

# DSC’s English Composition Program

## – Self-Study Report, January 28, 2008

*The first modern composition program was begun [in 1872] at Harvard, with President Charles W. Eliot as its sponsor and his classmate Adams Sherman Hill as its creator. Other colleges quickly followed Harvard’s lead, but it is to Harvard that we must look for the rationale behind the rise of composition.... English for Eliot was to be the modern, up-to-date equivalent of the ancient subjects, a preparation for citizenship....*

- The Origins of Composition Studies in the American College<sup>1</sup>

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<sup>1</sup> *The Origins of Composition Studies in the American College, 1875-1925: A Documentary History.* Ed. John C. Brereton. Pittsburg: University of Pittsburg Press, 1995. 8-9.

## 1. Overview and Organization of the Program

The English Composition Program has its home within the English Department, which has its home within the EDHASS division (Education, Humanities, Social Sciences). It serves DSC students in that it oversees all matters tied to two general education writing courses: English 1010 (Introduction to Writing) and English 2010 (Intermediate Writing). In order to graduate from DSC, students must fulfill the English 1010 and English 2010 requirement.

Our program fits into the overall DSC structure in much the same ways as other general education programs, in that it helps students gain a collegiate foundation for excelling in all of their college-level courses.

In order to get into English 1010, students must score:

- ❖ 87 or higher on the CPT test, and/or
- ❖ 19 or higher on the ACT test, and/or
- ❖ 445 or higher on the SAT test, and/or
- ❖ a passing grade in developmental comp: English 0990 (and English 0991 if taken).

A co-requisite to English 1010 is Library 1010 (Information Literacy).

In order to get into English 2010, a student must have earned a grade of “C” or higher in English 1010, or have CLEP’d out of English 1010 (a rare occurrence). Library 1010 is also a co-requisite to English 2010 for students who did not successfully pass Library 1010 during a prior semester.

The Composition Program also works in conjunction with the Developmental Education Program.

### *Our Teachers:*

Full-Time:	Adjunct:
<ul style="list-style-type: none"><li>• Diane Albertini</li><li>• Stephen Armstrong</li><li>• Brad Barry</li><li>• Sue Bennett</li><li>• Darl Biniaz</li><li>• Terre Burton</li></ul>	<ul style="list-style-type: none"><li>• Nikole Backman</li><li>• Penny Barben (Success Academy)</li><li>• Julia Combs</li><li>• Joy Cooney</li><li>• Louise Engstrom</li><li>• Louise Excell</li></ul>

<ul style="list-style-type: none"> <li>• Tim Bywater</li> <li>• Amijo Comeford</li> <li>• George Jantzen</li> <li>• Randy Jasmine</li> <li>• Ace Pilkington</li> <li>• Ed Reber</li> <li>• Carole Schuyler</li> <li>• Theda Wrede</li> </ul>	<ul style="list-style-type: none"> <li>• Susan Garner</li> <li>• Carla Gurr</li> <li>• Toby Hayes</li> <li>• Rich Mildenhall</li> <li>• Allan Payne</li> <li>• Helen Perkins</li> <li>• Jeanie Roberts (Conc. Enrollment)</li> <li>• Leslee Smith</li> <li>• Tammy Woffinden</li> </ul>
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Of the above 29 composition instructors:

- 27 have extended academic preparation in English. (The two remaining instructors are adjuncts whose academic training is in journalism.)
- 10 have doctoral degrees.
- 3 are ABD.
- 14 (the full-time faculty) have a collective 226 years of experience teaching in higher education.
- 15 (the adjuncts) have a collective 104 years of teaching English (either at the college or secondary level).

A majority of the full-time faculty also actively attend and present at regional and national conferences.

### ***Our Staff:***

We have 1½ FTE (full-time-equivalent) staff members:

- 1 Full-Time: Janeene Cowley
- 1 Part-Time: Rose Jensen

These 1½ FTE employees are shared by 4 departments (containing 11 subset programs/emphases):

- ❖ humanities
  - humanities
  - philosophy
  - ethics
- ❖ social sciences
  - psychology
  - sociology
  - history

- political science
- anthropology
- ❖ English
  - composition
  - literature
  - professional and technical writing
- ❖ foreign languages

**These 1½ FTE employees are shared by 61 instructors:**

- 29 full-time faculty
- 31 adjuncts

***Please note:*** A portion of our part-time employee's pay is currently being paid from the English Department's budget and the Humanities/Social Sciences/Languages' budget. This was done to make her pay sufficient: from \$7.50 per hour to \$12.00 per hour. In the words of Dr. Sue Bennett, the English Department Chair, Rose Jensen is "one of the best part-time secretaries we've ever had, yet she was making just a little over half of what other part-time secretaries make in other parts of campus."

*Student Enrollment FTE Information<sup>2</sup>:*

		2003	2004	2005	2006	2007
<b>ENGL1010</b>	INTRO TO WRITING *CS	1436	1530	1570	81	0
	INTRO TO WRITING *CS - HURR	0	0	9	0	0
	Intro to Writing *CS	0	0	0	779	0
	Intro to Writing *CS/ONLINE	0	0	0	61	22
	Intro to Writing *CS/UECC	0	0	0	2	0
	Intro to Writing *EN	0	0	0	1197	1210
	Intro to Writing *EN/DHS	0	0	0	68	0
	Intro to Writing *EN/ONLINE	0	0	0	38	40
	Intro to Writing *EN/UECC	0	0	0	0	3
	<b>Total</b>	<b>1436</b>	<b>1530</b>	<b>1578</b>	<b>1433</b>	<b>1270</b>
<b>ENGL2010</b>	Interm Writing *CS/ONLINE	0	0	0	42	0
	Interm Writing *EN/ONLINE	0	0	0	76	63
	INTERM. WRITING *CS	1007	998	1009	85	0
	Intermediate Writing *CS	0	0	0	409	0
	Intermediate Writing *CS/UECC	0	0	0	4	2
	Intermediate Writing *EN	0	0	0	966	83
	Intermediate Writing*EN/ONLINE	0	0	0	17	0
	Intm Wrtg: RACE *EN	0	0	0	0	24
	Intm Wrtg: RACE *EN	0	0	0	0	38
	Intm Wrtg: Selected Topics *EN	0	0	0	0	924
	Intm Wrtg: Topics on Race *EN	0	0	0	0	21
	<b>Total</b>	<b>1007</b>	<b>998</b>	<b>1009</b>	<b>1148</b>	<b>1146</b>
<b>Totals (for English 1010 &amp; 2010 combined):</b>		<b>2443</b>	<b>2528</b>	<b>2587</b>	<b>2581</b>	<b>2416</b>

<sup>2</sup> The year in each column is from the summer term to the spring term. Also, if a student took the same course two or three times before passing, this table only considers it to be one enrollment.

## Student Credit Hours and Full-Time Equivalence by Section and Instructor<sup>3</sup>

### 2008 Program Review: Composition based off of AY 2006-2007 data

Number of Students Enrolled by Section and Instructor, Total SCH (Student Credit Hours)  
and Student FTE (Full-Time Equivalence)

Summer, Fall and Spring semesters as of end of term

Year & Term	Subject	Course	Sec Nbr	Cr		SCH	Stu FTE	Dept	Title	Instr Name
				Hrs	Nbr Enrl					
Fall 06	ENGL	1010	010	3	20	60	4	HU	Intro to Writing *EN	Albertini, Diane L
Fall 06	ENGL	1010	020	3	22	66	4.4	HU	Intro to Writing *EN	Albertini, Diane L
Fall 06	ENGL	1010	10V	3	2	6	0.4	HU	Intro to Writing *EN	Albertini, Diane L
Spring 07	ENGL	2010	014	3	18	54	3.6	HU	Intm Wrtg: Selected Topics *EN	Albertini, Diane L
Fall 06	ENGL	2010	050	3	24	72	4.8	HU	Intm Wrtg: Selected Topics *EN	Backman, Nickole
Spring 07	ENGL	1010	050	3	25	75	5	HU	Intro to Writing *EN	Backman, Nickole
Spring 07	ENGL	1010	02S	3	25	75	5	HU	Intro to Writing *EN	Barben, Penny R
Fall 06	ENGL	1010	012	3	23	69	4.6	HU	Intro to Writing *EN	Barry, Bradford A
Fall 06	ENGL	1010	12V	3	1	3	0.2	HU	Intro to Writing *EN	Barry, Bradford A
Fall 06	ENGL	2010	007	3	25	75	5	HU	Intm Wrtg: Selected Topics *EN	Barry, Bradford A
Spring 07	ENGL	1010	011	3	23	69	4.6	HU	Intro to Writing *EN	Barry, Bradford A
Spring 07	ENGL	2010	007	3	25	75	5	HU	Intm Wrtg: Selected Topics *EN	Barry, Bradford A
Spring 07	ENGL	2010	012	3	24	72	4.8	HU	Intm Wrtg: Selected Topics *EN	Barry, Bradford A
Fall 06	ENGL	2010	005	3	24	72	4.8	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Fall 06	ENGL	2010	009	3	20	60	4	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Fall 06	ENGL	2010	013	3	23	69	4.6	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Fall 06	ENGL	2010	015	3	22	66	4.4	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Spring 07	ENGL	2010	002	3	24	72	4.8	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Spring 07	ENGL	2010	010	3	25	75	5	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Spring 07	ENGL	2010	017	3	21	63	4.2	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Spring 07	ENGL	2010	051	3	21	63	4.2	HU	Intm Wrtg: Selected Topics *EN	Bennett, Sue E
Summer 06	ENGL	1010	003	3	12	36	2.4	HU	Intro to Writing *EN	Biniaz, Darryl V
Fall 06	ENGL	1010	018	3	19	57	3.8	HU	Intro to Writing *EN	Biniaz, Darryl V

*continued on next page....*

<sup>3</sup> Dixie State College's Office of Institutional Research, 2006-2007. November 15, 2007.

Fall 06	ENGL	1010	022	3	19	57	3.8 HU	Intro to Writing *EN	Biniiaz, Darryl V
Spring 07	ENGL	1010	009	3	23	69	4.6 HU	Intro to Writing *EN	Biniiaz, Darryl V
Spring 07	ENGL	1010	015	3	22	66	4.4 HU	Intro to Writing *EN	Biniiaz, Darryl V
Spring 07	ENGL	1010	09V	3	1	3	0.2 HU	Intro to Writing *EN	Biniiaz, Darryl V
Spring 07	ENGL	1010	18B	3	18	54	3.6 HU	Intro to Writing *EN	Biniiaz, Darryl V
Summer 06	ENGL	1010	002	3	18	54	3.6 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	001	3	23	69	4.6 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	006	3	24	72	4.8 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	009	3	21	63	4.2 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	015	3	24	72	4.8 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	06V	3	3	9	0.6 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	09V	3	2	6	0.4 HU	Intro to Writing *EN	Burton, Terre L
Spring 07	ENGL	1010	001	3	20	60	4 HU	Intro to Writing *EN	Burton, Terre L
Spring 07	ENGL	1010	007	3	22	66	4.4 HU	Intro to Writing *EN	Burton, Terre L
Spring 07	ENGL	1010	01V	3	1	3	0.2 HU	Intro to Writing *EN	Burton, Terre L
Spring 07	ENGL	1010	07V	3	3	9	0.6 HU	Intro to Writing *EN	Burton, Terre L
Fall 06	ENGL	1010	029	3	18	54	3.6 HU	Intro to Writing *EN	Bywater, Timothy R
Fall 06	ENGL	1010	29V	3	3	9	0.6 HU	Intro to Writing *EN	Bywater, Timothy R
Fall 06	ENGL	2010	004	3	25	75	5 HU	Intm Wrtg: Selected Topics *EN	Bywater, Timothy R
Spring 07	ENGL	1010	003	3	17	51	3.4 HU	Intro to Writing *EN	Bywater, Timothy R
Spring 07	ENGL	1010	019	3	24	72	4.8 HU	Intro to Writing *EN	Bywater, Timothy R
Spring 07	ENGL	1010	03V	3	4	12	0.8 HU	Intro to Writing *EN	Bywater, Timothy R
Spring 07	ENGL	1010	19V	3	2	6	0.4 HU	Intro to Writing *EN	Bywater, Timothy R
Spring 07	ENGL	2010	006	3	23	69	4.6 HU	Intm Wrtg: Selected Topics *EN	Bywater, Timothy R
Summer 06	ENGL	1010	070	3	16	48	3.2 HU	Intro to Writing *EN	Combs, Julia D
Summer 06	ENGL	2010	51H	3	7	21	1.4 HU	Intermediate Writing *EN	Combs, Julia D
Fall 06	ENGL	1010	002	3	20	60	4 HU	Intro to Writing *EN	Combs, Julia D
Fall 06	ENGL	1010	02V	3	6	18	1.2 HU	Intro to Writing *EN	Combs, Julia D
Spring 07	ENGL	1010	002	3	24	72	4.8 HU	Intro to Writing *EN	Combs, Julia D
Spring 07	ENGL	1010	013	3	21	63	4.2 HU	Intro to Writing *EN	Combs, Julia D
Spring 07	ENGL	1010	02V	3	1	3	0.2 HU	Intro to Writing *EN	Combs, Julia D
Spring 07	ENGL	2010	016	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Cooney, Joy
Spring 07	ENGL	2010	021	3	24	72	4.8 HU	Intm Wrtg: Selected Topics *EN	Cooney, Joy
Fall 06	ENGL	1010	017	3	24	72	4.8 HU	Intro to Writing *EN	Engstrom, Louise I
Fall 06	ENGL	1010	024	3	22	66	4.4 HU	Intro to Writing *EN	Engstrom, Louise I
Spring 07	ENGL	1010	004	3	23	69	4.6 HU	Intro to Writing *EN	Engstrom, Louise I
Spring 07	ENGL	1010	010	3	22	66	4.4 HU	Intro to Writing *EN	Engstrom, Louise I
Spring 07	ENGL	1010	04V	3	1	3	0.2 HU	Intro to Writing *EN	Engstrom, Louise I
Spring 07	ENGL	1010	10V	3	1	3	0.2 HU	Intro to Writing *EN	Engstrom, Louise I
Spring 07	ENGL	2010	001	3	20	60	4 HU	Intm Wrtg: Selected Topics *EN	Engstrom, Louise I
Fall 06	ENGL	2010	017	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Excell, Louise
Fall 06	ENGL	2010	011	3	25	75	5 HU	Intm Wrtg: Selected Topics *EN	Garner, Susan A
Spring 07	ENGL	2010	52H	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Garner, Susan A
Summer 06	ENGL	2010	003	3	15	45	3 HU	Intermediate Writing *EN	Hyman, Karen
Summer 06	ENGL	2010	050	3	12	36	2.4 HU	Intermediate Writing *EN	Hyman, Karen
Fall 06	ENGL	2010	003	3	24	72	4.8 HU	Intm Wrtg: Selected Topics *EN	Hyman, Karen
Fall 06	ENGL	2010	010	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Hyman, Karen
Fall 06	ENGL	2010	012	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Hyman, Karen
Spring 07	ENGL	2010	003	3	26	78	5.2 HU	Intm Wrtg: Selected Topics *EN	Hyman, Karen
Spring 07	ENGL	2010	011	3	25	75	5 HU	Intm Wrtg: Selected Topics *EN	Hyman, Karen
Spring 07	ENGL	2010	018	3	19	57	3.8 HU	Intm Wrtg: Selected Topics *EN	Hyman, Karen
Summer 06	ENGL	1010	040	3	20	60	4 HU	Intro to Writing *EN/ONLINE	Jantzen, George R
Summer 06	ENGL	1010	0D1	3	3	9	0.6 HU	Intro to Writing *EN/UECC	Jantzen, George R
Summer 06	ENGL	2010	040	3	21	63	4.2 HU	Intern Writing *EN/ONLINE	Jantzen, George R
Summer 06	ENGL	2010	041	3	15	45	3 HU	Intermediate Writing *EN	Jantzen, George R
Fall 06	ENGL	1010	040	3	21	63	4.2 HU	Intro to Writing *EN/ONLINE	Jantzen, George R
Fall 06	ENGL	2010	006	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Jantzen, George R
Fall 06	ENGL	2010	040	3	16	48	3.2 HU	Intm Wrtg: Selected Topics *EN	Jantzen, George R
Fall 06	ENGL	2010	041	3	17	51	3.4 HU	Intm Wrtg: Selected Topics *EN	Jantzen, George R
Fall 06	ENGL	2010	0D1	3	2	6	0.4 HU	Intermediate Writing *CS/UECC	Jantzen, George R
Spring 07	ENGL	1010	040	3	22	66	4.4 HU	Intro to Writing *CS/ONLINE	Jantzen, George R
Spring 07	ENGL	1010	40V	3	2	6	0.4 HU	Intro to Writing *EN	Jantzen, George R
Spring 07	ENGL	2010	040	3	19	57	3.8 HU	Intern Writing *EN/ONLINE	Jantzen, George R
Spring 07	ENGL	2010	041	3	21	63	4.2 HU	Intern Writing *EN/ONLINE	Jantzen, George R
Summer 06	ENGL	2010	002	0	1	0	0 HU	Intermediate Writing *EN	Jasmine, Randell J
Summer 06	ENGL	2010	002	3	16	48	3.2 HU	Intermediate Writing *EN	Jasmine, Randell J
Fall 06	ENGL	1010	008	3	24	72	4.8 HU	Intro to Writing *EN	Jasmine, Randell J

Fall 06	ENGL	1010	014	3	20	60	4 HU	Intro to Writing *EN	Jasmine, Randell J
Fall 06	ENGL	1010	14V	3	3	9	0.6 HU	Intro to Writing *EN	Jasmine, Randell J
Fall 06	ENGL	2010	001	3	19	57	3.8 HU	Intm Wrtg: Topics on Race *EN	Jasmine, Randell J
Spring 07	ENGL	2010	005	3	20	60	4 HU	Intm Wrtg: RACE *EN	Jasmine, Randell J
Spring 07	ENGL	2010	008	3	24	72	4.8 HU	Intm Wrtg: RACE *EN	Jasmine, Randell J
Spring 07	ENGL	2010	015	3	17	51	3.4 HU	Intm Wrtg: RACE *EN	Jasmine, Randell J
Fall 06	ENGL	1010	33H	3	6	18	1.2 HU	Intro to Writing *EN	Mildenhall, Richard E
Fall 06	ENGL	1010	33V	3	3	9	0.6 HU	Intro to Writing *EN	Mildenhall, Richard E
Spring 07	ENGL	1010	50H	3	10	30	2 HU	Intro to Writing *EN	Mildenhall, Richard E
Spring 07	ENGL	1010	5HV	3	2	6	0.4 HU	Intro to Writing *EN	Mildenhall, Richard E
Fall 06	ENGL	1010	013	3	18	54	3.6 HU	Intro to Writing *EN	Payne, Allan D
Fall 06	ENGL	1010	019	3	23	69	4.6 HU	Intro to Writing *EN	Payne, Allan D
Fall 06	ENGL	1010	13V	3	2	6	0.4 HU	Intro to Writing *EN	Payne, Allan D
Spring 07	ENGL	1010	008	3	19	57	3.8 HU	Intro to Writing *EN	Payne, Allan D
Spring 07	ENGL	1010	012	3	22	66	4.4 HU	Intro to Writing *EN	Payne, Allan D
Spring 07	ENGL	1010	08V	3	2	6	0.4 HU	Intro to Writing *EN	Payne, Allan D
Fall 06	ENGL	1010	004	3	23	69	4.6 HU	Intro to Writing *EN	Perkins, Helen H
Fall 06	ENGL	1010	007	3	19	57	3.8 HU	Intro to Writing *EN	Perkins, Helen H
Fall 06	ENGL	1010	07V	3	2	6	0.4 HU	Intro to Writing *EN	Perkins, Helen H
Spring 07	ENGL	1010	020	3	23	69	4.6 HU	Intro to Writing *EN	Perkins, Helen H
Spring 07	ENGL	1010	19S	3	24	72	4.8 HU	Intro to Writing *EN	Perkins, Helen H
Spring 07	ENGL	1010	20V	3	1	3	0.2 HU	Intro to Writing *EN	Perkins, Helen H
Fall 06	ENGL	2010	014	3	29	87	5.8 HU	Intm Wrtg: Selected Topics *EN	Pilkington, Ace G
Spring 07	ENGL	2010	019	3	27	81	5.4 HU	Intm Wrtg: Selected Topics *EN	Pilkington, Ace G
Spring 07	ENGL	2010	020	3	27	81	5.4 HU	Intm Wrtg: Selected Topics *EN	Pilkington, Ace G
Summer 06	ENGL	2010	001	3	17	51	3.4 HU	Intermediate Writing *EN	Reber, Edwin P
Fall 06	ENGL	2010	002	3	23	69	4.6 HU	Intm Wrtg: Selected Topics *EN	Reber, Edwin P
Fall 06	ENGL	2010	008	3	20	60	4 HU	Intm Wrtg: Selected Topics *EN	Reber, Edwin P
Spring 07	ENGL	2010	004	3	23	69	4.6 HU	Intm Wrtg: Selected Topics *EN	Reber, Edwin P
Spring 07	ENGL	2010	009	3	22	66	4.4 HU	Intm Wrtg: Selected Topics *EN	Reber, Edwin P
Spring 07	ENGL	1010	82J	3	21	63	4.2 HU	Intro to Writing *EN	Roberts, Jeanette C
Fall 06	ENGL	1010	011	3	24	72	4.8 HU	Intro to Writing *EN	Schuyler, Carol A
Fall 06	ENGL	1010	021	3	20	60	4 HU	Intro to Writing *EN	Schuyler, Carol A
Fall 06	ENGL	1010	031	3	26	78	5.2 HU	Intro to Writing *EN	Schuyler, Carol A
Fall 06	ENGL	1010	032	3	22	66	4.4 HU	Intro to Writing *EN	Schuyler, Carol A
Spring 07	ENGL	1010	006	3	19	57	3.8 HU	Intro to Writing *EN	Schuyler, Carol A
Spring 07	ENGL	1010	014	3	22	66	4.4 HU	Intro to Writing *EN	Schuyler, Carol A
Spring 07	ENGL	1010	016	3	23	69	4.6 HU	Intro to Writing *EN	Schuyler, Carol A
Fall 06	ENGL	1010	003	3	16	48	3.2 HU	Intro to Writing *EN	Silvia, Mark W
Fall 06	ENGL	1010	03V	3	3	9	0.6 HU	Intro to Writing *EN	Silvia, Mark W
Summer 06	ENGL	1010	001	3	5	15	1 HU	Intro to Writing *EN	Talman, Martha A
Fall 06	ENGL	1010	050	3	18	54	3.6 HU	Intro to Writing *EN	Talman, Martha A
Fall 06	ENGL	1010	051	3	14	42	2.8 HU	Intro to Writing *EN	Talman, Martha A
Fall 06	ENGL	1010	51V	3	1	3	0.2 HU	Intro to Writing *EN	Talman, Martha A
Fall 06	ENGL	1010	016	3	22	66	4.4 HU	Intro to Writing *EN	Wrede, Theda
Fall 06	ENGL	1010	023	3	23	69	4.6 HU	Intro to Writing *EN	Wrede, Theda
Fall 06	ENGL	2010	016	3	20	60	4 HU	Intm Wrtg: Selected Topics *EN	Wrede, Theda
Spring 07	ENGL	2010	013	3	25	75	5 HU	Intm Wrtg: Selected Topics *EN	Wrede, Theda
Spring 07	ENGL	2010	022	3	16	48	3.2 HU	Intm Wrtg: Selected Topics *EN	Wrede, Theda
Spring 07	ENGL	2010	050	3	21	63	4.2 HU	Intm Wrtg: Selected Topics *EN	Wrede, Theda

**Total enrollment for the year: 2403 7206 480.4**

*Note: SCH = 0 if course is a non-credit lab OR when HB60 Senior Citizen Audits Course, retained on report for headcount only*

PR 4.3.6 and 4.5.1 - Student Credit Hours and Student FTE

*Program Costs:*

**Analysis of Direct Instruction Expenditure and Student/Faculty Ratios for 2006-7<sup>4</sup>:**

*Preface to Sections A – D:*

<b>Form C-2</b>	<b>Date:</b>	<b>15-Nov-07</b>
<b>ANALYSIS OF DIRECT INSTRUCTION EXPENDITURE AND STUDENT/FACULTY RATIOS FOR 2006-2007</b>	<b>Initials:</b>	<b>AST</b>
	<b>CODES:</b>	
<b>INSTITUTION:</b>	<b>DIXIE STATE COLLEGE OF UTAH</b>	<b>060</b>
<b>LINE ITEM</b>	<b>EDUCATION AND GENERAL</b>	<b>1001</b>
<b>Instructional Program:</b>	<input checked="" type="checkbox"/> <b>Annualized Total, Including Cont Ed Crdt Instruction</b>	
	<input type="checkbox"/> <b>Other Instructional Activities*</b>	
<b>College or Division:</b>	<b>Social Sciences and Humanities - Composition</b>	

*Section A - Expenditures for Instruction:*

<b>EXPENDITURES FOR INSTRUCTION</b>	<b>Instructional Salaries</b>	<b>Other Direct Expenditures</b>	<b>Total Direct Expenditures</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
1. Voc Ed - Non SCH Producing	0.00	0.00	0.00
2. Voc Ed - SCH Producing	0.00	0.00	0.00
3. Lower Division	473,376.60	245,446.39	718,822.99
4. Upper Division	0.00	0.00	0.00
5. Basic Graduate			
6. Advanced Graduate			
7. Total, All Levels	473,376.60	245,446.39	718,822.99

<sup>4</sup> This data takes into account the fact that English faculty teach 75% composition and 25% other types of courses.

**Section B – Direct Cost per SCH (Student Credit Hours):**

DIRECT COST PER SCH	Student Credit Hours	Direct Cost Per SCH \$
1. Voc Ed - Non SCH Producing	0.00	0.00
2. Voc Ed - SCH Producing	0.00	0.00
3. Lower Division	7,232.00	99.39
4. Upper Division	0.00	0.00
5. Basic Graduate		
6. Advanced Graduate		
7. Total, All Levels	7,232.00	99.39

**Section C – Direct Cost per FTE Student:**

DIRECT COST PER FTE STUDENT	FTE Students	Direct Cost Per FTE \$
1. Voc Ed - Non SCH Producing	0.00	0.00
2. Voc Ed - SCH Producing	0.00	0.00
3. Lower Division	241.07	2,981.80
4. Upper DivisionFte	0.00	0.00
5. Basic Graduate		
6. Advanced Graduate		
7. Total, All Levels	241.07	2,981.80

**Section D – Student/Faculty Ratios:**

STUDENT/FACULTY RATIOS	FTE Faculty	Student/Faculty Ratio
1. Voc Ed - Non SCH Producing	0.00	0.00
2. Voc Ed - SCH Producing	0.00	0.00
3. Lower Division	13.84	17.42
4. Upper Division	0.00	0.00
5. Basic Graduate		
6. Advanced Graduate		
7. Total, All Levels	13.84	17.42

## 2. Mission and Goals:

### Mission:

The Composition Program helps fulfill three layers of missions (and goals):

- 1) the DSC (overall) mission
- 2) the division-level mission
- 3) the department-level mission

Part of DSC's *overall* institutional mission is to "help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching..." and to enabling students to "think critically [and] communicate clearly."<sup>5</sup> As will soon be shown, the Composition Program plays a key role in helping the overall institution achieve these goals.

A key part of the EDHASS *division* mission is to help students "learn to read, communicate, and (most importantly) to think..." It is to "enrich, improve, and stimulate...[and] prepare [students] for further education."<sup>6</sup> The Composition Program serves to fulfill this mission in important and specific ways (as will be shown below).

At the *departmental* level, part of the English Department's mission is to "instill in students an appreciation for the centrality of language... in human life, particularly as [it functions] in personal, social, cultural, historical, and political contexts." Additionally, it is to "cultivate intellectual inquiry, critical analysis and evaluation, and fluency in writing and speaking. Students master skills in analyzing, evaluating, and responding to texts and other media, and in formulating and organizing ideas into focused, developed, articulate, and persuasive essays."

It is also to instruct "students in the standards and effective use of written and verbal communication in academia as well as professional vocations..."<sup>7</sup> As with DSC's institution and division-level missions, the Composition Program plays a key role in helping the English department achieve its goals (more on this below).

How, specifically, does the Composition Program fulfill the above three layers of mission? English 1010 and 2010 help students achieve the following learning outcomes.

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<sup>5</sup> Dixie State College of Utah: Mission Statement. Dixie State College of Utah. June 10, 2005. August 24, 2007. <[http://new.dixie.edu/aboutdixie/mission\\_statement.php](http://new.dixie.edu/aboutdixie/mission_statement.php)>.

<sup>6</sup> EDHASS Home Page. Dixie State College of Utah. <<http://new.dixie.edu/academics/edhass/>>. August 24, 2007.

<sup>7</sup> DSC's English Department Home Page. Dixie State College of Utah. <<http://new.dixie.edu/english/>>. August 24, 2007.

## **Specific Goals: Program-Level Student Learning Outcomes**

In order to achieve the previously mentioned goals, English 1010 and English 2010 have specific learning objectives. The following learning objectives (or outcomes) are in our instructors' syllabi:

### **English 1010 – Introduction to Writing:**

#### ***Departmental Course Description & Objectives:***

English 1010 is designed to help students improve their writing to meet communication demands in college, on the job, and as citizens. The course will also help students develop the capacity to think and to read critically.

The course will provide students with frequent occasions to read, discuss, write, and revise the different types of exposition, using several rhetorical strategies such as description, narration, process, cause/effect, comparison/contrast, classification, definition, and argumentation. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

#### ***General Minimum Writing Requirements:***

Students in English 1010 will:

- ❖ Write a minimum of 4 essays:
  - Two of which must be approximately 5 pages in length (1,250 words).
  - One of which must be at least a 5-page research essay that incorporates a sufficient number of credible sources (from such places as the DSC Library's article databases, book catalog, subject-specific encyclopedias, and/or Utah's catalog).
- ❖ Write at least one graded, in-class essay.
- ❖ Write no more than one narrative essay.
- ❖ Engage in opportunities to draft and revise, and receive instructor feedback on early drafts (such as non-graded first drafts).
- ❖ Write a total of at least 18 pages over the course of the semester (4500 words).

#### ***Specific Objectives of the Course:***

##### ***READING/THINKING OBJECTIVES***

By the end of English 1010, students will demonstrate their ability to:

1. Identify a writer's purpose/thesis.
2. Understand a writer's organization and structure.
3. Recognize a writer's tone, i.e., an author's attitude toward subject and audience.
4. Assess the effectiveness of a writer's presentation of detail in support of a main idea.
5. Analyze a writer's possible underlying assumptions and biases.

6. Recognize and avoid fallacies in reasoning.
7. Use relevant, convincing, and sufficient evidence and logic.

### *WRITING OBJECTIVES*

By the end of English 1010, students will demonstrate their ability to:

1. Assess the relationship of writers to audience and purpose.
2. Understand the value of the writing process as it can happen in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading.
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material.
4. Use strategies for creating effective overall structure, including the use of categories, topic sentences, transitions, parallel structure, and repeated key words and synonyms.
5. Know and use developmental strategies necessary to write individual paragraphs and the paper as a whole.
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions.
7. Compose introductory paragraphs that get the reader's attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
8. Compose concluding paragraphs that give a sense of closure.
9. Recognize and avoid fragments, run-ons, fused sentences/comma splices, faulty modifiers, and problems with subject/verb agreement and pronoun agreement.
10. Consistently use punctuation and mechanics in a manner consistent with standard written English.
11. Understand choices related to style, emphasis, and sentence variety.

### *RESEARCH OBJECTIVES*

By the end of English 1010, students will demonstrate their ability to:

1. Critically assess research information and incorporate such research into their papers.
2. Paraphrase, summarize, and quote source material in their own writing.
3. Understand and avoid plagiarism.
4. Know when and how to use the following methods of incorporation:
  - a. Introduction of quotations and paraphrases.
  - b. Use of quotation marks, brackets, and ellipses.
  - c. Use of long quotations.
  - d. Use of passages combining paraphrases and quotations.
  - e. Proper forms for documenting and citing of sources.
5. Use a broad array of the DSC Library's print and online research resources, such as the library catalog, subject-specific encyclopedias, article databases, and Utah's catalog.
6. Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form.
7. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper.

## **English 2010 – Intermediate Writing:**

### ***Departmental Course Description & Objectives:***

English 2010 is designed to refine and expand upon the rhetorical and basic essay-writing skills studied in English 1010. Students will increase their capacity to think clearly and independently, learn to order their thinking, and learn to communicate knowledge and ideas more skillfully. Students will receive training in the skills necessary for written communication demands in college, on the job, and as citizens. To reach those objectives, the course will provide frequent occasions to read, write, edit, and revise.

The course will emphasize analytical, expository, and source-supported writing and library research in which students will demonstrate an understanding of information literacy and the skills necessary to enable competent and successful research.

This course will also build upon and improve upon the usage and mechanics principles which students have learned in English 1010.

### ***General Minimum Writing Requirements:***

Students in English 2010 will:

- ❖ Write 2-3 short papers (2000 words total) in genres such as analysis, classification, persuasion, pro-con, or cause-effect. (Narrative and descriptive papers should not be assigned in English 2010.)
- ❖ Write at least one 10-12 page research paper that incorporates a sufficient number of credible sources (from such places as the DSC Library's article databases, book catalog, subject-specific encyclopedias, and/or Utah's catalog).
- ❖ Produce an annotated bibliography of at least 6 sources (ideally, in preparation for the 10-12 page research paper).
- ❖ Engage in opportunities to draft and revise, and receive instructor feedback on early drafts (such as non-graded first drafts).
- ❖ Write a total of at least 18 essay pages over the course of the semester (4500 words)

### ***Specific Objectives of the Course:***

#### ***WRITING OBJECTIVES***

By the end of English 2010, students will demonstrate their ability to:

- ❖ Assess the relationship of writers to audience and purpose.
- ❖ Understand the value of undertaking the writing process in stages, including planning, brainstorming, organizing, drafting, revising, and proofreading.
- ❖ Carefully choose and restrict the subject and create a precise thesis statement that will control the selection, arrangement, and presentation of material.

- ❖ Use the thesis/purpose statement to control the selection, arrangement, and presentation of support material.
- ❖ Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure.
- ❖ Know and use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole.
- ❖ Compose introductory paragraphs that attract the reader's attention, introduce the subject, state the thesis, suggest a plan of development, and set the tone.
- ❖ Produce conclusion paragraphs that draw on a variety of techniques that bring the discussion to an end, and when necessary restate the thesis or summarize key points.
- ❖ Organize and connect ideas and information in logical and meaningful order.
- ❖ Develop the thesis throughout paragraphs that contain topic sentences, offer adequate supporting detail, and are joined by appropriate transitions.
- ❖ Understand the value and process of collaboration in the writing process.
- ❖ Use concise and precise language.
- ❖ Write essays with correct usage and punctuation.
- ❖ Select words appropriate to their subject and audience, and recognize the need for precise expression.
- ❖ Prefer the concrete to the abstract, the specific to the general, and use active and precise verbs.
- ❖ Practice word economy, using only those words, phrases, and details that are apt and necessary.
- ❖ Use multiple sentence structures for emphasis and variety.
- ❖ Recognize and avoid logical fallacies, emotional arguments, and misleading ambiguities.
- ❖ Recognize and avoid jargon.
- ❖ Use relevant, convincing, and sufficient evidence and logic.
- ❖ Recognize and avoid all forms of plagiarism.

#### *READING AND THINKING OBJECTIVES*

By the end of English 2010, students will demonstrate their ability to:

- ❖ Identify the writer's thesis and purpose.
- ❖ Understand the writer's organizational strategies.
- ❖ Recognize the writer's tone, i.e., the author's attitude toward subject and audience.
- ❖ Assess the writer's presentation of detail in support of the main idea.
- ❖ Analyze the writer's underlying assumptions and possible biases.

#### *RESEARCH AND SOURCE-SUPPORTED WRITING OBJECTIVES*

By the end of English 2010, students will demonstrate their ability to:

- ❖ Identify an information need and assess the appropriate resources.
- ❖ Demonstrate competent use of the computerized catalog, periodical indexes, and the variety of electronic databases available for research.
- ❖ Demonstrate the ability to paraphrase, summarize, and quote source material.
- ❖ Demonstrate the ability to use the MLA style of parenthetical documentation, bibliographic form, and research paper format.
- ❖ Demonstrate the ability to synthesize research with their own ideas.
- ❖ Develop an annotated bibliography as a step in writing a research paper.

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## **Articulation with General Education Goals and College Goals:**

The above learning objectives (for each course) help more than just the program; they also help the college achieve its General Education goals, as well as its overall institutional goals. Reading, thinking, writing, and research objectives are specific steps to building and supporting the General Education goals of learning to read, communicate, and think. They are also foundational building blocks in preparing students for further education beyond DSC's General Education program.

Similarly, reading, thinking, writing, and research objectives are also specific building blocks for the overall goals of the college—which are (in part) to “define, shape, and achieve educational and life goals.”<sup>8</sup> The ability to read, think, write, and research are crucial to a student body, to a work force, and to a citizenry.

The Composition Program also articulates well with the Utah System of Higher Education, as shown in the next section.

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<sup>8</sup> Dixie State College of Utah: Mission Statement. Dixie State College of Utah. June 10, 2005. August 24, 2007.  
< [http://new.dixie.edu/aboutdixie/mission\\_statement.php](http://new.dixie.edu/aboutdixie/mission_statement.php)>.

### 3. Curriculum Design:

Our program's curriculum is designed to fulfill its intended purpose. It is designed to create the writing, reading, and research foundation crucial to student success in college. As such, here are the official catalogue descriptions of the two courses in our program's sequence:

**ENGL – 1010                      Intro to Writing \*EN                      3.00 CR**

Required of all students. The objective of this course is to improve students' abilities to read, analyze, and write expository papers. Satisfies one of the composition requirements for AA/AS/AAS degrees. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers. Prerequisite: LIB 1010 (can be taken concurrently); English placement score of 19 (ACT writing score or equivalent) or a grade of C or better in ENGL 0990 (and 0991 if taken); and reading placement score of 17 (ACT reading score or equivalent) or a grade of C or better in ENGL 1470. 3 lecture hours per week.

**ENGL – 2010                      Intm Wrtg: Selected Topics \*EN                      3.00 CR**

Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. Completes the composition requirement for AA/AS degrees. Provides opportunities to write and revise a number of essays. Activities, portfolios, library research, and tests may also be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. Prerequisite: "C" or higher in English 1010 and LIB 1010 (can be concurrently enrolled). 3 lecture hours per week.

Both of these courses include library and information resource assignments. The English 1010 course requires at least one 5-page source-supported research essay (using credible sources), and the English 2010 course requires an Annotated Bibliography of credible sources, leading into a 10-12 page source-supported research essay. Library 1010 (Information Literacy) is also interwoven with the composition curriculum. (More on this later.)

#### ***Curricular Strengths (and Changes Since 2002):***

Our curriculum does an excellent job of helping us achieve our program mission and goals (general), as well as our course objectives (specific). Our key curricular strengths are six in number. Items 3, 5 and 6 below also discuss key curricular changes since 2002.

1) Our sequence of courses makes sense. English 1010 (which introduces students to college-level expectations of writing basics) leads into English 2010 (which builds upon English 1010 by advancing students to a greater level of academic, analytical, source-synthesis writing). This two-course sequence is of adequate breadth. One course would

not be enough to teach students the necessary skills, and more than two would burden DSC's overall General Education requirements.

This two-course sequence is also of adequate depth. It helps students develop and master the basics of composing college-level essays (in English 1010), and it then helps students deepen and broaden that base with challenging academic, analytical, source-supported writing (in English 2010).

2) Our prerequisite plan is sound. As mentioned in Section 1, in order for a student to get into English 1010, he or she must score:

- ❖ 87 or higher on the CPT test, and/or
- ❖ 19 or higher on the ACT test, and/or
- ❖ 445 or higher on the SAT test, and/or
- ❖ a passing grade in developmental comp: English 0990 (and English 0991 if taken).

In the event that a student is not ready to enter English 1010 by way of test score(s), then DSC's outstanding Developmental Program does an excellent job of preparing them. As listed above, a passing grade in developmental composition qualifies a student to enter English 1010.

3) Another strong curricular feature of our program is the required English 1010 co-requisite of Library 1010 (Information Literacy). This is a major *curricular change* that has taken place during the last five years. This addition to our curriculum, which began in Fall 2005, came about as an improvement over the prior method of teaching information literacy: the library instructional sessions. This older method required composition instructors to take their classes to the library, and have a librarian teach them information literacy in the library's one computer classroom. While this method worked fairly well, it had four drawbacks:

- a) Composition instructors were not required to do this, and some students therefore did not learn information literacy as well as they should have (especially if an instructor also chose not to teach information literacy in his or her composition course).
  - i) The current Library 1010 method solves this problem in that every student is required to take the Information Literacy course as a co-requisite to English 1010.
- b) The prior method did not measure or test whether or not the students learned what they were supposed to learn.

- i) The current Library 1010 method solves this problem in that each student is frequently tested in the Information Literacy course, and required to meet a certain level of proficiency before receiving a passing grade.
- c) It was more of a burden on the faculty, staff, and computer lab in the library.
  - i) The current Library 1010 method solves some of this in that most sections of the course are student self-paced online sections. And while several of the Library faculty and staff are highly involved in the current Library 1010 courses, it seems to be less of a burden on them.
- d) A fourth drawback of the prior method was in terms of scheduling the instructional sessions. This was sometimes difficult, as many composition courses plan their research assignments at similar times of the semester.
  - i) The current Library 1010 method solves this problem by virtue of its student self-paced online nature.

4) A fourth curricular strength is our program’s requirement that students must have earned a grade of “C” or higher to get into English. 2010. This helps to ensure that students who are in English 2010 have mastered the necessary basics in order to move onto the higher level of thinking and writing that takes place in English 2010.

In the event that a student passes English 1010, but fails the co-requisite Library 1010, then we have another curricular strength in place to help with that scenario. Library 1010 is also a co-requisite to English 2010 for students who did not successfully pass Library 1010 during a prior semester.

5) Another strength of our curriculum is that it is consistent with other Utah schools of higher education. The following table shows each of the nine public Utah colleges and universities (excluding technical colleges), and which of them require students to take courses equivalent to our English 1010 and English 2010:

<b>School</b>	<b>1000-level comp requirement</b>	<b>2000-level comp requirement</b>
Dixie State	yes	yes
Weber State	yes	yes
SUU	yes	yes
Snow College	yes	yes
CEU	yes	yes
UVSC	yes	yes
SLCC	yes	yes
Utah State	yes	yes
Univ. of Utah	If unable to enter directly into Eng2010	yes

It is important to note that another key *curricular change* during the last five years was the deletion of English 2011 – Intermediate Writing (Business Writing). This decision was due, in part, to articulation issues and transfer issues tied to USHE.

6) Finally, a sixth curricular strength of our program is tied to another important *curricular change* that took place since our 2002 report. The English faculty discussed and voted upon the following changes:

- ❖ All sections of English 1010 are to include a 5-page research essay assignment (to better prepare students for English 2010).
- ❖ All sections of English 2010 are to include an annotated bibliography assignment and a 10-12 page research essay assignment (to help create more consistency of content and rigor among sections).

Not only has this created greater consistency among sections of the same course, but it has also increased the amount of time and effort our students invest in learning (and applying) the concepts of source credibility analysis, critical reading, source synthesis, and documentation style.

### *Curricular Challenges:*

In September of 2007, Dixie State College and the University of Utah officially announced their intentions to increase their association with one another. As our affiliation with the University of Utah continues to strengthen, we need to investigate their English 1010 policies (and how those policies reflect their mission and student body)—and then consider their policies in light of our own mission and student body.

The need to do this is connected to another curricular challenge. During the 2007 year, the division dean asked the English department to examine whether or not it is necessary for extremely bright students to take English 1010. In other words, if a student scores extremely high on placement tests, should not that student be able to skip English 1010 and go directly into English 2010?

The question is a valid one, and it is one we need to consider more extensively—especially in light of our affiliation with the University of Utah. As we investigate this matter, it is imperative that we keep in mind the following factors:

- First, we often have students in our English 1010 courses who are brilliant test takers – and who have had very high GPA’s in high-school English courses – and yet can not craft well-written sentences and paragraphs (much less entire essays).

- Second, most of the placement exams do not require students to actually *write* as part of the exam.
- Third, any student at DSC already has the option of trying to CLEP-out of English 1010. The DSC Testing Center offers the CLEP test for those interested in attempting to test-out of English 1010.

The above factors, of course, do not negate the need to pursue the matter further. It is imperative, however, that we keep in mind the ways in which our DSC mission and student body differ from that of the University of Utah. Do the types of students we accept into DSC need more writing instruction than the types of students accepted into the University of Utah? If so, how can we best meet our own students' needs, while best improving their success in writing after they leave our English Composition Program? These are questions we need to carefully consider in the future.

### ***Curricular Recommendations:***

At a future date, we should investigate the possible correlation between high placement scores and the need for (or lack of need for) English 1010. At the time of this report's writing, the English department simply did not have the resources to devote faculty and time to such an investigation. We will try, however, to consider the matter in future semesters. The matter is such that we would like to take the necessary time and energy to examine the issue with a sound research plan.

#### 4. Physical Facilities, Equipment, and Technology

When it comes to teaching composition courses, our facilities extend far beyond our McDonald Center building. Due to campus-wide problems of limited classroom space, several of our faculty find that many (if not most) of their classes are taught in buildings other than our home McDonald Center. So, while the instructional technology in McDonald Center classrooms has improved greatly since our 2002 report, many English instructors do not get to take advantage of these McDonald Center improvements because college-wide classroom shortages cause us to be placed in other locations: Science, EdFam, Jennings, Udvar-Hazy, and the Smith Computer Center.

In terms of instructional technology, most of the classrooms in all of the buildings wherein we teach have excellent technological resources: updated instructors' computers, overhead projectors, internet access, transparency projectors, and CD/DVD/VCR players. DSC's computer support staff also does an excellent job of using their limited resources to help us maintain this equipment.

However, we find that the age of the McDonald Center causes many problems which continuously and repeatedly challenge the best of DSC's building maintenance workers:

- Variable temperatures in different parts of our building.
- Leaking water pipes from our ceilings (and the ensuing ceiling panel stains).
- Brown water that comes out of some faucets and pipes after long weekends and holiday periods of decreased water usage.
- Thin walls which fail to block reasonable sound levels from entering adjoining classrooms and offices.
- An electrical system that has caused outlets to smoke and stain walls (not to mention possibly endangering the building's occupants).
- Insufficient office space for 61 instructors (29 full-time and 32 part-time).

Again, we want to emphasize that **DSC's building maintenance crews have done an excellent job of responding to these concerns; however, from our perspective, the age of the building seems to have created an uphill battle against these ongoing problems.**

Nonetheless, we have two excellent photocopier machines, and plenty of office and teaching tools (such as a scantron machine, paper cutters, hole punchers, staplers, etc.).

In short, the *equipment and technology* available to our program is sufficient for successful teaching of our composition courses; the *facilities*, however, are too old – and of too few classrooms and offices.

## 5. Library Holdings

The library holdings for composition teachers and students are excellent. Teachers and students can access a tremendous number of (and quality of) books from our on-campus book collection, from our e-book collection, and from the Utah and Nevada collection of books (via Utah's Catalog and ILLIAD). Teachers and students can also access a tremendous number of (and quality of) newspaper articles, magazine articles, and scholarly journal articles from the library's many online article databases. These are the primary two types of sources which most benefit our composition students – and the library has created an excellent web site to help teachers and students access these holdings.

If, for professional development, an instructor wishes to have books or periodicals that are not accessible by way of the above avenues, then we have a library representative who is happy to help us meet those needs.

The one area, however, in which the library holdings could improve is in terms of the currency of the subject-specific encyclopedias. Some of them are outdated. However, some are outdated and don't need to be replaced because other (better) sources have surfaced in their place. An example of this might be the subject-specific encyclopedias tied to the computer fields. Others, however, seem outdated and may need to be replaced: those tied to the disciplines of psychology, sociology, history, and health and medicine.

Why would composition students need updated encyclopedias in those fields? In most composition courses, teachers encourage research-paper topics in the varied disciplines of students' interests.

In terms of *sufficiency* of holdings, here are our findings in table-form:

	Excellent	Good	Satisfactory	Adequate	Poor
Books	yes				
Periodicals	yes				
Audiovisuals	yes				
Databases	yes				
E-books	yes				
Subject-Specific Encyclopedias	yes				

In terms of *currency* of holdings, here are our findings in table-form:

	Excellent	Good	Satisfactory	Adequate	Poor
Books	<i>yes</i>				
Periodicals	<i>yes</i>				
Audiovisuals	<i>yes</i>				
Databases	<i>yes</i>				
E-books	<i>yes</i>				
Subject-Specific Encyclopedias		<i>yes</i>			

## 6. Student Achievement – Indicators, Assessment and Analysis:

When it comes to pedagogical self-evaluation, the Composition Program finds itself in a challenging position. On the one hand, we feel the need to statistically quantify what we do in order to show “proof of value added” (as many accreditation experts call it). So, we then look at what we can somehow quantify with reasonable objectivity, and we come up with measures that examine things like punctuation, word usage, grammar, MLA research documentation, etc.—issues for which we can develop multiple-choice questions that can be quickly processed by computers.

But then, on the other hand, we look at all those things in the world of written composition that are much more difficult to quantify—things that composition teachers and students are often much more passionate about: the expansion of world-view by way of reading, writing and discussion; the challenge of analytical, critical thinking; the understanding of (and ability to use) tone of voice, persona, and ethos in writing; and the understanding of the ways in which language can shape perception, and, therefore, reality.

Certainly, we care about the former along with the latter. We (and our students) know that grammar, usage and documentation style are important; however, they are the building blocks to the greater goal of learning how to become better thinkers and communicators – and ultimately, better students and citizens.

What does this have to do with pedagogical self-assessment? Imagine a spectrum. On one end, picture a math department, and the relative ease of statistically quantifying their pre- and post-tests. On the other end of the spectrum, imagine an art department, and the relative difficulty of statistically quantifying their efforts by way of pre- and post-tests.

Now imagine where an English composition program might fit on such a spectrum. Because writing is both science and art, both objective and subjective, does this place composition in the middle of the spectrum? Not at all. **Instead, it places us simultaneously at both extremes.** We must find ways to evaluate the objective side of ourselves (the usage rules of writing) and the subjective side of ourselves (the artistic, communicative practices of effective thinking and writing).

To that end, this section examines the findings of our multiple-choice pre- and post-tests, a tool that examines indicators of student achievement (or lack thereof). (Section 9 and Appendix C explain our long-term plans for better assessing both the science and the art of English composition.)

Please note that the multiple-choice questions in our test directly correlate with our stated program objectives. The following list shows which questions examine which objectives:

<p>question 1 – commas  question 2 – modifiers  question 3 – semi-colons  question 4 – source integration  question 5 – fused sentences  question 6 – punctuation/clauses  question 7 – usage (who/that)  question 8 – parallelism  question 9 – usage/sentence clarity  question 10 – sentence concision  question 11 – thesis statements  question 12 – paragraph concepts  question 13 – transitions/coherence  question 14 – sentence structure  question 15 – transitions/coherence  question 16 – documentation style  question 17 – source integration</p>	<p>question 18 – writing process  question 19 – revision process  question 20 – logical fallacies  question 21 – documentation style  question 22 – source credibility  question 23 – research strategy  question 24 – documentation style  question 25 – reading/modes  question 26 – reading/modes  question 27 – reading  question 28 – reading  question 29 – reading  question 30 – reading  question 31 – reading  question 32 – reading  question 33 – reading</p>
---	---

During the 2006-2007 academic year, the above multiple-choice test was given at the beginning of English 1010 (the pre-test) and at the end of English 2010 (the post-test).<sup>9</sup>

The following data is from a sample pool of eight sections of English 1010 (from six randomly chosen instructors), and six sections of English 2010 (from four randomly chosen instructors). (We currently have plans to increase the data pool, in order to gain more of a long-range picture of our program. Please see Appendix C for more information on this.)

The following tables and graphs show how well the students did on both the pre-test and post-test:

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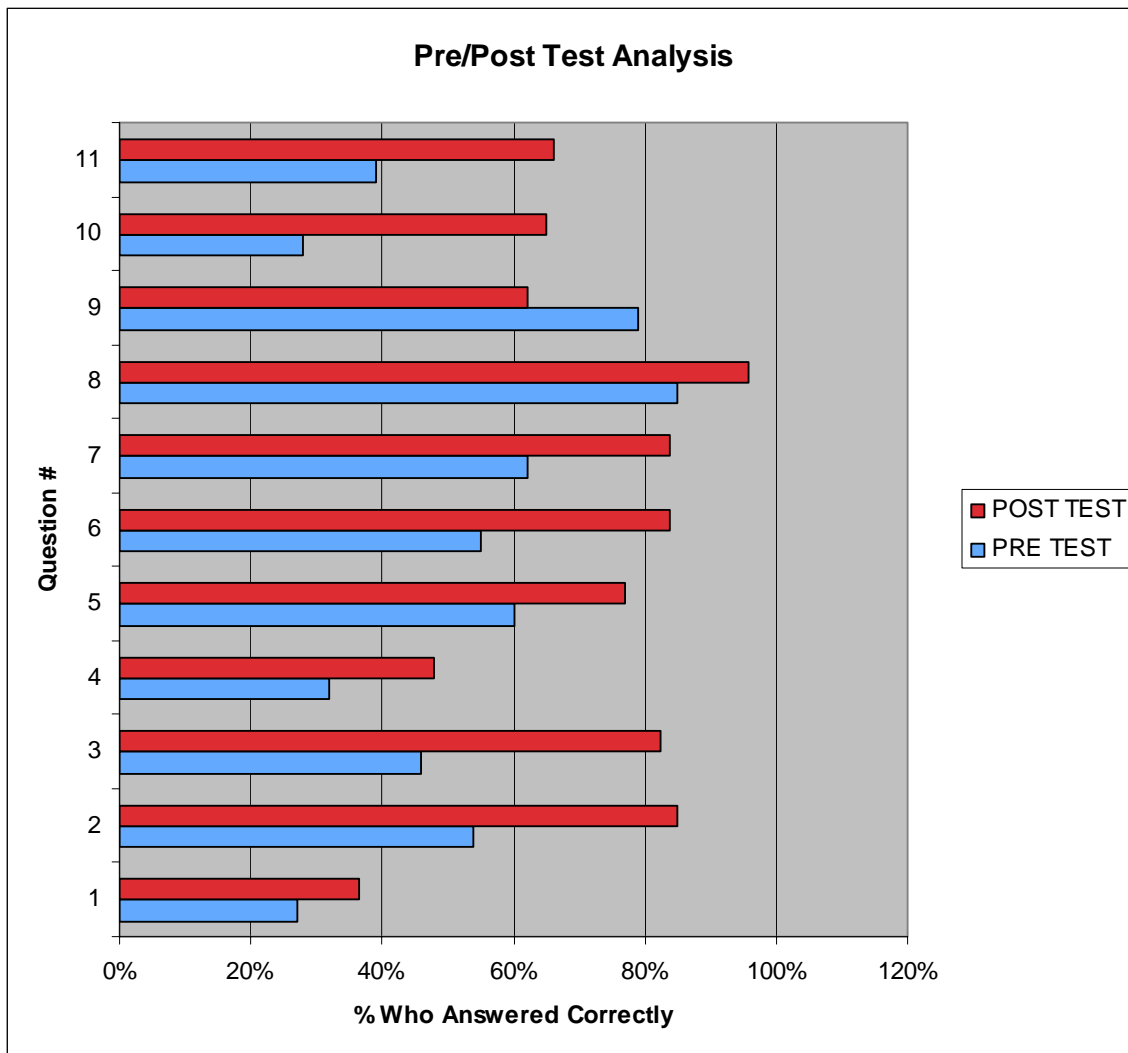
<sup>9</sup> For purposes of this **program-level** review, we do not have a post-test at the end of English 1010, nor a pre-test at the beginning of English 2010. Our new assessment plan, however, also entails course-level review (Appendix C).

*Data Summary:*

**Questions 1-11**

% Answered Correctly

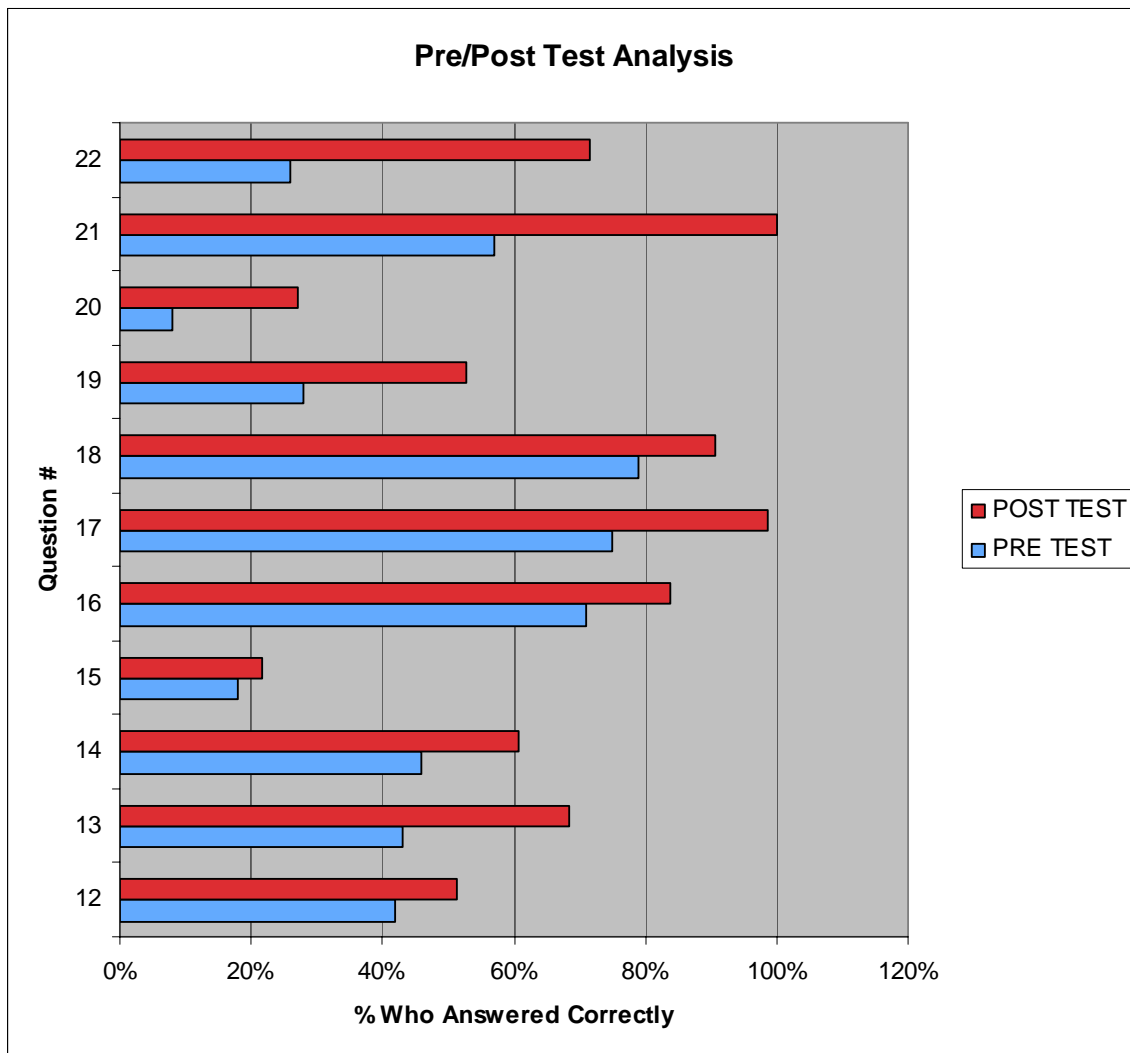
	PRE TEST	POST TEST
1	27%	37%
2	54%	85%
3	46%	82%
4	32%	48%
5	60%	77%
6	55%	84%
7	62%	84%
8	85%	96%
9	79%	62%
10	28%	65%
11	39%	66%



**Questions 12-22**

% Answered Correctly

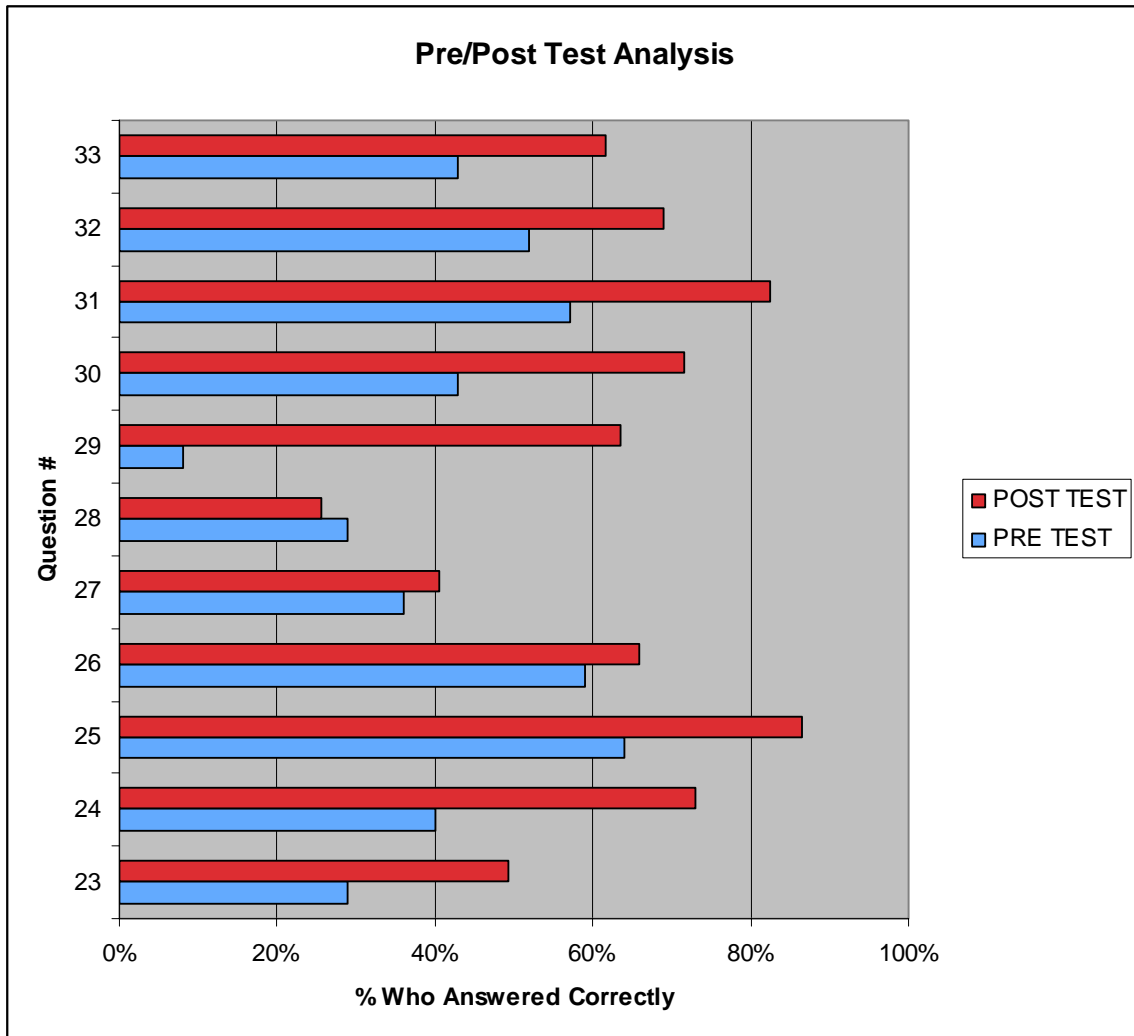
	PRE TEST	POST TEST
12	42%	51%
13	43%	69%
14	46%	61%
15	18%	22%
16	71%	84%
17	75%	99%
18	79%	91%
19	28%	53%
20	8%	27%
21	57%	100%
22	26%	72%



**Questions 23-33**

% Answered Correctly

	PRE TEST	POST TEST
23	29%	49%
24	40%	73%
25	64%	87%
26	59%	66%
27	36%	41%
28	29%	26%
29	8%	64%
30	43%	72%
31	57%	82%
32	52%	69%
33	43%	62%



### Analysis of the Above Data:

The below table shows the differences in percentage points between pre- and post-tests:

<i>change</i>	<i>question/objective</i>	<i>change</i>	<i>question/objective</i>
+10	question 1 – commas	+12	question 18 – writing process
+31	question 2 – modifiers	+25	question 19 – revision process
+36	question 3 – semi-colons	+19	question 20 – logical fallacies
+16	question 4 – source integration	+43	question 21 – documentation style
+17	question 5 – fused sentences	+46	question 22 – source credibility
+29	question 6 – punctuation/clauses	+20	question 23 – research strategy
+22	question 7 – usage (who/that)	+33	question 24 – documentation style
+11	question 8 – parallelism	+23	question 25 – reading/modes
-17	question 9 – usage/sentence clarity	+7	question 26 – reading/modes
+37	question 10 – sentence concision	+5	question 27 – reading
+27	question 11 – thesis statements	-3	question 28 – reading
+9	question 12 – paragraph concepts	+56	question 29 – reading
+26	question 13 – transitions/coherence	+29	question 30 – reading
+15	question 14 – sentence structure	+15	question 31 – reading
+4	question 15 – transitions/coherence	+17	question 32 – reading
+13	question 16 – documentation style	+19	question 33 – reading
+24	question 17 – source integration		

The above comparison of pre/post test data shows the following:

- Improvement on 31 of the 33 questions:
  - *Significant* improvement on 21 of those 31 questions:
    - 2,3,6,7,10,11,13,14,17,19,20,21,22,23,24,25,29,30,31,32,33
  - *Moderate* improvement on the other 10 of those 31 questions:
    - 1, 4, 5, 8, 12, 15, 16, 18, 26, 27
- Decreased performance on 2 of the 33 questions:
  - 9, 28
- 18 questions that (although improved) show low post-test success (below 70%):
  - 1,4,9,10,11,12,13,14,15,19,20,23,26,27,28,29,32,33

Before going further in our analysis, however, it is important to first question the validity of the test questions themselves. With multiple-choice questions, sometimes a problem with a question's design can give misleading data. And while the overall design of the 2006-2007 test was solid, we discovered that there were several questions that pointed less to matters of instruction, and more to problems with test design. So, before further analyzing the above data, it is important to examine which questions can and cannot be relied upon to indicate program effectiveness.

To that end, the Composition Program took two steps toward examining the effectiveness of the tool itself:

***Step 1:*** Prior to seeing the above data, most of the faculty members who took part in the pre/post test process thought that several of the questions needed revising. To determine whether or not this was the case, a committee of five English faculty took the test, analyzed the test, and offered revision suggestions. The Director of Composition then looked for recurring patterns in the five faculty members' responses—as indicators of questions that not only need to be revised, but also need to be relegated and/or discarded in our data analysis.

This endeavor revealed four problematic test questions that should not be considered when making program recommendations. (It also revealed helpful

insights that helped us revise many of the best questions, for use in our new assessment plan.)

**Step 2:** As an additional method of examining the test's quality, DSC's Department of Institutional Research examined answer-spreads (see Appendices A and B) to help us determine whether or not any data patterns pointed to problem-questions that might not accurately measure student learning. In addition to showing what percentage of students answered correctly, answer-spreads also show which percentage of students answered each wrong answer. This can reveal whether or not:

- ❖ Questions had effective distracter-answers.
- ❖ Questions had too many closely related answers (possibly signaling an answer set with no clear correct answer).
- ❖ Students may have given up on particular questions (and therefore randomly picked their answers).

The pre-test and post-test answer-spreads are displayed in both graph format and table format. Please see Appendices A and B at the end of this report.

In summary, the above two steps revealed that four questions should be deleted and/or relegated during our analysis of student performance on pre- and post-tests: 1, 4, 11, and 28.

Why delete or relegate any questions? Part of the self-study process is to recommend program-level and instructional-level changes, and we want to recommend such changes based on only the best possible research. Since these four test questions are problematic, it would be unwise to recommend curricular and/or departmental changes based upon them. In addition, because a test of this nature is so complex, we want to continually see how and where we can improve our measurement tool—which we have done for our new long-term assessment plan (see Appendix C).

Based upon our analysis of all multiple-choice questions (minus 1, 4, 11 and 28), we can now comment on our program's strengths, challenges, and recommended changes (in Section 7, next).

## **7. Instructional Strengths, Challenges and Recommendations**

### **– Conclusions from Our Analysis of Achievement Indicators**

An analysis of achievement indicators (section 6 of this report) enables us to comment on our program's strengths, challenges, and recommended changes.

#### **Instructional Strengths:**

Students show the most success in achieving the following learning objectives:

- ❖ understanding of modifiers
- ❖ understanding of semi-colons
- ❖ understanding of sentence concision
- ❖ understanding of documentation style
- ❖ analysis of source credibility
- ❖ analysis of other texts (i.e. reading)

Our assessment revealed the greatest increases (30 or more percentage points) in terms of the above learning objectives. Part of our success in these areas – particularly the last three items – is tied to our department-wide vote to include a 5-page research essay assignment in all sections of English 1010, as well as an annotated bibliography assignment and a 10-12 page research paper assignment in all sections of English 2010.

#### **Instructional Challenges:**

While students showed improvement in almost every area, there were a few areas where the gains were not as significant as with other learning objectives:

- ❖ understanding sentence clarity (avoidance of the “being as how” phrase)
- ❖ understanding paragraphing concepts
- ❖ recognizing rhetorical modes
- ❖ understanding effective writing processes
- ❖ understanding parallel sentence structure

Again, there was not so much a lack of success in these areas as there was a relative minimal success compared to the gains shown on other questions. In other words, the gains were least in the above five areas.

There were two questions, however, wherein students showed a *decrease* in progress. Question 28 was one of them; however, our follow-up analysis of the test shows a problem with the way question 28 was constructed – and this may therefore be the reason for the decreased performance.

Question 9 shows a decrease of 17 percentage points, revealing that there was an increase of exiting students who thought that the phrase “being as how” was an acceptable phrase in a sentence. This is something we’ll need to consider as a department.

Finally, though questions 26 and 27 show an increase of only 7 and 5 percentage points respectively, we nonetheless see an overall success in reading improvement as we look at all nine of the reading questions.

### **Instructional Recommendations:**

In order to improve in these areas, the English Department and the Composition Program can do the following:

- ❖ Have teachers share with one another ideas on how they successfully teach concepts tied to the five areas of concern. This can be accomplished one of two ways:
  - By devoting five to ten minutes at the beginning or end of each English department meeting for the purpose of sharing teaching ideas. Each presenter can explain the teaching unit, sample handout, PowerPoint presentation, or segment from a text – with three to five minutes afterward for discussion. If at least one faculty member shares per meeting, then this would allow for a minimum of six brief pedagogy presentations during the course of an academic year.
  - By having English faculty do the above in an online manner. Either through e-mail or our departmental web page, faculty members can share teaching ideas that will help the department better teach one of the five areas of concern.
- ❖ At the beginning of each semester, have the Director of Composition send out an e-mail to all instructors (full-time and part-time) in order to remind them to consider how they might better emphasize the five areas of concern.
- ❖ Continue to have questions tied to the five areas of concern in our newly revised assessment approach (Appendix C).

## 8. Summary and Review of Overall Program Strengths, Challenges and Goals

and

## 9. Recommendations, Plans and Improvements

*Note:* We are combining sections 8 and 9 into one section because our program's recommendations and plans for improvements are directly linked to its challenges.

### Strengths:

In summary, our most significant program strengths are:

- ***Effective Curriculum***
  - Our curriculum is consistent with the Utah System of Higher Education. Also, since our 2002 self-study report, our curriculum has improved in terms of department-wide consistency and increased curricular rigor.
- ***Effective Instruction and Student Learning***
  - Our pre-test/post-test assessment shows that students who go through our program show the greatest gains in terms of the following objectives:
    - understanding of modifiers
    - understanding of semi-colons
    - understanding of sentence concision
    - understanding of documentation style
    - analysis of source credibility
    - analysis of other texts (i.e. reading)
- ***Effective Organizational Structure***
  - In the spring semester of 2007, the English Department voted *not to have* the Composition Program become a separate department from the English Department. Instead, we voted to have the Composition Program be a subset to the overall English Department. Two key factors in this decision were: a) many of our faculty teach in multiple areas (composition, literature, and/or professional and technical writing), and b) we felt it would help maintain unity among our faculty.

Tied to this was the development of a 2-part departmental leadership structure wherein we have an overall Department Chair and a Director of Composition who is accountable to the Chair. This has created a director's position wherein a faculty member can better focus on English 1010 and 2010 issues—thus freeing the Chair to attend to all other matters tied to lower-division literature courses and our two 4-year emphases.

- ***An Improved Full-Time Faculty/Adjunct Ratio***
  - One major concern from the 2002 study was the fact that 11 full-time instructors and 30 part-time instructors were teaching the composition courses—and the ways in which this may have deteriorated the quality of writing instruction. This ratio has since improved to having approximately 14 full-time and 16 adjuncts teaching the composition courses.
    - While this seems to be a great improvement, we nonetheless still struggle to staff composition courses with teachers. For several semesters in a row, we have not been able to staff much-needed block sections of English 1010 – despite having hired four new adjuncts during the Summer of 2007. Also, because of upper-division courses tied to our new four-year program, we find that we can rely less upon full-time faculty to help with English 1010 and 2010.

### **Challenges and Plans for Improvement:**

Our most significant challenges—and plans for improvement—are:

#### ***Prior Primary Goals (1-2 years)***

- Our 2002 report stated the following as a key departmental goal for improvement: *“We will revise our research methodology as explained in the [...] section, “Goals for Revising Existing Research Method.”*
  - While this goal was not achieved in the two years following the 2002 study, it did eventually happen. During the 2006-7 academic year, we implemented an extensive multiple-choice pre-test and post-test (the one described in Section 6). Also, during November 2007, our faculty agreed upon a new plan for assessment – one that will help us in terms of overall program assessment *and* in terms of course-specific assessment. During the Spring of 2008, we will begin using a multiple-choice pre-test and post-test at the beginning and end of both English 1010 and English 2010. Each of the two courses will have a different test. This will help us with our course-level review.
    - In addition, starting in the Fall of 2009, we will begin using an essay assessment for the overall program review. As a department, we have agreed upon common ingredients for the pre-essay (a diagnostic essay given at the beginning of English 1010) and the post-essay (the culminating 10-12 page research essay of English 2010). For more information, please see Appendix C at the end of this report.
- Our 2002 report also stated the following as a key departmental goal for improvement: *“We will improve our teaching of source integration. This might best be done by way of*

*faculty workshops led by 1 or 2 instructors who are highly skilled in the area of teaching source integration.”*

→ Though we have not conducted workshops on source integration, we have improved in this area by way of another means. We now require all sections of English 1010 to have at least one 5-page research essay assignment, and all sections of English 2010 to have an annotated bibliography that leads into a 10-12 page research essay assignment. This increases the emphasis upon (and consistency of) lessons and assignments tied to source integration.

- Also from our 2002 report: *“We will consider making source integration a minor objective of all English 1010 classes (to better prepare students for the rigors of English 2010).”*

→ We have done this.

- Also from our 2002 report: *“We will increase the number of exiting students who are proficient at editing and proofreading.”*

→ We have improved our teaching of editing and proofreading. Many of the questions on our pre/post test require of students careful proofreading in order to correctly answer the questions. As mentioned earlier, our exiting students showed *significant* improvement on 21 of the 33 questions. (Whether or not success on a multiple-choice test transfers to students’ writing will be assessed by our new assessment plan, as described in Appendix C).

### ***Prior Secondary Goals (1-4 years)***

- Also from our 2002 report: *“We will attempt to move more students from the "Deficient" and "Adequate " categories to the "Proficient" category in their use of theses. Such movement might create a complete ascending order for exiting students. If this is achieved, we will show clear success in the thesis category, as opposed to moderate success.”*

→ Our exiting students showed an increase of 27 percentage points on our thesis question. While this shows an increased *understanding* of thesis statements, our upcoming essay-based pre/post test will also help us see how well they can *apply* that understanding in order to craft thesis statements of their own.

Also, the following three ingredients have improved (and will continue to improve) our students’ use of thesis statements:

- 1) The English department has agreed to have all sections of English 1010 require of students at least one thesis-driven research essay assignment.
- 2) The English department has agreed to have all sections of English 1010 limit students to just one narrative essay, while at the same time requiring all other essays to be expository in nature (and thereby thesis-driven).
- 3) The English department has agreed to have all sections of English 2010 require of students a 10-12 page research essay (again, infusing more of a

focus on thesis-driven writing). In addition, all other essays besides the 10-12 page essay are to be analytical in nature.

- Also from our 2002 report: “*We will continue requesting that teachers make the pre and post essays worth a small percentage of students' course grades. Genuine student effort is crucial to the accuracy of future assessments.*”

→ Please see Appendix C for our new long-term assessment plan. Part of this plan involves having program-review assessment tests worth at least some portion of students’ grades.

Also, because some readers may wonder why we are so significantly changing the nature of our 2006-7 multiple-choice test, we will here provide an explanation. Though the 2006-7 test approach was very good, it needed revising<sup>10</sup> for four reasons:

1. The length of time it took students to take our 2006-2007 multiple-choice test was a bit too long (70-80 minutes), and seems to have caused some students to rush through the final portions of the test. If students don’t approach the entire test with sincerity, then our test results become less valid, and therefore less helpful. In addition, such a lengthy test decreases faculty willingness to participate in the assessment process.
2. It is important to build into our assessment an un-timed essay. While the 2006-2007 test was good, it was less than useful to collect from students paragraph writing responses that were not only timed, but written at the end of a lengthy multiple-choice test. Why is an un-timed writing sample important? To quote our 1997-1998 assessment review report:

Requiring students to write a timed, impromptu essay contradicts much of what students actually learn about writing in various classes throughout...college—both writing classes and otherwise. In classes that require writing, students learn that reflection and revision are vital components of the writing process. Many writing instructors believe that writing is *rewriting*, and they place great emphasis on the revision stage. Students also learn the value of rhetorical invention—developing and using heuristics that aid in the creation of “things to say, and how to say them.” Timed, impromptu essays, while an important part of the college testing process, prevent our sophomores from applying some of the most important writing lessons they have learned here. Future

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<sup>10</sup> As mentioned earlier, we used two layers of measures to help us revise the test: a five-member faculty review committee and DSC’s Department of Institutional Research. (Please see section 6 for more information.)

assessments will examine texts that students have produced while given time for invention, reflection, and revision.<sup>11</sup>

3. Several of the questions on the 2006-7 test needed revising.
4. The manner in which instructors were expected to be involved in the pre/post test process decreased their long-term motivation for being involved in departmental assessment. It also decreased their ability to see how our program review can be connected to what they and their students do in the classroom.

For the above reasons, we have developed a new long-term assessment approach (explained in Appendix C at the end of this report).

**Additionally, during the next five years, we plan to address the following challenges:**

*New Primary Goals (1-2 years)*

- Continue revising and improving our assessment plan. (See Appendix C.)
- Implement an assessment plan in a long-term manner, as we have not used a single method for more than a few semesters in a row.
- Find ways to increase the numbers of composition instructors who use the following two types of handouts (which help to clarify essay assignments and grades for students): assignment descriptions (i.e. expectations and requirements), and grading rubrics.
- Continue asking the college to fund more full-time English faculty. There are four reasons we need more support in this area:
  - The recent approval of the Integrated Studies Program means we can rely less upon one of our key full-time faculty members (Darl Biniaz, the I.S.P. Chair) to teach composition courses.
  - The new existence of upper-division English courses (tied to our new four-year program emphases) means that we are relying more and more on full-time faculty to teach upper-division – thus decreasing their availability for English 1010 and 2010.
  - The fact that so many of our current full-time faculty teach for other departments means we can rely on them less for composition courses. In the words of the English Department Chair, “With Terre, Ed, Ace, and Darl

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<sup>11</sup> “Report on the General Education Writing Assessment for Academic Year 1997-1998.” Composition Program, Dixie College. St. George, Utah. 1998.

all teaching for other departments, we need a person who will teach English for us full time.”<sup>12</sup>

- The fact that, for several semesters in a row, we have not been able to staff much-needed block sections of English 1010 – despite having hired four new adjuncts during the Summer of 2007.
- Continue hiring and mentoring quality adjunct instructors. In fact, since the creation of the new position (Director of Composition), the program has begun a formalized mentoring process for our five new adjuncts. More needs to be done, however, in terms of helping all adjuncts (new and seasoned).
- Continue improving our instruction. Please see our prior section “Instructional Recommendations” (end of section 7).
- Ask the college and division to better fund our second staff employee. She is part-time, and the English Department and the Humanities/Social Sciences department pays a significant portion of her pay out of its own budget. And as mentioned in Section 1, our 1½ FTE staff are utilized by 4 departments (with 11 subset programs), 29 full-time faculty, and 32 adjunct instructors.
- Ask the college and division to fund a third staff employee (i.e. a second part-time employee), in order to help our existing **1½ FTE employees whose job is to help a total of 61 instructors**. (For more details, please see pages 3 and 4.)
- Ask the college for a long-term solution to the shortage of office space and classroom space for the McDonald Building instructors and students.

### *New Secondary Goals (1-4 years)*

- Consider how the possible affiliation with the University of Utah will affect our program, particularly in terms of curriculum.
- Fulfill the dean’s request to investigate whether or not high test-scoring students need English 1010.
- Ask the college and division for continued support in terms of:
  - Full-time faculty hires with expertise in the teaching of composition.
  - Improvement of adjunct pay.
  - Continued support of the English Department’s new organizational structure (as explained in section 9 under “Program Strengths”).

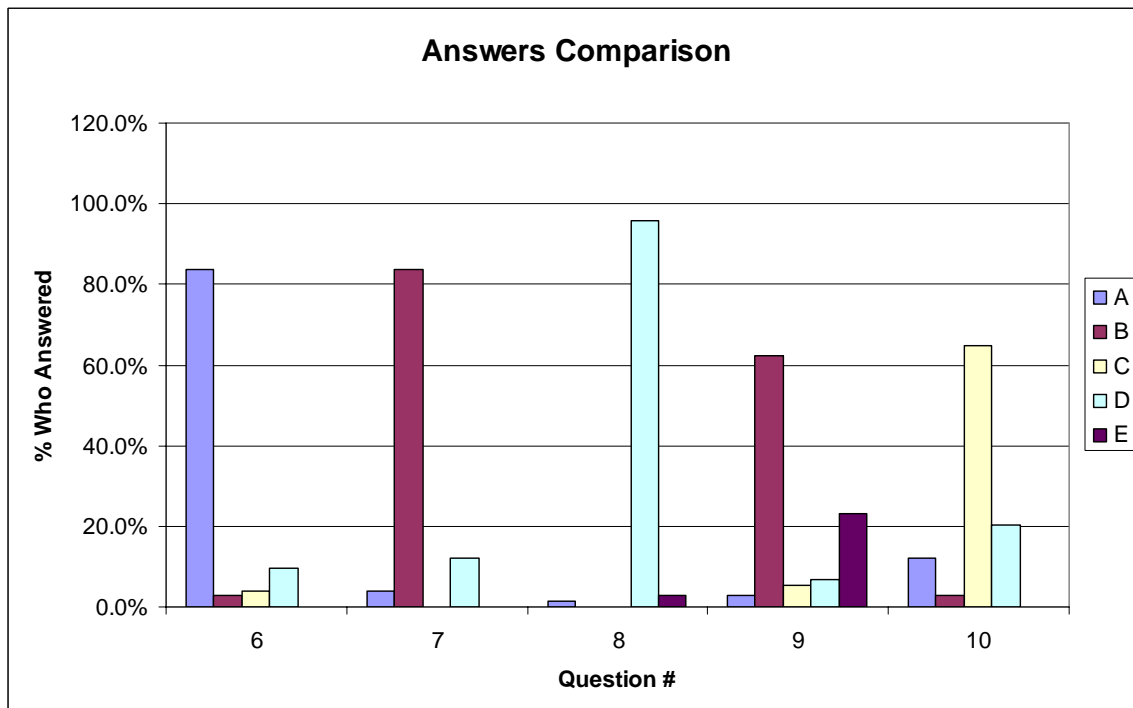
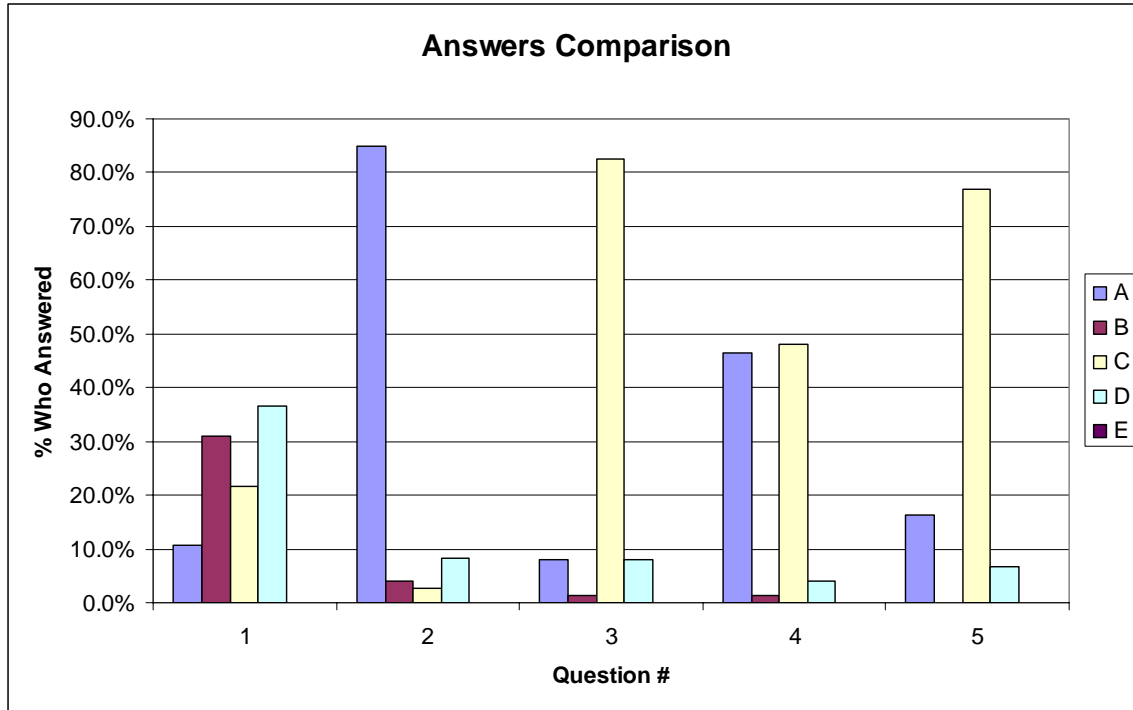
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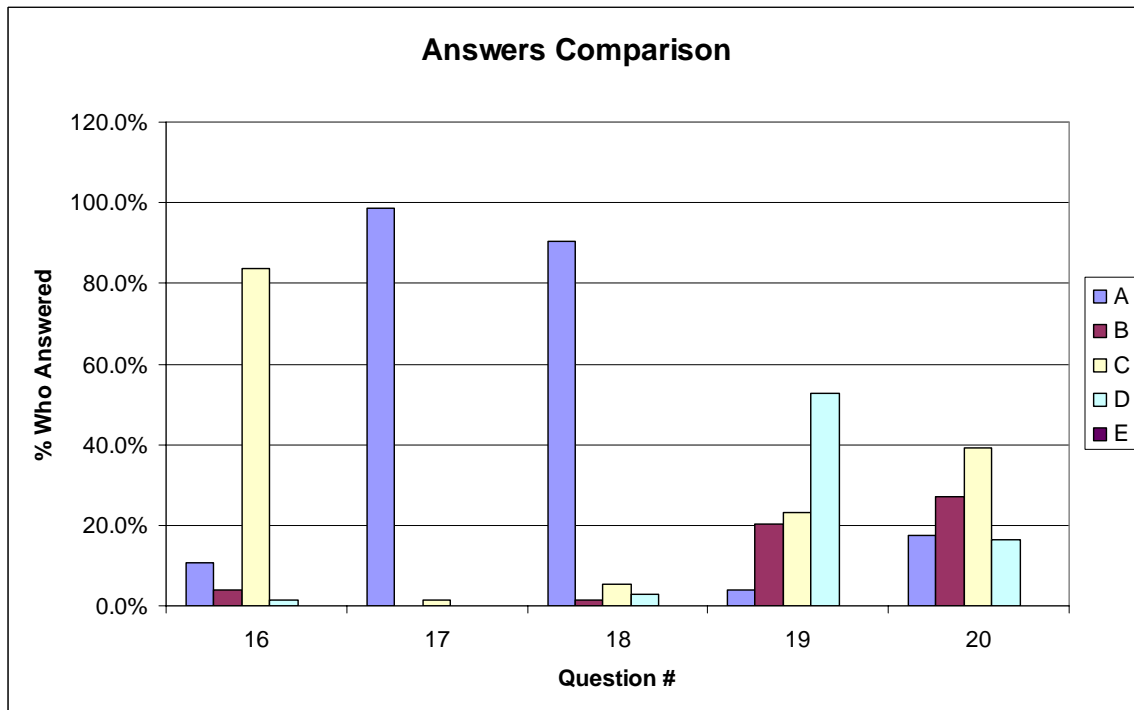
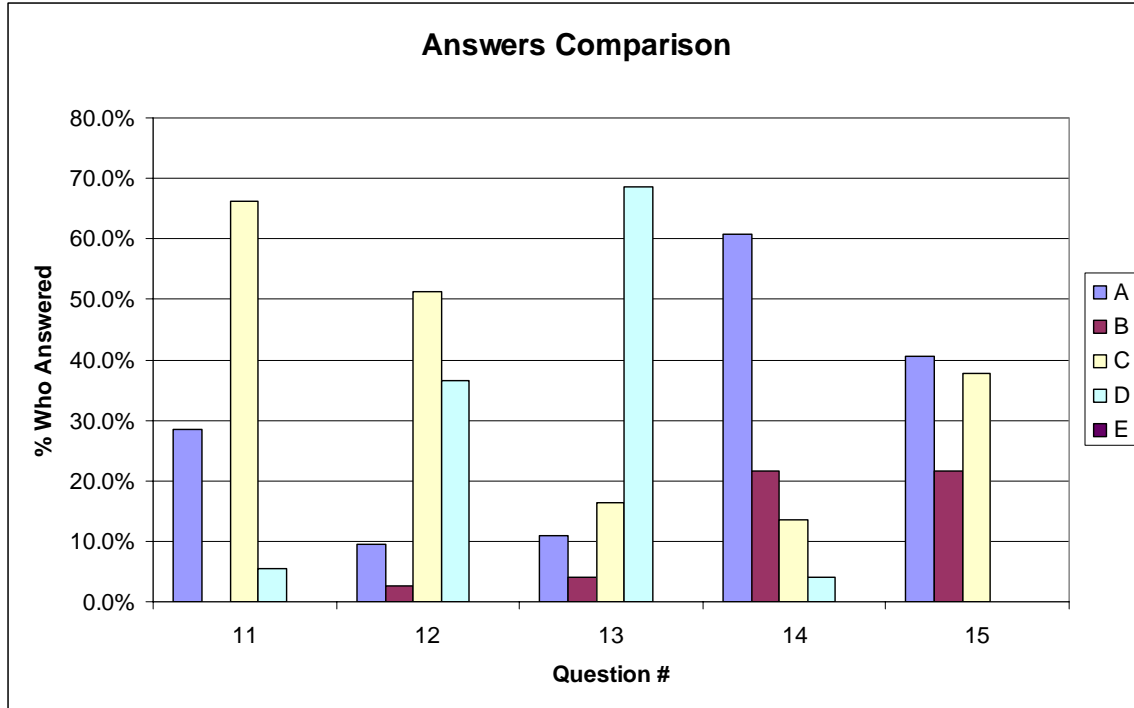
<sup>12</sup> Sue Bennett. DSC E-mail. January 23, 2008.

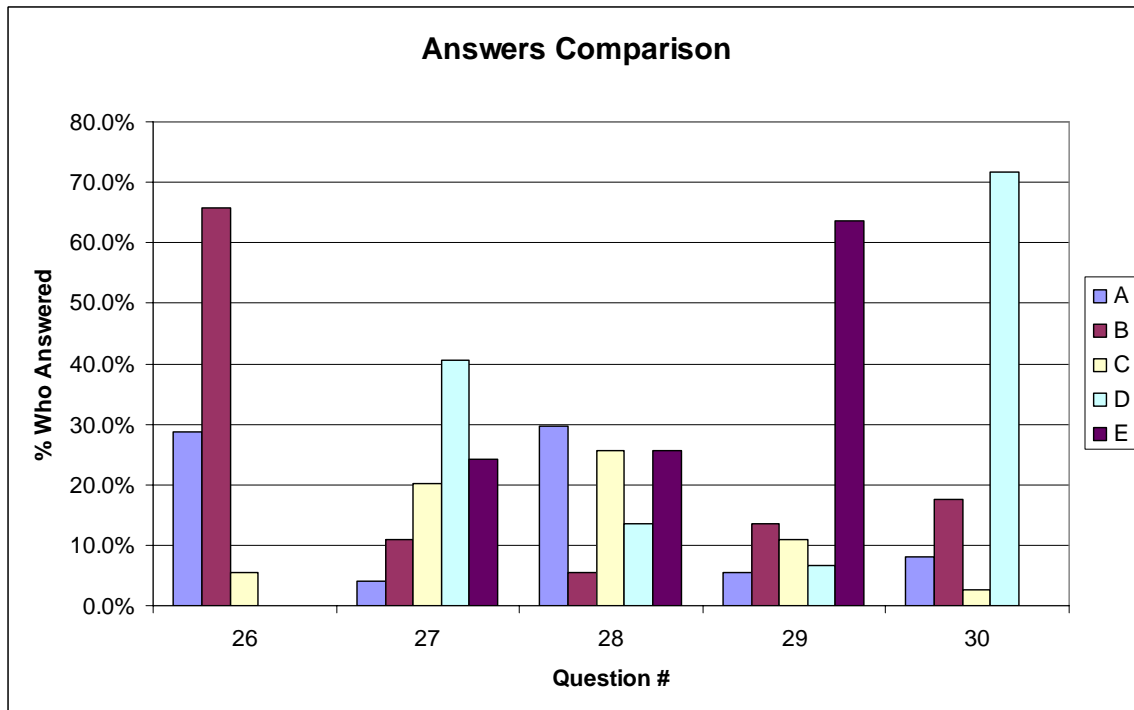
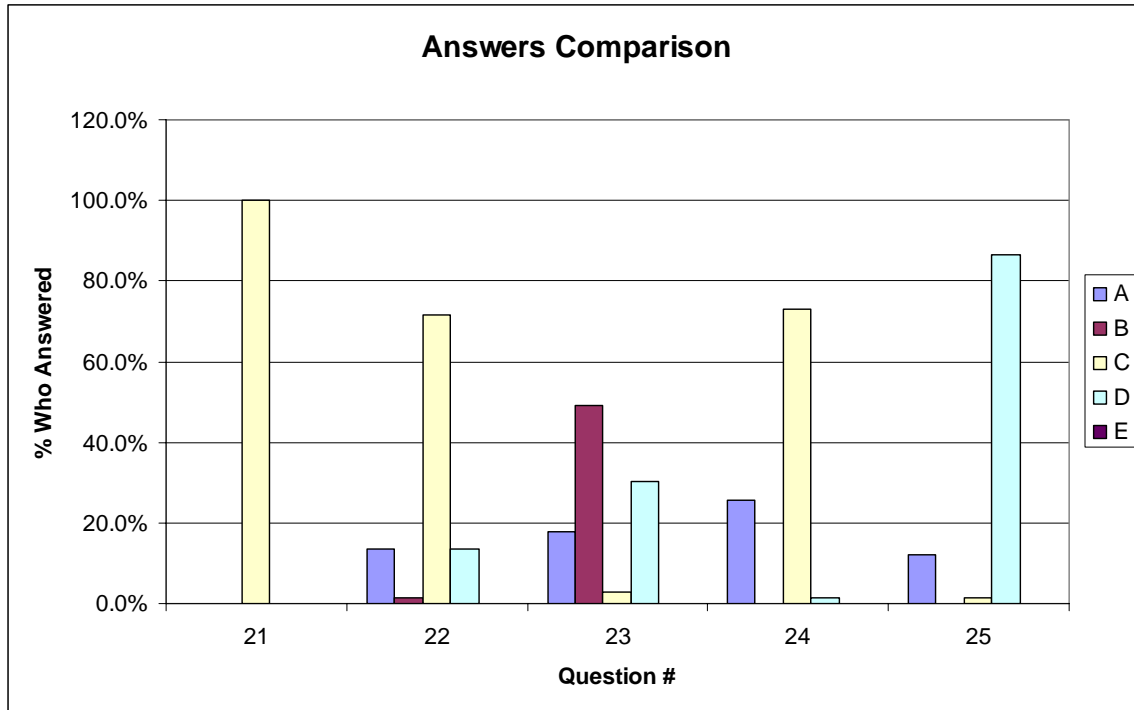
## Appendix A

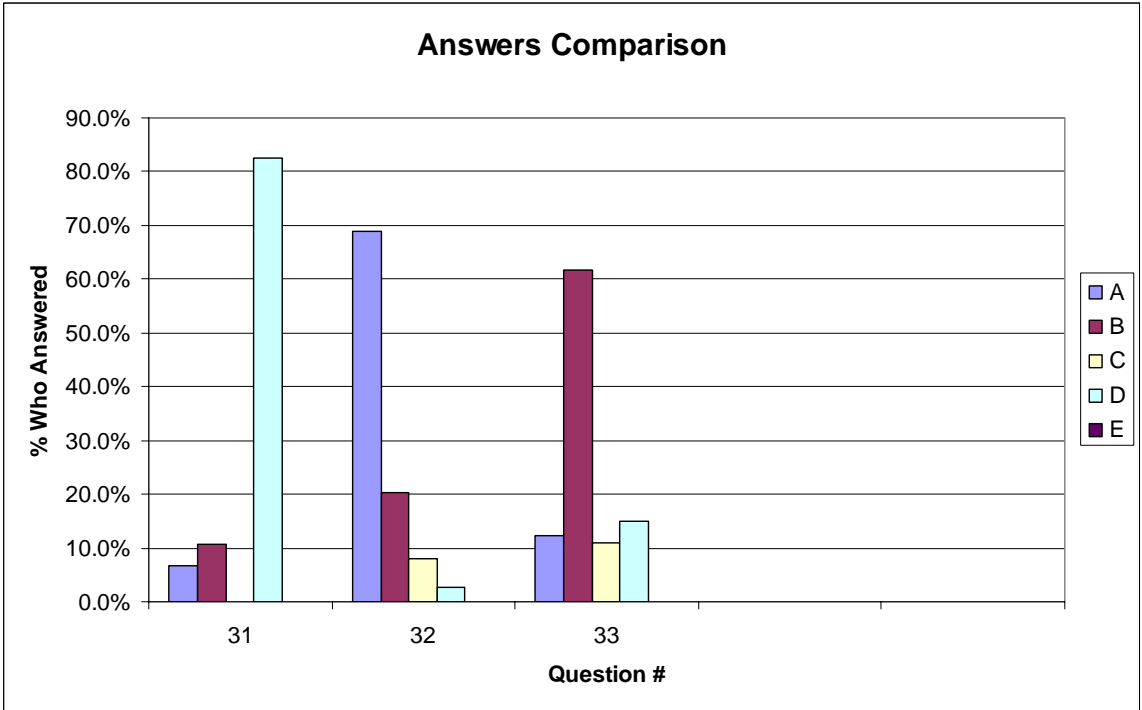
- The following tables show the answer-spreads for the post-tests.

**Question & Answer Comparison – Post Test (Bar Graph Format)**









*Note:*

Answer-spreads for the pre-test are available in Appendix B.

**Question & Answer Comparison – Post Test (Table Format)**

	A	B	C	D	E	Correct Answer
1	10.8%	31.1%	21.6%	36.5%	0.0%	D
2	84.9%	4.1%	2.7%	8.2%	0.0%	A
3	8.1%	1.4%	82.4%	8.1%	0.0%	C
4	46.6%	1.4%	47.9%	4.1%	0.0%	C
5	16.2%	0.0%	77.0%	6.8%	0.0%	C

	A	B	C	D	E	Correct Answer
6	83.8%	2.7%	4.1%	9.5%	0.0%	A
7	4.1%	83.8%	0.0%	12.2%	0.0%	B
8	1.4%	0.0%	0.0%	95.9%	2.7%	D
9	2.7%	62.2%	5.4%	6.8%	23.0%	B
10	12.2%	2.7%	64.9%	20.3%	0.0%	C

	A	B	C	D	E	Correct Answer
11	28.4%	0.0%	66.2%	5.4%	0.0%	C
12	9.5%	2.7%	51.4%	36.5%	0.0%	C
13	11.0%	4.1%	16.4%	68.5%	0.0%	D
14	60.8%	21.6%	13.5%	4.1%	0.0%	A
15	40.5%	21.6%	37.8%	0.0%	0.0%	B

	A	B	C	D	E	Correct Answer
16	10.8%	4.1%	83.8%	1.4%	0.0%	C
17	98.6%	0.0%	1.4%	0.0%	0.0%	A
18	90.5%	1.4%	5.4%	2.7%	0.0%	A
19	4.1%	20.3%	23.0%	52.7%	0.0%	D
20	17.6%	27.0%	39.2%	16.2%	0.0%	B

	A	B	C	D	E	Correct Answer
21	0.0%	0.0%	100.0%	0.0%	0.0%	C
22	13.5%	1.4%	71.6%	13.5%	0.0%	C
23	17.8%	49.3%	2.7%	30.1%	0.0%	B
24	25.7%	0.0%	73.0%	1.4%	0.0%	C
25	12.2%	0.0%	1.4%	86.5%	0.0%	D

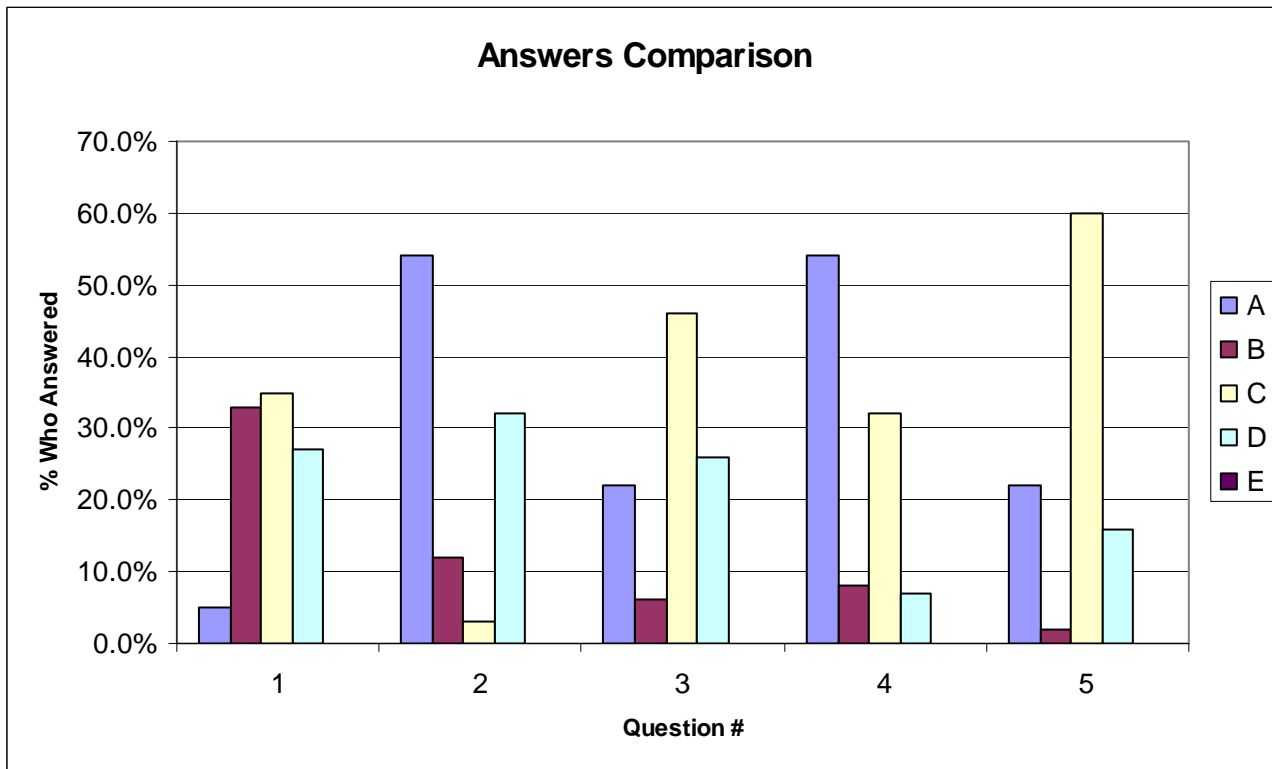
	A	B	C	D	E	Correct Answer
26	28.8%	65.8%	5.5%	0.0%	0.0%	B
27	4.1%	10.8%	20.3%	40.5%	24.3%	D
28	29.7%	5.4%	25.7%	13.5%	25.7%	C
29	5.4%	13.5%	10.8%	6.8%	63.5%	E
30	8.1%	17.6%	2.7%	71.6%	0.0%	D
31	6.8%	10.8%	0.0%	82.4%	0.0%	D
32	68.9%	20.3%	8.1%	2.7%	0.0%	A
33	12.3%	61.6%	11.0%	15.1%	0.0%	B

## Appendix B

- The following tables show the answer-spreads for the pre-tests.

### Questions 1-5

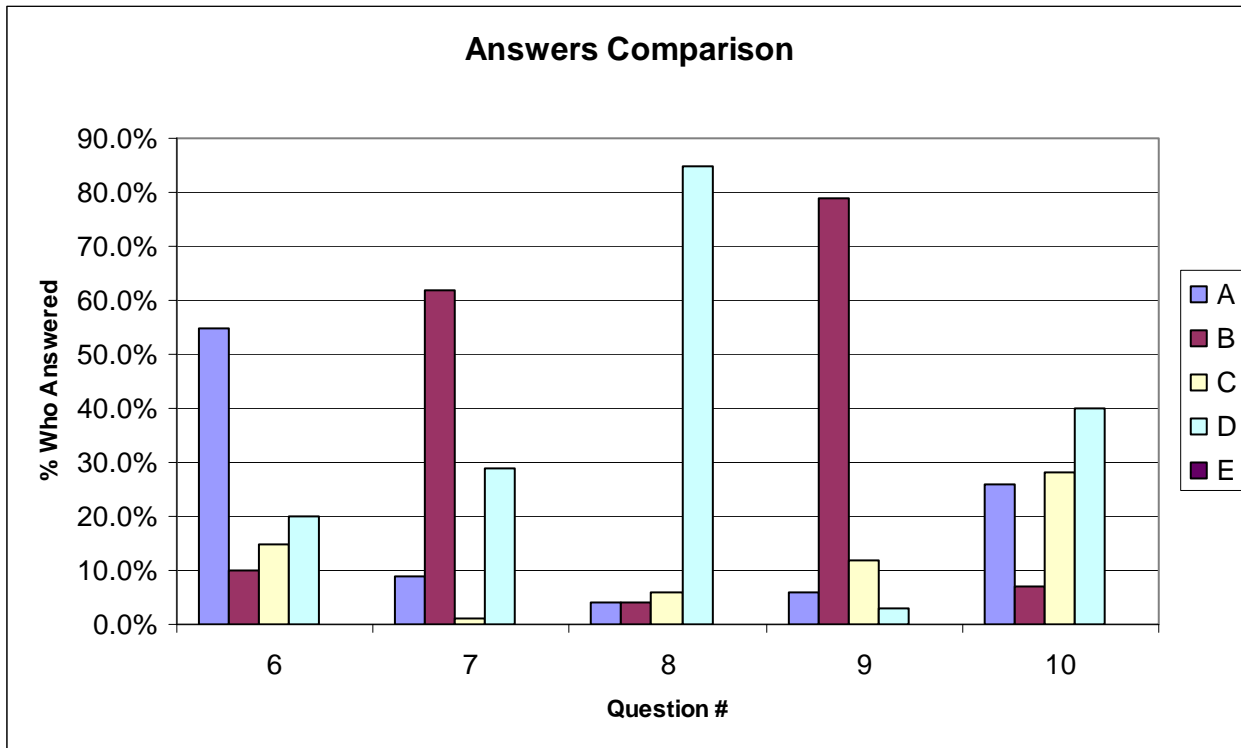
Question and Answer Comparison: Questions 1-5						
	A	B	C	D	E	Correct Answer
1	5.0%	33.0%	35.0%	27.0%	0.0%	D
2	54.0%	12.0%	3.0%	32.0%	0.0%	A
3	22.0%	6.0%	46.0%	26.0%	0.0%	C
4	54.0%	8.0%	32.0%	7.0%	0.0%	C
5	22.0%	2.0%	60.0%	16.0%	0.0%	C



**Questions 6-10**

**Question and Answer Comparison: Questions 6-10**

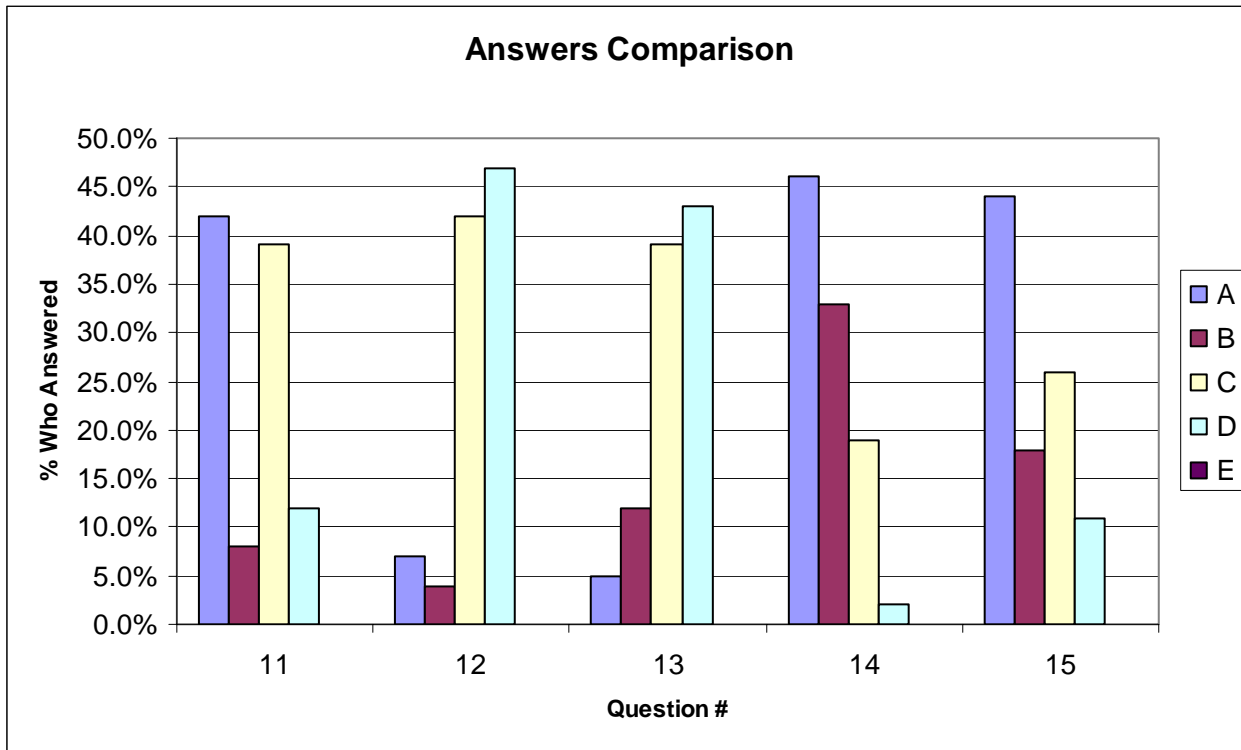
	A	B	C	D	E	Correct Answer
6	55.0%	10.0%	15.0%	20.0%	0.0%	A
7	9.0%	62.0%	1.0%	29.0%	0.0%	B
8	4.0%	4.0%	6.0%	85.0%	0.0%	D
9	6.0%	79.0%	12.0%	3.0%	0.0%	B
10	26.0%	7.0%	28.0%	40.0%	0.0%	C



**Questions 11-15**

**Question and Answer Comparison: Questions 11-15**

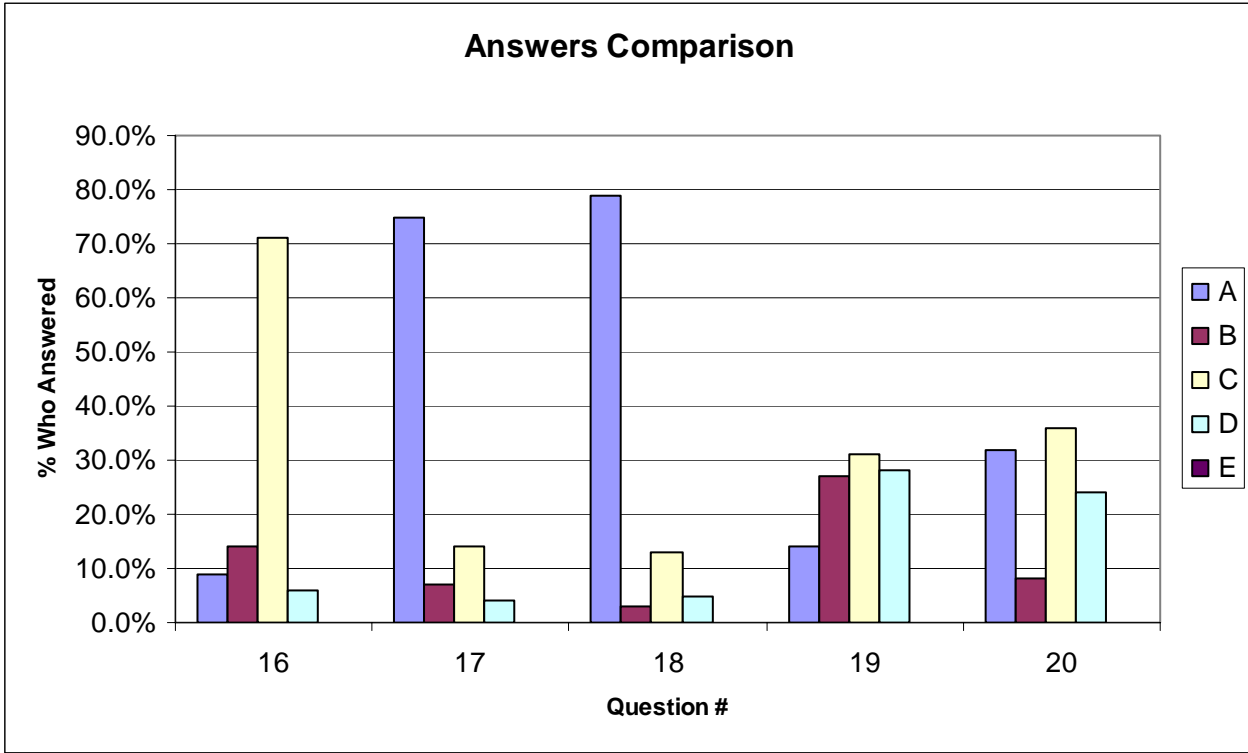
	A	B	C	D	E	Correct Answer
11	42.0%	8.0%	39.0%	12.0%	0.0%	C
12	7.0%	4.0%	42.0%	47.0%	0.0%	C
13	5.0%	12.0%	39.0%	43.0%	0.0%	D
14	46.0%	33.0%	19.0%	2.0%	0.0%	A
15	44.0%	18.0%	26.0%	11.0%	0.0%	B



**Questions 16-20**

**Question and Answer Comparison: Questions 16-20**

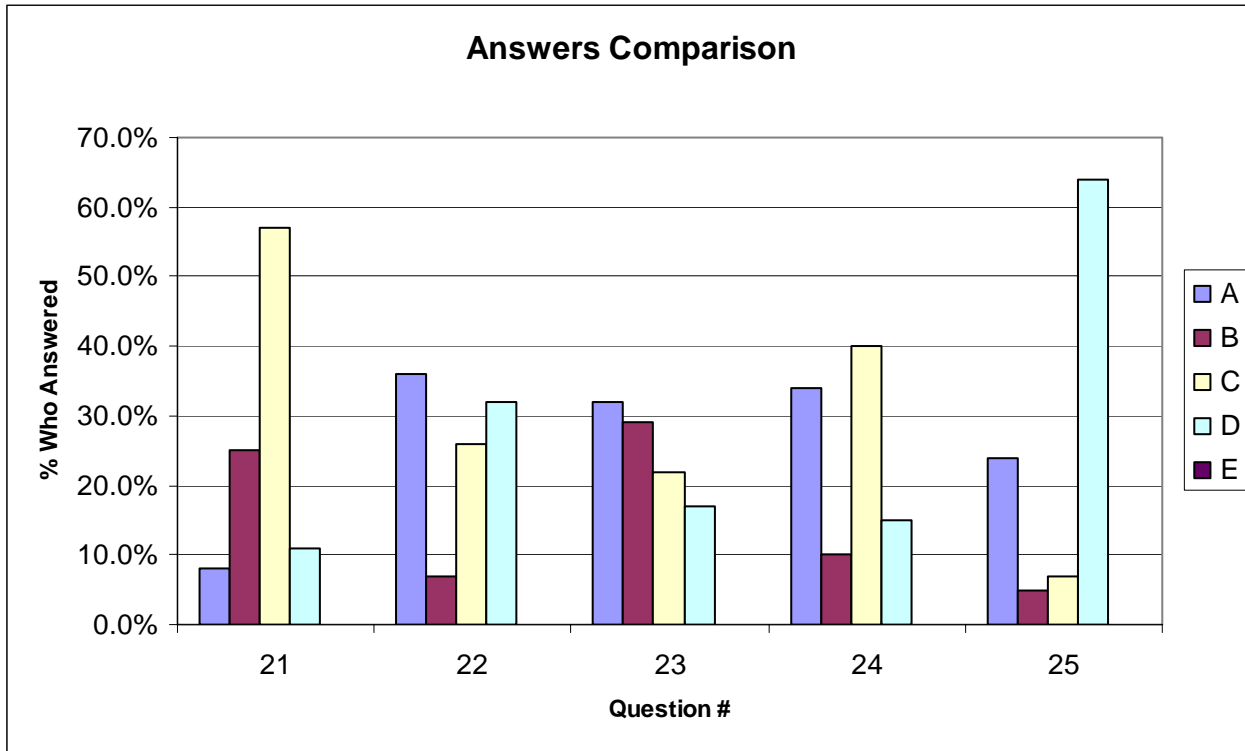
	A	B	C	D	E	Correct Answer
16	9.0%	14.0%	71.0%	6.0%	0.0%	C
17	75.0%	7.0%	14.0%	4.0%	0.0%	A
18	79.0%	3.0%	13.0%	5.0%	0.0%	A
19	14.0%	27.0%	31.0%	28.0%	0.0%	D
20	32.0%	8.0%	36.0%	24.0%	0.0%	B



**Questions 21-25**

**Question and Answer Comparison: Questions 21-25**

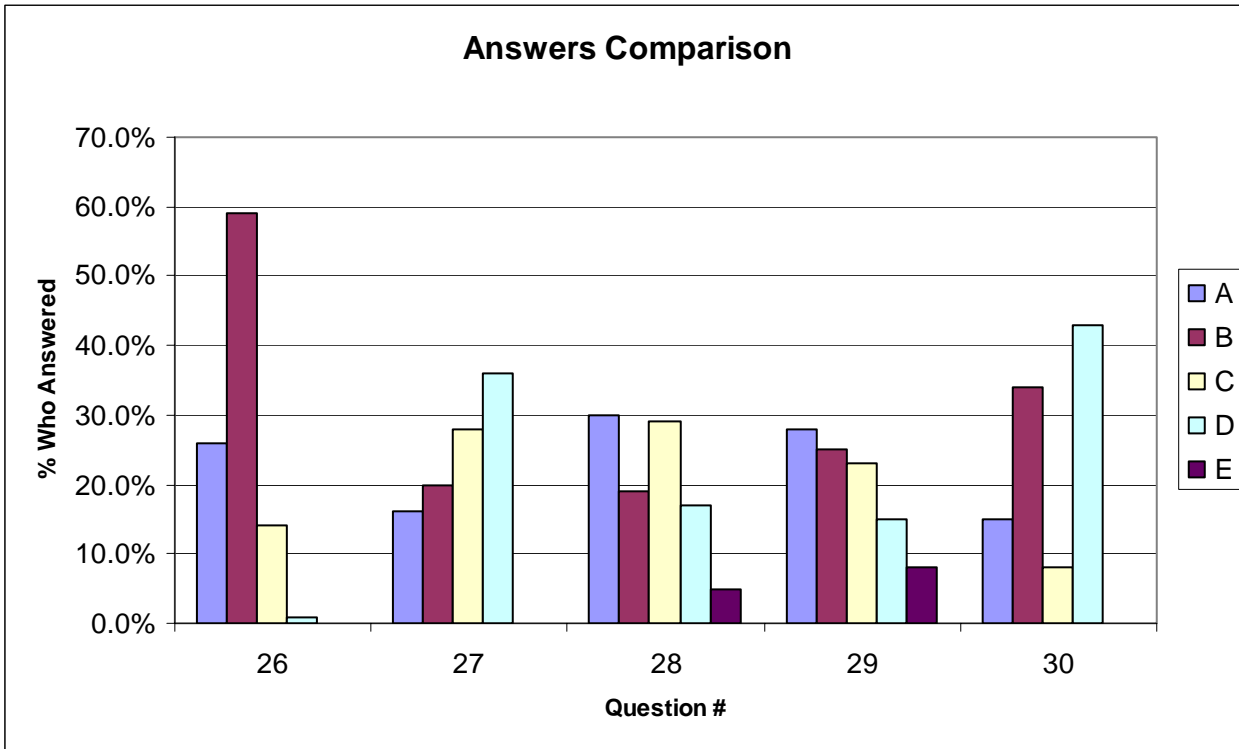
	A	B	C	D	E	Correct Answer
21	8.0%	25.0%	57.0%	11.0%	0.0%	C
22	36.0%	7.0%	26.0%	32.0%	0.0%	C
23	32.0%	29.0%	22.0%	17.0%	0.0%	B
24	34.0%	10.0%	40.0%	15.0%	0.0%	C
25	24.0%	5.0%	7.0%	64.0%	0.0%	D



**Questions 26-30**

**Question and Answer Comparison: Questions 26-30**

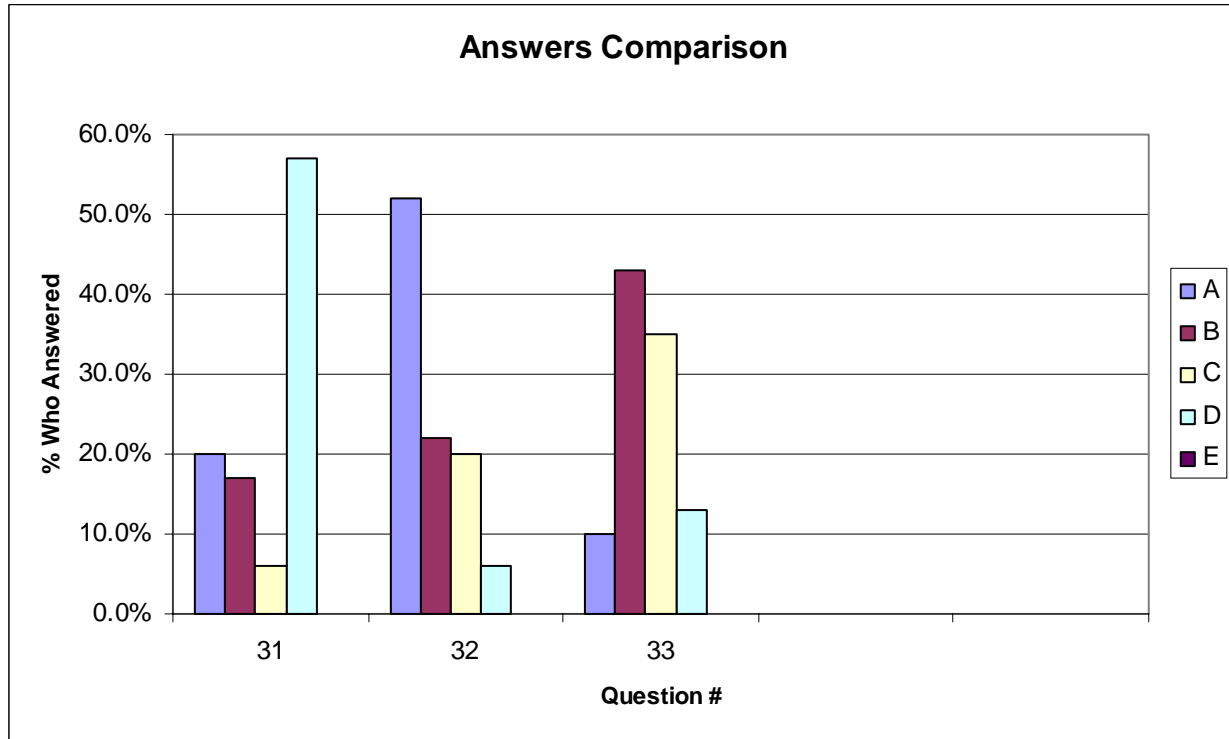
	A	B	C	D	E	Correct Answer
26	26.0%	59.0%	14.0%	1.0%	0.0%	<b>B</b>
27	16.0%	20.0%	28.0%	36.0%	0.0%	<b>D</b>
28	30.0%	19.0%	29.0%	17.0%	5.0%	<b>C</b>
29	28.0%	25.0%	23.0%	15.0%	8.0%	<b>E</b>
30	15.0%	34.0%	8.0%	43.0%	0.0%	<b>D</b>



## Questions 31-33

### Question and Answer Comparison: Questions 31-33

	A	B	C	D	E	Correct Answer
31	20.0%	17.0%	6.0%	57.0%	0.0%	D
32	52.0%	22.0%	20.0%	6.0%	0.0%	A
33	10.0%	43.0%	35.0%	13.0%	0.0%	B



**Appendix C** – The following is our new long-term assessment plan (which was agreed upon by the English faculty during our November 19, 2007 meeting):

<b>Type</b>	<b>The Process</b>	<b>Details</b>	<b>Goal Date</b>
<b>Multiple Choice</b>	<p><b>Course-level review only</b></p> <p><b>Separate multiple-choice tests for Eng. 1010 and Eng. 2010</b></p> <p><b>Pre and Post-tests in <u>each</u> of the two comp courses</b></p> <p><b>Approximately 12 questions per test</b></p>	<p>- Each test will be distinct. The English 1010 test will have a 12-question pre/post test that is entirely different from the 12-question pre/post test for English 2010.</p> <p>- We will have a pilot semester, wherein volunteer teachers can help develop, refine, and improve upon the two pre/post tests. (We will use last year's pre/post multiple-choice test to help us develop these two tests.)</p> <p>- After the pilot semester (Spring 2008), we begin doing this department-wide.</p>	<b>see next page</b>
<b>Essay</b>	<p><b>Program-level review only</b></p> <p>- <i>Pre</i>: early English 1010 diagnostic essays (from weeks 1 or 2)</p> <p>- <i>Post</i>: end-of-term English 2010 research essays (the 10-12 page assignment)</p> <p>Sample essays will then be randomly selected for evaluation by faculty members in the English Department.</p> <p>Evaluation rubric, grade-norming, etc. will be used in much the same way as in our 2002 study (with revisions and improvements).</p> <p>We will ask the college to compensate assessment readers for their time and expertise.</p>	<p>Each semester, the department will randomly select two numbers, say 4 and 11, and each section submits copies of essays from two students: those listed as numbers 4 and 11 on the roll.</p> <ul style="list-style-type: none"> <li>• no e-mail (paper photocopies can be used, and perhaps scanned)</li> <li>• the <i>post</i>-essays will be similar in that they will be 10-12 page research papers</li> <li>• the <i>pre</i>-essays (the Eng. 1010 diagnostic essays) will also be similar for each section of English 1010. We will require the following of students for the pre-essay: <ul style="list-style-type: none"> <li>○ 2-3 pages in length (500-700 words)</li> <li>○ some level of (or ingredient of) analysis</li> <li>○ weave in at least one quotation &amp; one paraphrase</li> </ul> </li> </ul> <p>→ This will help us compare the pre-essays with the post-essays.</p>	<b>see next page</b>

## Timeline for Implementing our New Assessment Plan:

5-Year Report Due ↓		Accreditation Report Due ↓					5-Year Report Due ↓		
2007-8 (Jan '08)	2008-9	2009-10	2010-11	2011-12	2012-13 (Oct 2012)	2013-14	2014-15	2015-16	2016-17 (Jan 2017)
<p>agree upon a long-term assessment plan</p> <p><b>done</b></p>	<p><b>Spring '08:</b></p> <p><i>multiple-choice test -- pilot group</i></p> <p><b>Fall '08 and on:</b></p> <p><i>whole department begins the multiple choice measure</i></p>	<p><b>Fall '09 and on:</b></p> <p><i>whole department begins doing the pre-1010 diagnostic essay and post-2010 essay submissions</i></p>							
<p><i>Continue with both measures (multiple-choice and essay) →</i></p>									