



## Course-Level Assessment Project Final Report

Faculty Name(s): Jennifer Dunn and Jennifer Gertz  
Division/Department: Transitional Studies  
Course to be Assessed: ENG 001

### **Step 1. Define**

*Identify the purpose or rationale for assessing the selected course.*

The rationale for assessing ENG 001 is to evaluate the effectiveness of the new course that replaced ENG 091 and READ 091. It also replaces READ AMOD B-C and ENG A-C.

*Record the course objective(s) to be assessed for the project below. Confirm with Division Chair/AVPCA objectives are measurable.*

- 1) Apply active reading strategies to comprehend texts.
- 2) Organize ideas and information at the paragraph level.

*Briefly explain why you selected these course objectives for assessment.*

These objectives will measure both the reading and writing skills. We want to measure both areas since this course integrates reading and writing skills.

*Identify to which program goal(s) selected course objective(s) align.*

Program Goals 1, 3, and 6.

### **Step 2. Design**

*Design or identify a project/assignment and related evaluation tool to assess identified course objectives; describe below.*

Objective 1) We will assess the students' ability to apply active reading strategies to selected text. We will use the departmental Before/During/After rubric to assess active reading strategies. The criteria on the BDA rubric were determined by project faculty to align with ENG 001 course objective 1.

Objective 2) We will assess the students' final paragraph writing assignment using the departmental paragraph rubric to assess the content, organization, style/expression, and grammar/punctuation. The criteria on the paragraph rubric were determined by project faculty to align with ENG 001 course objectives 2, 4, and 5.

A baseline was established following the collection and analysis of Fall 2018 data.

For this course level assessment, there was one section of the course each semester taught by one instructor. The BDA rubric is based on critical reading strategies that are based on best practices for teaching critical reading skills. To evaluate the post-assessments, faculty "blind read" and scored a sample of student artifacts.

*Include the projected timeline for completing all steps of the assessment project.*

Date	Description
June 2018	Define measurable course objectives Complete Course Level Assessment Project (CLAP)
June 2018	Design pre and post assessments
Week 1 Fall 2018	Implement BDA pre-assessment Implement diagnostic paragraph on memorable moment
Week 11	Implement BDA post-assessment Implement argumentative paragraph post-assessment
January 2019	Collect and score artifacts Analyze results Make recommendations for modifications
Spring 2019	Implement modifications

*Explain how the assessment instrument and evaluation tool will be reviewed.*

The instrument is based on the Maryland "C" standard.

### Step 3. Implement

*Explain the implementation plan for the assessment, including how you will ensure consistency and validity of the learning experience, assessment instrument, and scoring.*

See Step 2.

### Step 4. Analyze

*Explain how data will be analyzed. Who will be involved in the analysis of data and determine what changes should be made?*

Susan Sies, Jennifer Gertz, and Jennifer Dunn scored and analyzed the CLAP using the Transitional Studies departmental rubrics.

#### Fall 2018

The average pre-paragraph score was 75.33%, and the average post paragraph score was 65.55%. This percentage is based on a departmental rubric that assesses content (50%), organization(20%), style/expression(15%), and grammar/punctuation(10%).

The 9.7 % decrease in the paragraph average can be attributed to the following:

- The pre-assessment topic was about a personal experience, and the post assessment was a response to an informational text that required comprehension of the content and synthesis to make an argument using critical thinking skills.
- The level of critical thinking and writing required for the post-assessment are complex for an argument. Simplicity of skills needed to write from experience versus responding to informational text with an argument are not comparable. Careful thought must be given to evaluating valid pieces of student work.
- ENG 001 instructs students in this type of assignment and the typical scaffolding that takes place in the class (small/whole group discussion of the reading and brainstorming/discussion of position statement and support) was not done for this independent assessment
- In a typical graded paragraph, students would have gone through the writing process (brainstorm, draft, teacher feedback, writing consultant feedback).

The pre-BDA average score was 28.44%, and the post BDA average score was 75%. Students were not yet instructed on BDA applications for the pre assessment.

The 46.56% increase is attributed to providing the BDA instruction over the course of the semester.

### **Step 5. Modify/Maintain**

As a result of analyzing the above data and discussing the content of the pre and post assignment, our department will make the following changes for ENG 001:

- Specify the relationships to be incorporated into the concept map. By doing this, students gain a better understanding of how to organize main ideas, major supporting details, and minor supporting details.
- Include a UDL focus. The term graphic organizer will replace concept map. This gives students more options when they are visually representing main ideas, major supporting details, and minor supporting details.

From a reading perspective, students will create graphic organizers to identify components of a paragraph or long reading. From a writing perspective, students will create graphic organizers to help them develop their ideas for paragraph writing assignments.

### **Final Results and Recommendations**

#### **Spring 2019**

The average pre-paragraph score was 70.73%, and the average post paragraph was 81.15%.

The higher scores in the post paragraph could be attributed to:

- A better alignment of pre- and post-assessments
- the instruction given during the writing process for the post- assessment, which includes direct instruction, modeling, and practice applying prewriting techniques, organizing strategies, drafting, and revising paragraph writing assignments.

The pre-BDA average score was 36%, and the post BDA average score was 87.6%.

This increase can be attributed the direct instruction on active reading strategies.

The modifications were successful in Spring 2019, so we will continue to monitor and revise curriculum as necessary.

Supervisor Signature *Susan Fuller Sies* Date: 4/29/19

Please forward a copy of the signed planning document to the Associate Vice President of Curriculum and Assessment.