Wichita State University English 101 Assessment Breakdown and Evaluation for Concurrent Sections Only
Academic Year 2009/2010
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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.***