|  |  |
| --- | --- |
| **Assessment Plan – Fill out sections 1 – 10 (Attach supporting assessment tools and documents)** | |
| 1. **Unit/Course/Gen Ed Team/Program:** Humanities Division / ENGL 1101 | 1. **Reported By:** Rhonda Kelley |
| 1. **Date Submitted:** 05/16/16 | 1. **Assessment Cycle:** Spring 2016 |
| 1. **Related SGSC Strategic Plan Goal:** Goal 4: SGSC will develop academic program options to meet student and community needs | |
| 1. **Related Program/Unit Mission Statement:** The Humanities Division supports the mission of South Georgia State College as a multi-campus student-centered institution offering high quality associate degree programs. Accordingly, the Division challenges students to address the analytic, communicative, cultural, and philosophic foundations of the disciplines. The Division encourages students to think critically and creatively, to act with cultural and aesthetic awareness, and to communicate effectively in a free and open exchange of ideas. Further, the Division promotes scholarly, artistic, and creative activities both inside and outside the classroom that promotes expansion of knowledge and experience and encourages these qualities in the greater community. | |
| 1. **Related Unit Goal/Program Goal/Gen Ed Goal:** Area A1 (Communications): Students will adapt communication to purpose and audience using the conventions of standard written English. | |
| 1. **Student Learning Outcome # \_\_3\_\_\_\_ Administrative Outcome # \_\_\_\_\_\_**   **Outcome:** Students will be able to write a freshman-level essay, demonstrating their facility with making and supporting claims. (Note: making and supporting claims are not rated separately on the division rubric.) | |
| 1. **Method of Assessment:**  * Samples of the first and last papers will be scored with the common ENGL 1101 Essay Rubric (attached).   + 1/3 of each class will be randomly selected for assessment. | |
| 1. **Performance Targets:**   70% of assessed students will score at least a “C” or higher (at least 3.5 out of 5 possible points) on the last paper of the semester. | |

|  |
| --- |
| **Assessment Report – Fill out sections 11 – 13 (Attach supporting data, assessment tools, artifacts and**  **documents)** |
| 1. **Summary of Data Collected (Performance Results):**   Of 86 assessed 1101 students, only 67% scored a “C” or better on SLO 3 (making and supporting claims). Although 67% indicates a marked improvement over the 49% who scored at least a ”C” on the first essay, the performance target of 70% was not met. |
| 1. **Use of Results (Recommended Actions):** 2. Despite the fact that the performance target was not met, the 18 point increase in percentage is a win for us. 3. However, having not met the target, we will assess this SLO again during the next assessment cycle (Spring 2017). 4. At the next Assessment Team meeting in Fall 2016, we will discuss best practices for improving “making and supporting claims” for first year students. |
| 1. **Budget Implications:**   None. |
| **Closing the Loop – Fill out section 14 (Attach supporting evidence)** |
| 1. **Closing the Loop:** 2. Last year (Spring 2015), we met our goals for both SLOs (see summary of data at sub points a and b), but faculty were dissatisfied with the rubric and the use of the same, common prompt for both first and last essays.    1. SLO 1: First paper (55%); Last paper (85%)    2. SLO 2: First paper (44%); Last paper (74%) 3. We think that using our own prompts is more organic and more rigorous and that using a common scoring rubric ensures consistency. |

|  |  |
| --- | --- |
| **Assessment Plan – Fill out sections 1 – 10 (Attach supporting assessment tools and documents)** | |
| 1. **Unit/Course/Gen Ed Team/Program:** Humanities Division / ENGL 1101 | 1. **Reported By:** Rhonda Kelley |
| 1. **Date Submitted:** 05/16/16 | 1. **Assessment Cycle:** Spring 2016 |
| 1. **Related SGSC Strategic Plan Goal:** Goal 4: SGSC will develop academic program options to meet student and community needs | |
| 1. **Related Program/Unit Mission Statement:** The Humanities Division supports the mission of South Georgia State College as a multi-campus student-centered institution offering high quality associate degree programs. Accordingly, the Division challenges students to address the analytic, communicative, cultural, and philosophic foundations of the disciplines. The Division encourages students to think critically and creatively, to act with cultural and aesthetic awareness, and to communicate effectively in a free and open exchange of ideas. Further, the Division promotes scholarly, artistic, and creative activities both inside and outside the classroom that promotes expansion of knowledge and experience and encourages these qualities in the greater community. | |
| 1. **Related Unit Goal/Program Goal/Gen Ed Goal:** Area A1 (Communications): Students will adapt communication to purpose and audience using the conventions of standard written English. | |
| 1. **Student Learning Outcome # \_\_4\_\_\_\_ Administrative Outcome # \_\_\_\_\_\_**   **Outcome:** Students will be able to write a freshman-level essay, demonstrating their facility with grammar, mechanics, and syntax. (Note: grammar, mechanics, and syntax are not rated separately on the division rubric.) | |
| 1. **Method of Assessment:**  * Samples of the first and last papers will be scored with the common ENGL 1101 Essay Rubric (attached).   + 1/3 of each class will be randomly selected for assessment. | |
| 1. **Performance Targets:**   70% of assessed students will score at least a “C” or higher (at least 3.5 out of 5 possible points) on the last paper of the semester. | |
| **Assessment Report – Fill out sections 11 – 13 (Attach supporting data, assessment tools, artifacts and**  **documents)** | |
| 1. **Summary of Data Collected (Performance Results):**   Of 86 assessed 1101 students, exactly 70% scored a “C” or better on SLO 4 (grammar, mechanics, and syntax). 70% indicates a marked improvement over the 40% who scored at least a ”C” on the first essay, and the performance target was met. | |
| 1. **Use of Results (Recommended Actions):** 2. The 30 point increase in percentage (from first to last papers) is a significant improvement, indicating that 1101 students are substantially improving in this area in the course of 1 semester. 3. Despite having only just met our goal, the 30 point increase in percentage for SLO 4 compared to the 18 point increase in percentage for SLO 3 indicates that “MUGS” is not as much of a challenge for our students as “rhetoric” is. 4. Therefore, having met the target, we will not assess this SLO again during the next assessment cycle (Spring 2017). 5. At the next Assessment Team meeting in Fall 2016, we will discuss whether we want to assess SLO 1 or 2 or both for Spring 2017 assessment. | |
| 1. **Budget Implications:**   None. | |
| **Closing the Loop – Fill out section 14 (Attach supporting evidence)** | |
| 1. **Closing the Loop:** 2. Last year (Spring 2015), we met our goals for both SLOs (see summary of data at sub points a and b), but faculty were dissatisfied with the rubric and the use of the same, common prompt for both first and last essays.    1. SLO 1: First paper (55%); Last paper (85%)    2. SLO 2: First paper (44%); Last paper (74%) 3. We think that using our own prompts is more organic and more rigorous and that using a common scoring rubric ensures consistency. | |

## ENGL 1101 Essay Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluative Standards** | **A**  **5 points** | **B**  **4 points** | **C**  **3.5 points** | **D**  **3 points** | **F**  **2.5 points** |
| **Purpose and Audience**  **(SLO 1):**  The paper thoroughly fulfills the purpose and is wholly appropriate for the intended audience of the assignment. | Exceeds Standard | Meets Standard | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |
| **Organization and Coherence**  **(SLO 2):**  The paper is well organized, unified, and coherent throughout. | Exceeds Standard | Meets Standard | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |
| **Making and Supporting a Claim**  **(SLO 3):**  The paper makes a claim that is clearly stated and supported by convincing evidence. | Exceeds Standard | Meets Standard | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |
| **Grammar, Mechanics, and Spelling**  **(SLO 4):**  The paper shows a comprehensive command of vocabulary, syntax, and grammar and contains appropriate and effective sentence structures. There is accuracy in mechanics and, when appropriate, citations. | Exceeds Standard | Meets Standard | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |

Spring 2016 Assessment Data: English 1101

# Summary of Data for all reporting instructors

## English 1101

total number of students assessed: ­ 86

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 42 (49%) | 58 (67%) |
| students scoring at least 3.5 on SLO 4: | 40 (47%) | 60 (70%) |

# Raw Data from Reporting Instructors

## Codrina Cozma: English 1101

total number of students assessed: ­ 8

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 3 | 6 |
| students scoring at least 3.5 on SLO 4: | 2 | 7 |

## Renee Byrd: English 1101

total number of students assessed: ­ 15

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 1 | 1 |
| students scoring at least 3.5 on SLO 4: | 1 | 1 |

## Paula Fales: English 1101

total number of students assessed: ­ 11

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 8 | 10 |
| students scoring at least 3.5 on SLO 4: | 7 | 10 |

## Thom Brucie: English 1101

total number of students assessed: ­ 6

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 4 | 6 |
| students scoring at least 3.5 on SLO 4: | 3 | 6 |

## Michael Talbott: English 1101

total number of students assessed: ­ 30

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 12 | 19 |
| students scoring at least 3.5 on SLO 4: | 17 | 21 |

## Elaine Stephens: English 1101

total number of students assessed: ­ 10

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 8 | 10 |
| students scoring at least 3.5 on SLO 4: | 7 | 10 |

## Sara Selby: English 1101

total number of students assessed: ­ 6

|  |  |  |
| --- | --- | --- |
|  | First Paper | Last Paper |
| students scoring at least 3.5 on SLO 3: | 6 | 6 |
| students scoring at least 3.5 on SLO 4: | 3 | 5 |