

Dalton State College

Detailed Assessment Report 2015-2016 ENGL 1101 (Gilmer)

As of: 5/16/2016 03:53 PM EDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

Course Description

Focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and a variety of research skills. A minimum grade of C is required in [ENGL 1101](#) before the student can take [ENGL 1102](#). (F,S,M)

Prerequisites: [READ 0098](#), unless exempt; [ENGL 0098](#), unless exempt.

Program Outcomes

PO 1: Graduates will read critically

Graduates of associate's degree programs will read critically.

PO 2: Graduates will think critically

Graduates of associate's degree programs will think critically.

PO 3: Graduates will write competently

Graduates of associate's degree programs will write competently.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Determination of forms of communication appropriate to audiences and purposes

Students will determine forms of communication appropriate to particular audiences and purposes and organize and communicate knowledge and ideas in a logical and purposeful way.

Connected Documents

[Multi-Cultural Essay and Evaluation Rubric](#)

[Pass/Fail Class Exercise on Audience](#)

[Pass/Fail Class Exercise on Tone](#)

Relevant Associations:

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Strategic Plan Associations

Dalton State College

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

Related Measures

M 1: Measurement by a rubric that evaluates the ability to communicate ideas

Students' proficiency will be measured by a rubric that evaluates their ability to communicate ideas in a way that is appropriate to a given audience. (Fall 2014/Harrelson, Kent)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

On the final essay, a persuasive essay requiring the writer to consider opposing points of view, seventy-five percent of students will score 75% or better on the portion of the rubric that measures awareness of audience and use of appropriate tone and language. (Kent Harrelson/Fall 2014)

M 4: Completion of Six Diverse Essay Assignments and an EPortfolio (Randall/Spring 2015)

To assess student grasp of audience, purpose, and context -as well as their skill in communicating their ideas on paper - students were required to write a variety of essay genres with varying topics, purposes, and lengths. These essays included a one paragraph essay stage one and stage two, a five paragraph essay, a process/advice essay, a cause and effect essay, and a compare and contrast essay. Student's final exam was an Eportfolio where they designed their own websites, adding each writing assignment from class as well as their resume and a welcome paragraph, to highlight their writing and strengths for possible employers, colleges, or anyone interested in their work, abilities, and skills.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

Target:

Seventy percent of students will make a 70% or higher average on the six essays as well as on the final portfolio assignment.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Create a more comprehensive and clear Eportfolio grading rubric

Established in Cycle: 2014-2015

In subsequent English 1101 classes, I will create a clearly labeled rubric for grading student Eportfolios. The grading componen...

M 7: Tone and Language in Essay (Mathews, Fall 2015)

Students' proficiencies will be measured by a rubric for an essay that measures audience, tone, and purpose. (M. Mathews/Fall 2015)

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Multi-Cultural Essay and Evaluation Rubric](#)

[Pass/Fail Class Exercise on Audience](#)

[Pass/Fail Class Exercise on Tone](#)

Target:

On the Multi-Cultural Essay, seventy-five percent of students will score 75% or higher on the portion of the rubric that measures audience, tone, purpose. (M. Mathews/Fall 2015.)

Connected Documents

[Multi-Cultural Essay and Evaluation Rubric](#)

[Pass/Fail Class Exercise on Audience](#)

Finding (2015-2016) - Target: Met

In English 1101-56, a traditional class taught at the Gilmer campus during Fall Semester 2015, 83.3% of students who completed the course (20 out of 24) earned 75% or higher on the portion of the rubric that measures awareness of audience and use of appropriate tone and language. The Multi-Cultural Essay requires students to select a country that no one else in the class selects. Then, they must write to a college student in that country. Students are instructed that the purpose is to befriend their audience – to share some things about their culture and to elicit information about their specific audience's culture. Students are asked to avoid slang and colloquialisms and to use a friendly, non-superior tone. Prior to writing this assignment, students partake in two class writing exercises, one in which they practice writing to a variety of audiences; the other, in which they practice switching tones. (M. Mathews, Fall 2015)

Connected Documents

[Multi-Cultural Essay and Evaluation Rubric](#)

[Pass/Fail Class Exercise on Audience](#)

Outc. 2: Obtaining patterns of grammar, punctuation, & sentence structure

Students will use accepted patterns of grammar, punctuation, and sentence structure in written communication.

Connected Documents

[ENGL 1101 Grammar Test II Fall 2015](#)

[English 1101 Final Essay Fall 2015](#)

Relevant Associations:

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

Institutional Mission Associations

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Related Measures

M 2: Measurement by a rubric that evaluates skills in grammar, punctuation, & sentence structure

Students' proficiency will be measured by a rubric that evaluates their skills in grammar, punctuation, and sentence structure in writing an essay. (Fall 2014/K. Harrelson)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

On the persuasive essay, seventy-five percent of students will score 75% or higher on the portion of the rubric that measures use of correct grammar, punctuation, and sentence structure. (Kent Harrelson/Fall 2014)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Additional Quiz on Grammar and Punctuation

Established in Cycle: 2014-2015

Although the grammar and punctuation goal was met, the Findings showed this to be the weakest of the three Student Learning Outcomes...

M 5: Successful Completion of Three Grammar Tests (Randall/ Spring 2015)

Throughout the course of the semester, students are given three Grammar Tests ranging from 18-30 questions that entail true and false, multiple choice, identify, and short answer. The first two Grammar tests assess student comprehensive of grammar precepts covered during class, and the last Grammar Test is cumulative and tests pertinent grammar knowledge gleaned throughout the semester.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

[Grammar Test One](#)

[Grammar Test Three - English 1101-56](#)

[Grammar Test Two - English 1101-56](#)

[Spring 2015 Syllabus and Assignments/Percentages](#)

Target:

At least seventy percent of students will average a 70% or higher on their three Grammar Tests.

M 8: Grammar and Punctuation on Final Essay (M. Mathews/Fall 2015)

On the Final Essay, seventy-five percent of students will score 75% or higher on the portion of the rubric that measures use of correct grammar, punctuation, and sentence structure. (M. Mathews/Fall 2015.)

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

[ENGL 1101 Grammar Test II Fall 2015](#)

[English 1101 Final Essay Fall 2015](#)

Target:

On the Final Essay, seventy-five percent of students will score 75% or higher on the portion of the rubric that measures use of correct grammar, punctuation, and sentence structure. (M. Mathews/Fall 2015.)

Connected Document

[English 1101 Final Essay Fall 2015](#)

Finding (2015-2016) - Target: Met

In English 1101-56, a traditional class taught at the Gilmer campus during Fall Semester 2015, 76% of students who completed the course (19 out of 25) scored 75% or higher on the portion of the rubric that measures use of correct grammar, punctuation, and sentence structure. This finding is based on the Final Essay of the course, following a full term of instruction, drills, seven quizzes, and two rigorous grammar tests to help them to develop effective grammar and punctuation skills in writing. The Final Essay shows proficiency in applying these skills within their own sentence structures. Although the grammar and punctuation goal was met, the Findings showed this to be the weakest of the three Student Learning Outcomes for English 1101. To improve student success, my action plan will focus on additional grammar quizzes. (M. Mathews/Fall 2015)

Connected Document

[English 1101 Final Essay Fall 2015](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Additional Quiz on Grammar and Punctuation

Established in Cycle: 2014-2015

Although the grammar and punctuation goal was met, the Findings showed this to be the weakest of the three Student Learning Outcomes...

Outc. 3: Analysis and evaluation of conclusions & arguments

Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

Connected Documents

[Logic Study to Prepare for Persuasion Essay Fall 2015](#)

[Persuasion Essay and Rubric. Fall 2015](#)

Relevant Associations:

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

Institutional Mission Associations

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Strategic Plan Associations

Dalton State College

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Related Measures

M 3: Measurement by a rubric that evaluates the ability to analyze a piece of written & visual communication

Students' proficiency will be measured by a rubric that evaluates their ability to analyze a piece of written and visual communication and to communicate their analysis to an audience. (Fall 2014/Harrelson, Kent)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

On an essay analyzing an advertisement, seventy-five percent of students will score 75% or higher on the portion of the rubric that measures their ability to analyze and evaluate a piece of written and visual communication and to communicate their analysis to the audience. (Kent Harrelson/Fall 2014)

M 6: Completion of a mini IMRAD Study Essay and its various components (Randall/Spring 2015)

For their final essay assignment, students were asked to write a 5 page study in MLA format where a question served as their thesis and they gathered their own primary research as well as collected secondary sources. Students were asked to survey the class in hopes of finding an answer to their research question, and each student was required to create 15-20 questions for the class to answer. Another primary source outside of the classroom was also required: an interview, another survey, a self experiment, or an observation. Altogether, students were required to have at least two primary sources whose data they analyzed for patterns and compared with at least two secondary sources from other studies and scholarly works on their subject. Students were also required to include at least one table or chart that visually presented their most interesting finding(s). To aid students in completing this final essay, required drafts and components were due before hand and included: a thesis/research question, survey questions, an introduction, a definition of study parameters and goals section, and a presentation of scholarly sources section. In this way, students were given help with every step of the writing process so their final essay would be as thoughtful and accurate as possible in their analysis and evaluation of primary and secondary source findings, conclusions, and arguments. Finally, students were required to present their findings to the class for a presentation grade.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Essay Writing Rubric Spring 1101-56](#)

[Research and Study Essay PowerPoint English 1101-56 Spring 2015](#)

[Sample Student Study and Research Essay Spring 2015 English 1101 - EmergenC](#)

[Spring 2015 Syllabus and Assignments/Percentages](#)

Target:

At least seventy percent of students will make a 70% or higher on their final research/study essay.

M 9: Analysis of Persuasive Argument and Conclusions in Essay (M. Mathews, Fall 2015)

Students' proficiencies will be measured by a rubric that measures convincing argument and conclusion. (M. Mathews/Fall 2015)

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Logic Study to Prepare for Persuasion Essay Fall 2015](#)

[Persuasion Essay and Rubric, Fall 2015](#)

Target:

Target:

On a Persuasion Essay, seventy-five percent of students will score 75% or higher on the portion of the rubric that measures their ability to express an opinion with sound, convincing logic and a rational tone. (M. Mathews/Fall 2015)

Connected Documents

[Logic Study to Prepare for Persuasion Essay Fall 2015](#)

[Persuasion Essay and Rubric, Fall 2015](#)

Finding (2015-2016) - Target: Met

Target Met

In English 1101-56, a traditional class taught at the Gilmer campus during Fall Semester 2015, 84% of students who completed the course (21 of 25) scored 75% or higher on the portion of the rubric that measures ability to express thoughts logically, rationally, and convincingly. Students write the essay in class and have to choose one of four topics. Students are asked to express a clear opinion and to formulate a convincing argument that will open their readers to their perspective. Prior to this writing, students are provided with 90 minutes of instruction, writing exercises, and a game on logical fallacies. (M. Mathews, Fall

2015)

Connected Documents

[Logic Study to Prepare for Persuasion Essay Fall 2015](#)
[Persuasion Essay and Rubric, Fall 2015](#)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Additional Quiz on Grammar and Punctuation

Although the grammar and punctuation goal was met, the Findings showed this to be the weakest of the three Student Learning Outcomes. My action plan for teaching ENGL 1101 at the Gilmer Center is to administer at least one additional grammar quiz, for a total of five. This may consist either of a specific-area quiz, such as one on parallelism or on pronouns, or a comprehensive end-of-course quiz.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Low

Relationships (Measure | Student Learning Outcome):

Measure: Grammar and Punctuation on Final Essay (M. Mathews/Fall 2015) | **Student Learning**

Outcome: Obtaining patterns of grammar, punctuation, & sentence structure

Measure: Measurement by a rubric that evaluates skills in grammar, punctuation, & sentence structure |

Student Learning Outcome: Obtaining patterns of grammar, punctuation, & sentence structure

Implementation Description: My assessments showed that while my goal was met, it was met by only one percent. Therefore, my action plan for improvement is to implement an additional quiz for a total of five quizzes when teaching ENGL 1101 at the Gilmer Campus. The quiz will test for proficiency in pronoun-antecedent, the grammar point students struggled with most on the Final Essay.

Responsible Person/Group: Marsha Mathews, Fall 2015

Additional Resources: None

Create a more comprehensive and clear Eportfolio grading rubric

In subsequent English 1101 classes, I will create a clearly labeled rubric for grading student Eportfolios. The grading components were briefly listed on the syllabus, during lecture, and placed on the board, but students need a greater sense of comfort and understanding when designing their websites. Though all students met the target, the greatest weakness with trying this new assignment and activity was the lack of clear grading components, which I will rectify in future classes.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Low

Relationships (Measure | Student Learning Outcome):

Measure: Completion of Six Diverse Essay Assignments and an EPortfolio (Randall/Spring 2015) |

Student Learning Outcome: Determination of forms of communication appropriate to audiences and purposes

Connected Document

[Spring 2015 Syllabus and Assignments/Percentages](#)

Pronoun-Antecedent Quiz

I have developed a quiz to motivate students to learn this grammar point.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: Low

Implementation Description: I will use this quiz the next time I teach ENGL 1101 at the Gilmer campus.

Projected Completion Date: 03/2016

Pronoun-Antecedent Quiz Action Plan

I have developed a quiz to motivate students to learn this grammar point.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: Low

Implementation Description: I will use this quiz next time I teach ENGL 1101 at the Gilmer Campus. (Mathews, M. 2016)

Projected Completion Date: 03/2016

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

Through this assessment, I have come to realize that despite a considerable emphasis on teaching grammar points in English 1101, students at the Gilmer campus continue to struggle. Although a student may earn a moderate grade on an essay, the grammar and punctuation for twenty-four percent of students is not as strong as I would like it to be. Most of the students show considerable improvement of major grammatical errors: subject-verb disagreement, fragments, comma splices, and run-on sentences but not much improvement with lesser errors. Perhaps the success with the major error decline results from the several hours of instruction and quizzing on major errors. Despite overall improvement in grammar during the semester, students continue to show difficulty, especially with pronoun-antecedent agreement and punctuation. Because of time restrictions, I was unable to teach these lesser errors with the same rigor as the major ones. Therefore, it makes sense that students continue to make too many mistakes while writing in-class essays, especially when they have no access to electronic grammar checkers. Another possible reason for the difficulty with moderate and minor grammar points is that the Gilmer campus has no Writing Lab as does the Dalton State main campus. Although Gilmer students can access some of the practices of the Writing Lab online, and I fully encouraged them to do so, these drills are limited. In addition, I shared how to

access Websites of instruction in grammar, such as The Owl Writing Lab at Purdue. In fact, one of the English 1101 quizzes is a take-home quiz in which they have to access a Website that instructs on grammar and punctuation. Nevertheless, a weakness in my teaching this semester at the Gilmer campus was most likely my failure to quiz students on pronouns.

Although I met my target goal, in order to remedy the profusion of pronoun errors in the Final Essay and to help students better understand pronoun-antecedent agreement, I propose to include a quiz on this grammar point the next time I teach ENGL 1101 at the Gilmer campus. Because our class met only once per week, as opposed to twice a week on the main campus, I felt reluctant to quiz on the moderate error types because I don't like to give a test and have an essay due on the same day. However, with limited class day meetings, I should be more open regarding this issue. (M. Mathews/Fall 2015)