same 10% of students across time between the two courses rather than assess different sets of students.

Gathering data: Google sites presented considerable challenges in collecting data. Portfolios selected by the randomizer could not be retrieved due to the case sensitivity of folder names. There were many mismatches between the Chinese students' names on official records and the way they saved their names for their portfolios. Hence, the teachers were approached to gather the student portfolios based on student ID numbers the assessment team provided. Since many students had followed their writing instructors from Composition I to Composition II, the teachers were able to retrieve portfolios of these students from both courses. In some cases, teachers provided more than two sets of portfolios. The ideal number sought was 50 portfolios. However, only 48 (9.6%) was possible to retrieve to assess.

The assessment team combined the four assignments into one portfolio for each student.

Assessment: 18 raters were normed during the WKU PDD week on the three SLOs being measured, and the portfolios were distributed, so every portfolio was assessed by two raters. The table below was the Composition instructors who participated in the norming for Program Assessment:

1. Dr Shengyu Wang
2. Craig Blacklock
3. Richard Johns
4. Joe Powlinowski
5. Danny Dyer
6. James Tarwood
7. Leticia Salter
8. Marylea Vega
9. Dr Vasilis Batsiakas
10. Joel Hendricks
11. Dr Henry Haddock
12. Garry Gray
13. Dr Michael Opper
14. Glenn Downs
15. Dr Michael Watkins
16. Liam Duffy
17. Dr Gina Roach

RESULTS

SLO 1: Effective Writing & Effective Revision

Semester: Fall 2018

Number of students (Composition I/ENG 1300): 48 (out of 500 - 9.6% sampling)

Table 1: Percentage and mean scores for SLO 1 - Effective Writing & Revision – in Composition I

Composition I - Cause and Effect Assignment												
Score	Genre	%	Focus	%	Dev.	%	Org.	%	Gram. & Mech	%	Revision	%
5	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	3	6.3%	1	2.1%	4	8.3%	3	6.3%	4	8.3%	5	10.4%
2	38	79.2%	42	87.5%	37	77.1%	40	83.3%	38	79.2%	26	54.2%
1	7	14.6%	5	10.4%	7	14.6%	5	10.4%	6	12.5%	9	18.8%
2 & above	41	85.4%	43	89.6%	41	85.4%	43	89.6%	42	87.5%	31	64.6%
sum	48	100.0%	48	100.0%	48	100.0%	48	100.0%	48	100.0%	48	100.0%
mean	1.9		1.9		1.9		2.0		2.0		1.9	
x	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	16.7%

SLO 1: Effective Writing & Effective Revision

Semester: Spring 2019

Number of students (Composition II/ENG 1430): 48 folders (9.6% sampling)

Table 2: Percentage and mean scores for SLO 1 - Effective Writing & Revision – in Composition II

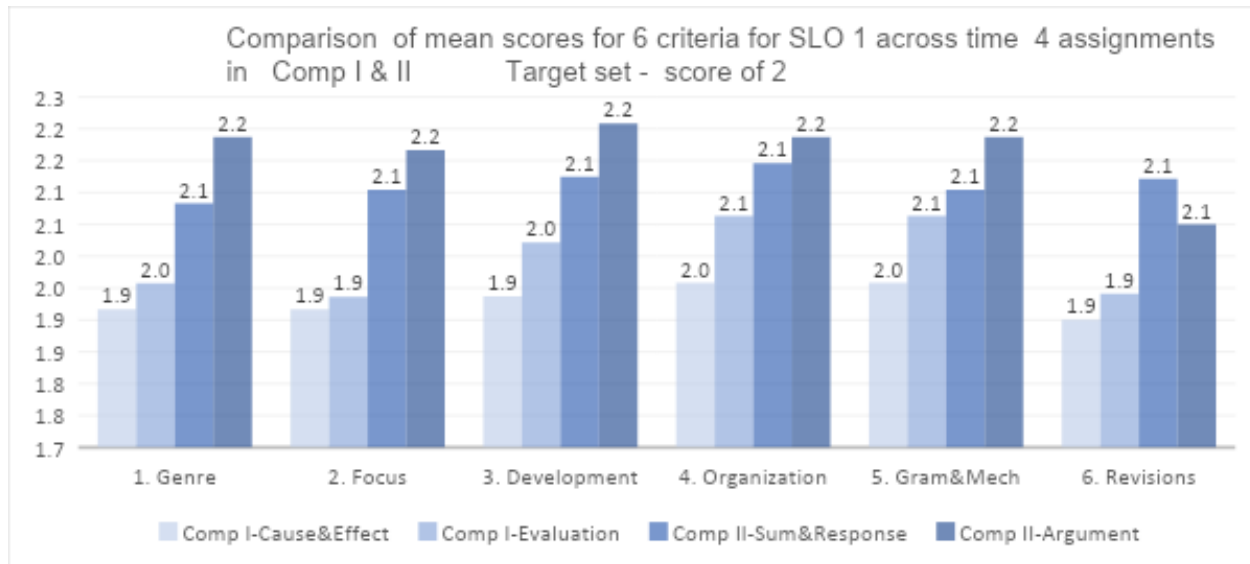
Composition II - <i>Argument</i> Assignment												
Score	Genre	%	Focus	%	Development	%	Organization	%	Gram. & Mechs	%	Revision	%
5	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	13	27.1%	10	20.8%	12	25.0%	12	25.0%	10	20.8%	7	14.6%
2	31	64.6%	36	75.0%	34	70.8%	33	68.8%	36	75.0%	28	58.3%
1	4	8.3%	2	4.2%	2	4.2%	3	6.3%	2	4.2%	5	10.4%
2 & above	44	91.7%	46	95.8%	46	95.8%	45	93.8%	46	95.8%	35	72.9%
sum	48	100.0%	48	100.0%	48	100.0%	48	100.0%	48	100.0%	48	100.0%
mean	2.2		2.2		2.2		2.2		2.2		2.1	
x	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	16.7%

Tables 1 and 2 show the percentages of students that achieved, exceeded, or below the set targets for each of the six criteria for SLO 1 as assessed in Composition I and Composition II. As can be seen, Effective Revision is the last /sixth criterion on this rubric. Student performance was rated on a five-point scale where five (5) = excellent. Table 3 below shows a comparison the means achieved for each criterion of SLO 1 when the target set was 2

Table 3: Comparison of Mean Scores for SLO Criteria Across Four Assignments Comps I & II Target set –Score of 2

Comparison of Mean Scores for SLO Criteria Across Four Assignments - Comps I & II Target set – score of 2				
	Comp I -Cause & Effect Assignment	Comp I-Evaluation	Comp II -Sum & Response	Comp II-Argument
1. Genre	1.9	2.0	2.1	2.2
2. Focus	1.9	1.9	2.1	2.2
3. Development	1.9	2.0	2.1	2.2
4. Organization	2.0	2.1	2.1	2.2
5. Gram & Mech	2.0	2.1	2.1	2.2
6. Revision	1.9	1.9	2.1	2.1

Figure 1: Comparison of mean scores for 6 SLO1 criteria - Target set – score of 2



DISCUSSION OF FINDINGS

SLO 1: Effective Writing & Revision

The results of the assessment of SLO 1 in Compositions 1 and II show that the target goals were well met compared to last year's results. To remind the reader briefly, the target set for SLO 1 was that 50% students would score rubric scores of 2 or above across all six criteria: *genre & audience awareness, focus, development, organisation, grammar & mechanics* and *revision* for Composition 1. It was reasonable to set program targets at 80% of students to achieve score 2 or above across all the criterion in Composition II.

As the (yellow) highlighted percentage figures in Table 1 show, more than 80% of students were already meeting score 2 or above in each criterion (except for revision at 64%) in Comp I. Raters were awarding scores of 2 (meets expectations but doing so inconsistently), and 3s (meets expectations but in a formulaic way). No 4s (meets most expectations) or 5s (meets all expectations for the task) were awarded. Similarly, Table 2 shows that more than 90 of students were given scores of 2 and above across 5 of the six criteria for Comp II when the program target was 80%. However, the mean scores are lower for Comp 1 cause-effect assignment while just above 2 in Comp II assignments. One possible reason is that raters were assessing more confidently since two norming sessions were held close to each other (May and June).

The *revision* criterion numbers are the lowest, and this is perhaps due to two reasons. First, many students did not upload their drafts to their Google sites, so they were not assessed at all (see Appendix 1, revision column marked with 'x'). Second, the drafts that students did upload for Program Assessment purposes were difficult to assess on the four criteria for effective revision – *addition, deletion, substitution, rearrangement* – because it was unclear to raters what the writing instructors had instructed students to do at the draft stages of the assignments. Indeed, the large number of missing final essays and drafts from the student portfolios at the

gathering of the data stage significantly reduced the number of students that could be assessed this year. This was the same situation as last year, where only 46 Comp II folders were assessed.

A small percentage of students were also only achieving scores of 1 (does not meet most requirements if any) but this is to be expected because of the significant gaps between Chinese high school writing experiences and university writing requirements.

While the percentage numbers in tables 1 and 2 indicate high achievement in terms of targets set, the mean scores are showing a more conservative assessment by raters. In previous years, the mean scores were often noticeably high. One possible reason is that teachers were often rating their own classes and in the case where they did rate other students' essays, they were often doing so in a rush (to meet deadlines). Another reason is that raters this year were rating each piece of work separately rather than holistically. Since assessors in WKU were not normed to procedures and standards of the KU campus, each of the four assignments was assessed independently by two of the 17 raters. This was a sharper focus on each assignment, and the Workbooks raters returned included a dialogue or commentary column whereby raters justified low or higher marks (see raw data in Appendix 1). Since the justification for scores given was given in the dialogue column and the scores between the raters were mostly aligned with few differences (difference only of 1 point), no third marking was deemed necessary by the assessment team. The final scores that were calculated were drawn from the more conservative rater. Hence the mean scores may also be reflecting this conservative approach. As the bar chart (fig 1) clearly shows, however, there is student progression across time, albeit moderate rating by raters.

CURRICULAR ACTIONS/CLOSING THE LOOP

Last year, there were many complaints by instructors to the changes made to the curriculum which moved the *cause and effect* assignment up on the Comp I calendar to the second rather than the third assignment. This was demonstrated in the lower results for Comp 1 in last years' report. It was also felt that curricular changes usually take two years to stabilize. Hence, no recommendations for curricular change was made. While the mean scores for most of the criteria for SLO 1 on Composition I are still slightly under 2 for sample assessed, they are higher than the previous year and there were no complaints about the curriculum. No curriculum change is recommended this year.

However, the following 5 points need to be addressed:

- 1) **Explicit engineering of pedagogy and administration of course by composition teachers:** Program assessment requirements need to be announced to the Composition instructors at the beginning of the year rather than at the end, as it was done this year. This will convey to teachers a better understanding of the importance of complete sets of student work products and the rubric criteria for each SLO for the program as captured in each rubric.
- 2) **Google Sites folder names:** Since Google Sites folders are case sensitive, students need to store their folders by ID number rather than by their name for easier retrieval of portfolios for program

assessment. Students do not always know how their Chinese name is written in the university records in English. Hence they often spell their name according to their understanding of Pin Yin (Romanized Chinese). E.g. Liu Wanting on official records may be written by students as WanTing, Wan Ting, Wan-Ting, or Wan ting. A small deviation makes it difficult for the assessment team to retrieve the student portfolios to extract the assignments for Program Assessment. This is the second year that this issue is being mentioned in this report, so it does need to be addressed by the composition coordinator or committee next year.

- 3) **Teacher written feedback on assignment drafts:** In terms of generating data for measuring the effective revision part of SLO 1, teachers need to combine spoken and written feedback on the drafts so *addition, deletion, substitution, rearrangement* is visible to raters. A purely spoken feedback style does not generate the data needed to effectively measure whether students demonstrate the ability to revise a text effectively. This was raised in last year's report and is raised again for the next academic year.
- 4) **Norming and participation in program assessment:** Unlike previous years, when teachers assessed their students, this is the first year that composition instructors program assessed other student essays for both Comp I and Comp II. However, only a 1.15-minute window was given to teachers for norming on 3 SLOs. This was significant because two new rubrics were being piloted. This was primarily because Program Assessment this year was not given top priority by top management at WKU. While portfolio reading was attempted last year during PDD, conditions for repeating this procedure were not favourable this year due to an emphasis on attending PDD sessions. Comparatively, KU sets aside three days to read comp II portfolios. There has been no commitment to norm the WKU team of raters to KU standards and procedures for portfolio reading of Comp II folders. It is noticeable given that consistency is the hallmark of assessment, and WKU is an additional location.
- 5) **Content assessed in assignments:** Composition I content were more semantically on par amongst the 48 folders assessed compared to Composition II content. This is because the Year 1 coordinators worked together to guide topics and themes in the Fall term, so the content from the reading classes (ESL045 – Academic Written Discourse 1) provided the topics for the Composition I course. This alignment between reading and writing courses was dropped in the Spring term with the emergence of new committees, and new coordinator at WKU made up largely of new instructors with no knowledge of program assessment. Since consistency is the hallmark of assessment, consistency in knowledge forms (specialised vs colloquial) needs to be addressed seriously by the ESL and Composition committee and coordinators.

DATA COLLECTION RESULTS

SLO 3: Evaluative / Analytical Writing

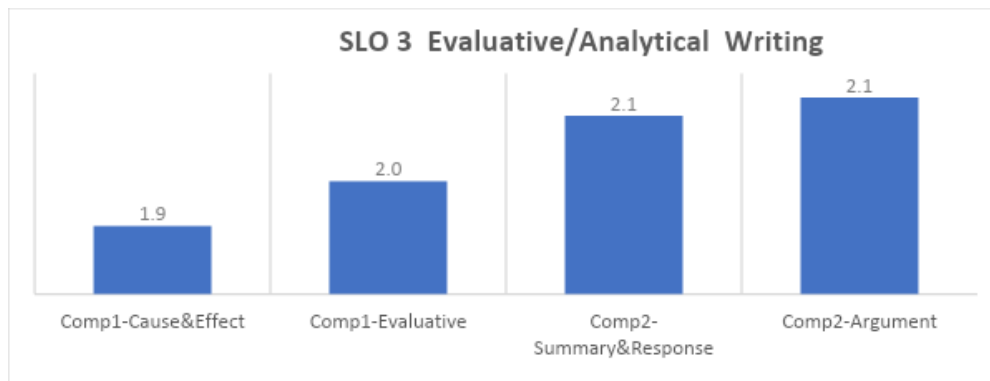
Semester(s): Comp 1 Fall 2018 and Comp II Spring 2019

Number of portfolios (ENG 1430): 48 (out of 500) / 9.6% of student portfolios

Table 4: Percentages for SLO 3 – Target set 50% Comp I and 80% Comp II

SLO 3: Evaluative/Analytical Writing											
Composition 1 - Cause - Effect			Composition 1 - Evaluative Essay			Composition 2 - Summary and Response			Composition 2 - Argument		
score		%	score		%	score		%	score		%
5	0	0.0%	5	0	0.0%	5	0	0.0%	5	0	0.0%
4	0	0.0%	4	0	0.0%	4	0	0.0%	4	0	0.0%
3	2	4.2%	3	4	8.3%	3	7	14.6%	3	9	18.8%
2	37	77.1%	2	35	72.9%	2	39	81.3%	2	37	77.1%
1	9	18.8%	1	6	12.5%	1	2	4.2%	1	2	4.2%
2 and above	39	81.3%	2 and above	39	81.3%	2 and above	46	95.8%	2 and above	46	95.8%
sum	48	100.0%	sum	0	0.0%	sum	48	100.0%	sum	48	100.0%
mean	1.9		mean	2.0		mean	2.1		mean	2.1	
x	0	0.0%	x	3	6.3%	x	0	0.0%	x	0	0.0%

Figure 2: SLO 3 Mean Scores for Comp I and II assignments Target set - 2



DISCUSSION OF FINDINGS

SLO 3: Evaluative /Analytical Writing

The target set for SLO 3 was similar to SLO 1 targets: 50% of students to achieve a score of 2 or higher, and 80% students to achieve a score of 2 or higher in Comp II. The above results show that the target expectations for Comp I and Comp II were also met with Comp I results far exceeding

targets set. However, the mean scores in Figure 3, show the result at 1.9 for the *cause-effect* assignment, which shows that students need more explicit pedagogy to make the rules of the game visible. There is a slight progression in mean scores across time, which shows that raters are rating confidently but possibly also conservatively.

CURRICULAR ACTIONS/CLOSING THE LOOP – SLO 3

In the previous report, three changes were recommended to improve the assessment of this SLO. The following sections show how the recommended changes have been addressed or if they still need addressing.

1. **Narrower guidelines on the subject matter/content on which students are being assessed.** This was achieved for Composition 1 assignments but not composition II for the reasons listed in the SLO 1 curriculum loop section above. The committees need to be aware of program assessment and reduce the spread of topics that range from colloquial, common everyday issues (discourse) to very technical, specialised topics (discourse). Since higher education disciplines tend to be professional and skilled in their fields, it is recommended that Comp II is guided by ESL 0405 Academic Written Discourse II themes or topics.
2. **Norming standards** to be improved. This was not achieved because only 1.5 hours was given to teachers to cover 3 SLOs and three rubrics, so there was less rigour in norming on SLO 3.

Rubric: It was recommended in the previous report that a separate rubric that specifically focused on evaluative/analytical writing be developed so that each SLO has its own rubric as a demonstration of good assessment practice. A new rubric was piloted this year to focus raters on evaluative/analytical language, and the rater's comments in the dialogue column of the Workbook show that the rubric is honing in on the right aspects of evaluative/analytical languages such. Now that teachers are becoming familiar with what is being evaluated the questions in the rubric can be changed into statements which focus specifically on four criteria – *graduation, appreciation, judgement, and affect*. One possible reason is that raters were assessing more confidently since two norming sessions were held close to each other (May and June).

3. *t.* A more detailed description for a 1-5 scale similar to the university writing rubric needs to be developed for rubric consistency.

DATA COLLECTION RESULTS

SLO 5: Proficiency in Academic English:

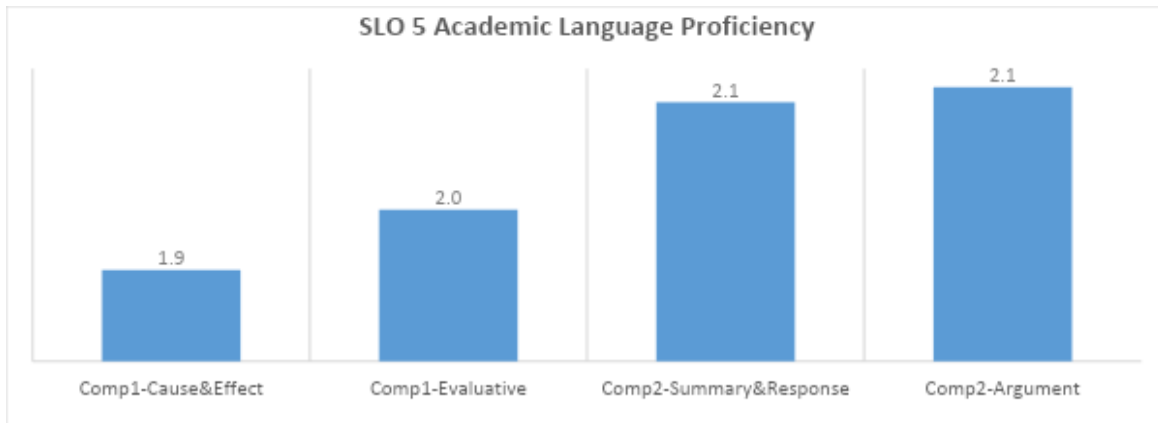
Semester(s): Comp 1 Fall 2018 and Comp II Spring 2019

Number of portfolios (ENG 1430): 48 (out of 500) / 9.6% of student portfolios)

Table 3: Assessment of SLO 3 – Target set 50% Comp I and 80% Comp II

SLO 5 -Proficiency in Academic Language											
Composition 1 - Cause-Effect Essay			Composition 1 - Evaluative Essay			Composition 2 - Summary and Response Essay			Composition 2 - Argument Essay		
score		% of students	score		% of students	score		% of students	score		% of students
5	0	0.0%	5	0	0.0%	5	0	0.0%	5	0	0.0%
4	0	0.0%	4	0	0.0%	4	0	0.0%	4	0	0.0%
3	2	4.2%	3	5	10.4%	3	9	18.8%	3	12	25.0%
2	38	79.2%	2	35	72.9%	2	35	72.9%	2	30	62.5%
1	8	16.7%	1	7	14.6%	1	4	8.3%	1	6	12.5%
2 and above	40	83.3%	2 and above	40	83.3%	2 and above	44	91.7%	2 and above	42	87.5%
sum	48	100.0%	sum	0	0.0%	sum	48	100.0%	sum	48	100.0%
mean	1.9		mean	2.0		mean	2.1		mean	2.1	
x	0	0.0%	x	1	2.1%	x	0	0.0%	x	0	0.0%

Figure 3: SLO 5 Mean Scores for Comp I and II assignments Target set – score of 2



DISCUSSION OF FINDINGS

SLO 5: Proficiency in Academic English

Table 5 shows that that target expectations of 50% of students to achieve a score of 2 in Comp I and 80% of students to score 2 for Comp II were also well met.

An unexpected result, however, is the higher % of students scoring 2 and above for the summary and lowest % for the argument assignment. As discussed above, SLO 5 was previously assessed on the *Grammar & Mechanics* criterion on the university writing rubric, but it was felt that academic writing involved more than correct word form and punctuation; that grammar referred to a formal de-personalized written tone rather than a simple conversational grammar. Also, that *mechanics* was more than knowing where to put commas and capitalization, but about the mechanics of incorporating high- status sources appropriately. A close look at the dialogue/commentary by the raters revealed more criticism about the “chatty” tone of the argument assignment and lack of proper referencing for the argument paper. The comments reveal that raters had higher expectations of academic proficiency in the argument paper but perhaps less so for the summary and response assignment. This said, raters also awarded more scores of 3 for the argument paper compared to any other assignment, which perhaps reveals confidence about assessing arguments.

In terms of the mean scores, Figure 3 shows a similar trend of progression across time as SLO 1.

CURRICULAR ACTIONS/CLOSING THE LOOP – SLO 5

In the previous report, three changes were recommended to improve the assessment of this SLO. Some have been achieved, and others still need work:

1. **Narrower guidelines on the subject matter/content students on which students are assessed.** This was achieved for composition one assignments but not composition II for the reasons listed in the SLO 1 curriculum loop section above.
2. **Norming standards** to be improved. This was not achieved because only 1.5 hours was given to teachers to cover 3 SLOs and three rubrics, so there was less rigor in norming for SLO 3.
3. **Rubric:** it was recommended that a separate rubric that specifically focused on evaluative/analytical writing be developed, so each SLO has its own rubric because it is assessment practice. A new rubric was piloted this year to focus raters on proficiency in academic writing and, as with SLO 3, the raters comments in the dialogue column of the Workbook where raters provide their marks (see Appendix 1) show that the rubric is teasing

out the academic written grammar (as opposed to less formal spoken grammar) and mechanics for referencing appropriately.

SUPPORTING EVIDENCE (DATA)

Excel file containing SLO 1, 3, and 5 raw data and calculations.

Please check this box to indicate:

Supporting Evidence (Data)