

# Dalton State College

## Detailed Assessment Report 2015-2016 ENGL 2120 (Hybrid)

As of: 5/16/2016 03:56 PM EDT

(Includes those Action Plans with Budget Amounts marked **One-Time**, **Recurring**, **No Request**)

### Program Outcomes

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**PO 1: Graduates will read critically**

Graduates of associate's degree programs will read critically.

**PO 2: Graduates will think critically**

Graduates of associate's degree programs will think critically.

**PO 3: Graduates will write competently**

Graduates of associate's degree programs will write competently.

**PO 4: Graduates will be competent in the arts and literature**

Graduates of associate's degree programs will demonstrate an understanding of arts and literature.

### Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**Outc. 1: Utilization of technology and data to conduct research by citing informational sources**

*Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)*

#### Relevant Associations:

##### General Education Goals Associations

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

##### Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

##### Strategic Plan Associations

###### Dalton State College

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

#### Related Measures

**M 1: Measurement by a rubric that evaluates the components of Literary Analysis Two**

Student's competence will be measured by a rubric that evaluates the research and documentation components of Literary Analysis Two. (Allen/Fall 2014)

Source of Evidence: Academic direct measure of learning - other

##### Target:

Seventy percent of students will earn 70% or better on the research and documentation components of Literary Analysis Two. (Allen/Fall 2014)

##### Finding (2015-2016) - Target: **Met**

In English 2120-01, a hybrid class taught on the Dalton State campus during Fall Semester 2015, 72% (13/18 students) of the students who were attending class AND who turned in the essay when the essay was due earned a 70% or better on the research and documentation component of Literary Analysis Two. (Three students failed to submit the essay.)

The average for the essay as a whole was a 76.5%. For this assignment, students were asked write a five to six page thesis-driven essay for their interpretation of one of the assigned works by Sir Thomas Wyatt, Christopher Marlowe, William Shakespeare, Aemelia Lanyer, Lady Mary Wroth, or John Milton. Students had to use three secondary sources and did not have the option to rewrite the essay. Students were assessed on the following criteria for this component of the rubric: "At least three sources are used substantively in the writing of the essay and become an integral part of the argument. The sources are used effectively in the essay for overall support of the essay's thesis. The sources used in the writing of the essay are scholarly and/or sound as used in the essay. The citations in the essay are used to support the essay's overall argument, not to make the essay's major points for the writer. Parenthetical citations and the Works Cited page are formatted correctly." For this component of the essay, four students earned A's, four earned B's, five earned C's, three earned D's, and two earned F's. Students failed this portion of the essay for a few reasons. Formatting for both parenthetical citations and Works Cited pages were incorrect. Also, a couple of students did not use academic sources and instead used sources from websites such as Spark Notes and Schmoop. Also, a few students did not use the required number of sources.

##### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

### **Action Plan for Student Success in English 2120-01H for Literary Analysis Two**

*Established in Cycle:* 2014-2015

Given the success that students had when they rewrote Literary Analysis One, I will reorganize the course calendar to allow time...

### **Action Plan for Literary Analysis Two Fall 2015**

*Established in Cycle:* 2015-2016

My action plan for English 2120-01, a hybrid class taught at Dalton State College, stated, "Given the success that students ha..."

## **Outc. 2: Analysis and evaluation of conclusions and arguments**

*Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)*

### **Relevant Associations:**

#### **General Education Goals Associations**

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

#### **Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

#### **Strategic Plan Associations**

##### **Dalton State College**

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

### **Related Measures**

#### **M 2: Measurement by a rubric that evaluates the analysis component of Literary Analysis One**

Students' competence will be measured by a rubric that evaluates the analysis component of Literary Analysis One. (Allen/Fall 2014)

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

Seventy percent of students will earn 70% or better on the analysis component of Literary Analysis One. (Allen/Fall 2014)

#### **Finding (2015-2016) - Target: Met**

In English 2120-01H, a hybrid class taught on the Dalton State campus during Fall Semester 2015, 85% (17/20) of the students who turned in the essay and were still attending class when the rewrite for the essay was due earned a 70% or better on the analysis component of a rubric for Literary Analysis One. The average for the essay as a whole was an 81.1% after the rewrite. For this assignment, students were asked to write a four to five page thesis-driven essay for their interpretation of one of the assigned works: Beowulf, "The Miller's Tale," A Book of Showings, or Utopia. Students could not use any secondary sources. Students had the option to rewrite this essay. Students were assessed on the following criteria for this component of the rubric: "Analysis/Interpretation is insightful is relevant is well supported by primary citations supports the overall thesis demonstrates original thought holds the reader's interest enriches and supports the thesis." For the first draft of the essay (before the rewrite), four students earned A's, four earned B's, three earned C's, three earned D's, and six earned F's. Therefore, 55% of students (11/20) passed this component of the first draft of the Literary Analysis. For the optional rewrite that was assigned, eight students earned A's, two earned B's, seven earned C's, one earned a D, and two earned F's. The students who earned the D and the F's did not rewrite the essay, and four students who earned C's did not rewrite the essay. Thirteen students turned in the rewrite. The percentage of students who passed this component of the Analysis changed significantly as did the grades. Students failed the essay for a few reasons: either they did not provide a thesis for the essay and/or they summarized the plot and did not analyze the work.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

### **Action Plan for Student Success in English 2120-01H for Literary Analysis One**

*Established in Cycle:* 2014-2015

The next time that I teach this class, I will continue to allow students to rewrite this essay. I will also enhance the composit...

## **Outc. 3: Evaluation of works under investigation**

*Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)*

### **Relevant Associations:**

#### **General Education Goals Associations**

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

#### **Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

#### **Strategic Plan Associations**

##### **Dalton State College**

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

## Related Measures

### **M 3: Measurement by a rubric that measures the evaluation/analysis component of the Final Exam**

Students' competence will be measured by a rubric that measures the evaluation/analysis component of the Final Exam. (Allen/Fall 2014)

Source of Evidence: Writing exam to assure certain proficiency level

#### **Target:**

Seventy percent of the students will earn 70% or better on the evaluation/analysis component of the Final Exam. (Allen/Fall 2014)

#### **Finding (2015-2016) - Target: Met**

In English 2120-01, a hybrid class taught on the Dalton State campus during Fall Semester 2015, 100% (18/18 students) of the students who were attending class when the final exam was due earned a 70% or better on the evaluation/analysis component of the Final Exam. (Two students had stopped attending class by the final exam.) The average for the essay as a whole was a 87.7%. For this assignment, students were asked to choose the three works from the semester to compare and/or contrast. Students were assessed on the following criteria for this component of the rubric: "Analysis/Interpretation is insightful is relevant is well supported by primary citations supports the overall thesis holds the reader's interest enriches and supports the thesis the comparison/contrast clearly evaluates observations, inferences, or relationships in three works from the semester." For this component of the essay, nine students earned A's, four earned B's, five earned C's, and none earned D's or F's. I was extremely pleased with the results of the final exam. I think the students were so successful because we spent a great deal of class time, more than in semesters past, comparing and contrasting the works. We started discussing strategies for the final exam during the first month of the semester and compared/contrasted the works throughout the few months leading up to the exam. The students came prepared with their quotes and notes that they were allowed to have, and the majority of students spent the two hours writing the exam. I was extremely impressed with the level of critical thinking the students employed.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Action Plan for Student Success in English 2120-01H for Final Exam**

*Established in Cycle:* 2014-2015

The success rate for the Final Exam in English 2120-01H is fantastic. Should I teach this course again, I will continue to spend...

### **Outc. 4: Demonstration of the ability to make informed judgments**

*Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (Global Perspectives)*

## Relevant Associations:

### **General Education Goals Associations**

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

### **Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

### **Strategic Plan Associations**

#### **Dalton State College**

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

## Related Measures

### **M 4: Measurement by five 200-300 word specific, grammatically, & mechanically correct responses to selected discussion questions**

Students' competence will be measured by five 200-300 word specific, grammatically, and mechanically correct responses to selected discussion questions. (Allen/Fall 2014)

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

Seventy percent of the students will earn 70% or better on the Discussion Threads. (Allen/Fall 2014)

#### **Finding (2015-2016) - Target: Met**

In English 2120-01, a hybrid class taught on the Dalton State campus during Fall Semester 2015, students wrote five discussion responses. See below for pass rate (a 70% or better) for each response. 1. Response One: 80% (16/20) of students who were attending class at this point in the semester 2. Response Two: 80% (16/20) of students who were attending class at this point in the semester 3. Response Three: 85% (17/20) of students who were attending class at this point in the semester 4. Response Four: 85% (17/20) of students who were attending class at this point in the semester 5. Response Five: 83% (15/18) of students who were attending class at this point in the semester. For this assignment, students were asked to do the following: Students were required to contribute five substantive (300 word) responses to five different discussion threads and/or replies. Discussion responses were evaluated on their grammar, mechanics, and specificity. All responses had to use at least one quote from the text. Responses could not be re-written for higher grades. Student success with this assignment declined throughout the course of the semester, specifically with Responses Four and Five, simply because students stopped turning in responses. Two students failed to turn in Response Four and three who were still attending class at the end of the semester failed to turn in Response Five. Only one student--who attended class sporadically throughout the semester (until the end when he stopped coming at all)--failed to turn in any responses. (One student on the roster only turned in two quizzes, so he is not included in this assessment.)

### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

#### **Action Plan for Student Success in English 2120-01H for Discussion Responses**

*Established in Cycle:* 2014-2015

To ensure student success for English 2120-01H Discussion Responses, I will continue to do two things: remind students to turn i...

### **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

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#### **Action Plan for Student Success in English 2120-01H for Discussion Responses**

To ensure student success for English 2120-01H Discussion Responses, I will continue to do two things: remind students to turn in responses throughout the course of the semester in class and post reminders in D2L to remind students of the last day to turn in responses.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Measurement by five 200-300 word specific, grammatically, & mechanically correct responses to selected discussion questions | **Student Learning Outcome:** Demonstration of the ability to make informed judgments

#### **Action Plan for Student Success in English 2120-01H for Final Exam**

The success rate for the Final Exam in English 2120-01H is fantastic. Should I teach this course again, I will continue to spend class time throughout the course of the semester asking students to make connections between different authors. We discussed similarities (and differences) in terms of theme, tone, and style.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Measurement by a rubric that measures the evaluation/analysis component of the Final Exam | **Student Learning Outcome:** Evaluation of works under investigation

#### **Action Plan for Student Success in English 2120-01H for Literary Analysis One**

The next time that I teach this class, I will continue to allow students to rewrite this essay. I will also enhance the composition module on D2L for the hybrid course. I will continue to upload a sample essay and a module on how to use sources in essays. I will also provide notes on how to organize essays and compose thesis statements. I will also take more class time to discuss essay organization and thesis statements.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Measurement by a rubric that evaluates the analysis component of Literary Analysis One | **Student Learning Outcome:** Analysis and evaluation of conclusions and arguments

#### **Action Plan for Student Success in English 2120-01H for Literary Analysis Two**

Given the success that students had when they rewrote Literary Analysis One, I will reorganize the course calendar to allow time for students to rewrite Literary Analysis Two. I think students just need experience, practice, and guidance when writing a research essay. Allowing them to rewrite the essay will give them that practice and help them to learn from their mistakes.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Measurement by a rubric that evaluates the components of Literary Analysis Two | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

#### **Action Plan for Literary Analysis Two Fall 2015**

My action plan for English 2120-01, a hybrid class taught at Dalton State College, stated, "Given the success that students had when they rewrote Literary Analysis One, I will reorganize the course calendar to allow time for students to rewrite Literary Analysis Two. I think students just need experience, practice, and guidance when writing a research essay. Allowing them to rewrite the essay will give them that practice and help them to learn from their mistakes." However, due to the time restraints of a hybrid class, I was not able to allow time for a rewrite for the fall 2015 hybrid class. Because only 72% of students passed the research/documentation component of the rubric for the second analysis, I can perhaps set up a library instruction day for the students. This way, a librarian can show them how to access English based databases. I could also take part of a class to practice citations as a class. We could practice with a journal article or two and a book.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Measurement by a rubric that evaluates the components of Literary Analysis Two | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

### **Analysis Questions and Analysis Answers**

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**What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.**

I think the strengths of this class were several fold. I learned quite a few things from teaching this class as a hybrid in fall 2014. First of all, I did not have students do much group work at all. I kept the class discussion based, and I think that having more guidance from me about how to read the different works helped students to understand more fully what they needed to do for their analysis essays and discussion responses. Group work is great for a traditional class, but I think that students in a hybrid class need a more discussion/lecture situation so that they have more guidance about how to complete assignments when they are by themselves outside of class. I will continue to use the discussion/lecture model for other hybrid courses. I also think that shortening the length requirements of the essays helped students handle each essay more easily. Yes, these students have taken English 1102 in which they learn how to write thesis statement and to analyze literature, but I found that the students had an easier time going in depth and discussing their thesis statements more specifically when they had to write four pages versus five or five pages versus seven. They focused more on content rather than the length requirement. Given that, I will continue to keep the page requirements lower. I did notice that a few students still confused the in-class discussion questions listed in the Content section of GAView with the discussion response questions listed in the Discussions section. I will give more clear file names and headers on the downloadable modules to reiterate the differences between questions for responses and questions for in-class discussion only. Overall, I was extremely pleased with how the semester went.