Assessment Report for ENG 112: Oral & Written Expression II
Spring 2015

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, information literacy, 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:

- Core SLOs
  - **Discourse:** Utilize civil and critical discourse and engage in dialogue.
  - **Critical Thinking:** Use discussion, research, information literacy, class presentations, writing etc. to demonstrate critical thinking.
- Oral Communication AAC&U VALUE
  - Organization
  - Delivery
  - Central Message
- Critical Thinking AAC&U VALUE
  - **Influence:** Influence of Context and Assumption
  - Conclusions
- Written Communication AAC&U VALUE
  - **Context:** Context and Purpose for Writing
  - **Syntax:** Control of Syntax and Mechanics

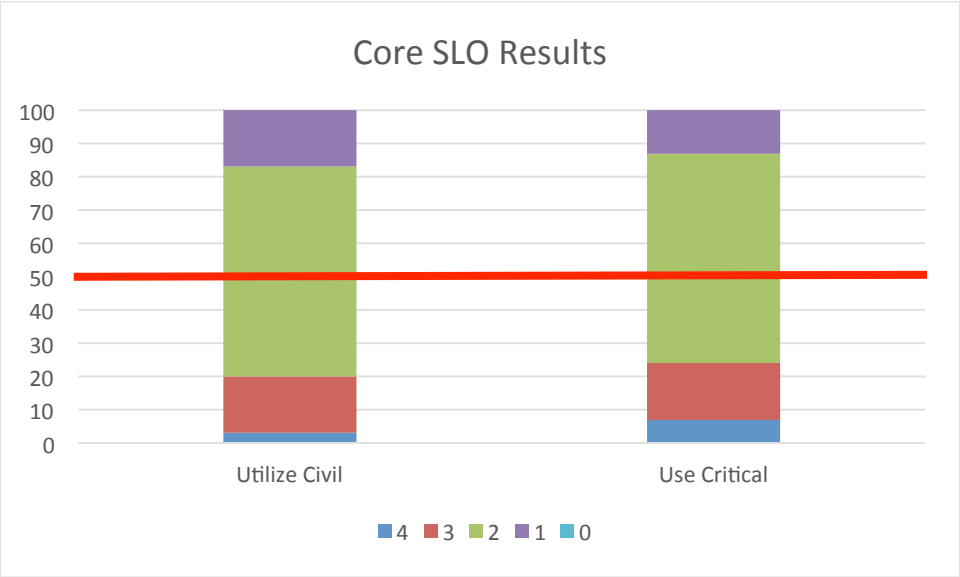
Assessors:

- DelMaramo, M. English
- Hall, English
- Johnson, English

Assessment Results

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

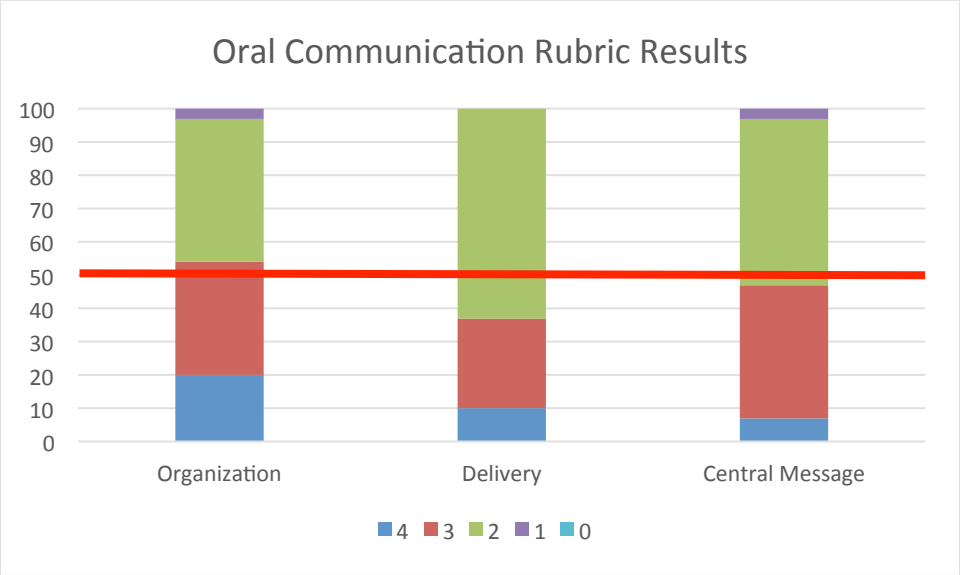
Assessment of Core Learning Outcome:



Core Learning Outcomes

- *Discourse:* With 83% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Critical Thinking:* With 87% of the student samples scoring a 2 or higher, we **met** our assessment goal.

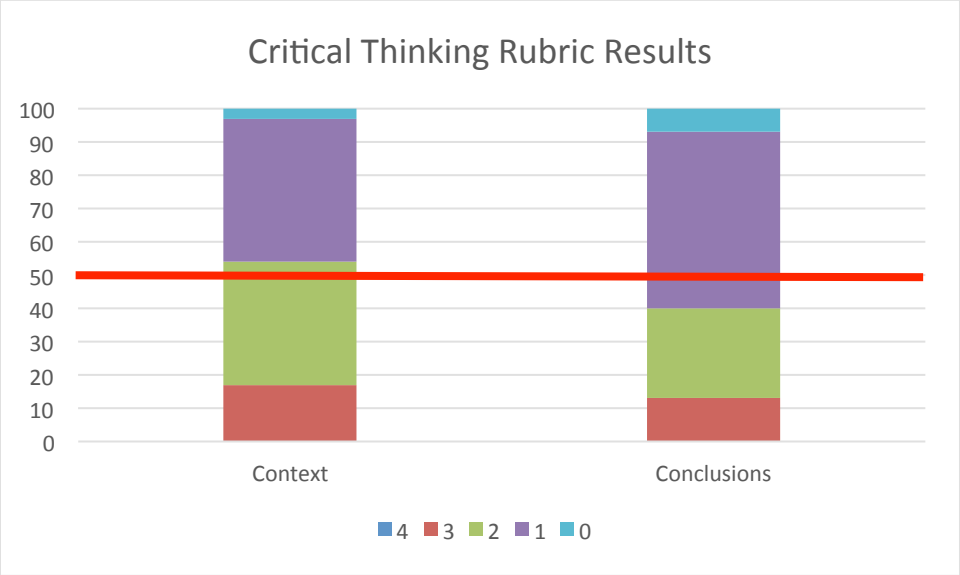
Assessment of Oral Communication:



Oral Communication

- *Organization:* With 97% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Delivery:* With 100% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Central Message:* With 97% of the student samples scoring a 2 or higher, we **met** our assessment goal.

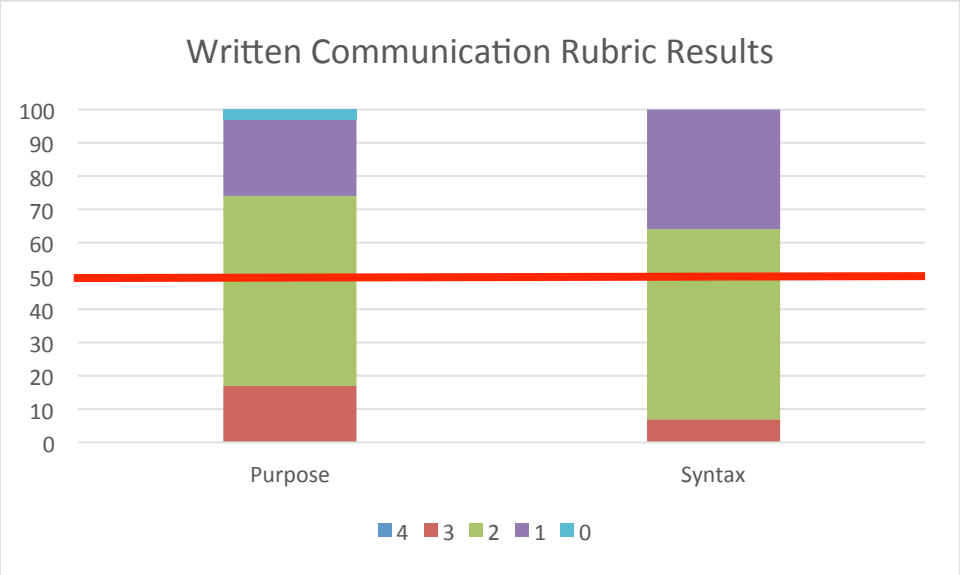
Assessment of Critical Thinking:



Critical Thinking

- *Context:* With 54% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions:* With 40% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

Assessment of Written Communication:



Written Communication

- *Context:* With 74% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Syntax:* With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.

Reflection

- Need to adjust the baseline to 65%. Although the students scored in the range of 20-30% beyond the original baseline (50%) in most categories, under "Critical Thinking," the students barely met one subcategory (Context 54%) and did not meet the other subcategory (40%).
- Need to clarify the AAC&U's "Influence of context and assumptions" category, perhaps translating the language into the discourse of our respective fields. The language of "subject positioning" might be useful.
- Difficulty in identifying evidence within student essays for the "Context and purpose of writing" on AAC&U's "Written Communication value rubric." General difficulty in interpreting the language as a group.
- Difficulty in assessing presentations simply based on rubrics.
- Wide disparity in rubrics and forms used to grade presentations and essays.
- Reflection on OWE II classes vis-à-vis Thiel College SLOs

General Observations

- We would like to add Language and Supporting Material categories from the AAC&U Oral Communication VALUE Rubric.
- Applicability of Oral value rubric might come into question as we will be talking about the future of the presentational component of OWE I and II.

Action Items

1. Create signature assignments for OWE I and II that are collected for the specific purpose of assessment
    - The signature assignment of OWE I should be an in-class assignment given under standardized working conditions, most likely a final
    - The signature assignment for OWE II will be a compare and contrast essay with a short reflection paragraph
2. Give greater attention to the crafting of thesis statements in OWE I and II classes to make the central message of student essays more explicit (Core Curriculum SLO "Utilize civil and critical discourse and engage in dialogue")
3. Give greater attention to the writing of conclusions (Critical Thinking SLO "Conclusions and related outcomes")
4. Hold a department meeting to revise presentation and essay rubrics to incorporate the language of AAC&U rubrics and stress the importance of uniformity of grading for presentations and essays in OWE I and II.