

**Wichita State University English 101 Assessment Breakdown and Evaluation for
Concurrent Sections Only
Academic Year 2009/2010
Submitted by Darren DeFrain, Director of the Writing Program**

OBJECTIVES: The goal of this assessment was to help determine student perception of course goals effectiveness, faculty effectiveness, and overall curriculum effectiveness as well as the students' practical application of essay-writing skills (the emphasis of English 101) in our concurrent courses.

The anonymous survey, also included, asks students a series of questions regarding their satisfaction with the way their class met prescribed course goals, the specific effectiveness of their instructor, and the curriculum's effectiveness in helping them to learn appropriate writing skills. Each question asked students to rate their answers on a three point scale reflecting dissatisfaction, satisfaction, or exceeding expectations. There was also room for additional commentary at the end of the survey. This survey was conducted near the end of the semester.

The expectations for the survey were that the course goals, instructor, and curriculum would average out at least meeting student perceptions for success. In all sections of the survey an average score of $>$ or $= 2$ on any response would indicate overall satisfaction with those goals. The individualized statistics, including the numbers of valid responses, numbers of missing responses, mean, median, and standard deviation are all included on the frequencies sheets attached to this report.

This assessment also considers the practical application of students essay writing abilities by comparing scores of diagnostic essays done at the start of the semester with the students' exam examination grade (following the exact same guidelines as the diagnostic but with different essay prompts). Both of the essays (diagnostic and exit exam) were graded on the same 5 point scale using the English 101 grading rubric. These scores and the grading rubric are also included with the supplementary materials of this report.

OUTCOMES:

The fall 2009 average exit examination grade for GTA-taught classes was 2.93 (equivalent to a strong C grade by our standards, the equivalency scale is also included in the supplementary materials). This grade was just slightly lower than those of our adjunct instructors (3.23) and *considerably lower than those of our concurrent faculty* (3.83). The fall course grade was a 2.19 for courses taught by GTAs (down markedly from the previous year), 3.10 for instructors (roughly equivalent to the previous year's 3.02), and 3.29 (*up considerably from 2.7 the previous year*) for concurrent faculty. *Concurrents did not provide diagnostic data even after repeated attempts to solicit cooperation.*

The spring 2009 average course grade for GTA courses was 1.9, for adjunct-taught courses the average was markedly higher at 3.0. There were, however, only 21 students combined in the spring 101 sections. *For concurrent teachers the average grade was 2.84. The concurrent grade was again noticeably higher than the on-campus sections, however the differential was better than in years past.* The average diagnostic score for GTAs in the spring was 2.26. *Concurrents again failed to report their diagnostic scores as requested.* All scores are included with the supplementary materials.

RECOMMENDATIONS: While the spring surveys indicate an improved overall satisfaction with our English 101 curriculum I think we will need to continue this assessment for the foreseeable future. We have made some significant changes to our curriculum the last two years with changing text books. We have maintained the same modes-based progression.

We will continue *to require that GTAs, adjunct instructors, and concurrent instructors all submit data for these assessments.* We continue to see a *lack of responsiveness from concurrents,* though, and I recommend we implement some sort of punitive response as this assessment is *crucial to our continued development.*

Concerns with the higher grades given to concurrent students will also be continuously monitored. Concurrent teachers typically have students who are more motivated and are upper quartile or 2nd quartile students vs. the wide array of abilities we see in the campus classes, so this may allow for some elevation of scores in those courses. Regardless, everyone teaching English 101 for WSU will be made aware of these results and will be encouraged to dialogue with the Composition Committee about concerns, recommendations, and supportive comments.

Supplementary Material Index

- A **WSU English 101 Exit Survey**
- B **Frequencies for Fall 2009 Exit Exam**
- C **Frequencies for Spring 2010 Exit Exam**
- D **Fall 2009 Exit Exam and Final Grade Data**
- E **Spring 2010 Exit Exam and Final Grade Data**
- F **Exit Exam Grade Equivalency Memo**
- G **6 Trait Grading Rubric**