

English Department Assessment Project Report

Spring 2012

Project:

The English Department chose to see if “at risk” students—defined as students who, based on their results on written in-class essays/assignments were at risk of not passing their end-of-semester English course’s exit or proficiency exam. The English department wanted to see if identifying these “at-risk” students early and, subsequently, having them attend the Writing Center and/or office hour appointments with their instructor, would increase the likelihood of their passing the course. Would “at risk” students benefit from these interventions—visits to the Writing Center and/or writing conferences with their instructors?

Results:

Of the 12 faculty who agreed to participate in the assessment project, only five responded by the end of the semester and turned in their project information.

Two English 101 classes were included in the sample

Three English 100 classes were included.

One English 098 class was included.

A total of 28 students were identified as “at risk” from these six English classes. All visited the Writing Center or met with their instructor in writing conferences.

14 students (50%), who participated in the interventions described above, passed their courses. The other 14 (50%) also participated, but did not pass their courses.

Conclusions:

While the interventions employed in the project may have been a factor in some students’ success, the effect of the interventions was not statistically significant as a positive factor.

While well-intentioned, the project was difficult to implement uniformly and progress during the semester was difficult to monitor. New assessment projects/initiatives will require greater planning, implementation and full faculty participation.

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