

OKLAHOMA CITY COMMUNITY COLLEGE

Measurement of General Education Competencies 2004-2005

Competency

Write well-developed essays in standard American English which demonstrate unity, coherence, and organization.

Procedure

1. The English and Humanities faculty decided to measure essays in the ENGL 1213 English Composition II sections near the end of the spring, 2005 semester.
2. The criteria were developed to determine which essays demonstrated the General Education competency scheduled to be assessed during 2004-2005. The criteria are attached.
3. The English and Humanities Department Chairperson requested that all the instructors (adjunct and full time) who were teaching ENGL 1213 during the spring semester use the criteria to evaluate one of the last regular essays written in the course. They then sent the number of student essays evaluated and the number which met the criteria to the English and Humanities Department Chair. The results were not to evaluate the instructor, but to measure the learning of the students, so the results were provided anonymously.

Results

1. Since the results were provided anonymously, it is not known exactly how many instructors participated, but it appears that approximately 16 sent in results.
2. 280 students participated.
3. 246 wrote the assigned essay at the satisfactory level or higher according to the attached criteria.
4. Therefore, 88% of the students who participated were able to demonstrate competency in writing an essay.
5. At the end of the semester, 1,142 students were still enrolled in the ENGL 1213 16 week sections.
6. Therefore, 25% of the students still enrolled (**not** still attending) participated in this assessment.

General Education Competency Essay Assessment Criteria

The essay will be determined to be satisfactory and will have met the General Education Competency if it meets the following criteria:

- Is written primarily in standard English. It may contain some errors in spelling, punctuation, grammar, or usage; but these errors should never totally obscure the writer's meaning or dominate the reader's perception of the essay.
- Includes an introduction that clearly states the thesis.
- Develops the thesis with at least some relevant details.
- Is organized in a pattern that is, for the most part, clear to the reader and appropriate to the thesis.
- Ends with a conclusion that reminds readers of the thesis and the details used to develop it.
- Is produced in the manuscript form specified by the instructor.