

# North Florida Community College

## Assessment Report

Departmental Instructional Unit: English

Department Chairperson: Dr. Barbara McCauley

Assessment Period Covered: 2005 – 2006

- NFCC General Ed Competencies Key:
- |  |   |
|--|---|
| 1. Communicate through clear and effective writing             | 7. Develop and apply scientific reasoning   |
| 2. Communicate through clear and effective oral presentations  | 8. Develop and apply ethical principles     |
| 3. Read comprehensively and critically                         | 9. Appreciate the arts and humanities       |
| 4. Think critically  | 10. Develop knowledge of history            |
| 5. Effectively use computers and other technologies            | 11. Develop media and information literacy  |
| 6. Develop and apply mathematical skills and logical reasoning | 12. Appreciate human and cultural diversity |

### Section 1

### Section 2

### Section 3

*Intended Instructional Unit Outcomes (learning objectives):*

*Assessment of Outcomes*

*Use of Results: Explain use of the assessment results to improve instructional unit (curriculum changes, delivery methods, etc.)*

1.)	70% of students will be able to write quality essays in various modes on a number of topics in ENC1101 and ENC1102 courses.	<p>NFCC General Ed Competencies Addressed:</p> <p>1,4</p> <p>Grade of “C” or better on in class, on-demand essays as well as out-of-class essays which will be scored by the English department essay grading rubric.</p> <p>Grade of “C” or better on timed departmental essays which will be team graded by faculty using the English department essay grading rubric.</p> <p>Grade of “C” or better on discursive essay exams which will be evaluated for comprehension proficiency and grammatical correctness using the English department essay grading rubric.</p> <p>Grade of “C” or better in ENC 1101 and ENC 1102.</p>	<p>Adoption of new texts and course resources:</p> <ul style="list-style-type: none"> <li>➤ Provide students with book of professionally written essays to be used in class as additional examples of expository writing.</li> <li>➤ Use of <i>My Comp Lab</i> software that accompanies the <i>New Century Handbook</i> to reference grammatical and mechanical challenges.</li> </ul> <p>Faculty members refer students with writing deficiencies to tutors in a support lab and meet with students in individual conferences.</p> <p>Faculty members provide and analyze positive examples of content based writing to students.</p> <p>Faculty members report in annual self-evaluations their review and modification of individual instructional strategies based on student success in writing.</p> <p>Students entering ENC1101 after earning a grade of “C” in ENC0020 Basic Writing Skills II are referred to tutoring in the first week of class.</p> <p>Adoption of MAPP test to provide external evaluation of student writing.</p>	<p>Faculty members refer students with writing deficiencies to tutors in a support lab and meet with students in individual conferences.</p> <p>Faculty members provide and analyze positive examples of content based writing to students.</p> <p>Faculty members report in annual self-evaluations their review and modification of individual instructional strategies based on student success in writing.</p> <p>Students entering ENC1101 after earning a grade of “C” in ENC0020 Basic Writing Skills II are referred to tutoring in the first week of class.</p> <p>Adoption of MAPP test to provide external evaluation of student writing.</p> <p>Department has recognized that the 66.6% passage rates on the exit essay is not satisfactory and is considering new models for better preparing students to write timed essays of this nature.</p>
	<p>Means of assessment and criteria for success:</p>	<p>Results of assessment activities:</p> <ul style="list-style-type: none"> <li>○ 2004-5 school year passage rates <ul style="list-style-type: none"> <li>○ 53.91% in ENC 1101</li> <li>○ 61.22% in ENC 1102</li> </ul> </li> <li>○ 2005-6 school year passage rates <ul style="list-style-type: none"> <li>○ 54.93% in ENC 1101</li> <li>○ 67.83 in ENC 1102.</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ While this result reflects a learning gain of 1.02% in Enc 1101 and 6.61% in ENC 1102, the goal of 70% passage was not met.</li> <li>○ Approximately 66.6 %percent of students enrolled passed the exit essay in the opinion of a majority of the essay's three readers.</li> <li>○ This portion of the objective was not achieved. We continue, however, to monitor the uniformity of the test reading grades on the rubric and to discuss different test administration techniques.             <ul style="list-style-type: none"> <li>○ The major reason for grading inconsistencies has to do with assessing off-topic essays, so we are discussing and will arrive at a group definition by the next time the test is administered at the end of fall 2006.</li> </ul> </li> </ul>	
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2.)	70% of students will successfully compose an extended research paper that demonstrates an understanding of research methodology, resource evaluation and usage, and MLA style documentation.	<p>NFCC General Ed Competencies Addressed:</p> <hr/> <p>Means of assessment and criteria for success:</p> <hr/> <p>Results of assessment activities:</p>	<p>1, 3, 4, 11</p> <hr/> <p>Grade of “C” or better on a research paper that requires both library-based and internet-based research strategies, development and support of a thesis statement, management and effective use of primary and secondary resources, and adherence to MLA citation requirements.</p> <hr/> <p>Grade of “C” or better on assignments requiring use of the <i>New Century Handbook</i>, as well as supplementary web site, to develop proficiency in research methodology and MLA citation requirements.</p> <hr/> <p>The department reporting indicates that the successful use of research methods is positively related to passage of the course with only minor and individual exceptions.</p> <p>58 % of students passes the research paper component of ENC courses</p>	<p>Faculty members refer students with research paper writing deficiencies to tutors in a support lab and meet with students in individual conferences.</p> <p>Faculty members provide students with examples of quality research papers and analyze positive elements with students.</p> <p>Instructors report to the chair in yearly self-evaluations on a variety of issues, one being how they continue to assess their instructional methods and interpersonal issues to promote student success in this and other areas (see documents attached).</p>
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