

Assessment Report for ENG 111: Oral and Written Expression I Fall 2014

Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Utilize civil and critical discourse and engage in dialogue.
- Use discussion, research, class presentations, writing, etc. to demonstrate critical thinking.

Assessment Activities:

- Rubric Scoring, Random Sample of Student Work
- Discussion of Results
- Development of Action Plans

Rubrics:

- Oral Communication VALUE Rubric:
 - Organization
 - Delivery
 - Central Message
- Critical Thinking VALUE Rubric:
 - Influence of Context and Assumptions (Influence)
 - Conclusions and Related Outcomes (Conclusions)
- Written Communication VALUE Rubric:
 - Genre and Disciplinary Conventions (Conventions)
 - Control of Syntax and Mechanics (Syntax)

Assessors:

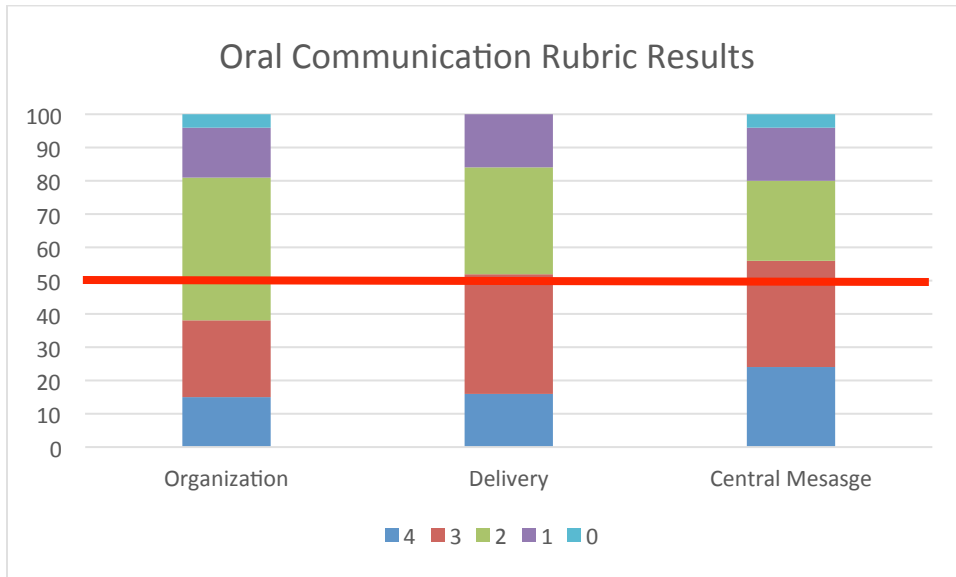
- Borgia, English
- DelMaramo, B., English
- DelMaramo, M., English
- Hall, English
- Johnson, English
- Moinet, English

Assessment Results

Assessment Baseline:

50% of students assessed will score a 2 or higher on each assessed criterion.

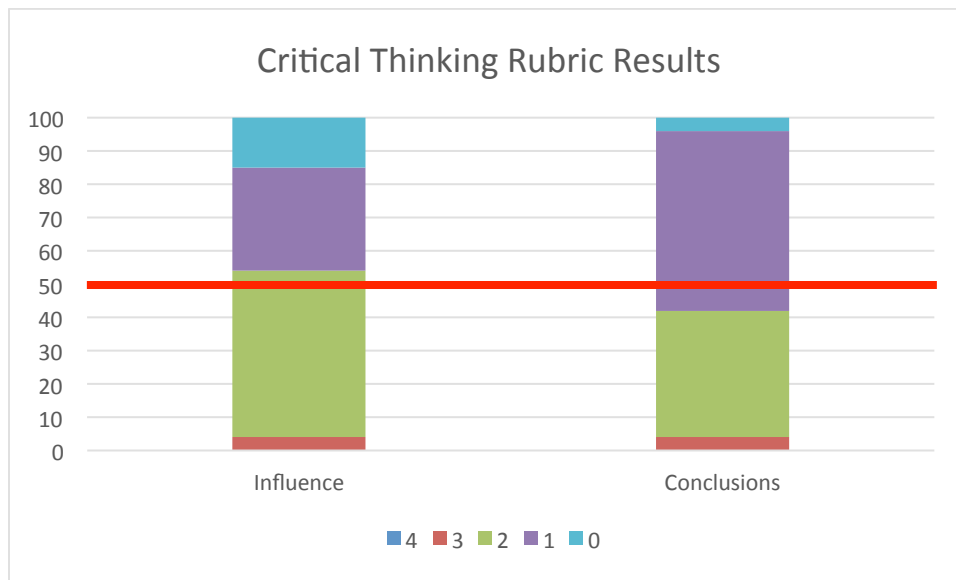
Assessment of Oral Presentation



Oral Communication VALUE Rubric

- *Organization*: With 81% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Delivery*: With 84% of the student samples scoring a 2 or higher, we **met** our assessment goal. (Note: 1 score was N/A.)
- *Central Message*: With 80% of the student samples scoring a 2 or higher, we **met** our assessment goal. (Note: 1 score was N/A.)

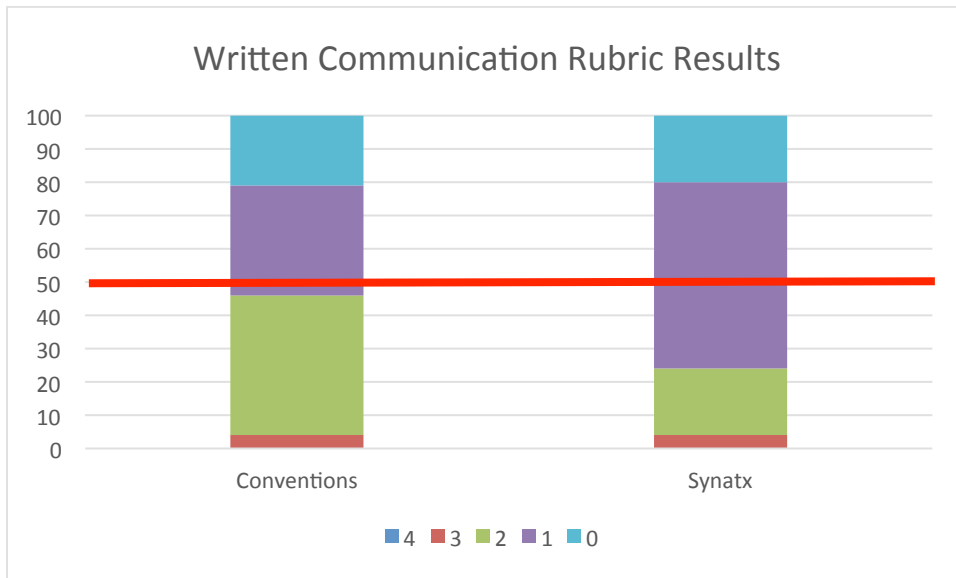
Assessment of Critical Thinking



Critical Thinking VALUE Rubric

- *Influence*: With 52% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions*: With 42% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal. (Note: 2 scores were N/A.)

Assessment of Written Communication



Written Communication VALUE Rubric

- *Conventions*: With 44% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal. (Note: 2 scores were N/A.)
- *Syntax*: With 24% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal. (Note: 1 score was N/A.)

Reflection

General Observations

- We talked about separating out Composition and Public Speaking—it is clear to the department that more time needs to be spent on composition alone; we thought that the “O” in our OWE could be combined with Presentational Literacy even before PL was assessed.
- Part of the reason for thinking that the oral component be taken out is the frustration we felt as a department in how difficult it was (and is) to assess speeches from a form without seeing the actual speech (and the unfortunate variety of forms used by instructors).
- At least for the 2015-2016 academic year, we will develop a standard speech grading rubric.
- We found the goals we used for the written component of OWE I to be unrealistic for first semester writers; this is one “Action Plan” item we will take under consideration before the next assessment of OWE I in the fall.
- The department decided that both OWE I and OWE II need a common final assignment. We haven’t decided whether this common writing experience should be in the form of a final exam or last essay of the term, so this is our second action plan.

Action Items

1. Set new goals for the written component for OWE I
2. Have a common final exam or common last essay in all sections.