

GENERAL EDUCATION LEARNING OUTCOMES ASSESSMENT: BASIC COMPOSITION (BC)

RUBRIC DATA FOR BC FOR 2018-2019

During Fall 2018 and Winter 2019, the General Education Oversight Committee (GEOC) began the process of data collection in BC courses (see Appendix A) in order to assess the new General Education Program. Historically, Basic Composition (BC) has had a well-developed set of assessment criteria, and thus was selected as one of the first areas for review in this process. Data collection concluded in Summer 2019. Below is a brief overview of the results.

SCORING

Essays from BC courses were scored from 1-6 using a rubric of the criteria within each of the seven BC learning outcomes (see Appendix B). Those scores correspond to General Education’s four-point scale as follows:

Numeric Score	6	5	4	3	2	1
General Education Scale Conversion	High evidence	Moderate evidence		Low evidence		No/Limited evidence

Faculty scored a total of $n = 690$ essay assignments selected from the English Department’s ENG 1020 and ENG 1050 courses, with 100 different essays selected from this pool of 690 essays for scoring of each learning outcome. They selected the “Researched Argument Project” to score learning outcomes 1 through 3 and the “Reflective Letter Project” to score learning outcomes 4 through 6. Two teams of faculty scored the selected essays and assigned each essay two scores. The English Department averaged these scores, calculating non-whole number ratings for each essay. The average agreement between raters is displayed for each learning outcome under the term “inter-rater reliability,” where 1 indicates complete agreement and 0 indicates no agreement. For the Fall 2018 and Winter 2019 data presented here, agreement among raters ranged from 0.642 to 0.843 which indicates moderate to high levels of agreement between the teams (Cicchetti, 1994).

Overall, results indicated a large percentage of students in the sample of BC courses performed at the “moderate” level or higher. Figures 1-8 display the results for each of the seven learning outcomes and a composite of all seven learning outcomes for BC.

COMPOSITE RESULTS

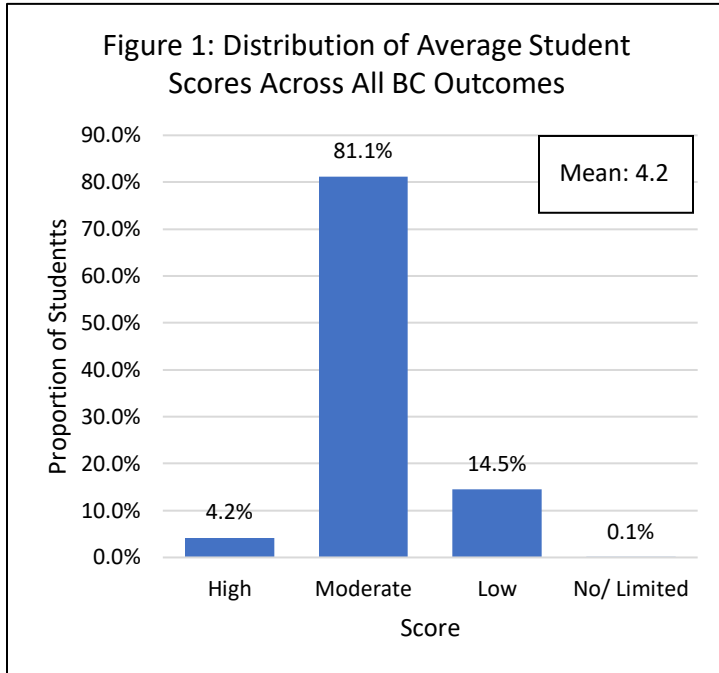
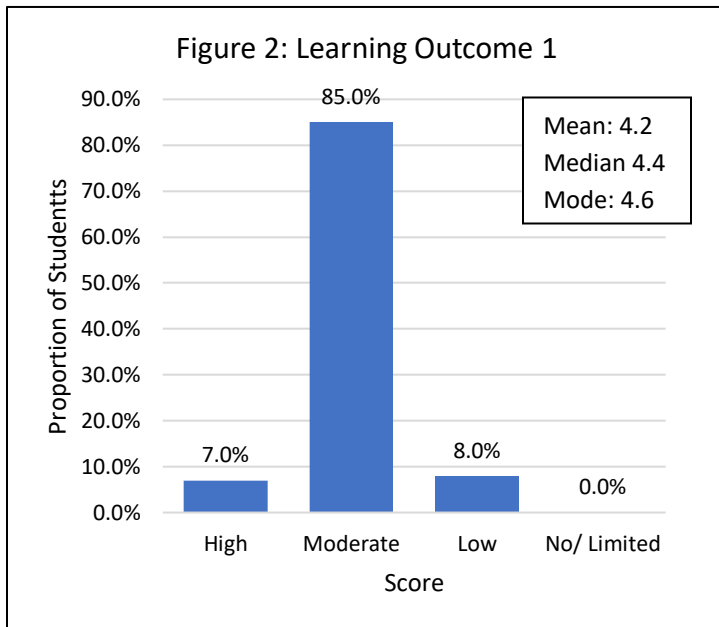


Figure 1 is the distribution of average student scores across all seven BC learning outcomes. A large majority of students scored “moderate” or above across every outcome.

Sample Size: 690

Note: Totals in each figure may not sum to 100% due to rounding.

INDIVIDUAL LEARNING OUTCOME RESULTS



Basic Composition Learning Outcome 1:

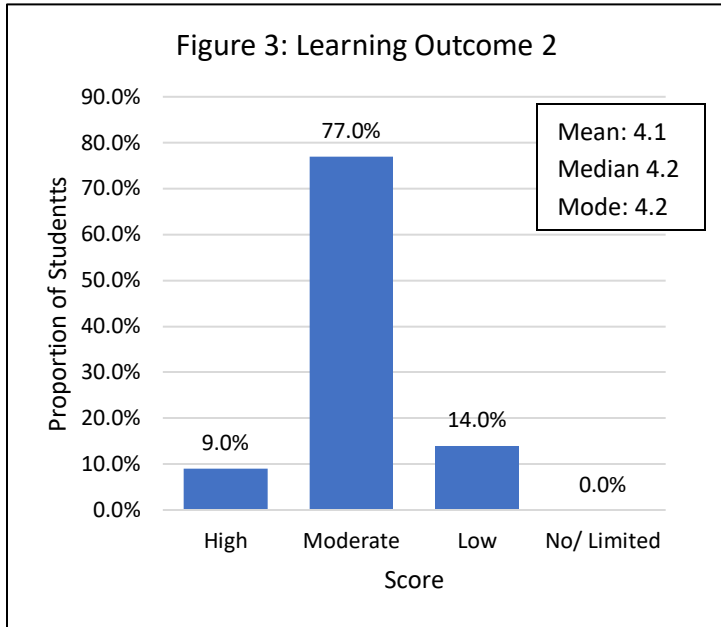
Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.

Inter-rater Reliability:

Team 1: 0.735

Team 2: 0.771

Sample Size: 100



Basic Composition Learning Outcome 2:

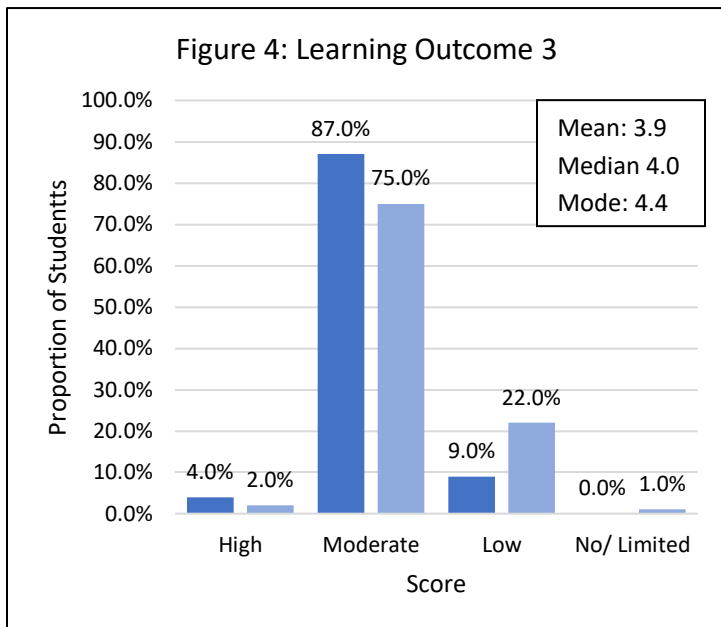
Learn flexible research methods in order to effectively identify, select, evaluate, and apply secondary research that is appropriate to the scope and topic of a persuasive argument.

Inter-rater Reliability:

Team 1: 0.772

Team 2: 0.843

Sample Size: 100



Basic Composition Learning Outcome 3:

Develop critical literacy strategies to effectively and responsibly quote, paraphrase, summarize, and synthesize secondary research sources in order to compose persuasive arguments.

Note: Percent total in figure 4 is an average of two criteria, and therefore does not sum to 100%.

Inter-rater Reliability:

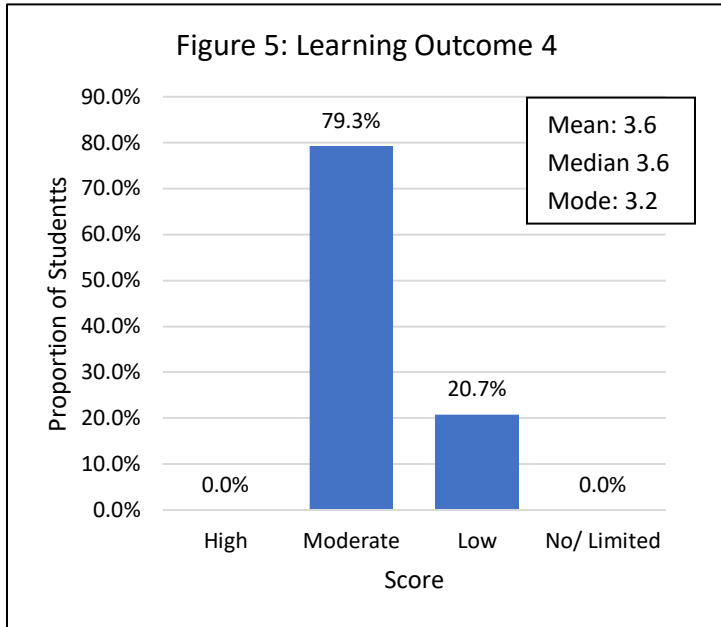
Criterion 1 Team 1: 0.737

Criterion 1 Team 2: 0.772

Criterion 2 Team 1: 0.740

Criterion 2 Team 2: 0.820

Sample Size: 100



Basic Composition Learning Outcome 4:

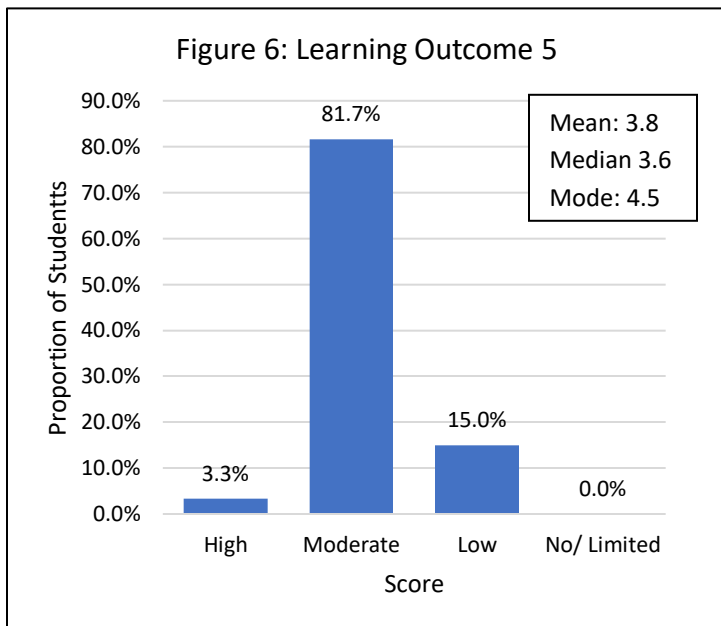
Learn theories and practices of written composition and rhetoric related to the writing process, including genre conventions of public and/or academic discourse communities and strategies for reading, drafting, writing, rewriting, and editing.

Inter-rater Reliability:

Team 1: 0.744

Team 2: 0.741

Sample Size: 135



Basic Composition Learning Outcome 5:

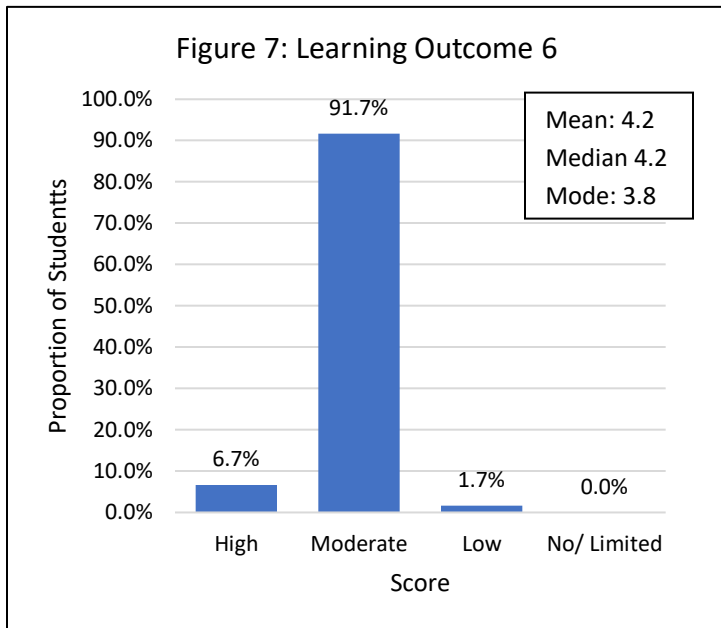
Applies rhetorical knowledge to develop persuasive research-based written arguments intended for public and/or academic audiences, including techniques of rhetorical analysis of written texts and rhetorical strategies for composing arguments.

Inter-rater Reliability:

Team 1: 0.671

Team 2: 0.778

Sample Size: 60



Basic Composition Learning Outcome 6:

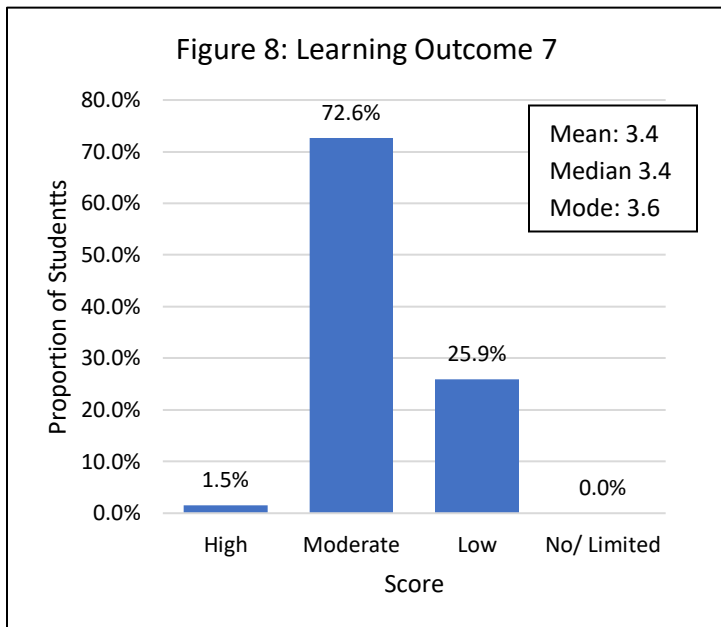
Compose persuasive arguments using a flexible writing process that includes instructor and peer feedback through multiple drafts of writing projects that incorporate varied writing media.

Inter-rater Reliability:

Team 1: 0.642

Team 2: 0.786

Sample Size: 60



Basic Composition Learning Outcome 7:

Use reflection and reflective writing to develop metacognition on the writing and research processes to plan, monitor, and evaluate one's own learning and writing.

Inter-rater Reliability:

Team 1: 0.811

Team 2: 0.788

Sample Size: 135

REFERENCES

Cicchetti, D. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instrument in psychology. *Psychological Assessment, 6*, 284-290. DOI: 10.1037/1040-3590.6.4.284

APPENDIX A: LIST OF GENERAL EDUCATION COURSES WITH THE BASIC COMPOSITION (BC) DESIGNATION TAUGHT IN 2018-2019

College/School	Department	Course Number	Course Title
Liberal Arts and Science	English	ENG 1020	Introductory College Writing
Liberal Arts and Science	English	ENG 1050	Freshman Honors: Introductory College Writing

APPENDIX B: BASIC COMPOSITION (BC) RUBRIC

Outcome 1 (Reading): Use reading strategies in college-level texts and other media in order to analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Responds to, evaluates, and/or analyzes college level texts/media	6	5	4	3	2	1

Outcome 2 (Research): Learn flexible research methods in order to effectively identify, select, evaluate, and apply secondary research that is appropriate to the scope and topic of a persuasive argument.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Selection of multiple varied resources (including popular and academic) sources in text and/or works cited	6	5	4	3	2	1

Outcome 3 (Citation): Develop critical literacy strategies to effectively and responsibly quote, paraphrase, summarize and synthesize secondary-research sources in order to compose persuasive arguments.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Summarizes, quotes, and/or paraphrases secondary sources	6	5	4	3	2	1
Synthesizes secondary research (puts texts in conversation with one another)	6	5	4	3	2	1

Outcome 4 (Writing): Learn theories and practices of written composition and rhetoric related to the writing process, including genre conventions of public and/or academic discourse communities and strategies for reading, drafting, writing, rewriting, and editing. <u>Decision Rule:</u> Record only the lower score of the two for each essay.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Paragraph organization (topic sentence, paragraph development)	6	5	4	3	2	1
Editing (grammar, punctuation, spelling, awkward sentences)	6	5	4	3	2	1

Outcome 5 (Argument): Applies rhetorical knowledge to develop persuasive research-based written arguments intended for public and/or academic audiences, including techniques of rhetorical analysis of written texts and rhetorical strategies for composing arguments						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Relates rhetorical awareness in written arguments (audience, purpose, rhetorical moves, varied argument types, etc.)	6	5	4	3	2	1

Outcome 6 (Process): Compose persuasive arguments using a flexible writing process that includes instructor and peer feedback through multiple drafts of writing projects that incorporate varied writing media.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Demonstrates a flexible process for composing (annotating texts, rereading, incorporating instructor feedback, engaging in peer review, planning or prewriting, drafting and revising, editing and formatting)	6	5	4	3	2	1

Outcome 7 (Reflection): Use written reflection to evaluate one’s own learning and writing. <u>Decision rule:</u> Record only the lower score of the two for each essay.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Argument (thesis, claim, relation to course outcomes)	6	5	4	3	2	1
Evidence (examples, analysis, experiences, discussion)	6	5	4	3	2	1