
Academic Year Fall 2010 through Spring 2011
Submitted by Darren DeFrain, Director of the Writing Program

OBJECTIVES: The goal of this assessment was to help determine student perception of

than those of our concurrent faculty (3.22). The historical range of these scores has been fairly consistent with adjuncts recording lower grades than GTAs and concurrents recording the highest grades. The fall course grade was a 2.34 for courses taught by GTAs (up from the previous year), 2.38 for instructors (down from the previous year's 3.02), and 3.22 (statistically equivalent to the 3.29 the previous year) for concurrent faculty. The average grade of 2.52 is consistent with the exit exam grade equivalent of a C and is within range of the prior year's 2.49. The diagnostic average for GTA courses was 2.0, demonstrating good progress over the semester. Adjunct instructor diagnostics

year and an investment in Turning Point Clicker technology to try to address sentence-level concerns. We have maintained the same modes-based progression, though, and will

A

Wichita State University Writing Program English 101 Student Exit Survey

[The body of the page contains a series of horizontal lines, likely representing a form or a table, which are mostly obscured by heavy black redaction bars.]

3. Course Curriculum Survey - Rate how effective your English 101 course was in helping you

to develop appropriate writing skills.

Frequencies

Statistics

| | N | | Mean | Median | Std. Deviation |
|-----------------------|-------|---------|------|--------|----------------|
| | Valid | Missing | | | |
| Recognize weak points | 29 | 0 | 2.45 | 3.00 | .632 |

English 101 Student Exit Survey - FA2010 Science

Generate ideas differently

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 2 | 6.9 | 6.9 | 6.9 |

Instructors overall effectiveness

Cumulative

English 101 Student Exit Survey - FA2010 Science

Can effectively structure essays

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

| | | | | |
|------------------|---|----|----|----|
| Strongly Dislike | 0 | 0% | 0% | 0% |
| Dislike | 0 | 0% | 0% | 0% |
| Neutral | 0 | 0% | 0% | 0% |
| Like | 0 | 0% | 0% | 0% |
| Strongly Like | 0 | 0% | 0% | 0% |
| Total | 0 | 0% | 0% | 0% |
| Valid Total | 0 | 0% | 0% | 0% |

Understands correct punctuation

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

Statistics

| | N | | Mean | Median | Std. Deviation |
|-----------------------|-------|---------|------|--------|----------------|
| | Valid | Missing | | | |
| Recognize weak points | 121 | 0 | 2.49 | 3.00 | .549 |

English 101 Student Exit Survey - FA2010 Concurrent

Generate ideas differently

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

English 101 Student Exit Survey - FA2010 Concurrent

Effectively revise drafts

[The following content is heavily obscured by horizontal black bars and is therefore illegible. It appears to be a list of responses or a table of data.]

English 101 Student Exit Survey - FA2010 Concurrent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Adequate | 16 | 13.2 | 13.2 | 13.2 |

English 101 Student Exit Survey - FA2010 Concurrent

Can effectively structure essays

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Agree | 49 | 40.5 | 40.5 | 40.5 |
| | | 79 | 59.5 | 59.5 | 100.0 |

Develop effective logic strategies

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
| | | | | | |

Frequencies

Statistics

English 101 Student Exit Survey - FA2010 Online

Generate ideas differently

| | | | | |
|--|--|--|--|------------|
| | | | | Cumulative |
|--|--|--|--|------------|

English 101 Student Exit Survey - FA2010 Online

Effectively revise drafts

Instructors knowledge of materials

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| | 5 | 50.0 | 50.0 | 50.0 |

English 101 Student Exit Survey - FA2010 Online

Can identify topic sentences

English 101 Student Exit Survey - FA2010 Online

Consider assignments through discussions

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 2 | 20.0 | 22.2 | 22.2 |
| | Agree | 5 | 50.0 | 55.6 | 77.8 |

Frequencies

Statistics

| | | | | |
|--|---|--|--|--|
| | N | | | |
|--|---|--|--|--|

English 101 Student Exit Survey - FA2010

Recognize weak points

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 55 | 13.4 | 13.4 | 13.4 |
| | Agree | 214 | 52.1 | 52.2 | 65.6 |
| | Strongly Agree | 141 | 34.3 | 34.4 | 100.0 |
| | Total | 410 | 99.8 | 100.0 | |

English 101 Student Exit Survey - FA2010

Approach assignments effectively

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 82 | 20.0 | 20.0 | 20.0 |
| | Agree | 209 | 50.9 | 51.0 | 71.0 |
| | Strongly Agree | 119 | 29.0 | 29.0 | 100.0 |

Instructors overall effectiveness

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Poor | 40 | 9.7 | 9.8 | 9.8 |
| | Adequate | 170 | 41.4 | 41.5 | 51.2 |

English 101 Student Exit Survey - FA2010

Understand sentence structure

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 101 | 24.6 | 24.7 | 24.7 |
| | Agree | 218 | 53.0 | 53.3 | 78.0 |
| | Strongly Agree | 90 | 21.9 | 22.0 | 100.0 |

English 101 Student Exit Survey - FA2010

Can effectively structure essays

[The following area contains multiple horizontal lines, likely representing a survey scale or response area, but the content is obscured by heavy black redaction bars.]

Opportunity to work with instructor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 60 | 14.6 | 14.7 | 14.7 |
| | | 102 | 11.5 | 45.9 | 59.7 |

English 101 Student Exit Survey - SP2011 Faculty

Frequencies

Statistics

| | N | | Mean | Median | Std. Deviation |
|-----------------------|-------|---------|------|--------|----------------|
| | Valid | Missing | | | |
| Recognize weak points | 9 | 0 | 2.89 | 3.00 | .333 |

English 101 Student Exit Survey - SP2011 Faculty

Generate ideas differently

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

English 101 Student Exit Survey - SP2011 Faculty

Instructors overall effectiveness

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

English 101 Student Exit Survey - SP2011 Faculty

Instructors ability to communicate

[The following area contains a large number of horizontal lines, likely representing a survey table or a list of responses that have been obscured or redacted.]

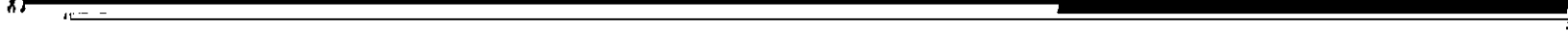
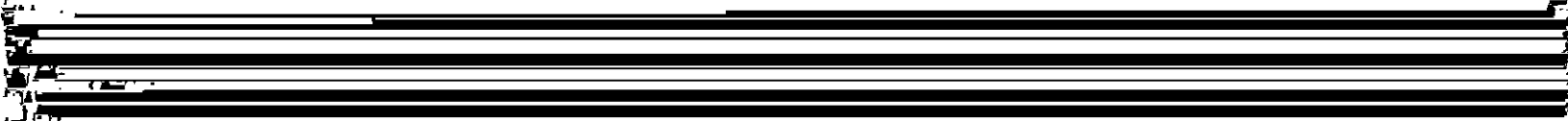
English 101 Student Exit Survey - SP2011 Faculty

Can effectively structure essays

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Agree | 3 | 33.3 | 37.5 | 37.5 |
| | 5 | 55.6 | 62.5 | 100.0 |

English 101 Student Exit Survey - SP2011 Faculty

Understands correct punctuation



English 101 Student Exit Survey - SP2011 Concurrent

[The remainder of the page is heavily obscured by horizontal black bars, likely representing redacted data or scanning artifacts. No legible text or form fields are visible.]

English 101 Student Exit Survey - SP2011 Concurrent

Instructors overall effectiveness

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

Instructors ability to communicate

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Poor | 3 | 6.4 | 6.4 | 6.4 |
| | Adequate | 24 | 51.1 | 51.1 | 57.4 |
| | Good to Excellent | 20 | 42.6 | 42.6 | 100.0 |

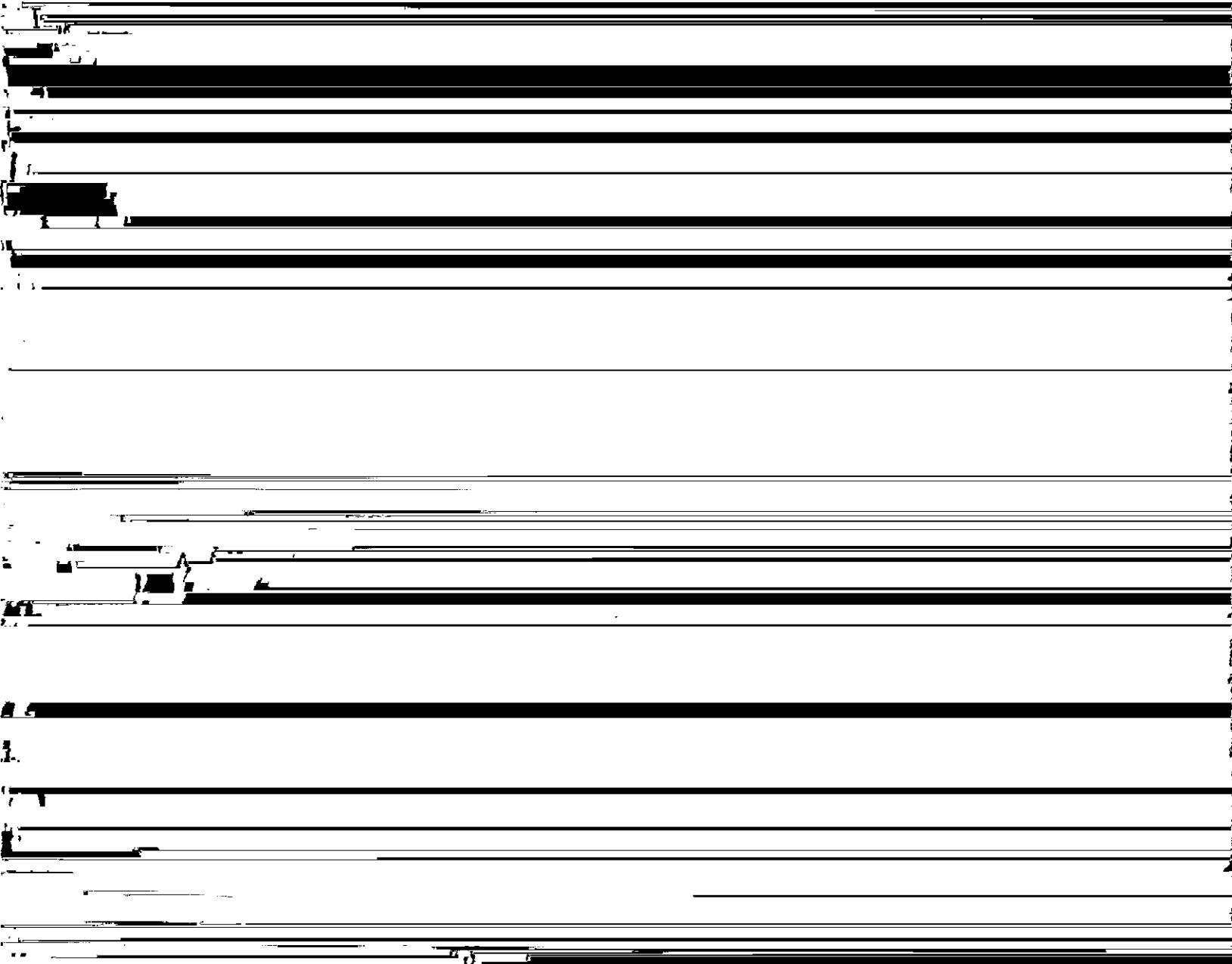
English 101 Student Exit Survey - SP2011 Concurrent

Develop effective logic strategies

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 3 | 6.4 | 6.4 | 6.4 |
| | | 24 | 44.7 | 44.7 | 51.1 |

Frequencies

Statistics



Recognize weak points

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 20 | 8.4 | 8.4 | 8.4 |
| | Agree | 121 | 50.6 | 51.1 | 59.5 |
| | Strongly Agree | 96 | 40.2 | 40.5 | 100.0 |
| | Total | 237 | 99.2 | 100.0 | |
| Missing | System | 2 | .8 | | |

Generate ideas differently

English 101 Student Exit Survey - SP2011

Approach assignments effectively

Instructors overall effectiveness

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Poor | 14 | 5.9 | 5.9 | 5.9 |
| | Adequate | 70 | 29.3 | 29.7 | 35.6 |
| | Good to Excellent | 152 | 63.6 | 64.4 | 100.0 |
| | Total | 236 | 98.7 | 100.0 | |
| Missing | 4 | 1 | .4 | | |
| | System | 2 | .8 | | |
| | Total | 3 | 1.3 | | |
| Total | | 239 | 100.0 | | |

Instructors management skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Poor | 8 | 3.3 | 3.4 | 3.4 |
| | Adequate | 80 | 33.5 | 33.9 | 37.3 |
| | Good to Excellent | 148 | 61.9 | 62.7 | 100.0 |
| | Total | 236 | 98.7 | 100.0 | |
| Missing | 4 | 1 | .4 | | |
| | System | 2 | .8 | | |
| | Total | 3 | 1.3 | | |
| Total | | 239 | 100.0 | | |

Willingness to assist outside of class

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Poor | 6 | 2.5 | 2.6 | 2.6 |
| | Adequate | 63 | 26.4 | 26.8 | 29.4 |
| | Good to Excellent | 166 | 69.5 | 70.6 | 100.0 |
| | Total | 235 | 98.3 | 100.0 | |
| Missing | 4 | 1 | .4 | | |

English 101 Student Exit Survey - SP2011

Availability outside of class

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

English 101 Student Exit Survey - SP2011

Understand sentence structure

Can effectively structure essays

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 22 | 9.2 | 9.4 | 9.4 |
| | Agree | 128 | 53.6 | 54.5 | 63.8 |
| | Strongly Agree | 85 | 35.6 | 36.2 | 100.0 |

English 101 Student Exit Survey - SP2011

Opportunity to work with instructor

| | Frequency | Percent | Valid Percent | Cumulative Percent |
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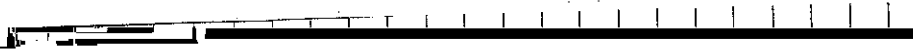
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ASSESSMENT - ENG

| Instruction (N) | Instructor | |
|-----------------|------------|----|
| 16751 | GTAS | |
| 16751 | SADLE | |
| 16762 | 1 | |
| 16741 | SKIN | |
| 16756 | 11 | |
| 16743 | WIRT | |
| 16761 | 11 | |
| 2 | GTAS | |
| 16744 | MAX | |
| 1 | GT | |
| 25.3 | GT | |
| | (IN) | |
| | AI | |
| 1 | 16772 | FI |
| 2 | 16767 | DI |
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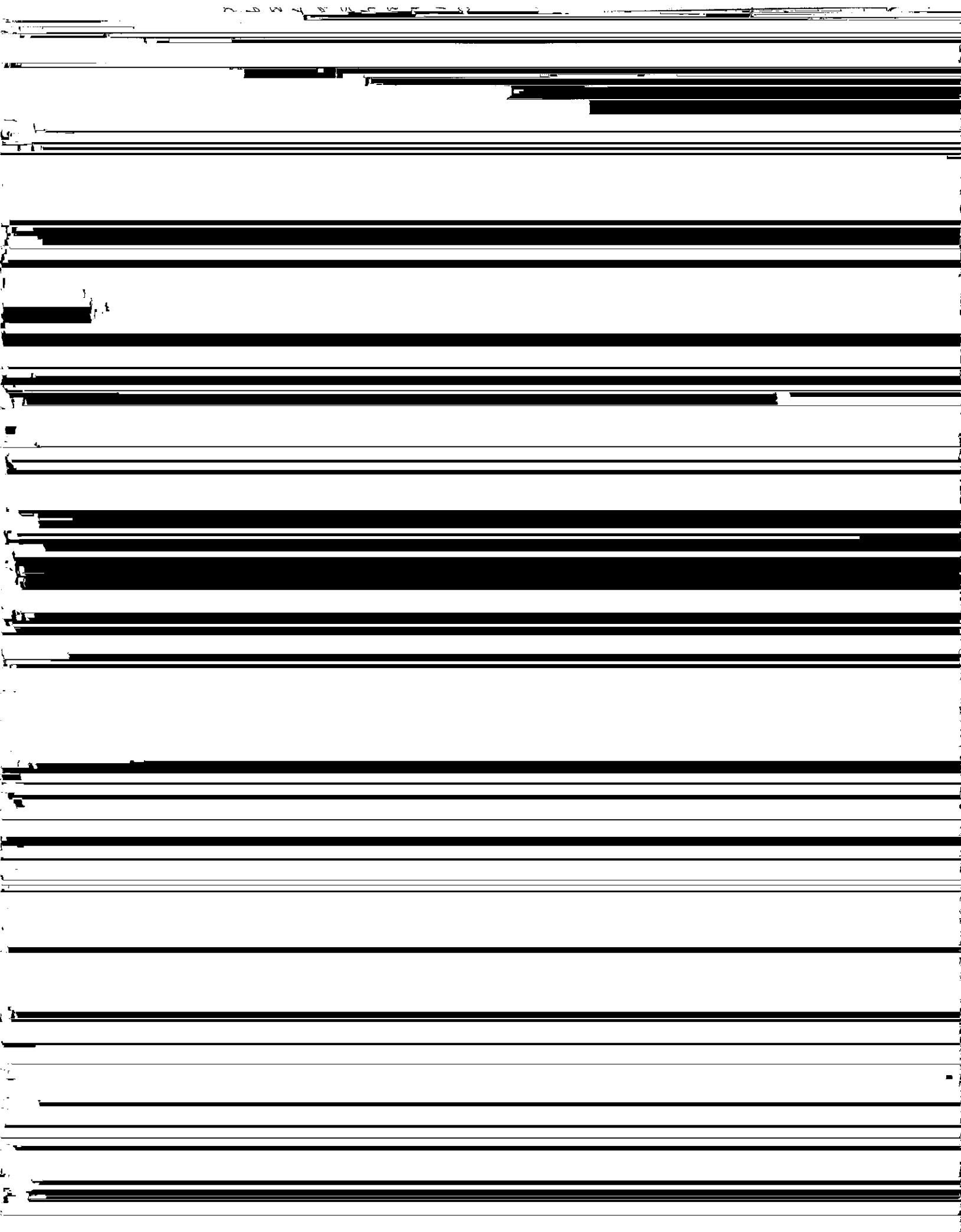
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Memorandum

To: All Professors, Instructors and GTAs teaching ENGL 101/102 Fall 2010

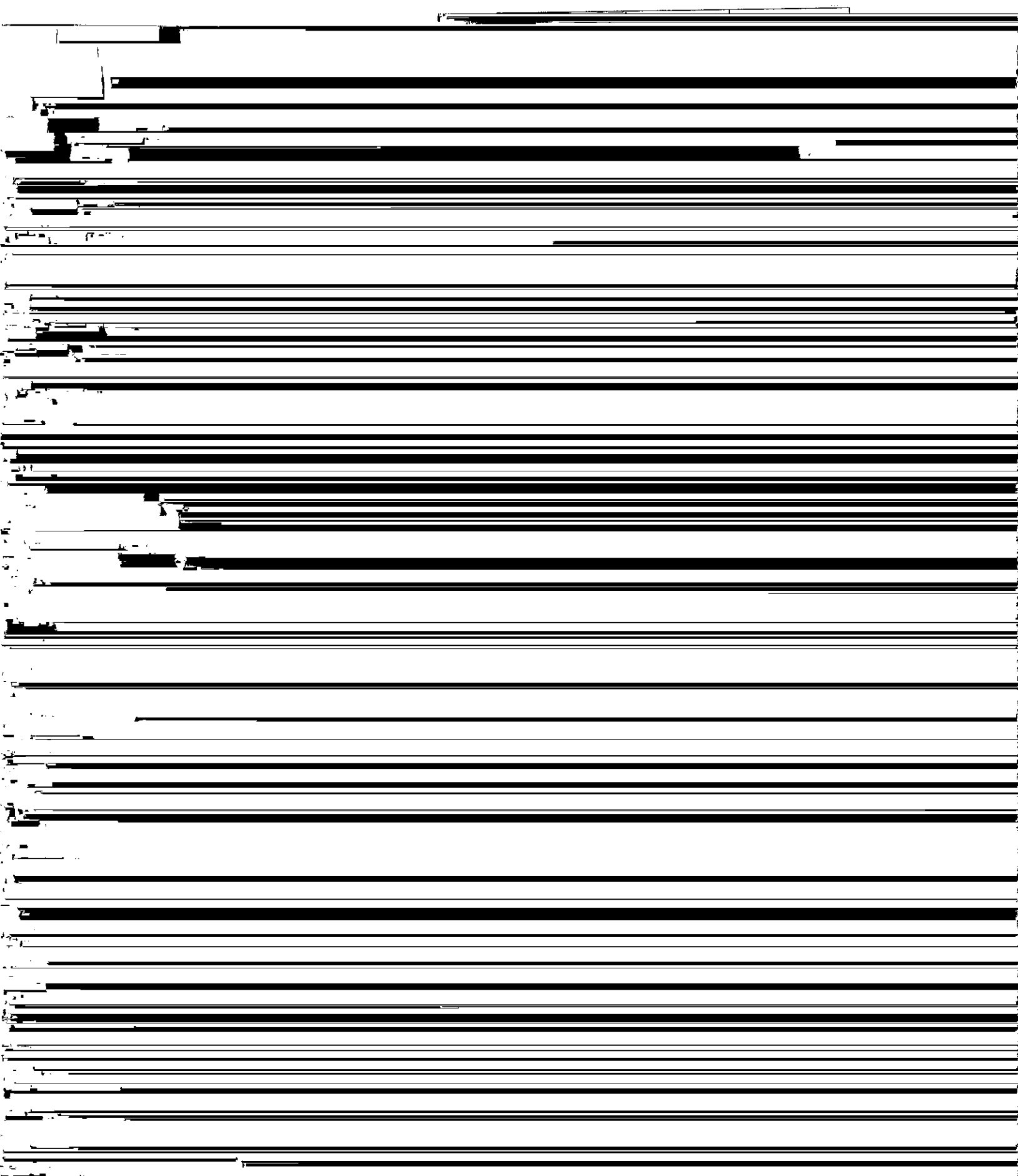
From: B. B. Davis, Director of the Writing Program

Date: November 23, 2010

Re: Finals Grading

I again wanted to send along a consistent grade breakdown giving appropriate equivalencies for our 1-5 scale now that we are using the plus/minus system. Also, if you

(E)



[The page contains approximately 25 lines of text that are completely illegible due to extreme horizontal line artifacts.]

Student Perceptions of Teaching Effectiveness II

| Item | Mean | SD |
|---|------|-----|
| 1. The instructor is well organized and prepared. | 4.2 | 0.8 |
| 2. The instructor is knowledgeable about the subject. | 4.3 | 0.7 |
| 3. The instructor is clear in explaining concepts. | 4.1 | 0.9 |
| 4. The instructor is fair in grading. | 4.0 | 0.8 |
| 5. The instructor is approachable. | 3.9 | 0.9 |
| 6. The instructor is enthusiastic. | 4.2 | 0.8 |
| 7. The instructor is a good listener. | 3.8 | 0.9 |
| 8. The instructor is respectful. | 4.1 | 0.8 |
| 9. The instructor is consistent. | 4.0 | 0.8 |
| 10. The instructor is honest. | 4.1 | 0.8 |
| 11. The instructor is patient. | 3.9 | 0.9 |
| 12. The instructor is professional. | 4.2 | 0.8 |
| 13. The instructor is a good role model. | 3.8 | 0.9 |
| 14. The instructor is a good communicator. | 4.1 | 0.8 |
| 15. The instructor is a good team player. | 3.9 | 0.9 |
| 16. The instructor is a good leader. | 4.0 | 0.8 |
| 17. The instructor is a good mentor. | 3.8 | 0.9 |
| 18. The instructor is a good colleague. | 4.1 | 0.8 |
| 19. The instructor is a good friend. | 3.9 | 0.9 |
| 20. The instructor is a good person. | 4.2 | 0.8 |

Student Perceptions of Teaching Effectiveness II

Spring 2011 Results

Department: English
Course: 102

University: ■ Wichita State University
College/Division: ▼ Humanities

ID Number: 699
Section Number: 25692

Compared with 31770
W.S.U. Classes

Interpretative Profile

▼
Compared with 7630
Humanities Classes
You Scored:

Percentile Scale

SPT Scale Summary

The table content is almost entirely obscured by black redaction bars. Only a few faint lines and small text fragments are visible, including a small number '7' on the left margin and some illegible characters within the table cells.

Qualitative Evaluation of Teaching Effectiveness II

[The remainder of the page is obscured by heavy horizontal black lines, likely representing redacted content or a scanning artifact.]

SPTe Scale Summary

Perceived Quality Index

| Item | Mean | SD | Alpha |
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