

This memo analyzes English 101P assessment data for the 2018-19 academic year.

Summary:

In AY 2018-19, English 101P faculty assessed student performance on the course's first student learning outcome (SLO), "*Identify, understand, and apply concepts of rhetorical situations (e.g. audience, purpose, genre, context) through analyzing and writing a variety of texts.*" The assessment data indicate that, by the end of their English 101P courses, 76% of students could proficiently "Identify Rhetorical Situations," 84% of students could proficiently "Understand Rhetorical Situations," and 80% could proficiently "Apply Rhetorical Situations."

Background:

Starting in Fall 2018, English 101P faculty have agreed to conduct twice-yearly assessments using newly crafted English 101P Student Learning Outcomes (SLOs) and rubrics. The first semester was used as a pilot course so that faculty could create a foundational class that would be both functional and assessable. After informal assessment took place, the class was revised and assessment strategies were designed. Our early assessments were conducted individually by each instructor according to an upper division writing course, which itself was borrowed adapted from methods for evaluating the English Department's literature students. In short, Spring 2019 English 101P instructors assessed students' performance on a single SLO at home using a rubric.

Methods:

Coordinator's Preparation:

During the first half of the 2018-19 academic year, English 101P faculty considered how to create a system that works for the new class. After we decided on the SLO assessing rhetoric, we decided to attend more closely to the teaching of argumentation and rhetorical persuasive techniques in the latter half of the semester. The basics of the appeals and arguments, low-stakes group writing tasks, argumentative readings, and two formal argumentative writing assignments were built into the common curriculum of the second half of the semester, as the genres suited to the assessment of the "Rhetorical Knowledge" SLO.

To analyze more specific information about our students' ability to utilize rhetorical and argumentative strategies, we used a rubric that divides our rhetorical knowledge outcomes into three goals, including effectively identifying and applying rhetorical situations to meet a number of objectives, such as audience, assignment purpose, and essay genre.

Faculty Procedures:

Participating faculty assessed SLO #1, Rhetorical Situations, in ten consecutively selected students' papers using an at-home assessment instructions and a common rubric.

Data Analysis:

First, the numbers of students earning each competency level for each goal were tallied. The numbers of students earning "3" and "4" competency scores were then added together for each goal. This sum was used to calculate the percentage of students achieving proficiency for each goal of SLO #1 (Rhetorical Situations). The resulting data was organized into the tables below.

Results:

Table 1: Assessment Parameters			
2018-19 English 101P Assessment Report			
Fall 2018	5 Sections	105 Students	22 Students Did Not Pass
Spring 2019	5 Sections	94 Students	15 Students Did Not Pass
Assessment Period: Spring 2019	Criteria	Quality	(50) Students Assessed
	Gender	Male	41
		Female	9
	Academic Standing	Freshmen	49
Not Set		1	

Table 2: Proficiency Numbers			
Students Earning Proficient/Not Proficient Competency Scores for Each Goal of SLO #1			
AY 2018-19 (50)	Goal A:	Goal B:	Goal C:
Competency Level	<i>Transitions between genres and styles sufficiently.</i>	<i>Purpose is clear and achieved with style.</i>	<i>Utilizes Rhetorical Persuasive techniques according to audience's needs, defines necessary terms and ideas, and uses audience-appropriate language.</i>
Proficient: 3 or 4	38	42	40
Not Proficient: 1 or 2	12	8	10
Total Students Assessed	50	50	50

Table 3: Proficiency Percentages			
Percentage of Students Achieving at least "Proficient" Competency Level in Each Goal of SLO #1			
AY 2018-19 (50)	Goal A:	Goal B:	Goal C:
Competency Level	<i>Transitions between genres and styles sufficiently.</i>	<i>Purpose is clear and achieved with style.</i>	<i>Utilizes Rhetorical Persuasive techniques according to audience's needs, defines necessary terms and ideas, and uses audience-appropriate language.</i>
Proficient: 3 or 4	76%	84%	80%
Not Proficient: 1 or 2	24%	16%	20%
Total Students Assessed	50	50	50

Recommendations & Future Directions:Perpetuate Instructor Participation:

All of the English 101P instructors are adjuncts, often working at more than one campus and teaching four, five, or even six classes per semester to make ends meet. Currently, the at-home procedures have allowed all of these instructors to participate in research that will directly affect their work. We will therefore continue this method. As of the end of this semester, all instructors have taught English 101P multiple times and each has submitted assessment data. Currently, we have met our goal of assessing 25% of students equitably.