

<p>North Idaho College English Department Report on Spring 2007 Outcomes-Assessment Pilot</p>
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Documents included:

- 1) Report on findings
- 2) Summary of Entrance and Exit Essay Statistics
- 3) Revised Exit Essay Rubric

Results:

1) Explanations of the extreme difference in results from entrance to exit have many possibilities. This was our first attempt (pilot) of outcomes/assessment for English 102 and there was some variation in the way individual instructors included the exercise in their courses. Some gave it more weight and others less weight in terms of points and participation. We were also still testing the Exit Essay rubric—it was brand new in Spring 2007—and since that time we have refined the rubric and made changes to make it more usable. In general we feel that discussing and fine-tuning our outcomes-assessment process has been and will continue to be more important than the results. Moreover, the percentages of students passing and failing the exit essay (according to our scoring rubric) clearly show room for improvement, and we are looking forward to seeing the results from our second time around during Fall 2007 with the whole department having a clearer view of the process.

Benefits:

- 1) As our data shows, on both tests, after range-finding and discussion, two faculty member readers scored the same essays within one point of each other 83% of the time. We enjoyed the range-finding group discussions, as it gave us a chance to clarify and ask questions about our interpretation of the topics and rubrics and about problems with the rubrics that needed attention/revision. These group discussions also gave us a chance to discuss our approaches to teaching English 102, balancing research and argumentation with writing, dealing with the range of students' writing skills, and how we as a group could be more unified in our approach to the course.
- 2) During this process Laurie Olson-Horswill, with input from the group, created a uniform MLA and typing guidelines sheet for all NIC English 102 instructors to use. This further unified us in terms of documentation standards and formatting, and the sheet has proven to be extremely helpful for students who want a quick way to get answers for some of the most commonly-cited source types and format/typing questions.
- 3) This discussion and pilot assessment has created a good exit essay for English 102, something our department has never had before.

Concerns:

- 1) Our main concern with this pilot assessment is its time-intensive nature. Since Fall of 2006, English 102 instructors have attended weekly noon meetings to get the pilot up and running, to norm, to score essays, and finally to discuss the results. This is quite a substantial amount of time and energy, and we would much rather conduct these discussions at a semester retreat, or receive some kind of compensation for the extra time and effort.

Summary of Spring 2007 Entrance Essay Statistics:

Percent Passing: 76%
Percent Failing: 24%

Scores:	Number:	Percent:
1	1	2%
2	14	22%
3	25	40%
4	18	29%
4.5-5	5	8%

Median: 3.5
Mode: 3.5
Standard Dev.: 0.96

(Note: n = 63, so technically we should report numbers rather than percents, .05 < p < .10)

Summary Spring 2007 Exit Essay Statistics:

Percent Passing: 49%
Percent Failing: 51%

Scores::	Number:	Percent:
1	5	12%
2	17	40%
3	15	35%
4	4	9%
4.5-5	2	5%

Median: 2.5
Mode: 3.0
Standard Dev.: 0.98

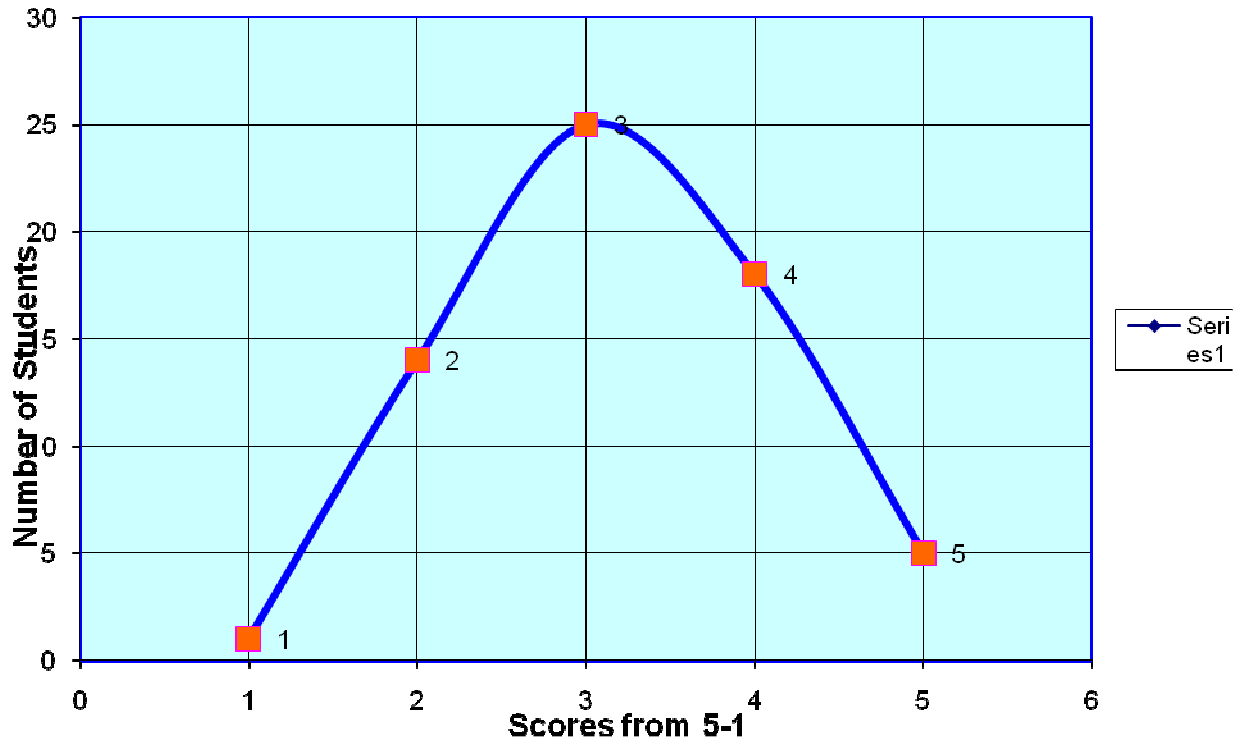
(Note: n = 43, so technically we should report numbers rather than percents, .15 < p < .15)

NOTES:

On both tests, after range-finding and discussion, two faculty scored the same essays within on point of each other 83% of the time.

Explanations for the extreme difference in results from entrance to exit have many possibilities. Only by repeating this process will we understand whether or not our expectations of students--expressed in our outcomes--match what they learn in our classes and whether or not this specific exit essay instrument measures their learning.

Entrance Essay Scores Spring 2007



Exit Essay Scores Spring 2007

