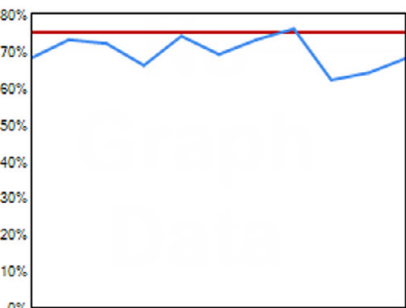## Outcome Details

ENC 1101 - 1. Writing Processes
Students will demonstrate the ability to use writing processes to generate, develop, share, revise, proofread, and edit major writing projects.

Outcome Effectiveness

93.3 %

[View PAM]
[Add to Scorecards]

--- Projected --- Actual   View Average Results

Outcome Details

[Add] [Edit] [Delete]

Projected Score: 75 %	Actual Score: 70 %	Weighted Score: 93.3 %	Planning Year: 2012-2013
Program: English, BA	Outcome Type: 3. Course-Level Student Learning Outcomes		Operational Status: Planning Stage

Institutional Goals [Select]

2010-2015 Strategic Plan
1.3   Goal 1: Enhance Instructional Services --> Innovative Instruction

Program Goals [Select]   **Stakeholders** [Edit]

● Communication   ● Students - Lower Division

Program Courses [Select]

Course	Syllabus	Skill Level
ENC 1101 - English Composition I		Introductory

Means of Assessment [Add]

☐ **ENC 1101 - Common Writing Assignment** ●●●●●●●●●●●●●●●●●● 93.3 % [View]
Evaluation of English 101 common assignment, using Written Communication Gen Ed Outcomes Rubric.

Criteria for Success [Add]

☐ **Writing Rubric** ●●●●●●●●●●●●●●●●●● 93.3 % [View]
Rubric Type: Questionnaire   Rubric Result Type: Quantitative Analysis
Writing rubric for assessing students' writing skills. Sample work will fall into one of five categories: 1. Unacceptable 2. Novice 3. Acceptable 4. Developed 5. Mastery The percentage of students meeting the standard required for Acceptable, Developed, or Mastery performance will be compared to the target. If the target is met or exceeded, the outcome will be considered to be met.

Measurements or Findings [Add]

[View]
Projected Result: 75 %   Actual Result: 68 %   Weighted Result: 90.7 %
Date: 09/19/2012   Course: English Composition I
Entered By: Alvarez, Linda   Class: English Composition I - 2012 Fall - ENC1101.OL-2012 - 9:00AM - Bailey, Cynthia
Notes: Fewer students performed satisfactorily on competencies 6, 7, and 14, which are dependent upon selecting and documenting their sources. We should focus on improving student information literacy.

[View]
Projected Result: 75 %   Actual Result: 76 %   Weighted Result: 101.3 %
Date: 09/17/2012   Course: English Composition I
Entered By: Bailey, Cynthia   Class: English Composition I - 2012 Fall - ENC1101.T-2012 - 9:00AM - Bailey, Cynthia
Notes: Students struggled with the conclusion.

[View]
Projected Result: 75 %   Actual Result: 68.3 %   Weighted Result: 91 %
Date: 09/11/2012   Course: English Composition I
Entered By: Hall, Tracy   Class: English Composition I - 2012 Fall - ENC1101.T-2012 - 9:00AM - Bailey, Cynthia
Notes: Students still appear to be using sources that cannot be considered scholarly.

Summary of Assessment Results [Add] [Edit]

Date	Description
10/17/2011	Fall 2011: 110 essays were sampled. Outcomes assessed are aggregated into two of the three skills areas covered by the rubric: 1) Applies the stages of the writing process: 16 excellent, 45 competent, 35 need work, 14 unacceptable 2) Integrates sources: 12 excellent, 47 competent, 36 need work, 15 unacceptable

Interpretation of Results [Add] [Edit]

Date	Description
10/17/2011	Based on the Written Communication Rubric, students struggled in the following areas: 1.2 Develops original and thought provoking topics and controlling ideas 1.5. Shapes messages to appeal to multiple audiences 2.1. Selects relevant and credible sources from multiple sources Students appear to struggle for ideas and to take various perspective into consideration. Information literacy also continues to be an issue.

Changes Planned for Improvements [Add] [Edit]

Date	Description
10/17/2011	Discussions are underway to better align both the Written and Oral Communications outcomes assessment with Information Literacy. Preliminary ideas include in-class workshops to evaluate web searches and sources and workshops held in the library to provide assistance with idea generation, understanding your audience, and critical evaluation of sources.
10/17/2011	For this semester, class time has been scheduled with Library faculty to provide one-hour sessions on web searches, differences in search engines, and use of web search tools to assist with idea generation and topic identification. A portion of a follow-up class will be spent on "mind mapping" exercises. Students will have two weeks to resubmit for extra credit.
	The library session and mind-mapping exercises will be included in the Spring Semester.

Associated Objectives [Select] [Remove]

Objective	Planning Unit	View
Information Literacy Workshops	Learning Resources	View

Impact Planned Changes Had on Outcomes [Add] [Edit]

Date	Description
10/17/2011	Anecdotal feedback from students indicate that they found the library session and mind-mapping techniques informative. Extra credit submissions have not yet been evaluated to determine improvement in student performance.

Document Management [View] [Add] [Remove]

File Name	File Type	File Size	File Date
Writing Rubric.pdf	PDF File	82.828 KB	9/13/2015 11:01:11 PM

Associated Standards [Select] [Remove]

Source	Cycle	Number	Standard	View
SACS	2014 SACS Reaffirmation	3.3.1.1	Institutional Effectiveness: Educational Programs	View
SACS	2015 SACS Internal Audit	3.3.1.1	Institutional Effectiveness: Educational Programs	View

---

What should be demonstrated?

Outcome Description: Describe the Outcome to be demonstrated. For instance, describe skills or knowledge to be demonstrated by students, or expectations of operational performance.

Outcome Title: Short and descriptive, the Outcome Title allows you to easily distinguish one Outcome from another in a list.

Outcome Type: Outcomes might be identified as course-, program-, or institutional-level student learning outcomes, or as operational outcomes.

Program: Outcomes are organized into Programs, which might represent programs of study, cross-curricular programs, or non-academic service delivery areas.

Operational Status: If you follow a staged assessment cycle, you can identify when an Outcome is in the planning, data collection, results analysis, or other stage.

Why is this being assessed?

Institutional Goals: Use the Institutional Goals framework to house your institution's strategic, academic, infrastructural, and other high level plans. You can then identify if the Outcome will provide indicator data for one or more of these plans. The **View Activity by Insitutional Goals** page provides a high-level view of all Outcomes tied back to each plan.

Program Goals: You can create goals for the program on the Program Detail Page, and then tie Outcomes back to one or more Program Goals.

Stakeholders: Identify the Stakeholder population being assessed.

How will this be measured?

Program Courses: If assessing student learning, identify the Course(s) within which the Outcome will be assessed, as well as the level of performance (Skill Level) expected within each Course.

Measures: Identify the means of assessment for the Outcome by adding one or more Measures.

What does success look like?

Rubrics: Describe the criterion for success, establish the target for performance, and build the data collection template when you create one or more Rubrics for each Measure.

What was observed?

Measurements: Faculty and staff can enter observations using the Rubric as the data template. Measurements for student learning outcomes are associated with the Class (course section) where the data were collected.

Weighted/Effectiveness Score: When data is added for a Measurement, the actual score is compared to the target established for the Rubric to provide a Weighted or Effectiveness Score, shown as a percentage. Scores below 100% indicate that the target has not been met. Scores at or above 100% indicate that performance is meeting or exceeding expectations. Multiple Measurements roll up to the Rubric, factoring in the sample size for each Measurement. Rubrics roll up to Measures, which roll up to the Outcome.

What do the data mean?

Intended Results/Status Reports/Actual Results: Use the Intended Results, Status Reports, and Actual Results sections to describe your expectations and interpretations of reported data. The sections are commonly relabeled to create the template used by your institution.

How will outcomes be improved?

Use of Results: Describe plans for improving Outcomes in the Use of Results section.

Associated Objectives: You might more fully flesh out your plans for improvement by writing an Objective in the Planning Module, which will also allow you to request Enhanced Budget. Associate such Objectives to the Outcome for easy reference.

Document Management: Upload documents supporting findings, plans for improvement, or any other aspect of the Outcome to the Document Management section.

Does this outcome support accreditation?

Associated Standards: Demonstrating assessment and the use of results for improvement is a critical aspect of accreditation. Tie Outcomes to Standards within the Accreditation Module so that you can use them to provide evidence of assessment.

ASSESSMENT MODULE

Strategic Planning Online ™
Empower Your Planning Process ®

Rubric Data Entry By Class for Planning Year: 2012-2013

Please drill down the list below to add or edit SLO rubric data for your class.

Find Rubrics: ● By Class ○ By Program

Courses   + Add

Rubrics by Class
▬ ENC 1101 - English Composition I ●●●●●●●●●●●● 95.6 % View
  ⊞ English Composition I - 2012 Fall - ENC1101.DE-2012 - 9:00AM - Bailey, Cynthia
  ⊞ English Composition I - 2012 Fall - ENC1101.OL-2012 - 9:00AM - Bailey, Cynthia
  ⊞ English Composition I - 2012 Fall - ENC1101.T-2012 - 9:00AM - Bailey, Cynthia

Rubrics by Class
▬ ENC 1102 - English Composition II ●●●●●●●●●●●● 102.7 % View
  ⊞ English Composition II - 2012 Fall - ENC1102.OL-2012 - 9:00AM - Bailey, Cynthia
  ⊞ English Composition II - 2012 Fall - ENC1102.T-2012 - 9:00AM - Bailey, Cynthia

Criteria for Success
⊞ DISTRIBUTED: Research Paper   0 % View
Percent of students who achieve 75% or higher on research papers assigned as coursework.
Rubric Result Type: Benchmark   **Rubric Type:** Quantitative Analysis

⊞ Written Communication Gen Ed Outcomes Rubric ●●●●●●●●●●● 101.3 % View
Rubric Result Type: Rubric Matrix   **Rubric Type:** Quantitative Analysis
Rate the student for each outcome as Excellent (4), Competent (3), Needs Work (2), or Unacceptable (1). Note to Instructor: If an individual outcome is not part of the task/assignment, do not rate that outcome. Write "Not applicable" in the comments section. Students should be at the excellent level upon completion of the associate degree at Think State College.

Welcome to the Assessment Homepage

View My Programs
View the status of your Programs and any Outcomes, Measures, Rubrics, and Rubric Measurements associated with them.

View My Outcomes
View the status of your Outcomes and any Measures, Rubrics, and Rubric Measurements associated with them.

Create a New Outcome
Open up a blank Outcome page and enter the relevant data to create a new Outcome.

View My Courses
View the status of your Courses and any Outcomes, Measures, Rubrics, and Rubric Measurements associated with them.

View All Courses
View the status of all Courses.

View Activity By Institutional Goal
View all Activity by institutional Goal that are required for planning unit.

Rubric Data Entry
Enter Rubric Measurement Data and other Assessment Results quickly and easily.

Copy Assessment Data
Copy outcome data from one planning year to another.

Document Repository
View all document library.

Copy Data

Original Planning Year: 2012-2013 (Current) ▾
Destination Planning Year: 2013-2014 ▾

To add an additional Planning Year to the following Outcomes; select the Planning Year from the Destination Planning Year dropdown menu, select the Outcome(s) that require an additional year by selecting the appropriate checkbox, and select "Add Year."

Add Year

My Programs

△ English, BA   Check All

CHK	Outcome ID	Outcome Title
☐	66	ENG 1: Differentiating Critical Approaches
☐	67	ENG 2: Applying a Critical Approach
☐	68	ENG 3: Understanding a Literary Theorist
☐	69	ENG 4: Literary Analysis
☐	70	ENG 5: Literary Research
☐	71	ENG 6: Writing Tools
☑	72	ENG 7: Writing Creation

CHK	Measure ID	Measure Title
☑	72	ENC 1101 - Common Writing Assignment

CHK	Rubric ID	Rubric Title
☑	60	Writing Rubric

| ☐ | 73 | ENG 8: Present Ideas and/or Information |
| ☐ | 74 | ENG 9: Effective Use of Both Vocal and Physical Delivery |

Program Assessment Map

Program Name: General Education (GenEd) ▾
Planning Year: 2012-2013 (Current) ▾
Program Manager: Hall, Tracy

View PAM Full Screen

	ENC 1101	ENC 1102	ENC 1107	ENC 2133	AML 2010	ENL 2012
Gen Ed - Written Communication	I 97% Data Collection Stage	R 103% Data Collection Stage	E 101% Data Collection Stage	E 0% Data Collection Stage		
Gen Ed - Oral Communication					R 0% Data Collection Stage	R 0% Data Collection Stage
Gen Ed - Information Literacy	I 0% Data Collection Stage	R 0% Data Collection Stage	E 0% Data Collection Stage	E 0% Data Collection Stage		

Rubric Details

Writing Rubric
Writing rubric for assessing students' writing skills. Sample work will fall into one of five categories:
1. Unacceptable
2. Novice
3. Acceptable
4. Developed
5. Mastery

Weighted Score
93.3 %
Add to Scorecards

--- Projected   --- Actual   View Average Results

Rubric Details   Add Edit Delete

Projected Result: 75 %   Actual Result: 70 %   Weighted Result: 93.3 %   Planning Year: 2012-2013
Numeric Type: Percent   Rubric Type: Questionnaire

Rubric Summary	Result
1. The purpose and focus are clear and consistent.	73%
2. The main claim is clear, significant, and challenging.	72%
3. Organization is purposeful, effective, and appropriate.	71%
4. Sentence form and word choice are varied and appropriate.	70%
5. Punctuation, grammar, spelling, and mechanics are appropriate.	72%
6. Information and evidence are accurate, appropriate, and integrated effectively.	64%
7. Claims and ideas are supported and elaborated.	66%
8. Alternate perspectives are carefully considered and represented.	69%
9. Connections between and among ideas are made.	71%
10. Analysis/synthesis/evaluation/interpretation is effective and consistent.	64%
11. Independent thinking is evident.	75%
12. Creativity/originality is evident.	65%