

**Office of Academic
Planning and Assessment**

**A Report of the English Course-Level Assessment
2015-2016**

Description of English Course-Level Assessment

Each spring semester writing samples from freshman, sophomore, and senior English writing enhanced courses are collected, reviewed, and evaluated against a common, internally developed rubric by the faculty within the Department of English. In addition to being used by the faculty within the Department of English as part of their on-going programmatic assessment, these data will be utilized by the members of the core curriculum committee to help evaluate student written communication.

The student data presented within this report reflect student performance regarding the Texas Higher Education Coordinating Board's Core Learning Objective of Communication Skills (THECB, 2016). The THECB (2016) defines Communication Skills as "effective development, interpretation and expression of ideas through written, oral and visual communication." Data from these assessments may therefore be used to address one element of the broader concept of Communication Skills, the element of written communication. These data should therefore be used in conjunction with other data to fully understand student knowledge and ability with regards to this Core Learning Objective.

Methodology

A total of 293 course-embedded English writing samples from 2015-2016 were collected and evaluated by Department of English faculty. The following is a listing of courses from which writing samples were collected:

ENGL 1301 – Composition I
ENGL 1302 – Composition II
ENGL 2332 – World Literature I: Before the Seventeenth Century
ENGL 2333 – World Literature II: The Seventeenth Century and After
ENGL 4364 – Methods of Teaching English in Secondary Schools
ENGL 4381 – Advanced Creative Writing: Fiction
ENGL 4399 – Modified Topics
ENGL 4000 – unspecified

Results

Papers were scored by the English Department faculty. Scores are on a scale of 1 to 10, with 1 being the lowest, and 10 being the highest. The table below represents the scores of each course level.

Table 1

Descriptive Statistics for Student Writing in Course-Embedded English Assessment for 2014-2015

Course Level	<i>n</i>	<i>M</i>	<i>SD</i>
1000-level (Total)	242	5.05	1.41
ENGL 1301	67	5.28	1.25
ENGL 1302	175	4.95	1.46
2000-level	42	5.26	1.36
4000-level	9	5.44	1.42

At each course level, the average student scores were above a 5, indicating that students were generally writing at a competent level. When the student scores for 1000-level course are broken down by type (i.e., ENGL 1301 and ENGL 1302), students in ENGL 1301 averaged above 5, but ENGL 1302 students averaged below, though were approaching, a 5. A breakdown of the percentages of students scoring a 5 or higher, indicating competent work, is also revealing, 62.7% of students enrolled in ENGL 1301, 65.2% of student enrolled in ENGL 1302, 71.4% of students enrolled in a 2000-level English course, and 77.7% of students enrolled in a 4000-level English course. Cross tabulations of how many students receiving each score, by course type, are provided in Table 2 with percentages provided in Table 3.

Table 2

Student Writing Scores by Course Type for 2015-2016

Student Score	ENGL 1301	ENGL 1302	2000-level	4000-level
2	0	10	1	0
3	3	20	3	1
4	22	31	8	1
5	9	54	12	3
6	19	33	9	1
7	14	21	8	3
8	0	6	1	0

Table 3

Percentage of Student Writing Scores by Course Type for 2014-2015

Student Score	ENGL 1301	ENGL 1302	2000-level	4000-level
2	0.0%	5.7%	2.4%	0.0%
3	4.5%	11.4%	7.1%	11.1%
4	32.8%	17.7%	19.0%	11.1%
5	13.4%	30.9%	28.6%	33.3%
6	28.4%	18.9%	21.4%	11.1%
7	20.9%	12.0%	19.0%	33.3%
8	0.0%	3.4%	2.4%	0.0%

References

Texas Higher Education Coordinating Board. (2016). Elements of the Texas Core Curriculum. Retrieved from: <http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507>