

Dominguez Hills

These data are derived from experienced composition instructors' readings of sample papers taken from ENG 108, 110, and 112 classes in the Fall of 2018, and from ENG 109 classes in the Spring of 2019. A total of 817 student papers were evaluated, with readers responding "Mostly yes," "Somewhat," "Mostly no," or "N/A" to the following questions:

	108	109	110	112	All Sections
1. Does this essay successfully include a clear, thoughtful position?	33.77	48.77	43.23	34.01	40.76
2. Does this essay successfully include support and evidence appropriate to audience, situation, and purpose?	34.44	41.98	39.19	43.54	39.53
3. Does the writer of this essay successfully incorporate source materials and acknowledge the interests and purposes those materials serve?	21.85	29.01	34.58	36.73	31.09
4. Does the writer of this essay successfully articulate an original idea or positions relative to the ideas of others?	23.18	37.65	23.34	25.85	26.44
5. Does the writer of this essay successfully consider counterclaims and multiple points of view?	6.62	12.35	10.09	16.33	10.89
6. Does this essay demonstrate successful substantive reflection on and revision of the writer's rhetorical choices?	11.26	8.02	9.51	5.44	8.94
7. Does this essay successfully demonstrate the writer's awareness of genre conventions through appropriate use of voice, tone, style, design, medium, and structure?	35.10	46.30	36.60	37.41	38.43
8. Does this essay successfully demonstrate the writer's awareness of proper citation conventions?	19.87	30.86	33.14	42.86	31.95
9. Does this essay successfully demonstrate the writer's awareness of conventions of Standard Written English used to communicate with academic and professional audiences?	43.71	58.02	53.89	38.78	49.94

The number given in each column above is the percentage of readers answering "mostly yes" to each question, but there is one proviso here: the answers for Question 6 may well be a low estimation of student abilities to reflect upon and revise their work, because the samples were of final drafts of a single paper (though some of these samples included reflective memos of some sort or other). The percentage of "N/A" answers for Question 6 in the entire sample was 70.87.

A number of actionable conclusions seem to rise from these data.

1. Generally, student skills were lowest in the areas which measure their ability to situate their own discourse as part of a conversation with others (Questions 3, 4, and especially 5). As a result, our Zero Week Faculty Development Sessions in August 2019 and January 2020 were focused on teaching students to evaluate other writers' work and incorporate it into arguments of their own.

2. Stretch seems to be working. Here we might note the consistently higher scores for sections of 109 as opposed to sections of 108 (except for the anomalous question 6), and in fact note that the scores for most questions are higher than those in 110 and 112; the students in these higher-numbered courses were placed there through Directed Self-Placement as being better prepared in general for college writing tasks.

3. 112 is highly anomalous. Here we might contrast the relatively low scores for Questions 1 and 9 against the relatively high scores for Questions 3, 4 and 5, as well as noting the severe disconnect between the scores for Questions 1 and 2. In January of 2020, the Composition Committee voted to freeze ENG 112 for the academic year 2020-21, and although this decision was not reached primarily due to these data (but due to the logistical, financial, and intellectual difficulties of restarting a tutoring program within the English Department once the Supplemental Instructor program was discontinued by Student Affairs), we did consult these data while making the decision.