

Dalton State College

Detailed Assessment Report 2015-2016 ENGL 1101 (Hybrid)

As of: 3/08/2016 05:11 PM EDT

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

Course Description

Focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and a variety of research skills. A minimum grade of C is required in [ENGL 1101](#) before the student can take [ENGL 1102](#).(F,S,M)

Prerequisites: [READ 0098](#), unless exempt; [ENGL 0098](#), unless exempt.

Program Outcomes

PO 1: Graduates will read critically

Graduates of associate's degree programs will read critically.

PO 2: Graduates will think critically

Graduates will think critically.

PO 3: Graduates will write competently

Graduates of associate's degree programs will write competently.

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

Outc. 1: Determination of forms of communication appropriate to audiences and purposes

Students will determine forms of communication appropriate to particular audiences and purposes and organize and communicate knowledge and ideas in a logical and purposeful way. (General Education Learning Outcome)

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.

9.1 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

1.1.5 Transform remediation.

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 format mode of the final essay (Fall 2015/Bolding)

Students' competence will be measured by a rubric that evaluates the format (mode) component of the final essay of the course. (Fall 2015/Bolding)

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

Target:

Seventy-five percent of students will score 70% or better on the format (mode) component of the final essay of the course. (Fall 2015/Bolding)

Finding (2015-2016) - Target: Met

In English 1101-01H, a hybrid class taught on the Dalton campus during Fall Semester 2015, 100% of the students who completed the course (17 out of 17) earned a 70% or better on the mode component of the final essay of the course, therefore meeting the target for Outcome 1 which states that students should be able to determine "forms of communication appropriate to particular audiences and purposes." Students' ability to successfully develop an essay to a particular purpose was graded by a rubric applied to this component of the final essay regarding their success at adapting to the method of development required in the assignment. For this last essay, students were given a list of seven of the modes or methods of development with accompanying appropriate prompts. They were asked to choose three modes and develop a paragraph of 125 words each responding to the related prompts. After a peer review exercise involving the three paragraphs, students were allowed to choose their strongest paragraph and develop it into a 500 word essay. Because their ideas had gone through a development and review process, their essays were strong regarding adapting to purpose or mode. The rubric used for this measure was the standard rubric for the course as it not only grades the ability to organize ideas but also specifically whether or not the student was able to conform to the method of development necessary for a successful

composition. The rubric for this assignment is distributed to students and explained before teaching begins so that they understand the goals. Consequently, they have a copy of the expectations before they write their first essay and are familiar with the requirements. A graded rubric is stapled to their essay when it is returned, and the rubric is also posted in D2L. I believe that being given the rubric early and having ongoing access to it helped these students do well in meeting this target. I also believe that having a peer review exercise related to their ability to develop ideas in a particular mode or to address a particular purpose was helpful. Those students who were able to be successful in a hybrid format (a subject addressed in the analysis section of this report) used those same strengths to avail themselves of the information presented to them and use it to their advantage.

Since 100% of the students who completed the course made 70% or better on the mode component of the final essay, I have no comment on students who did not pass. Again, the students who were able to complete this hybrid course seemed to be disciplined students who were likely to succeed. (I am not including three students in my numbers who failed the course but came to several classes. After submitting one paper or showing up for the midterm, these students then disappeared until the final exam. Although they took the final exam and so were present at the end of the class, I did not count these students as having completed the course because they came to too few classes and submitted too few assignments to fit the definition. I have only included those students who actually attended regularly and submitted the majority of the assignments throughout the semester.)

(Fall 2015/Bolding)

Outc. 2: Obtaining patterns of grammar, punctuation, and sentence structure

Students will use accepted patterns of grammar, punctuation, and sentence structure in written communication. (General Education Learning Outcome)

Relevant Associations:

General Education Goals Associations

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
- 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

- 1.1.5 Transform remediation.
- 3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
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Related Measures

M 2: Measurement by rubrics that evaluate grammar, punctuation, and sentence structure components on 3 essays (Fall 2015/Bolding)

Students' competence will be measured by rubrics that evaluate the grammar, punctuation, and sentence structure components on 3 essays, at least one of them written in-class, over the course of the term. (Fall 2015/Bolding)

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

Target:

Seventy-five percent of students will score 70% or better on the grammar, punctuation, and sentence structure sections on 3 essays, at least one of them written in class, over the course of the term. (Fall 2015/Bolding)

Finding (2015-2016) - Target: Met

In English 1101-01H, a hybrid class taught on the Dalton campus during Fall Semester 2015, 88% of the students who completed the course (15 out of 17) earned 70% or better on the grammar, punctuation, and sentence structure portion of 3 essays, one of which was written in class. (Two of 17, or 12%, did not pass the grammar portion with 70% or better.) These numbers met the target of 75% of students showing evidence of being able to use accepted patterns of grammar, punctuation, and sentence structure in their essays (SLO 2). This target was measured by the essay rubric consistently used throughout the course which included a section that graded grammar, punctuation, and sentence structure. The essays were the first (written in class), third, and final essays in the class. The first essay was not a diagnostic essay but was written after essay structure and fundamental grammar were taught. If students had more than three Type I Errors in an essay or two Type I Errors and a preponderance of Type II or III Errors, they failed the grammar portion of the essay, which was indicated on the rubric.

A good deal of student success can be attributed to the text in the course, which was an etext that provided thorough explanations and relevant exercises. Consequently, even though our time together was halved from that of a standard format, the text and website were very well organized and provided clear teaching and practice. It seemed to pair well with my instruction, online availability, and extra online material. However, as with the target associated with the first student learning outcome, I attribute much of the student success to their own ability to function in a hybrid format. The students who were successful in this class were determined to be so and had developed disciplines that aided them.

Of the 17 students, two separate students did not pass the grammar portion of either the first or the third

essay in the course. All students passed the grammar portion of the final essay. A couple of students also struggled with the grammar portion of other essays, but on these particular three (first, third, and final), these students passed with a 70% or higher.

Individual essays:

First (written in class): Of 17 students who completed the class, 16 of 17 (94%) passed the grammar portion of this essay with a grade of 70 or above. (One student of 17, or 6%, did not pass.) This essay is written in class, but because it is also the first essay the class writes and requires them to be mindful of all the major grammar and punctuation content, it is also a shorter essay (300 words). I account for this pass rate by surmising that the content is still fresh on their minds and the essay is shorter. By this point, the freshmen who were not suited to an 8:00 A.M. class or to the hybrid format had already fallen by the wayside. Therefore, the students left in the class were motivated individuals, which is helpful in any classroom. The aforementioned excellent online source combined with instruction was apparently effective in making sure the students could handle the grammar.

Essay 3: Sixteen of the 17 students (94%) passed the grammar portion with a 70% or above. (One student of 17, or 6%, did not pass.) This essay was 750 words and was part of a more complicated assignment that involved reading, deconstructing, and critiquing a professionally written essay and responding with an essay of their own. Because of the more complicated nature of the assignment, the student for whom the grammar and punctuation portion was more of a challenge may have lost focus on that portion of the assignment. Since I allow corrections on essays so that students have the opportunity to learn from their mistakes, all of the students eventually passed the grammar portion with a 70% or above, but the initial scores were not 100%.

Final Essay: On the final essay 100% passed with a 70% or above (17 of the 17 students who completed the class). Before each essay, the rubric was reviewed, and the class was reminded that grammar, punctuation, and sentence structure always count. Knowing that it was the final essay might have sharpened their proofreading skills. This essay was also typed outside of class before submission, therefore allowing ample time and opportunity to check for errors. (Fall 2015/Bolding)

Outc. 3: 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

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
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Related Measures

M 3: Measurement by rubrics that evaluate the content components of 3 essays (Fall 2015/Bolding)

Students' competence will be measured by rubrics that evaluate the content components of 3 essays, at least one of them written in class, over the course of the term. (Fall 2015/Bolding)

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

Target:

Seventy-five percent of students will score 70% or better on the content sections of 3 essays, at least one of them written in class, over the course of the term. (Fall 2015/Bolding)

Finding (2015-2016) - Target: Met

In English 1101-01H, a hybrid class taught on the Dalton campus during Fall Semester 2015, 100% of the students who completed the course (17 out of 17) earned a 70% or better on the content component of 3 essays, one of which was written in class (first essay), over the course of the term. These essays were the first, third, and final essays, but all three were written after the fundamental grammar and essay structure components had been taught. (Essay 1 was not diagnostic.) A significant portion of the rubric used when grading essays focused on the content component and measured the students' success at providing and supporting arguments, clearly stating thesis and topics, and staying focused on same, therefore addressing the learning outcome ("Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments"). Aside from lecture and exercises in class, the text the students were using had an excellent exercise (assigned for a grade) that worked them through the formation of a sound argument. Their online work was tracked by the site, and the site made it easy for me to access, review, and grade, adding an incentive for them to complete the work. However, I mostly attribute the success of the students in meeting this target to the students themselves. The students who completed the course were,

for the most part, self-disciplined and focused students who were able to negotiate a hybrid course as incoming freshmen. I also made an effort to organize the course in a clear manner and provide clear instructions for navigating the course. I made an effort to stay in touch with students and encourage them to contact me with questions, which they did. Also, since this was my first time teaching a hybrid course, I tried to be flexible in responding to issues they reported in order to make the online portion of the course work for them. For example, in response to a class discussion, I changed the deadlines for weekly assignments exclusively to Mondays when our class met rather than having separate deadlines for separate assignments during the week. My intention in setting up the individual deadlines was to help them keep assignments from piling up on them, but the class seemed to be in agreement that the flexibility of doing the work when it suited them was better. For the most part, this system seemed to work and made life simpler for them and for me. Finally, I attribute the success of the students to the excellent etext and accompanying website that I used with this course, which so well undergirded the online portion.

Should I teach a hybrid ENGL 1101 again, I would use the same etext and website, which were reasonably priced and provided sound teaching and useful, targeted practice. I would also incorporate the successful changes in the class format that the students suggested.

Since no students of the 17 who completed the course were unsuccessful in meeting the target, I cannot comment on why any might not have met it.

(Fall 2015/Bolding)

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

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

Organizational Tools

Established in Cycle: 2015-2016

Because the majority of the students who stayed in the course met the targets for this fall 2015 hybrid class, my action plan...

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

Organizational Tools

Because the majority of the students who stayed in the course met the targets for this fall 2015 hybrid class, my action plan has more to do with retention than with a specific target. Since students met the targets if they stayed in the class, my action plan pertains to keeping them in the class. As a first step, I think I would choose a different time of day to teach a hybrid for first-semester freshmen than at 8:00 A.M. My impression is that many of the freshmen who sign up for 8:00 A.M. classes might be students who failed to register in time for more manageable class times. Therefore, scheduling a hybrid course for incoming freshmen later in the day would be my first change. I would avoid altogether the predicament of having unorganized students in a course that requires some level of self-motivation and organization.

Also, since first-semester freshmen do not yet have the benefit of the First Year Experience course, part of a plan to aid retention would include incorporating some exercises related to time management and organization that are found in FYES. Beginning with the first day and continuing through the first few course meetings in both the in-class and online components could be some FYES related exercises to try and keep students without honed organizational skills more engaged and successful.

With benefit of hindsight, I would review and try to improve my coverage of the risks of taking a hybrid class both on the first day of class and online before the class begins. I tried to cover that information in this course, but my inexperience with the format left some gaps in my ability to completely educate students on what was to be expected and what the challenges might be.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by rubrics that evaluate the content components of 3 essays (Fall 2015/Bolding) |

Student Learning Outcome: Analysis and evaluation of conclusions and arguments

Analysis Questions and Analysis Answers

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.

A significant weakness that this report pointed out was not directly addressed in the report, and that was the high attrition rate. Of the 25 students who began this course in August, only 17 completed the course. I suspect this affected the pass rates in each of the targets since probably any course would be expected to have high pass rates if the students who were not likely to succeed disappeared in the first weeks and, therefore, did not complete it. I account for the high attrition by the fact that this was an 8:00 A.M. course composed of first-semester freshmen, the majority of whom signed up at the last minute because it was the last ENGL 1101 available. (This course was slow to fill while other ENGL 1101 classes were to capacity, and classes were being added.) Having watched the course registration as it approached the beginning of the semester, I asked the class when we first met if they had wanted an 8:00 A.M. hybrid. The majority claimed they didn't even know what a hybrid was. Only three students said they actually registered for a hybrid purposefully and signed up because they wanted what the format offered. About the same number of students said they were all right with the 8:00 A.M. start time; the majority reported they did not want an 8:00 A.M. class. These

responses did not seem to bode well. It occurred to me that what I had in this hybrid class (a format demanding more self-discipline) was a room full of students who had waited until the last minute to register (indicating less self-discipline and fewer organizational skills), who, therefore, ended up in the only ENGL 1101 left, an 8:00 A.M. hybrid (not usually a good time for the undisciplined). My fears were manifested in some disappointing DWF numbers. The 8:00 A.M. time slot paired with the hybrid format meant that a large number of students disappeared by the third week of class. The students who remained in the course had the self-discipline to adjust to the hybrid format and make the early start time work. The students, therefore, who finished the course, which were the students this report addressed, were the students most likely to succeed in general. Even though this report did not directly address the attrition rate of the class, that rate seemed to have an impact on the number of students who completed the course and were successful in meeting the measures.

For a first attempt at a hybrid course, I believe the success rate of the students who completed the course was positive, so I draw the conclusion that the course was put together well enough and made enough sense for students to succeed in it. Possibly being willing to negotiate with students (within reason) regarding the format of the course is a strength because it allows them to feel some ownership of the outcome, making their investment stronger. However, the number of students who were not successful in completing the course (which, again, is not a focus of this report but which this report highlighted) was disappointing and indicates a weakness. Should I teach the hybrid class again, I would like to study what others have done to help students be successful in this format. The combination of an 8:00 A.M. class with a hybrid format aimed at first time freshmen seems in hind sight to be a format for failure. Consequently, I would want to do some research to see what could be done in that regard.

Most of the issues with students meeting targets in this class seemed related to their ability to adapt to the hybrid format because the etext, accompanying website material, and instruction were apparently adequate for the majority of the students to grasp and use the information. Consequently, if I teach a hybrid again, I would spend a majority of the first day of class carefully explaining the class format and what this means for them as students. I tried to do that this time, but perhaps my inexperience with the format left some gaps in my ability to completely educate them on what was to be expected. I think further experience working with a hybrid format would help a great deal. (Fall 2015/Bolding)