

KU CORE REVIEW FORMS

Goal 2.1 Written Communication

PART 1 – RECERTIFICATION

English 102

Please confirm that each time your department or program offers this course it meets the requirements of Goal 2.1 and has done so since its acceptance into the KU Core or last recertification. All items must be confirmed with “Yes” in order to receive recertification.

Yes **No** Does this course include instruction that will require students to analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts?

Yes **No** Does this course include instruction that will require students to demonstrate rhetorical flexibility within and beyond academic writing?

Yes **No** Does this course include instruction that will require students to revise and improve their own writing?

Yes **No** Does this course require writing assignments (a minimum of 2000 words/course) in English and include at least three different types of writing for different purposes, audiences, or media?

Yes **No** Does this course deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts)?

Yes **No** Does this course evaluate the quality of students’ written communication, and uses this evaluation for at least 60% of the final grade?

PART 2 – ASSESSMENT

Please answer the following five questions to provide an assessment of student achievement in your course over the period of the assessment for the Goal 2.1 learning outcome:

Upon reaching this goal, students will be able to generate, explore, organize, and convey ideas in writing, using language and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.

1. What evidence does your department/program use to determine whether students are achieving the KU Core written communication goals in this course?

We collected student portfolios containing all of the major papers for the classes, including a draft of one of the papers for evidence of revision. We had 97 sections of ENGL 102 during spring 2016, taught by 51 instructors (21 instructors with three or more years of experience, 17 instructors in their second year, and 13 instructors in their first year). I randomly selected instructors of 102 classes from three levels (12 from instructors with 3 or more years of experience, 10 from instructors in their second year of teaching, and 8 instructors in their first year). I randomly chose a section of each selected instructor's course, and then randomly chose a student from that section. I chose a second student from 5 randomly chosen instructors on the list in case any of the students chosen did not complete the course. At the end of the semester, we had a team of three teachers of the course, trained for inter-rater reliability, assess the student portfolios using the rubric described below.

2. What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core written communication goal?

We revised the UCCC written communications rubric to align with our learning outcomes for English 101 and 102 by taking rubrics based on the department's 101 and 102 learning outcomes (which are aligned with the outcomes for all courses that transfer for articulation through KBOR) and aligning them with the UCCC sample rubric to assess how the learning outcomes for written communication are reflected in student writing. We used the resulting rubric in our pilot assessment of ENGL 102 last year and revised the rubric again based on the results of that pilot. This revision included emphasizing achievements of students as they responded to the individual writing situations assigned to them instead of emphasizing students successfully moving among writing tasks. We felt that the latter is harder for students to do and for assessors to assess. We also made changes to the rubric to clarify the levels of achievement, particularly the differences among the levels of achievement. We also eliminated the last dimension on the rubric for the pilot, as we felt it duplicated an earlier dimension.

3. Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the learning outcome.

At the end of the semester, we had a team of three teachers of the course, trained for inter-rater reliability, assess the student portfolios using the rubric described above. The evaluation aligns with the learning outcome because the dimensions of the rubric reflect the elements of the learning outcome as evidenced in student work.

4. Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the learning outcome or a single comprehensive assessment of the learning outcome.

Please see the table below. Note: The raters were unable to evaluate 7 of the 29 student portfolios for evidence of successful revision because the teachers did not provide a draft and final version of a student paper. The percentages in that dimension reflect 22 portfolios.

<i>Dimension</i>	<i>% of “Exemplary Achievement” (4)</i>	<i>% of “Very Good Achievement” (3)</i>	<i>% of “Satisfactory Achievement” (2)</i>	<i>% of “Basic Achievement” (1)</i>	<i>% of “Outcome Not Achieved” (0)</i>
<i>Dimension 1: Analyze variation in language and rhetorical choices</i>	10%	10%	42%	38%	0
<i>Dimension 2: Demonstrate rhetorical flexibility</i>	7%	24%	45%	24%	0
<i>Dimension 3: Recognize and evaluate writer’s choices</i>	3%	28%	45%	24%	0
<i>Dimension 4: Respond to different writing tasks</i>	7%	45%	31%	17%	0
<i>Dimension 5: Revise to improve writing</i>	23%	27%	32%	18%	0

5. Taking into account your weighting of the various dimensions above, what percentage of the students achieved at least basic overall competency in this learning outcome? Please also briefly state how you have defined basic competency for this purpose.

All student portfolios assessed were able to achieve basic overall competency. We only assessed the portfolios of students who completed all of the major assignments for the class, and this may have reduced the number of students who may not have achieved competency. The level of basic competency for each dimension is described on the rubric in the “basic achievement” column.

6. Please provide a descriptive summary of student achievement in meeting the Goal 2.1 learning outcome.

We use the same rubric for both English 101 and 102 courses because we are assessing the courses' learning outcomes for the same Core goal: written communication 2.1. Because we assess the same learning outcomes for both classes, we are able to assess student improvement from one course to the other in the sequence. In the case of 102, this means that we expect to see some "Exemplary Achievement" on the learning outcomes, and more portfolios scoring "Very Good Achievement," than in 101. The following table represents a comparison of 101 and 102 for each dimension (101 is red, 102 is blue):

	Exemplary Achievement	Very Good Achievement	Satisfactory Achievement	Basic Achievement	Outcome Not Achieved
Dimension 1	0 10%	8% 10%	58% 42%	30% 38%	4% 0
Dimension 2	0 7%	22% 24%	48% 45%	30% 24%	0 0
Dimension 3	0 3%	0 28%	58% 45%	38% 24%	4% 0
Dimension 4	0 7%	11% 45%	63% 31%	26% 17%	0 0
Dimension 5	0 23%	32% 27%	47% 32%	21% 18%	0 0

In each dimension (except the "Basic Achievement" in the Dimension 1), the 102 scores reflect higher levels of achievement than those for 101.

We also compared the ratings of the levels of achievement for the 102 pilot assessment to those of this 102 assessment, conducted one year after the pilot. The following table reflects a comparison of the pilot assessment to this assessment (pilot assessment is in red, this assessment is in blue):

	Exemplary Achievement	Very Good Achievement	Satisfactory Achievement	Basic Achievement	Outcome Not Achieved
Dimension 1	0 10%	24% 10%	43% 42%	33% 38%	0 0

Dimension 2	5% 7%	28% 24%	48% 45%	19% 24%	0 0
Dimension 3	0 3%	14% 28%	48% 45%	38% 24%	0 0
Dimension 4	5% 7%	33% 45%	52% 31%	10% 17%	0 0
Dimension 5	14% 23%	19% 27%	53% 32%	14% 18%	0 0

In each dimension, there was more “Exemplary Achievement” in this assessment than the pilot. But, in each dimension except dimension 3, there was more “Basic Achievement” in this assessment than in the pilot.

In the results for this assessment of 102, the Dimensions with the highest achievement were Dimension 5: Revise to improve their own writing, and Dimension 4: Analyze, frame, and respond to differences (including differences of purpose, audience, genre, and conventions) in writing tasks by varying content, structure, and language in ways appropriate to the rhetorical context. Revision is emphasized in both 101 and 102, and during the past year, in response to the results of the 102 pilot assessment, we created a staff development workshop on creating effective assignments to encourage rhetorical flexibility, and at that staff development workshop and the practicum for new teachers, we focused on creating assignments with more specific writing situations, which might have positively influenced these outcomes. The lowest-scoring dimensions were Dimension 3: Recognize and critically evaluate how a writer’s choices (content, organization, format, rhetorical moves, style, grammar, etc.) reflect and represent multiple cultural and historical perspectives and Dimension 1: Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts. It is not surprising that these scored lowest because they are very difficult tasks with several complex components.

7. The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this learning outcome? (Please limit your response to 500 words.)

These are the changes suggested by the data and results above. Because both 101 and 102 portfolios scored lowest on the same dimensions and had similar issues with teachers providing evidence of student revision, the recommendations for both courses are the same:

- a. Collect evidence of revision from teachers more successfully.
- b. Look carefully at Dimensions 1 and 3 and see if they are too complicated. Do they need to be reworded to better capture the learning objective?
- c. A staff development workshop may be created based on how to create effective assignment sequences that facilitate students' achievements of Dimensions 1 and 3.

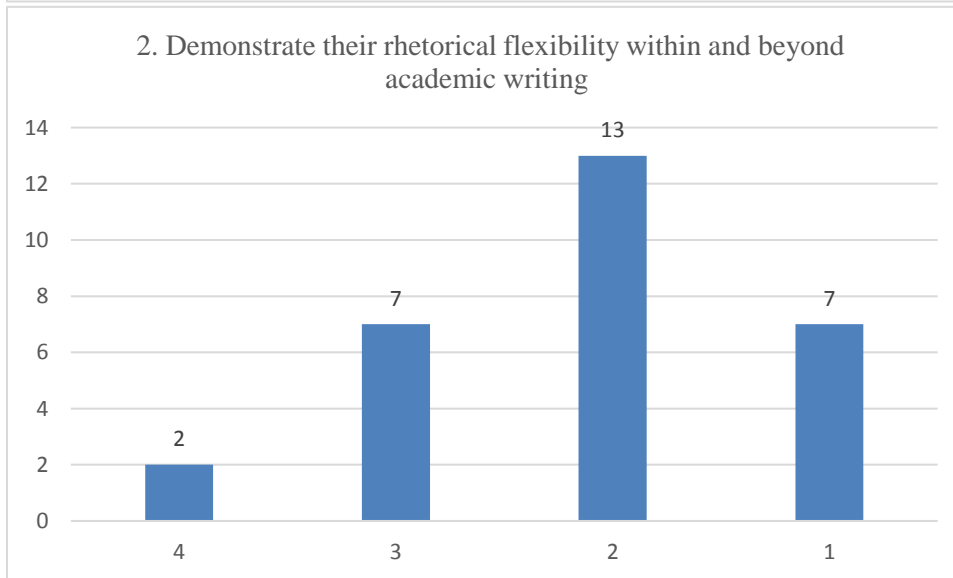
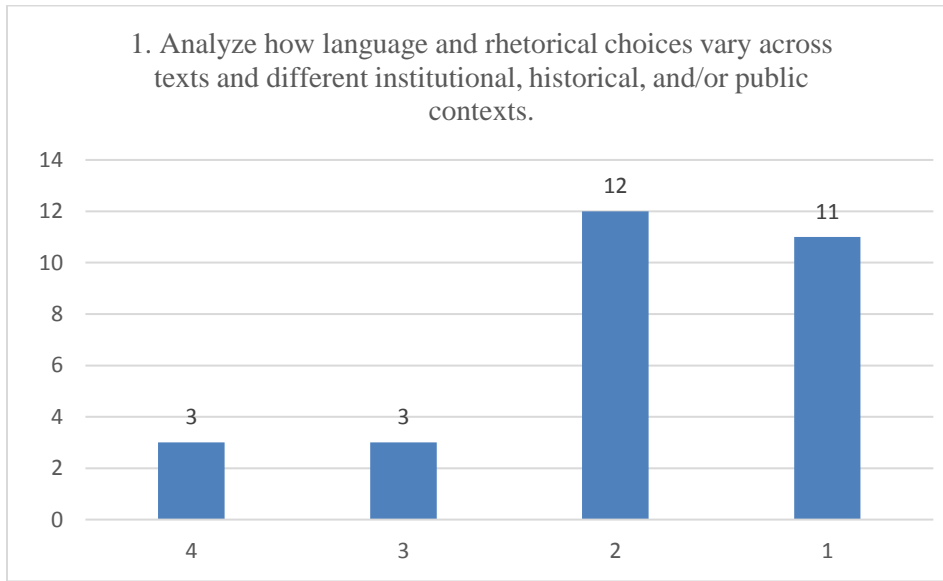
FSE Rubric for Assessing KU Core Educational Goals

Criteria 1	Exemplary Achievement: 4	Very Good Achievement: 3	Satisfactory Achievement: 2	Basic Achievement: 1	Outcome not Achieved: 0
<p><i>Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.</i></p>	<p>In the collected compositions, the student's critical evaluation of the language and rhetorical choices speculates on the implications of these choices. The critique is well-supported with textual evidence.</p>	<p>In the collected compositions, the student expresses an opinion about the language and rhetorical choices but the analysis doesn't fully explore the implications of the analysis. This critique is supported by evidence.</p>	<p>In the collected compositions, the student takes an obvious or superficial stance, or expresses an opinion that does not follow from an analysis of how language varies across texts and contexts. Any opinions expressed may be supported by irrelevant or insufficient evidence.</p>	<p>In the collected compositions, the student expresses no opinion about reasons for language variety and provides no analysis of language variety, though there is some evidence that the student notices language varies.</p>	<p>In the collected compositions, the student does not address language variety in the work of others at all.</p>

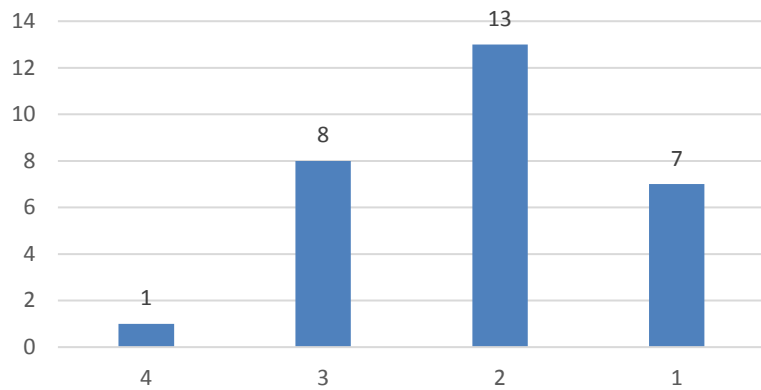
Criteria 2	Exemplary Achievement: 4	Very Good Achievement: 3	Satisfactory Achievement: 2	Basic Achievement: 1	Outcome not Achieved: 0
<i>Demonstrate their rhetorical flexibility within and beyond academic writing</i>	In the collected compositions, the student chooses highly effective rhetorical strategies both for traditional academic work and for work that calls for other types of rhetorical methods.	In the collected compositions, the student works effectively within academic writing contexts as well as taking on projects that call for other types of rhetorical strategies outside the classroom.	In the collected compositions, the student chooses rhetorical strategies that are sometimes effective, or their compositions successfully use either academic or other rhetorical methods.	The student's compositions do not show evidence that the student changes rhetorical strategies to compose in different rhetorical situations. Though the rhetorical strategy used is used well.	The student's compositions do not use an identifiable rhetorical strategy at all.
<i>Recognize and critically evaluate how a writer's choices (content, organization, format, rhetorical moves, style, grammar, etc.) reflect and represent multiple cultural and historical perspectives</i>	In the collected compositions, the student analyzes and critiques relevant and/or subtle choices, exploring how those choices reflect, create, and uphold particular cultural and historical perspectives.	In the collected compositions, the student acknowledges various choices, demonstrating awareness of the relationship between a writer's choices and particular cultural and historical perspectives.	In the collected compositions, the student acknowledges various choices but only demonstrates a general awareness of the relationship between a writer's choices and particular cultural and historical perspectives.	In the collected compositions, the student does not acknowledge explicitly various choices or demonstrate awareness of the relationship between a writer's choices and particular cultural and historical perspectives.	In the collected compositions, the student demonstrates no awareness of their being a relationship between a writer's choices and particular cultural and historical perspectives.

<i>Analyze, frame, and respond to differences (including differences of purpose, audience, genre, and conventions) in writing tasks by varying content, structure, and language in ways appropriate to the rhetorical context.</i>	In the collected compositions, the student varies structure, content, and language in response to different writing tasks to reflect control of available rhetorical choices and knowledge of purpose behind the choices.	In the collected compositions, the student varies content, structure, or language effectively in response to different writing tasks, but may not articulate completely the reasons for these rhetorical choices.	In the collected compositions, the student varies content, structure, or language in response to different writing tasks, but the variations may be limited in effectiveness or relationship to the rhetorical context.	In the collected compositions, the student's writing does not vary in content, structure, or language in response to different writing tasks, or the variations do not match changes in the rhetorical context.	In the collected compositions, the student's writing does not match the rhetorical context of the assignment.
Criteria 3	Exemplary Achievement: 4	Very Good Achievement: 3	Satisfactory Achievement: 2	Basic Achievement: 1	Outcome not Achieved: 0
<i>Revise to improve their own writing.</i>	In the collected compositions, the student has used the revision process strategically to significantly alter and develop, or revise, significant portions of the papers.	In the collected compositions, the student has revised drafts, making substantial changes to the content and organization of the original work in a way that benefits the texts.	In the collected compositions, the student has revised drafts, but revision does not take into account major aspects such as content and organization.	In the collected compositions, the student has not revised drafts significantly. Revision is seen only in minor editing changes.	In the collected compositions, the student has not revised drafts.

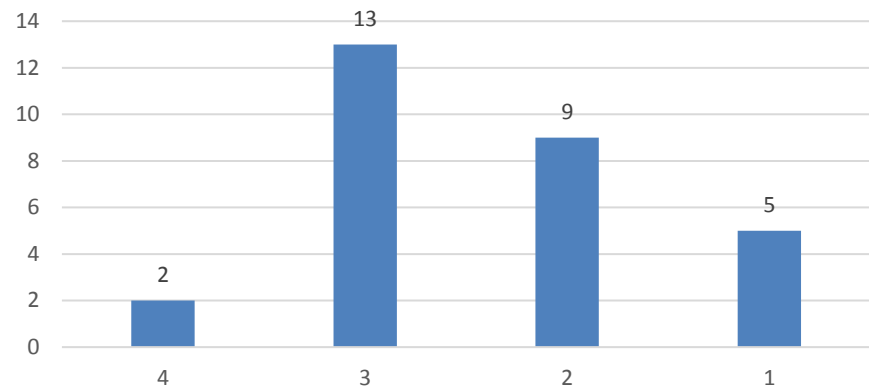
English 102 Frequency of Responses



3. Recognize and critically evaluate how a writer's choices (content, organization, format, rhetorical moves, style, grammar, etc.) reflect and represent multiple cultural and historical perspectives.



4. Analyze, frame, and respond to differences (including differences of purpose, audience, genre, and conventions) in writing tasks by varying content, structure, and language in ways appropriate to the rhetorical context.



5. Revise to improve their own writing.

