

ATU GENERAL EDUCATION GOAL ASSESSMENT

GOAL: COMMUNICATE EFFECTIVELY

SAMPLING ASSESSMENT, SPRING 2020

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SUBGOAL: WRITTEN COMMUNICATION

SAMPLING ASSESSMENT, SPRING 2020

Sampling from sections of

ENGL 1013: Composition I

ENGL 1023: Composition II

ENGL 2013: Introduction to American Literature

Memo

To: General Education Committee Vice Chair, Erin Clair

From: Dr. Carl Brucker, Head, Department of English and World Languages

Date: Monday, February 10, 2020

Re: Written Communication General Education Assessment Data

Erin:

I have attached the assessment data we gathered from the sample 1013. 1023, 2013 essays. As you will notice, the graduate assistants assessed large numbers of the students as unacceptable. I had a lengthy talk with them this afternoon, suggesting that labeling a paper unacceptable because the student's name wasn't in the place they thought it should be was not a helpful way to assess their writing. Some problems were caused by not knowing about the particular assignments. For example, I tell students who are completing the analytic essay in 2013 class that they do not need to append a Works cited page as we are all using the same anthology. I tell them they can simply use a parenthetical page number after the quotations they include. The absence of a Works Cited page resulted in 79% of my students being scored as unacceptable in their use of sources.

In short, we probably do not want to use this data. Although we could include a narrative about initiating this process and adjusting to the problems we encountered. I will have sets of spring papers assessed after spring break. I will be sure that the assignments are described and that we discuss the reasonable parameters for Target, acceptable and unacceptable.

Carl

General Education Assessment Tally Sheet – Fall 2019

Criteria	Target		Acceptable		Unacceptable		No Evidence	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Acceptable level of grammatical and mechanical errors								
ENGL 1013	0	0%	11	65%	6	35%	0	0%
ENGL 1023	1	4%	19	73%	6	24%	0	0%
ENGL 2013	4	16%	19	76%	2	9%	0	0%
TOTAL	5	7%	49	72%	14	22%	0	0%
Uses sources effectively and ethically								
ENGL 1013	2	12%	8	47%	7	46%	0	0%
ENGL 1023	1	4%	9	38%	14	61%	0	0%
ENGL 2013	2	8%	4	15%	19	79%	1	5%
TOTAL	5	7%	21	31%	40	64%	1	2%
Includes a specific, arguable, and clear thesis statement								
ENGL 1013	4	24%	7	41%	6	45%	0	0%
ENGL 1023	3	12%	11	44%	11	50%	0	0%
ENGL 2013	11	42%	11	42%	4	26%	0	0%
TOTAL	18	26%	29	43%	21	42%	0	0%
Provides convincing supporting evidence for the thesis								
ENGL 1013	1	6%	11	65%	5	31%	0	0%
ENGL 1023	1	4%	17	68%	7	29%	0	0%
ENGL 2013	11	44%	13	52%	1	7%	0	0%
TOTAL	13	19%	41	61%	13	24%	0	0%
Organizes supporting evidence logically								
ENGL 1013	2	12%	9	53%	6	40%	0	0%
ENGL 1023	5	20%	15	60%	5	25%	0	0%
ENGL 2013	5	19%	18	69%	3	14%	0	0%
TOTAL	12	18%	42	62%	14	25%	0	0%

Undergraduate Written Communication Rubric

<i>Performance Dimension</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p style="text-align: center;">Organization/Format</p> <ol style="list-style-type: none"> 1. Written assignment is well organized/flows logically 2. Written assignment includes appropriate transitions between sections/ideas 3. Written assignment uses appropriate sources to support ideas/thoughts 4. Written assignment includes proper headings/subheadings 5. Bullet points/lists are used appropriately <p style="text-align: center;">Content</p> <ol style="list-style-type: none"> 1. Content is relevant to assignment 2. Content is current (i.e., not outdated) 3. Content meets all assignment requirements 4. Content presents all main ideas/topics clearly 5. Content presents all main ideas/topics concisely 6. Content does not include "filler" <p style="text-align: center;">Grammar/Vocabulary</p> <ol style="list-style-type: none"> 1. Student used proper punctuation 2. Student did not have any misspelled words 3. Student did not have any subject/verb disagreements. 4. Student used proper capitalization. 5. Student used vocabulary appropriately/made proper word choices 6. Student wrote in proper "voice" as required by assignment <p style="text-align: center;">Citations</p> <ol style="list-style-type: none"> 1. Student used quality sources. 2. All direct quotes are properly referenced in the body of the paper. 3. All paraphrased information is properly referenced in the body of the paper. 4. Student appropriately followed APA documentation requirements for type of assignment 			

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SUBCOMPONENT: READING

SAMPLING ASSESSMENT, SPRING 2020

Sampling from sections of
HIST 1903: Survey of American History

Read the following speech by Abraham Lincoln and answer the questions that follow.

Second Inaugural Address of Abraham Lincoln

Saturday, March 4, 1865

Fellow-Countrymen:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war--seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue

until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

1. Which of the following comments by President Lincoln does not directly provide evidence of his views on the war and its aftermath?

- a. "With malice toward none, with charity for all, ..."
- b. "... let us strive on to finish the work we are in, to bind up the nation's wounds, ..."
- c. "One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it."
- d. "... to care for him who shall have borne the battle and for his widow ..."

2. Lincoln believed that the underlying cause of the Civil War was

- a. differing economies between the North and South.
- b. religious differences between the North and South.
- c. the Southern institution of slavery.
- d. the tariff.

3. Lincoln believed that the war would end

- a. only with the capture of the Confederate capital at Richmond.
- b. when God was satisfied that slavery had ended.
- c. only through a negotiated settlement.
- d. when he said that it was over.

4. Overall, Lincoln argued

- a. that his government must finish the war and then deal compassionately with those who suffered as a result of it.
- b. that a war with a foreign country would unite North and South and bring an end to the Civil War.
- c. that Confederate soldiers and government officials were traitors and needed to be punished accordingly.
- d. that a just and lasting peace required that the Confederacy pay reparations for the deaths and damage its armies had caused.

5. Lincoln believed that a successful conclusion to the war depended chiefly on

- a. the success of the Union's military forces.
- b. the moral superiority of the Northern cause.
- c. the resurgence of Unionism in the South.
- d. A willingness to compromise on the issue of slavery.

Professor	Section(s)	Five Correct	Four Correct	Three Correct	Two Correct	One Correct	None Correct	Total # of students
Cullen	004	11	9	9	7	4	0	40
Cullen	005	13	11	11	3	3	0	41
White	006	1	14	16	10	3	0	44
Warren	A01	2	2	2	1	0	0	7
Michna	TC1/TC2/TC3	4	11	13	1	2	2	33
Tubbs	TC4	0	7	6	5	0	0	18
Totals		31	54	57	27	12	2	183
Percentage		16.93%	29.50%	31.14%	14.74%	6.60%	1.09%	

Spring 2020