Foundational Studies Assessment 2023
Composition

Sample Summary:

	Courses	Artifacts
100-level	**43**	**214***
300-level	**30**	**150**
Total	**73**	**364**

*1 course submitted only 4 artifacts

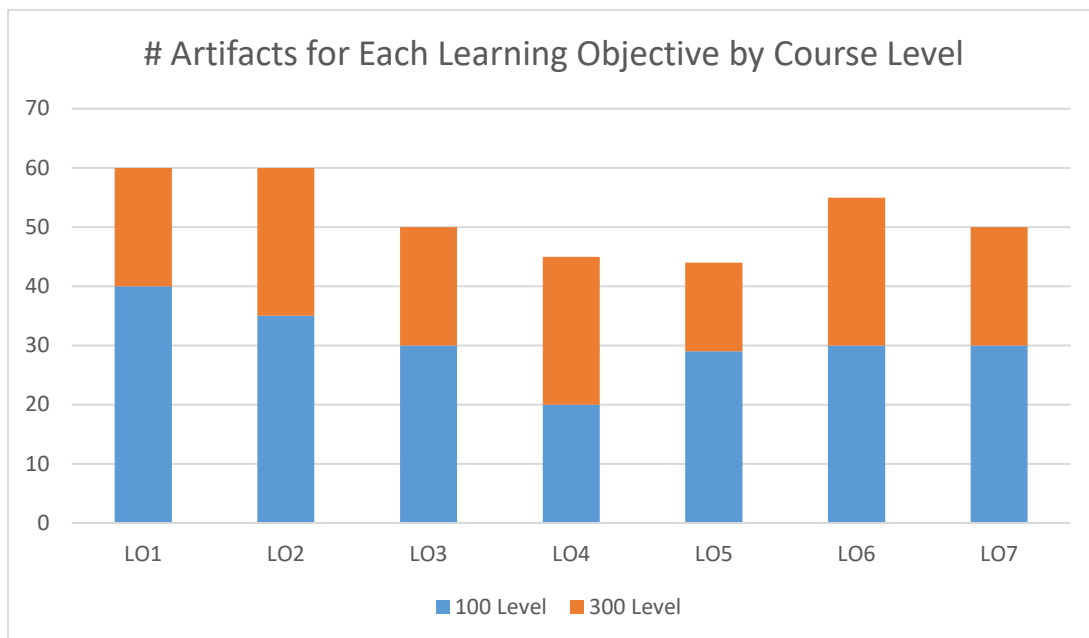Courses not submitting artifacts = 6
Participation rate = 92%

Average Rating = **Benchmark**

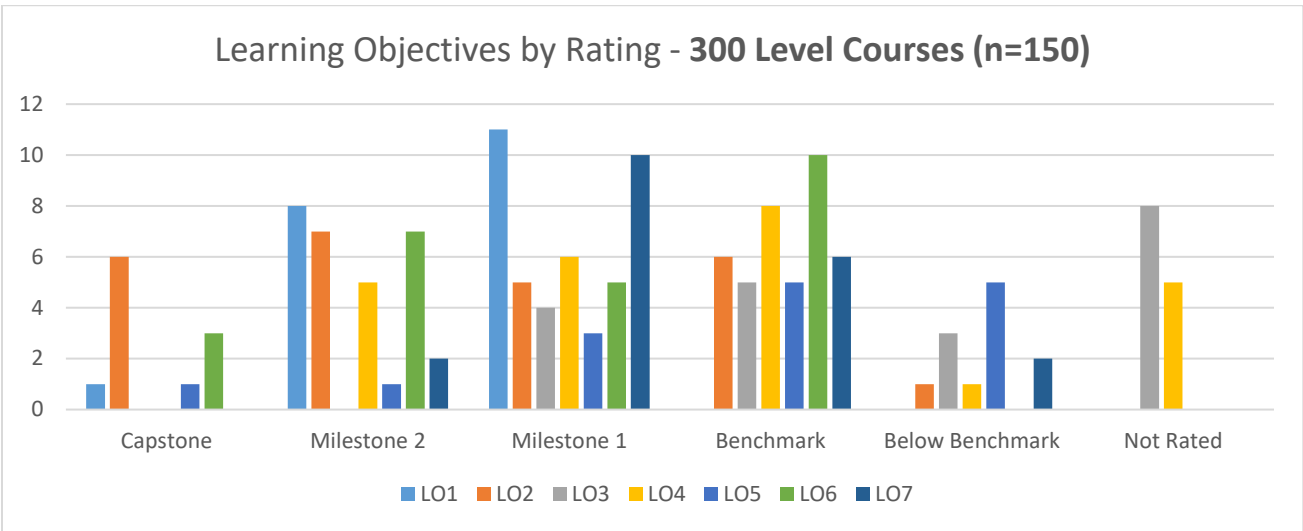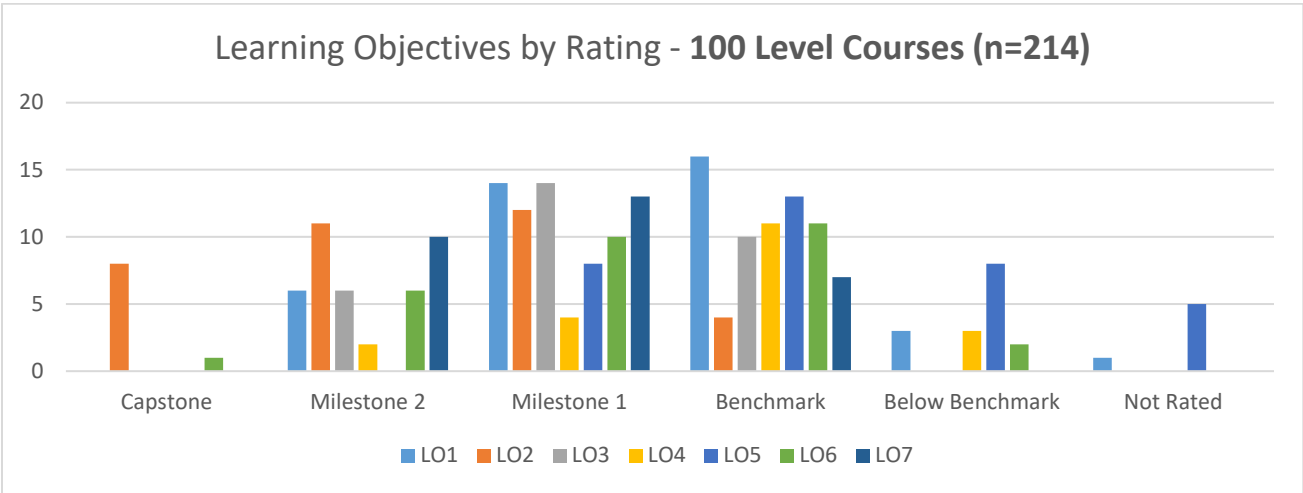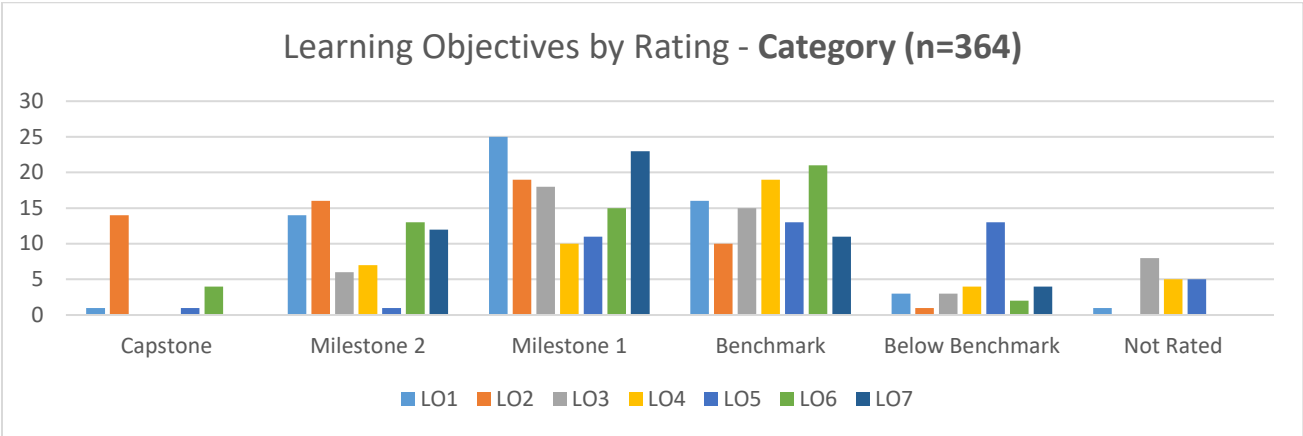100-level courses included: ENG 101 (20), ENG 107 (22), ENG 108 (1)
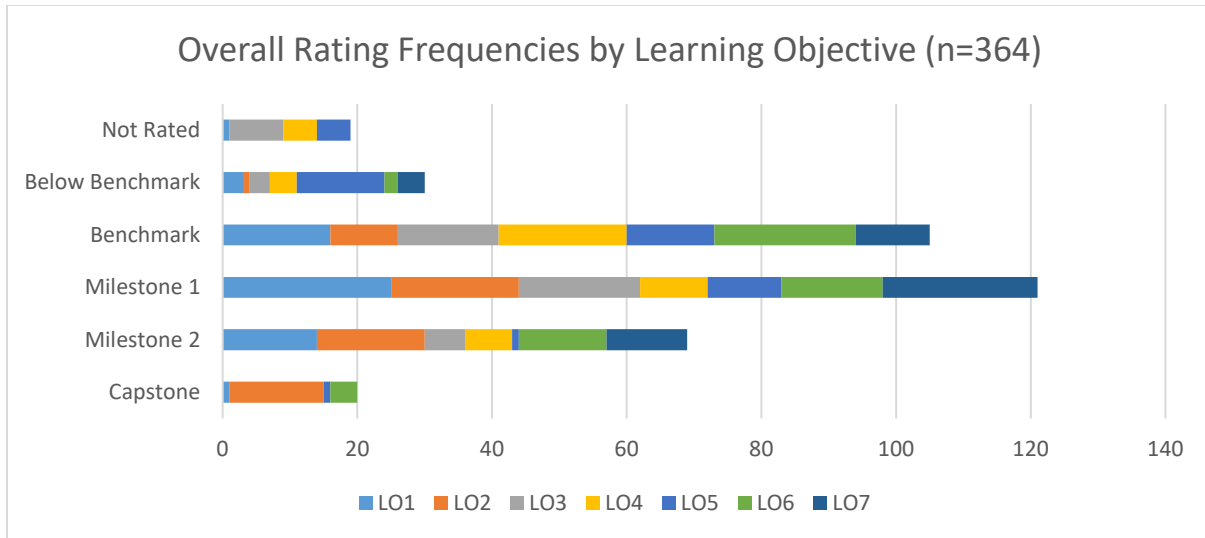300-level courses included: ENG 305 (13), ENG 305T (9), ENG 307 (1), ENG 313 (2), HRD 340 (1), BEIT 336 (4)

Learning Objectives:
1. Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.
2. Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters.
3. Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to the audience.
4. Assess the usefulness and reliability of sources, including Internet sources.
5. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly.
6. Exhibit critical thinking as readers and writers.
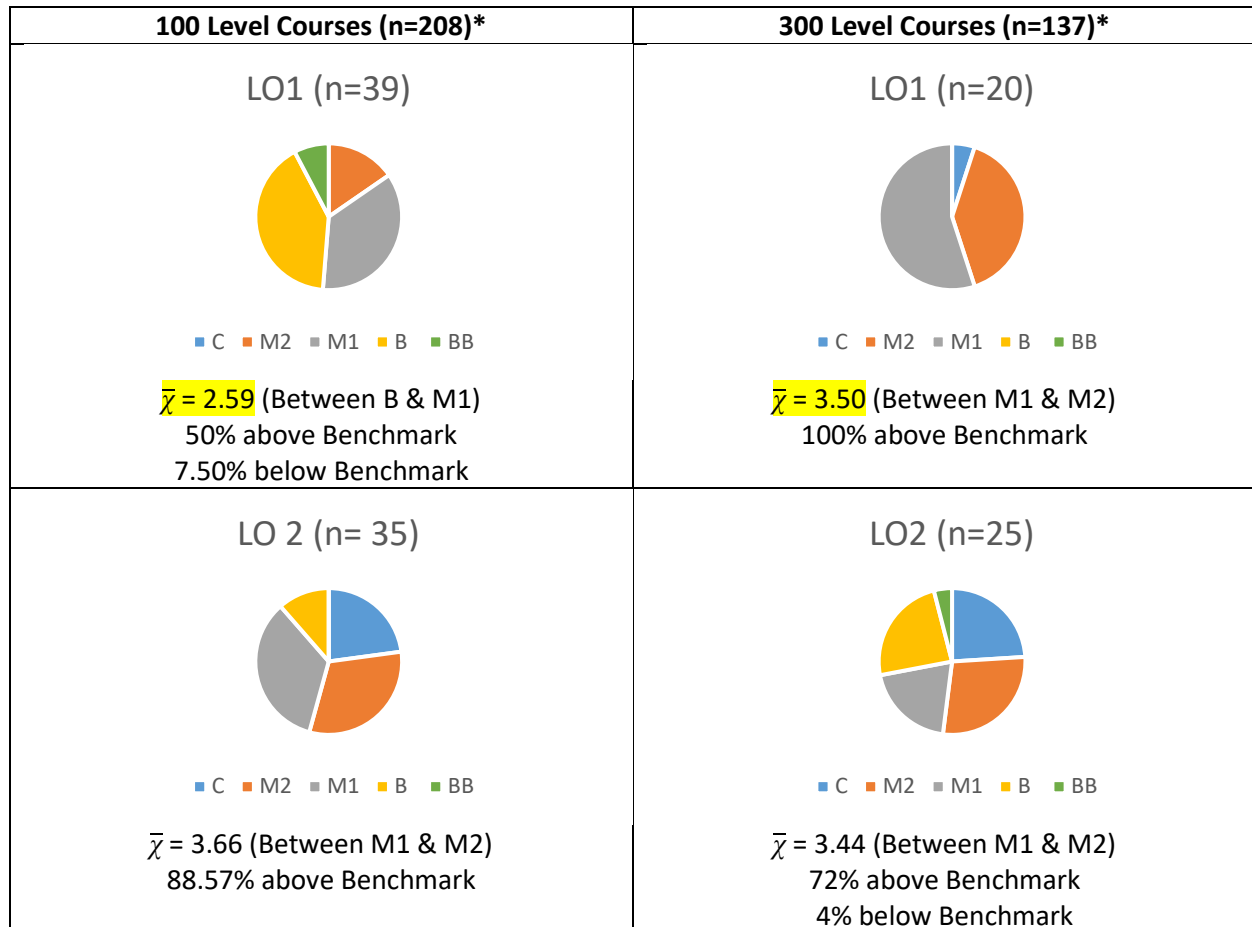7. Understand the relevance of good writing to real-world situations.

Findings

Learning Objectives by Rating - Category (n=364)

Learning Objectives by Rating - 100 Level Courses (n=214)

Learning Objectives by Rating - 300 Level Courses (n=150)

Overall Rating Frequencies by Learning Objective (n=364)

Legend: LO1, LO2, LO3, LO4, LO5, LO6, LO7

Ratings by Learning Objective**

*(Artifacts rated "Not Rated" are removed from analysis; n=345)

<mark>Yellow highlighted</mark> means are significantly different (α=0.05)

100 Level Courses (n=208)*	300 Level Courses (n=137)*
LO1 (n=39) Legend: C, M2, M1, B, BB $\overline{\chi}$ = 2.59 (Between B & M1) 50% above Benchmark 7.50% below Benchmark	**LO1 (n=20)** Legend: C, M2, M1, B, BB $\overline{\chi}$ = 3.50 (Between M1 & M2) 100% above Benchmark
LO 2 (n= 35) Legend: C, M2, M1, B, BB $\overline{\chi}$ = 3.66 (Between M1 & M2) 88.57% above Benchmark	**LO2 (n=25)** Legend: C, M2, M1, B, BB $\overline{\chi}$ = 3.44 (Between M1 & M2) 72% above Benchmark 4% below Benchmark

LO3 (n=30)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.87 (B approaching M1)
66.67% above Benchmark

LO3 (n=12)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.08 (B)
33.33% above Benchmark
25% below Benchmark

LO4 (n=20)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.25 (B)
30% above Benchmark
15% below Benchmark

LO4 (n=20)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.75 (B)
55% above Benchmark
5% below Benchmark

LO5 (n=24)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.00 (B)
33.33% above Benchmark
33.33% below Benchmark

LO5 (n=15)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.20 (Between B & M1)
33.33% above Benchmark
33.33% below Benchmark

LO6 (n=30)

■ C ■ M2 ■ M1 ■ B ■ BB

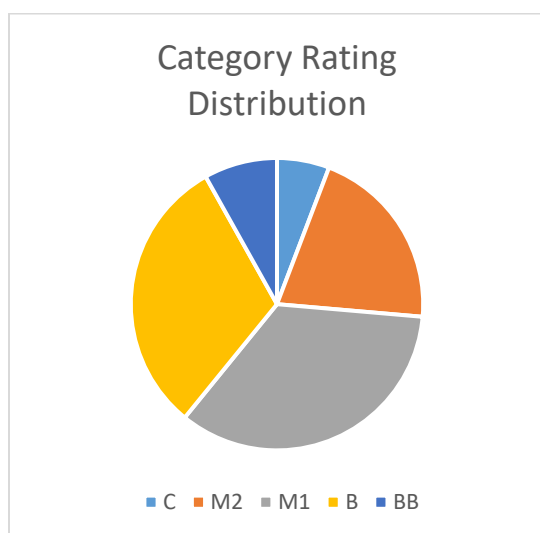$\overline{\chi}$ = 2.77 (B approaching M1)

LO6 (n=25)

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 3.12 (M1)

56.67% above Benchmark 6.67% below Benchmark	60% above Benchmark
LO7 (n=30)	LO7 (n=20)
■ C ■ M2 ■ M1 ■ B ■ BB	■ C ■ M2 ■ M1 ■ B ■ BB
$\overline{\chi}$ = 3.10 (M1) 76.67% above Benchmark	$\overline{\chi}$ = 2.60 (Between B & M1) 60% above Benchmark 10% below Benchmark
100 Level Course Summary Mean = 2.80 (B approaching M1) Median = 3 Mode = 3 Standard Deviation = 0.98 Confidence Interval = 2.6664 – 2.9316 α=0.05 95% confidence that the population mean rating will plausibly fall in **Benchmark, in the higher end of the range between Benchmark & Milestone 1.**	**300 Level Course Summary** Mean = 2.91 (B approaching M1) Median = 3 Mode = 3 Standard Deviation = 1.09 Confidence Interval = 2.7286 – 3.0962 α=0.05 95% confidence that the population mean rating will plausibly fall in the range of **high Benchmark to low Milestone 1.**

Category Rating Distribution

■ C ■ M2 ■ M1 ■ B ■ BB

$\overline{\chi}$ = 2.84 (Benchmark approaching Milestone 1)
61% above Benchmark
8% below Benchmark

Median = 3
Mode = 3
Standard Deviation = 1.02
Confidence Interval = 2.7352 – 2.9517
α=0.05

95% confidence that the population mean rating in the category will plausibly fall in **Benchmark, in the higher end of the range between Benchmark & Milestone 1**.

**Ratings assigned using rubric evaluation are ordinal and must be converted to continuous numeric scores for the purposes of this analysis. Possible error resulting in widened confidence intervals from this conversion should be taken into account when interpreting results. Score conversions: C=5, M2=4, M1=3, B=2, BB=1

Reviewer Notes

COMP Reviewers: Brendan Corcoran, Jim Wurtz, Jessica Singleton, Kelsey Bogard, Amy Ash, Ellie Rippy, Chris Drew, Dolapo Adeniji, Chia-An Chao, Cheryl Blevens, Kevin Ward, Kelley Woods-Johnson, Samuel Grant, Chris Sheid, Stephanie Alexander, Debra Israel, Liz Brown, Riem Rostom, Linda Maule, Katherine Lee, Ann Rider, Brian Stone, Brian Kilp, Colleen Haas, Namita Goswami, Mandy Reid, Rachel Eversole-Jones

LO Rating Potentially Affected	Factors			
	Assignment Type or Instructions	**Learning Objective Language**	**Rubric Language**	**Other**
LO1	Lack of inclusion of instructor feedback on drafts makes it hard to know if student edits incorporated feedback.	LO is very compound and asks for multiple performances that are not often demonstrated or easily captured in graded assignments. Aspects of the LO had to be ignored for some purposes of assessment ("planning," in particular).	Rubric language is very compound to address the multiple performances noted in the LO language. It would have been impossible to fully meet any level on the rubric without reviewing an entire portfolio, and even then some of the things described in the rubric ("comprehensive outline or graphic organizer") would not have been included.	
	Many portfolios did not include explicit outlines or brainstorming to demonstrate planning or use of pre-writing tools and techniques.		Impossible to truly know if the student was demonstrating "independent" brainstorming without knowledge of how the class was taught.	
LO2			Capstone & Milestone 2 levels refer to an "argument," but not all assignments will ask students to	

			take a position or make an argument, and this is not explicitly required by the LO language.	
LO3	Rhetorical analysis assignments often used for this LO were expository analyses of other's use of rhetoric, rather than the student's own use of rhetorical strategies. (50)		Related to the comment > > > Rubric language implies preference of rhetorical strategies related to logos over ethos and pathos.	Reviewer disagreement on whether students needed to explicitly name and discuss rhetorical strategies or utilize strategies in ways that demonstrate their understanding and application.
	Some assignments used for this LO explicitly instructed students on what to write, rather than prompting them to utilize their own knowledge and skills to create the content of the assignment. (78)			
LO4	Very few assignments explicitly prompted students to demonstrate their assessment of the usefulness and reliability of sources. This had to largely be implied by the sources that students chose to support their writing.	LO directly names "Internet sources," though there is no consistent focus on their inclusion in assignments, and class discussion addressing this aspect of the LO cannot be evaluated.	Rubric does incorporate a focus on citation style and quality that is not addressed in the LO.	
	A strong assignment that did illustrate students' evaluation of sources (annotated bibliography with edits) was not		Rubric language refers to "relevance" of a sourse but does not necessarily address quality of a source,	

	applicable for evaluation because the rubric only situates mastery of the LO in how it is integrated into a product.		as suggested by the LO language.	
			Rubric refers to quotations, though this is not necessarily required by the LO language.	
			Rubric language limits expression of mastery of the LO to how it is integrated into a product (essay, etc.).	
LO5	"Critique" of sources was not included in most assignment prompts; it was very difficult to find assignments to align with this LO and raters were instructed to interpret the LO language broadly in light of the most relevant available assignments.	"Synthesize" and "critique" source material are two very different demonstrations in one LO.	Rubric notes "writer demonstrates comprehensive research and search strategies" that cannot be viewed in assignments (assignments could be designed to demonstrate this, but this may not be necessary for understanding LO mastery).	
	Assignment noted as not prompting students to demonstrate breadth across the rubric. (23)		Rubric does not refer to citation style or reference lists, though this is pertinent to this LO (more so than LO 4, where it is noted).	
LO6	Assignment did not prompt students to specifically address this LO. (3)	LO states to "exhibit critical thinking as readers and as writers." Critical reading may be inferred, but	Rubric language discusses bias and inconsistencies that are not always viewable, prompted for inclusion, or	

		needed to be considered broadly in evaluation, and is hardly inferred in the language in the rubric.	relevant to the assignment types.	
LO7	Assignment prompts students to write 500 words, which may not be enough for students to demonstrate potential mastery. (8)		Rubric refers to "real-world challenges and problems," while the LO language only refers to "situations" – the rubric language unnecessarily narrows the applications of writing in this case.	
	Assignments that included metacognitive reflection on the writing and editing process did not always prompt students to connect their understanding of "the relevance of good writing to real-world situations."			