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Summation of Assessment Activities for English 100
and Writing Intensive Courses at Windward Community College.

Eng 100 was the first core requirement course to be assessed in a Fall 2001 pilot assessment project. The WCC Assessment Committee had earlier surveyed faculty and prospective employers in the community to determine which learning outcomes were important for WCC graduates to have before transferring to a baccalaureate college or seeking employment. Nine outcomes were identified. In Fall 2001, the English faculty assessed the top three outcomes. These were 1) Express a main idea as a thesis, hypothesis, or other appropriate statement; 2) Develop a main idea clearly and concisely with appropriate content; and 3) Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.

The assessment cadre made copies of the in-class final exams of all Fall 2001 Eng 100 students, and randomly selected a sample number. Faculty from disciplines other than English went through training sessions and then scored the exams. Eng 100 faculty received the results for the sample and also the results of their students in the sample. The Eng 100 faculty could have made adjustments in future course teaching, but there was no further group action or activity.

Four years later, writing from all sections of English 100 was evaluated. In Fall 2005 a common final exam was administered. To complete this two-hour assignment, students were required to adopt a position on a topic that was provided to them (the relationship between violence in media and violence in society). Prior to the exam, they were given some research material they could incorporate into their papers. Then, randomly chosen samples from each section were graded by English faculty and faculty from other disciplines. The three outcomes of the pilot study were assessed. English 100 faculty received the results for the sample and also the results of their students in the sample. Composition faculty subsequently met and determined future strategies for improvements in student outcomes and for future assessment activities.

As part of its 2001 pilot project, the Assessment Committee conducted an assessment of another core requirement for graduation: Writing Intensive courses. In Fall 2001, teachers submitted the last writing assignment of students who had completed 45 or

more credits at WCC and were in their second WI course. Faculty from different disciplines went through training sessions and scored the writing for the same three learning outcomes as for Eng 100: 1) Express a main idea as a thesis, hypothesis, or other appropriate statement; 2) Develop a main idea clearly and concisely with appropriate content; and 3) Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics. WI faculty members were given the results of their students' assessments. The Institutional Effective Committee is planning another assessment in the coming year.