

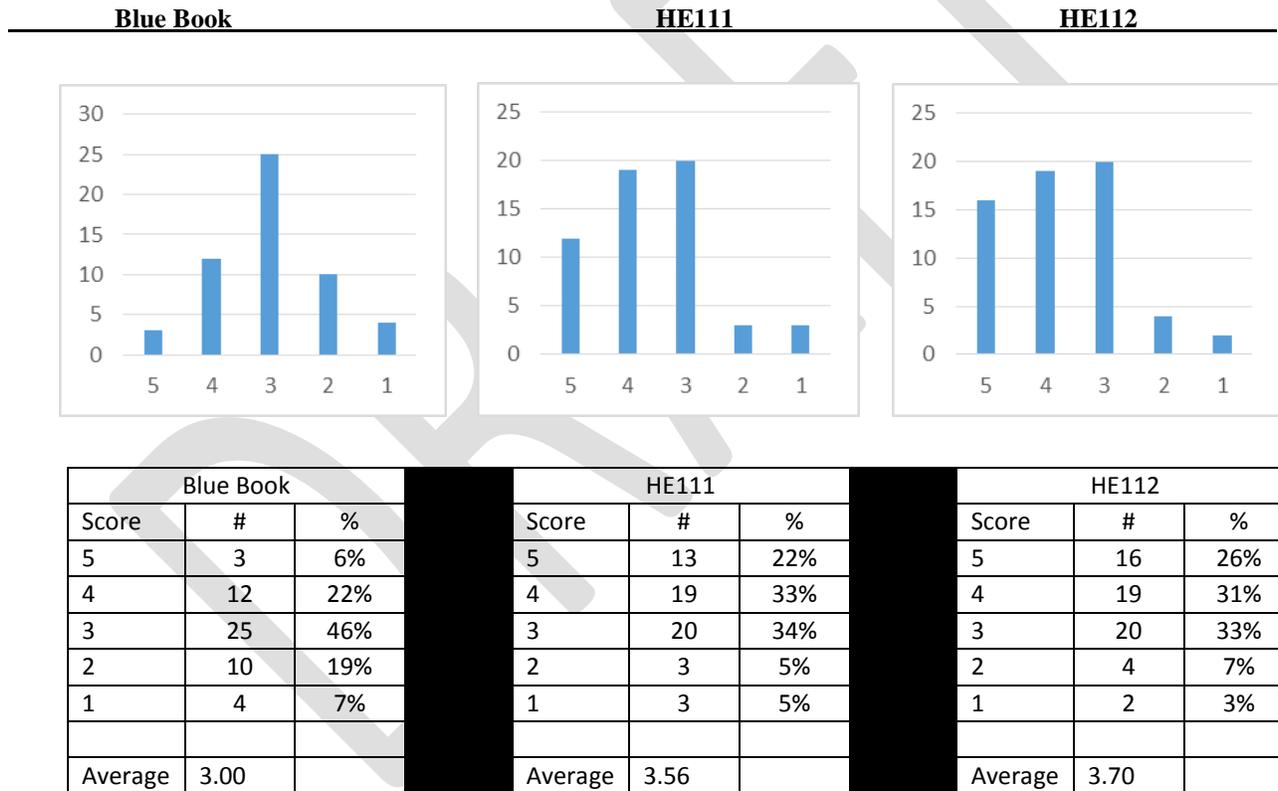
Excerpt from English Department Core Assessment Report

We assessed Writing Competency in the core by tracking the performance of 62 randomly selected students from the class of 2019 and enrolled in HE111 (standard track). We assessed student writing samples at the entry, middle, and end points of the core program, using the summer Plebe Placement Exam, an assigned critical essay (instructor’s choice) from near the end of HE111, and an assigned critical essay (instructor’s choice) from near the end of HE112, respectively. Members of the FCCC scored the Placement Exams, while individual instructors of the tracked students scored the essays using the department’s writing rubric. All data was entered via the electronic rubric on Google Docs.

Enclosure 1: Writing Assessment Data AY2015
(prepared for AY16 report)

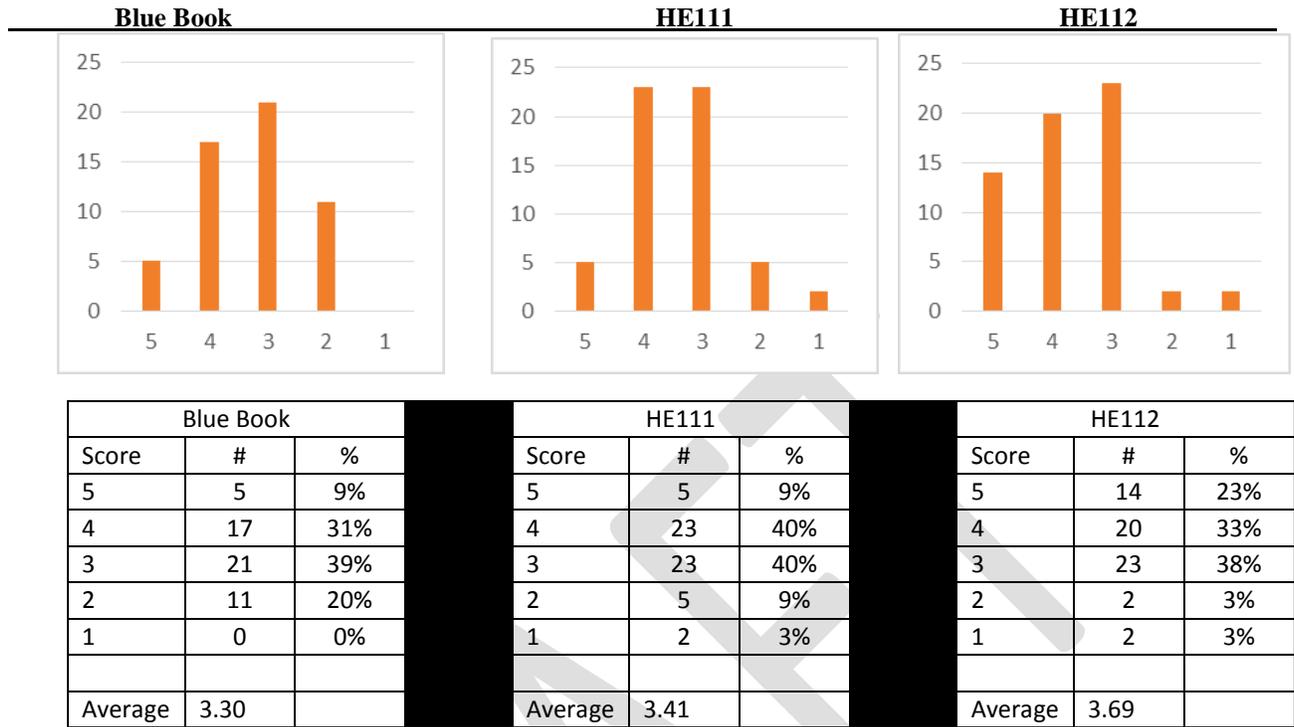
Content & Thesis

NB: chart axes not consistent



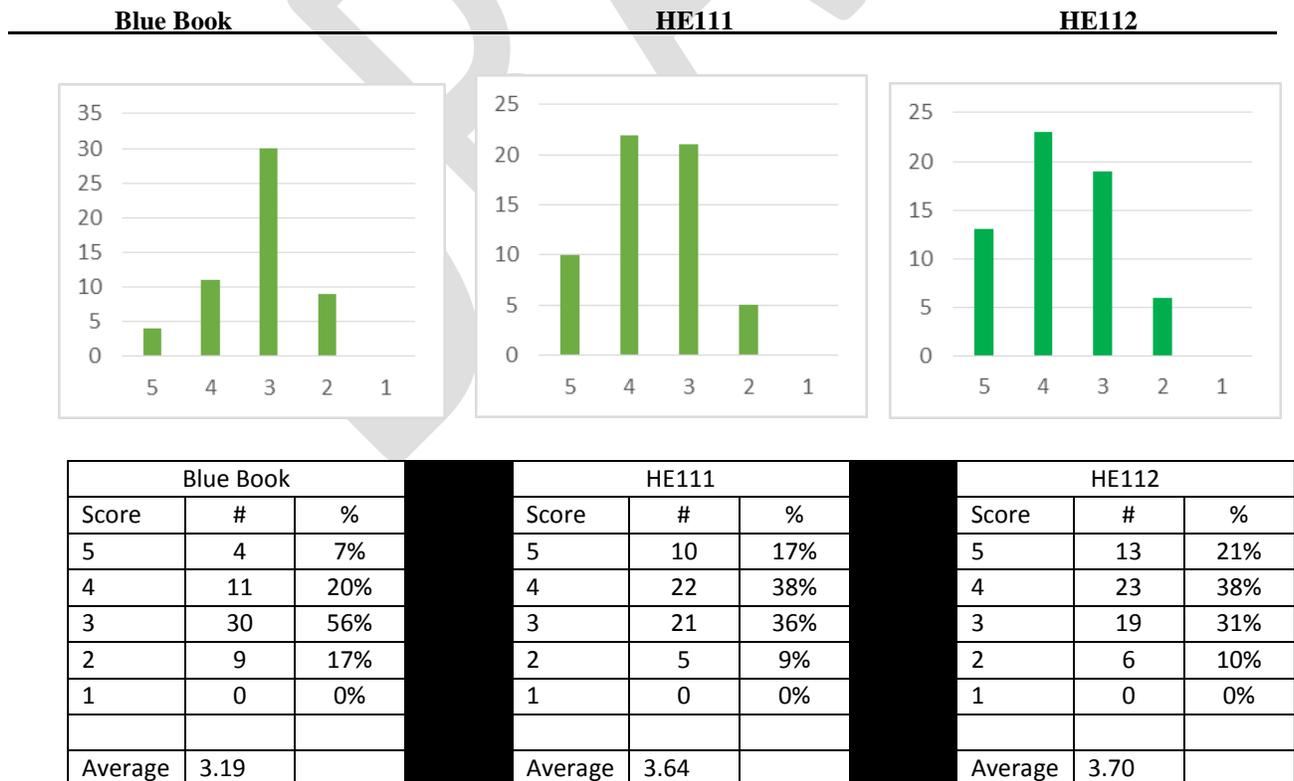
Analysis

NB: chart axes not consistent



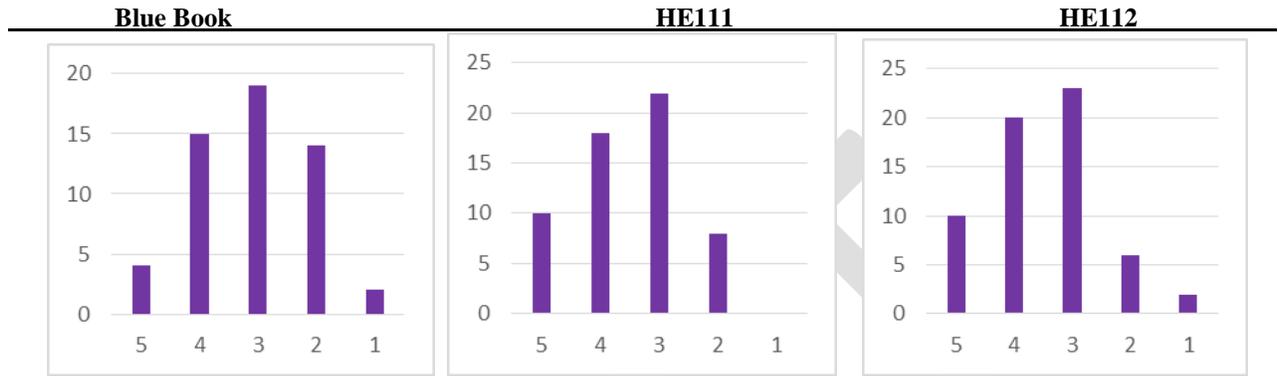
Organization

NB: chart axes not consistent



Mechanics

NB: chart axes not consistent



Blue Book			HE111			HE112		
Score	#	%	Score	#	%	Score	#	%
5	4	7%	5	10	17%	5	10	16%
4	15	28%	4	18	31%	4	20	33%
3	19	35%	3	22	38%	3	23	38%
2	14	26%	2	8	14%	2	6	10%
1	2	4%	1	0	0%	1	2	3%
Average	3.09		Average	3.52		Average	3.49	

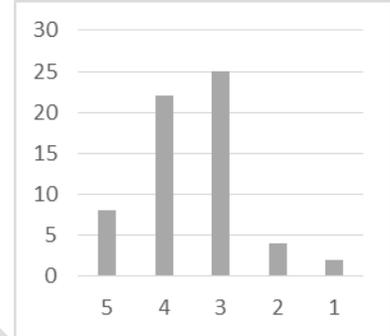
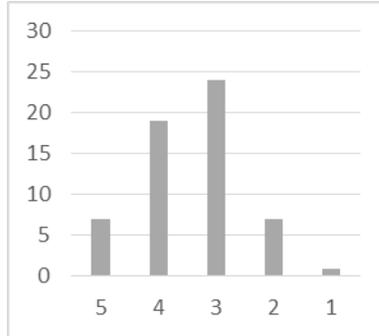
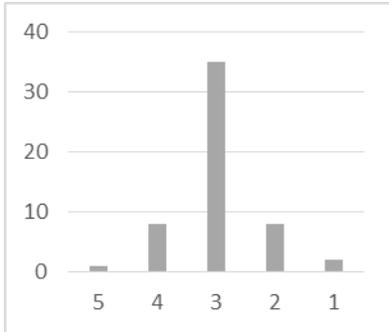
Style

NB: chart axes not consistent

Blue Book

HE111

HE112



Blue Book			HE111			HE112		
Score	#	%	Score	#	%	Score	#	%
5	1	2%	5	7	12%	5	8	13%
4	8	15%	4	19	33%	4	22	36%
3	35	65%	3	24	41%	3	25	41%
2	8	15%	2	7	12%	2	4	7%
1	2	4%	1	1	2%	1	2	3%
Average	2.96		Average	3.41		Average	3.49	

In light of the information that the 2015 writing assessment yielded, the FCCC will conduct one or more brown bag sessions on teaching style and mechanics. Probably one or more instructors will share their best practices for instruction in these areas with members of the department.

USNA Core Learning Outcomes Proficiency Level

The skills, abilities, and knowledge articulated in the nine USNA core learning outcomes align within and across the courses that make up the USNA core curriculum required of all midshipmen. Indicate level of proficiency for one or more of the [USNA core learning outcome\(s\)](#) that align with the student learning outcome(s) reported on in section II of the report.

Assumptions made:									
1) Plebe summer is a benchmark for the department and used for placement and assessing progress, but does not reflect student ability that has been affected by the core courses within the department.									
2) The 1-5 scale used by the department corresponds with the 5 possible points of the proficiency scale.									
3) Subcomponents of the writing competency neatly align with rubric criteria									
USNA Core Learning Outcome	Course Outcome	Core Course(s)	# of cases	Proficiency Scale (Level of Expectation Met as Determined by Department--select the most appropriate scale)					# of cases that meet or exceed expectations
				Expectations Not Met		Expectations Met		Expectations Exceeded	
	Writing Competency:			<u>Little or no</u> evidence of proficiency	Evidence of <u>approaching</u> proficiency	<u>Minimum</u> level of proficiency evident	<u>Full</u> proficiency evident	Evidence of proficiency <u>exceeds</u> expectations	
Effective Communication (see #1)	Content and Thesis	HE112	61	2 (3%)	4 (7%)	20 (33%)	19 (31%)	16 (26%)	55 (90%)
Effective Communication (see #2)	Analysis	HE112	61	2 (3%)	2 (3%)	23 (38%)	20 (33%)	14 (23%)	57 (94%)
Effective Communication (see #3)	Organization	HE112	61	0	6 (10%)	19 (31%)	23 (38%)	13 (21%)	55 (90%)
Effective Communication (see #5)	Mechanics	HE112	61	2 (3%)	6 (10%)	23 (38%)	20 (33%)	10 (16%)	53 (87%)
Effective Communication (see #4)	Style	HE112	61	2 (3%)	4 (7%)	25 (41%)	22 (36%)	8 (13%)	55 (90%)

HE112 develops writing competency by ensuring that students can

- 1) compose a persuasive thesis about a complex topic
- 2) support an argument using evidence derived from analytical thinking about a topic
- 3) structure a paper in logically and rhetorically effective ways
- 4) employ an effective writing style that expresses ideas with clarity and concision
- 5) use the grammatical and mechanical conventions of American English
- 6) develop an argument by evaluating and using evidence derived from research of secondary sources