

GEF Area 1 Assessment Summary

AY 17-18

Total Combined Scores – All locations, all courses sampled (101 and 102)

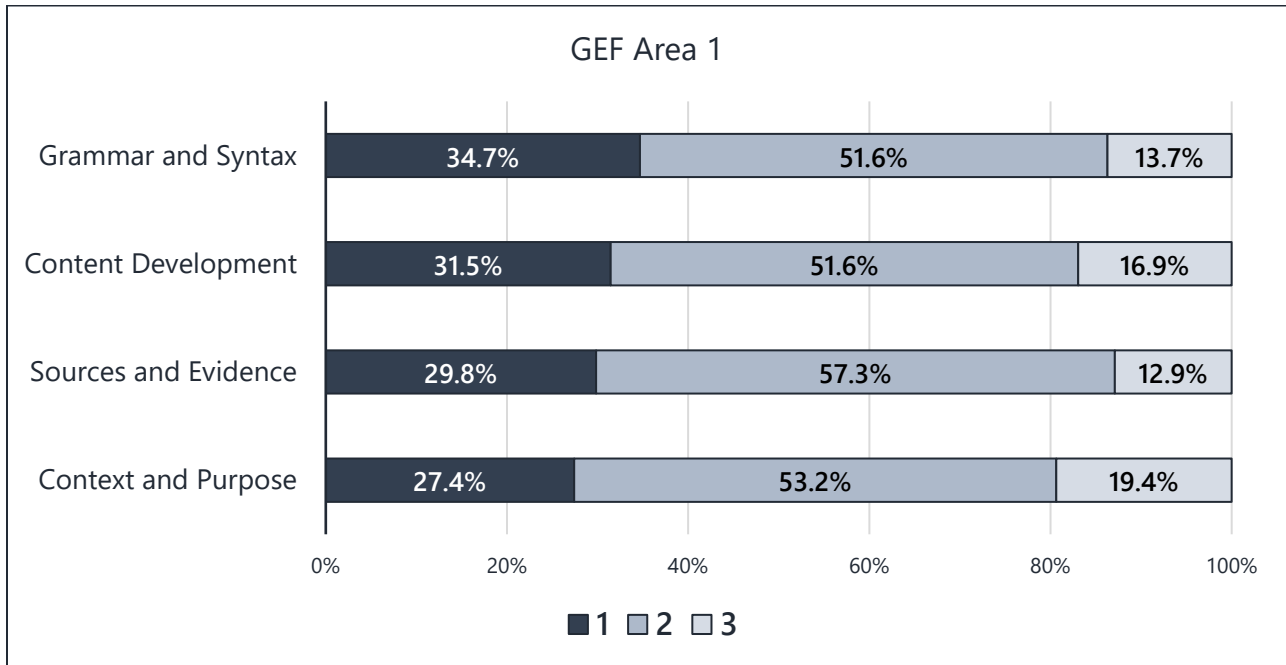


Figure 1 N = 124

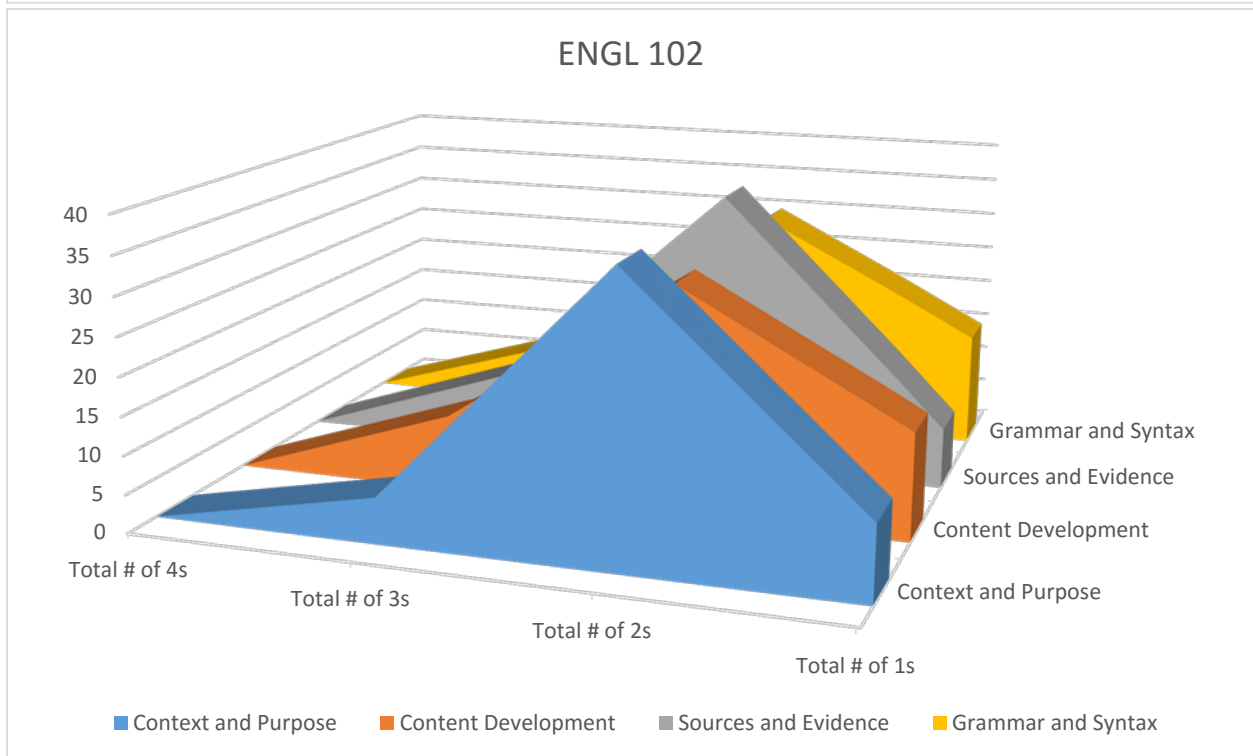
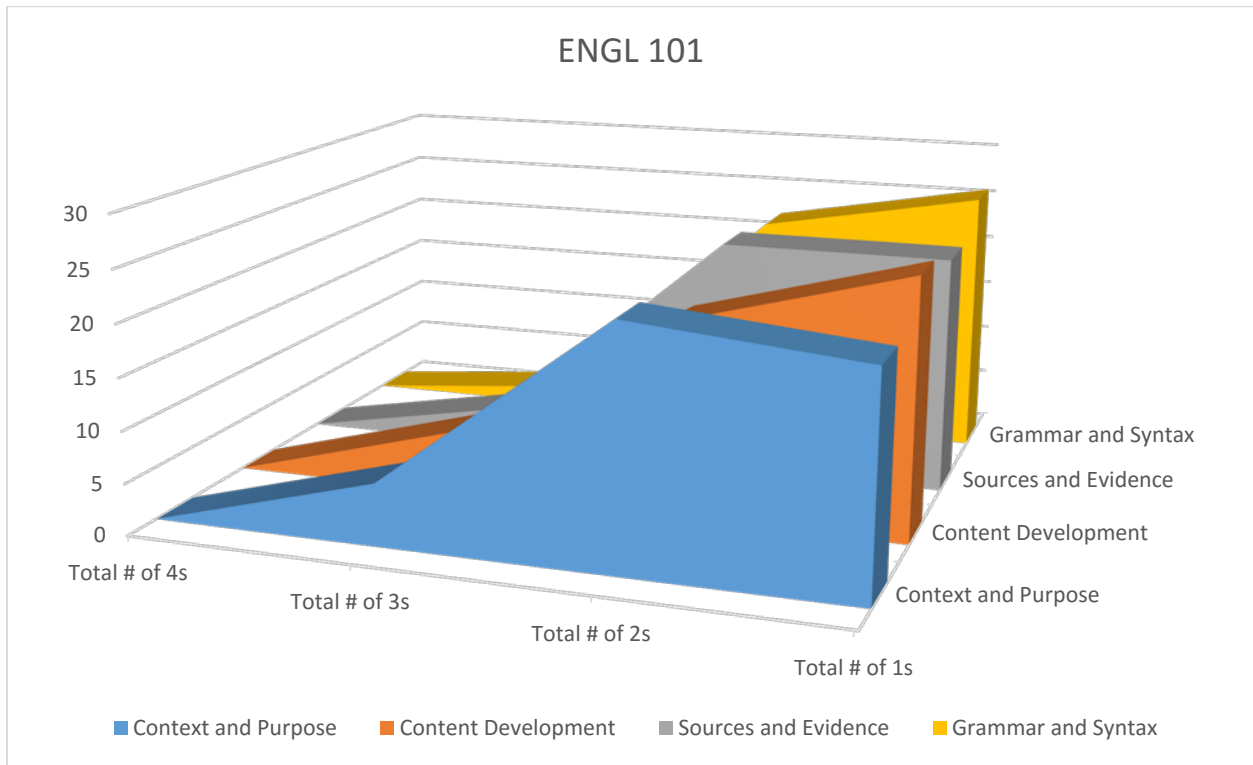
Analysis

Think of this as the snapshot of WVU students writing capabilities while they are within the GEF program. What's of most value here is to note the relatively low number of 3s (which isn't mastery but at least fairly competent performance), the fairly high proportion of 1s (which is really weak, entry level performance) and the distribution of scores across the categories.

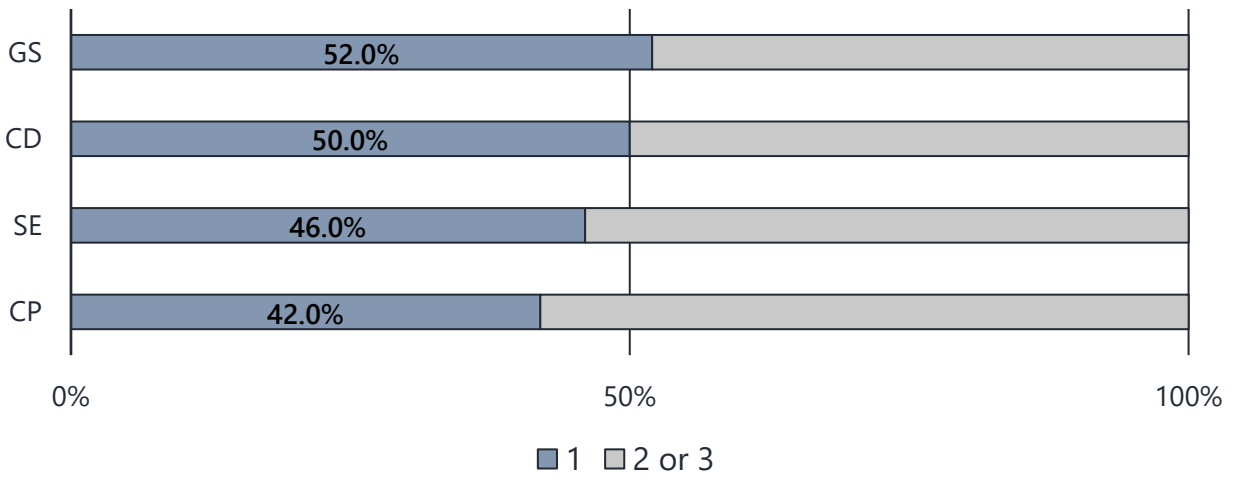
Grammar and syntax and the use of sources and evidence are easily the weakest skills which, given high school instruction and what 101 and 102 address in their curriculum, isn't surprising. Students are relatively better at context and purpose in their writing but only marginally so.

All in all, this is a pretty stark reason for programs continuing to explicitly teach writing as part of their curriculum, especially if they've got learning outcomes connected to communication. The GEF is a start towards mastery, not the end.

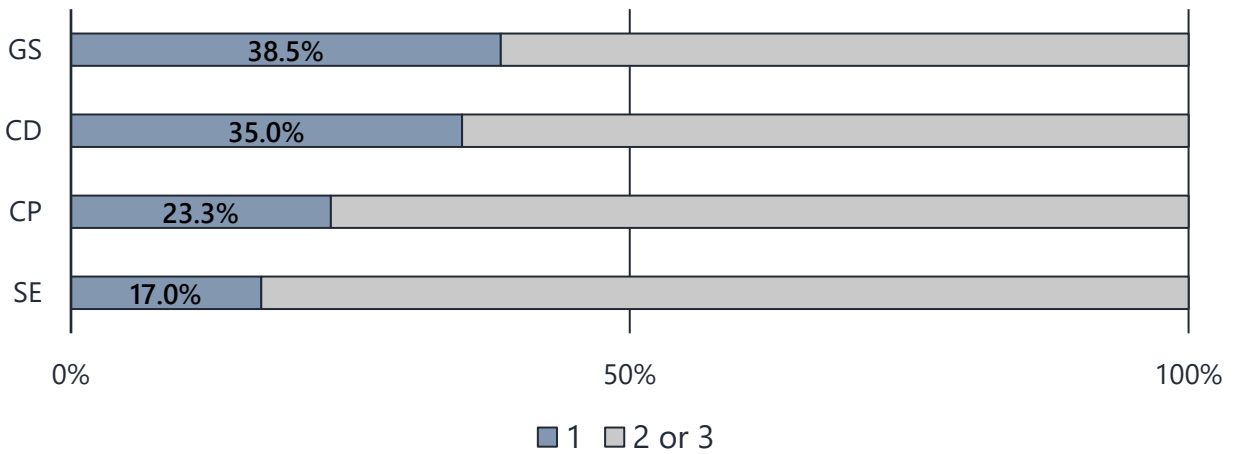
ENGL 101 and 102 Scores – All locations combined

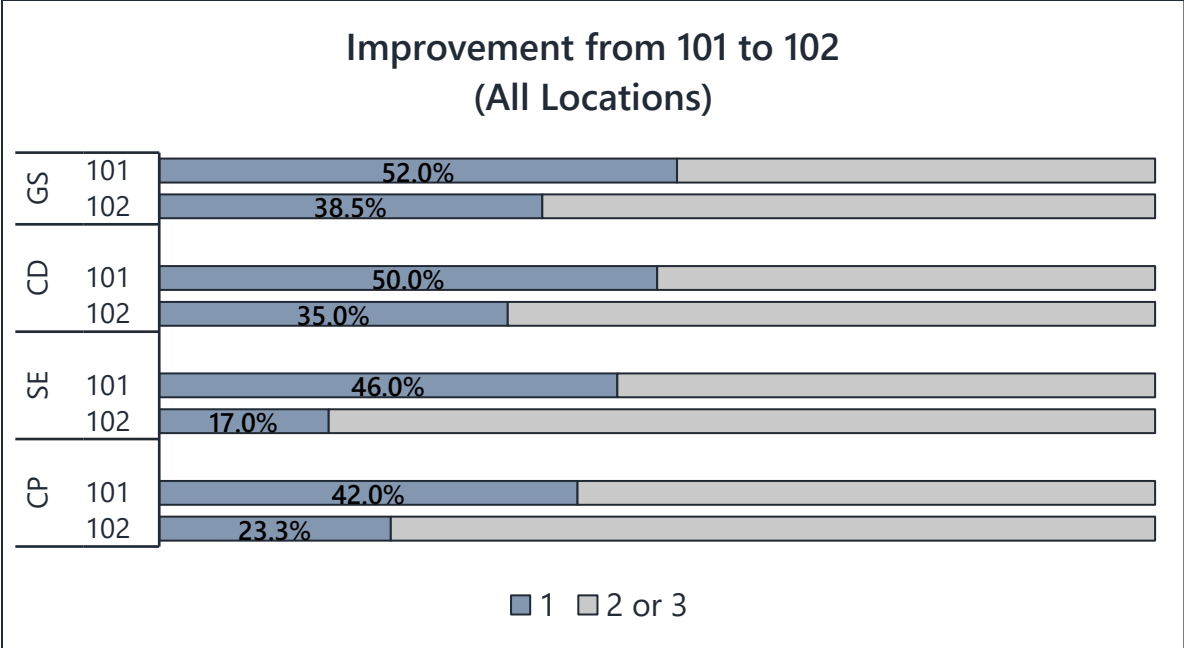


101 (All Locations)



102 (All Locations)



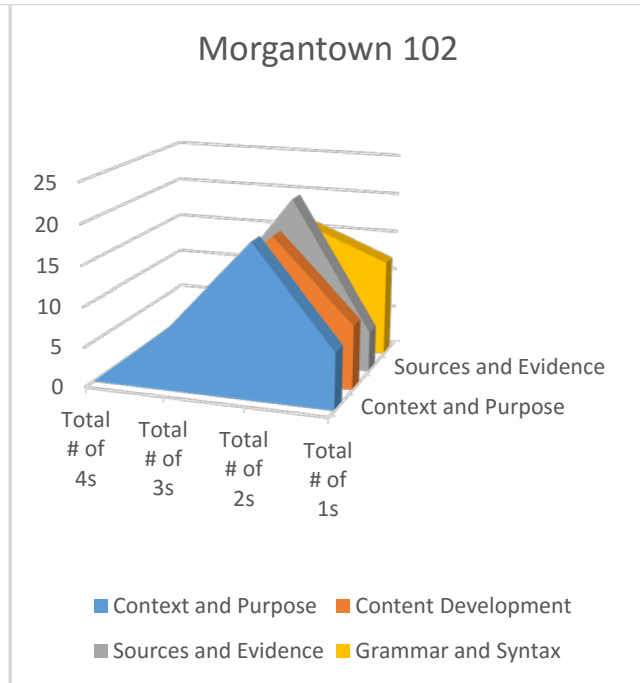
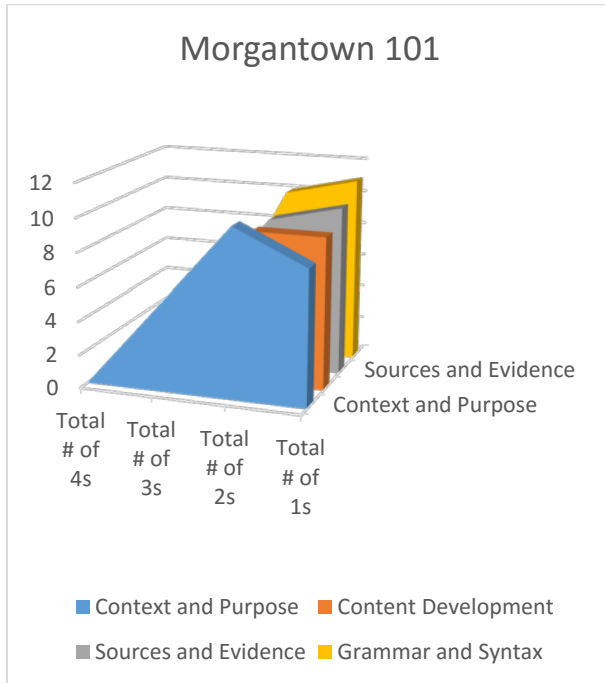


Analysis

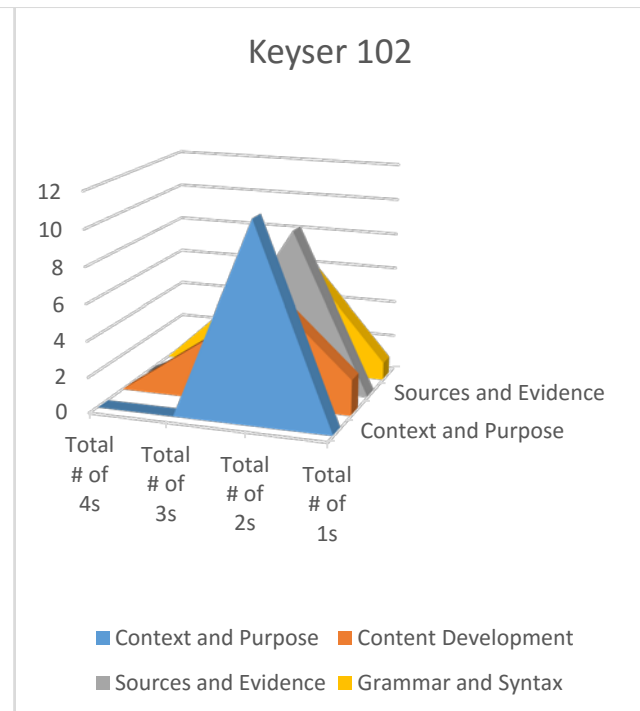
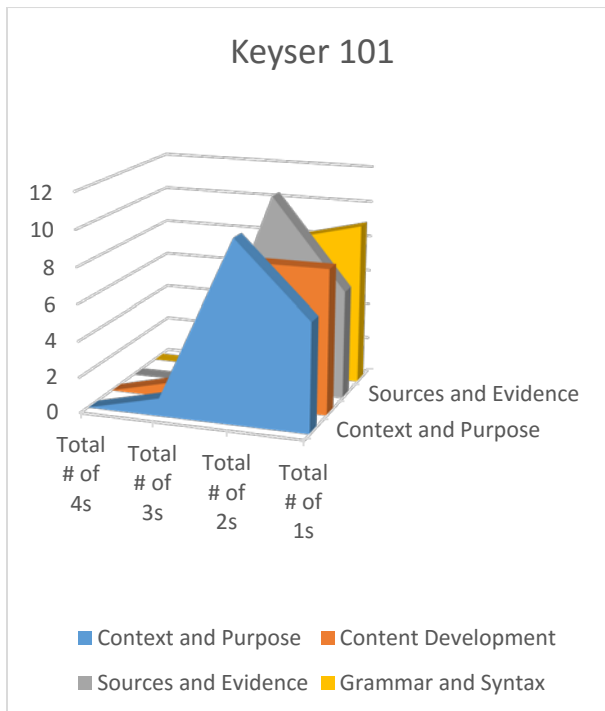
Because we mostly collected scores arranged by course, we could see that, however poor students' writing ability is when they enter WVU, ENGL 101 and 102 are moving the bar for our students – that they are learning to write better as a result of taking the courses. Now that movement is mostly in those students who initially scored a 1 and then moved to a 2 or 3 so it again underscores the need for further instruction but the GEF's use of ENGL 101 and 102 as a way to deliver instruction on written communication is definitely effective.

Campus to Campus Comparison

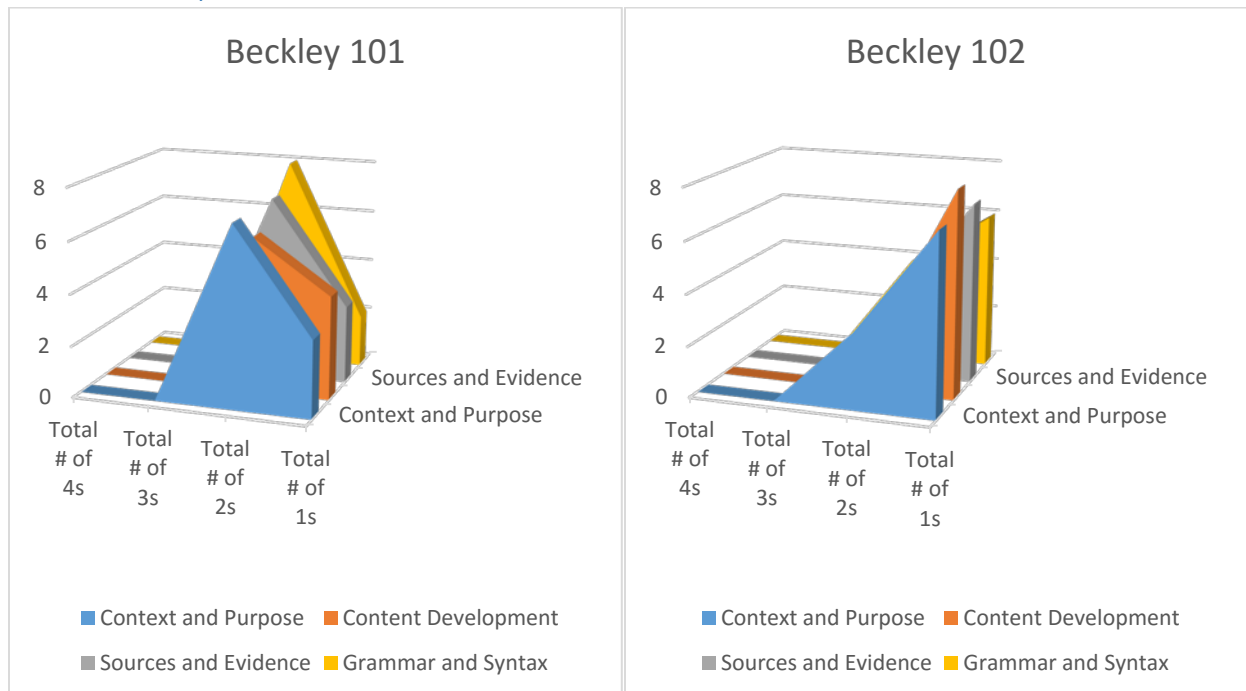
Morgantown



Keyser



- Beckley



Analysis

Points of note between campuses:

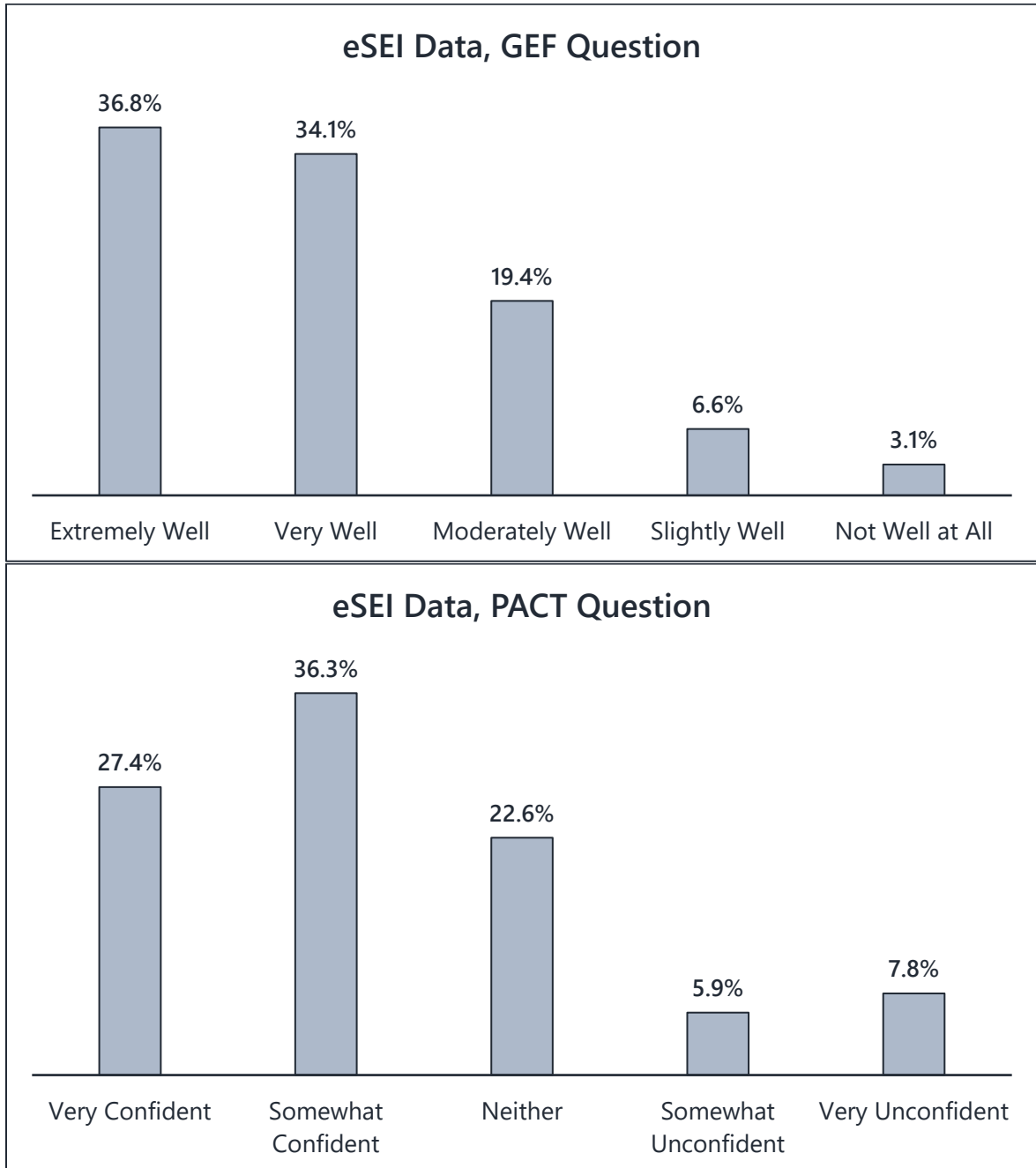
- 101 baselines were consistent across campuses which is interesting given the enrollment profiles.
- Keyser should the greatest difference of positive progress between 101 and 102.
- Morgantown made moderate gains across all categories and had the largest sample size so is probably a solid baseline.
- Keyser saw large gains in context and purpose and grammar and syntax but, like Beckley, was a small sample size.
- Beckley actually had a loss of competence across categories between 101 and 102.
 - Discussion with the evaluating faculty indicated that a high % of 102 students are coming from high school dual enrollment programs and underperforming. Further assessment and comparative analysis of student success will be conducted this year to determine if the result was from small sample size, scoring norming, or related to the early enrollment courses.

Action Plan

- A full assessment of all 101 and 102 students at WVU Beckley will be conducted in AY 18-19; that assessment will look at competency difference between those students who came from early enrollment programs and those who took English courses at Beckley.
 - Additional data on grade distribution, student success, retention, and completion will also be analyzed to determine if the two populations are, in fact, performing differently.

- In the event that a significant performance difference exists, the Provost's Office at WVU-Morgantown will partner with WVU-Beckley to address its Early Enrollment program.

eSEI Summary



Analysis

If we're looking at the top and bottom of the scale and ignoring the middle (which is how I read 5 point scales), students were around 71% sure that the GEF outcome was connected and relevant to everyday life whereas about 64% were confident they understood the PACT principles. On the unconfident side of things, about 10% weren't satisfied with how the outcome was made relevant and about 14% were unsure of what the PACT principles were.

As overall scores for both, these are fairly strong confidence ratings compared to similar measures that I've seen in other department eSEIs at WVU (usually more around 50% confident and 15-20% unconfident), so that's good. It's interesting that the GEF outcome seemed to resonate more clearly with students than the PACT principles but that may be that the outcome was general and fairly easy to relate to the course (it was written communication, after all) and the PACT principles are more specific and thus require more understanding.

I'm working with Eberly this coming AY (19-20) to assess SpeakWrite and PACT across the college so I'll bring that data back to the GEF when I get it and see if it informs this assessment.

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