

Memo To: Kenny Simmons  
From: Karla Hayashi  
Date: October 19, 2007  
Subject: 100-level English Assessment Project Summary Report

#### SUMMARY OF PROJECT:

The outcomes assessment project conducted by members of the English department indicated that of the 136 essays read (out of 140 collected at the end of spring 2007), 61% of the students demonstrated satisfactory outcomes proficiency (scoring 2.0 or higher) by the end of the semester. Students assessed were enrolled in English 100T, English 100, and ESL 100. (See Appendix A for copy of original assessment grant proposal.)

The outcomes criteria rubric used to evaluate student essays was developed by members of the department who teach 100-level English and ESL classes. Faculty readers used the rubric to score essays on a five point scale (0 to 4). The rubric was divided into six elements. (See Appendix B for copy of Rubric.)

The statistical analysis provided by Brendan Hennessey, Institutional Researcher, identified the percentage of students who were proficient (scored 2.0 or higher) for each of the six elements identified on the rubric. (See Appendix C for copy of Brendan's report.) Please note that Brendan refers to the six elements on the rubric as Rubric 1, Rubric 2, etc. What he means is Rubric 1 is Line of Thought – Reasoning, Rubric 2 is Analysis, etc. I have included the summary results below:

Line of Thought – Reasoning (Rubric 1) –	73.6% of students demonstrated proficiency
Analysis (Rubric 2) -	72.7% of students demonstrated proficiency
Essay Form and Structure (Rubric 3) -	69.1% of students demonstrated proficiency
Grammar, Style, etc. (Rubric 4) -	78.7% of students demonstrated proficiency
Documentation Conventions (Rubric 5) -	37.5% of students demonstrated proficiency
Source Use and Integration (Rubric 6) -	61.1% of students demonstrated proficiency

#### PRELIMINARY CONCLUSION:

The results of the project indicate a majority of students are exiting 100-level English and ESL courses with the desired outcomes as identified by the English department faculty. The fact that 39% are not indicates the need for developing a mechanism to identify these students and to provide them with continuing instruction.

Faculty members agreed that some regular commitment to carrying out this project is desirable. Conducting future projects will require faculty members to agree to create final assignments which contain similar elements. (Note that at least one faculty member had as a final assignment an in-class writing activity. This meant all students did not include Documentation Conventions. Brendan did, however, account for this deviation and the 37.5% of the students who demonstrated satisfactory proficiency in Documentation and Convention excluded those students who wrote a timed in-class writing assignment as a final assignment.)