

English Assessment Data

Content Alignment

200-level Literature Courses	ENG 300 (Gateway)	ENG 304, 305 & ENG 351, 253 Canonical Surveys	400-level Literature Courses
<p>Introduce and practice shorter close-reading of different genres of literature and writing;</p> <p>Introduce key theoretical principles and literary techniques;</p> <p>Introduce abbreviated versions or summarized descriptions of key theoretical principles;</p> <p>Introduce critical reading, analysis and incorporation (in essays) of contextual information of primary literary texts.</p> <p>Introduce the 5-7 page literary analysis.</p> <p>Introduce reading of peer-reviewed journal articles.</p> <p>Introduce alternative canons and genres.</p> <p>Introduce independent research on writers, genres, and literary canons.</p>	<p>Introduce key theoretical principles via reading from chapters of books or longer peer-reviewed articles by key theorists.</p> <p>Practice reading longer peer-reviewed journal articles.</p> <p>Practice the 5-7 page paper that incorporates multiple works by a single author or several works by different writers.</p> <p>Introduce and practice conference presentations (based on 5-7 page paper).</p> <p>Practice independent research.</p> <p>Introduce individual research presentations.</p> <p>Introduce the sustained 15-20 page scholarly paper.</p> <p>Introduce pedagogical discussions of literature (via lesson plans, teach teaching exercises, etc.).</p>	<p>Introduce and practice reading and comprehension of larger national canons (British and U.S.).</p> <p>Practice reading key theoretical principles via reading from chapters of books or longer peer-reviewed articles by key theorists.</p> <p>Practice the 5-7 page paper that incorporates multiple works by a single author or several works by different writers.</p> <p>Practice independent research.</p> <p>Practice individual research presentations.</p> <p>Practice the sustained 15-20 page scholarly paper.</p> <p>Introduce pedagogical discussions of literature (via lesson plans, teach teaching exercises, etc.).</p> <p>Practice conference presentations (based on 5-7 page paper).</p>	<p>Introduce reading literary theory via longer, coherent works (i.e. Edward Said's <u>Orientalism</u>).</p> <p>Introduce and practice advanced studies of key writers.</p> <p>Practice comprehension of alternative canons and genres of literature.</p> <p>Practice and develop mastery of the 5-7 page paper that goes beyond British and American national canons.</p> <p>Practice the 15-20 page scholarly paper.</p> <p>Introduce writing at the scholarly level (publication).</p> <p>Mastery of independent research (i.e. senior project).</p> <p>Practice and develop mastery of conference presentations (based on 5-7 page paper).</p> <p>Practice and develop mastery of pedagogical discussions of literature (via lesson plans, teach teaching exercises, etc.).</p>

APPENDIX E-2

English Assessment Report 2015

Much of our assessment efforts have focused on student performance in ENG 100 (Freshman Composition) and ENG 100T (Freshman Composition with Tutorial) as this course always attracts the attention of administration because it is a system requirement. Furthermore, because ENG 100/T is seen as a gateway course and a predictor of student success, it has been in the interest of the Department to maintain quality control by gathering enough information to make informed decisions on policies—whether it be in terms of positions (tenure-track versus instructor), lecturer budget, and/or course caps.

In AY 2007-2008, the then Composition Director, Mrs. Karla Hayashi, submitted a report to the Office of the Vice-Chancellor of Academic Affairs in response to a call from the Assessment Support Committee, which was gearing up for the Spring 2008 Special Visit from WASC. One hundred and thirty-six ($n = 136$) papers were read using a multivalent (5-point) rubric measuring: (1) Line of Thought—Reasoning, (2) Analysis, (3) Form and Structure, (4) Grammar, (5) Documentations Conventions, and (6) Source Use and Integration. The papers were read by English faculty with the data analyzed by the Institutional Researcher. The results are as follows:

- Line of Thought—Reasoning 73.6% demonstrated proficiency
- Analysis 72.7% demonstrated proficiency
- Form and Structure 69.1% demonstrated proficiency
- Grammar 78.7% demonstrated proficiency
- Documentations Conventions 37.5% demonstrated proficiency
- Source Use and Integration 61.1% demonstrated proficiency

In response to the data, the faculty members identified a need for identifying students exiting ENG 100 who were still in need of additional instruction on documentation conventions. Faculty also expressed a desire to continue assessment activities.

More recent forays into assessment have benefitted from direct training through WASC. The assessment work we have undertaken has benefitted the larger campus as well as our major. In AY 2011-2012, the former Chair designed a large-scale qualitative and quantitative assessment project as part of her participation in the WASC Assessment Leadership Academy. The project solicited surveys on writing from senior project classes at Waiākea High School and Hilo High School, and from ENG 100 (Freshman Composition) classes at Hawai'i Community College (HAWCC) and the University of Hawai'i at Hilo (UHH). Senior Project writing samples were also assessed using draft rubrics developed by the Assessment Support Committee. This initial project uncovered widespread “disengagement” at the high school senior level. We also uncovered a disparity in writing experience when comparing the populations of HAWCC and UHH. The following is an excerpt (in red) from the report that was submitted to WASC:

First, the surveys received from both HAWCC and UHH showed two very different populations in terms of their perceptions and experiences writing in high school. Of the 124 UHH student responses for

Question 1 (What was your experience in terms of writing in high school?), 33 cited having written different forms and genres (i.e. APA and MLA) and 40 commented on the volume of writing (practice daily or weekly); whereas 62 of the 152 surveyed students from HAWCC reported work that was either meaningless or simply done to meet accreditations standards. Tables 1 and 2 in the Appendix provide a fuller appreciation for the disparity of responses for Question 1. The following constitutes a direct sampling of HAWCC narratives:

- I've had okay writing teachers in high school, but mostly I've had horrible writing teachers in high school. To say that writing down the meaning of vocabulary words is a good writing skill is ridiculous, but it's all because of standardized tests. I didn't learn to write in High [sic] school.
- My teachers didn't really teach english [sic] that great. They tested on what we could memorize that week instead of what we learned.
- In high school, I never learned much about writing. It was more about reading a story or a book or a textbook reading and writing either a reflection or essay about it.
- A lot of worksheets.
- High school was a joke. I've always been a great writer, but in high school I wasn't given many opportunities to show my talent nor practice my techniques. English class was usually [sic] consisted of boring lectures followed by cut and paste text book work. Writing was not a major part of my high school life at all. Most of the writing I did was during my free time.

These disparate sets of comments showed participants that the individuals who may be traditionally considered "underprepared" were those who dismissed course-work as having done little to help them learn essential writing skills. What was even more surprising was that some students were also interpreting accreditation and not their own learning as the primary motivation for their having to do work.

This perception was corroborated by several UHH students who in answering Question 4 (In your opinion, what was the purpose of writing in any of your high school classes?), responded with the following:

- There was no purpose in our writing in my opinion. They just gave us assignments to meet a quota. Oh, and we had to do this stupid writing thing online and have the computer score us.
- I was instructed in paragraph writing mostly in summary of or response to assigned readings.
- I did it to enhance my learning and because I needed to get papers in [sic].
- It was busy work to achieve "standards."
- To give the teachers something to grade.

The belief that school work is meaningless also extended to the experience of students beyond their freshman year. Of the 52 students who acknowledged being upperclassmen in the survey for Question

5, eleven reported not having much writing required and another nine qualified their experience as meaningless or confusing. The following is a sampling of responses:

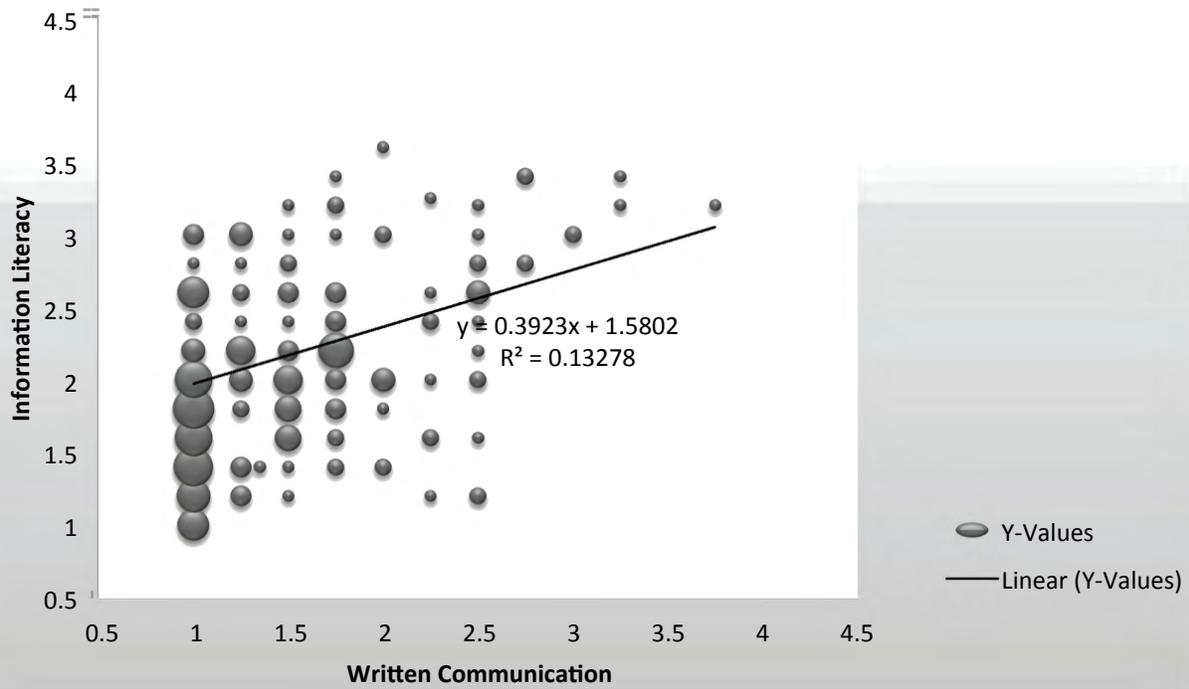
- I haven't had to do much writing besides short answers or simple essay questions on tests.
- My professors only care about the number of references and information used; my actual writing hasn't actually been critiqued.
- Writing has been somewhat redundant.
- College writing put heavy restraints on my writing, forcing me to think in the way they wanted me to think, and write that they wanted to hear. It made me lose passion for writing in general.
- If I was to use one word to describe my writing in college it would be "forced." I have never failed any paper and usually I do just fine grade wise, but I rarely enjoy the process any more. What with required classes like Comm 100 and statistics, I wish I had required classes that pertained to my major.
- The research papers are horrible. Long nights of Wikipedia.

That 20 out of 52 (38%) acknowledged problems in seeing anything valuable in their writing in college suggests a secondary curricular problem exists at UHH. Already under pressure to help students traverse the high school/college writing gap, English 100 at UHH is undermined by the lack of required writing in other courses taken concurrently with and following freshman English. Some of the difficulties certainly arise from the lack of consistent expectations at UHH. The Assessment Support Committee in AY 2009-2010 noted irregular (outdated) and incorrect citation formatting as well as contradictory policies among faculty regarding Wikipedia. Furthermore, the absence of formal writing according to these surveys coincides with results from the NSSE taken in 2009. Per the mean and frequency report: 84% (192 respondents of 228) reported doing no writing of more than 20 pages; 60% reported doing 1-4 papers of 5-19 pages in length while another 20% indicated none; whereas 41% reported doing 1-4 papers of less than 5 pages in length and 35% doing 11-20 papers of this shorter requirement. The amount of writing being reported by UHH students is considerably less than their peers at other colleges. While page length is not a direct indication of learning, these figures coincide with what students see as unbeneficial and flawed instruction.

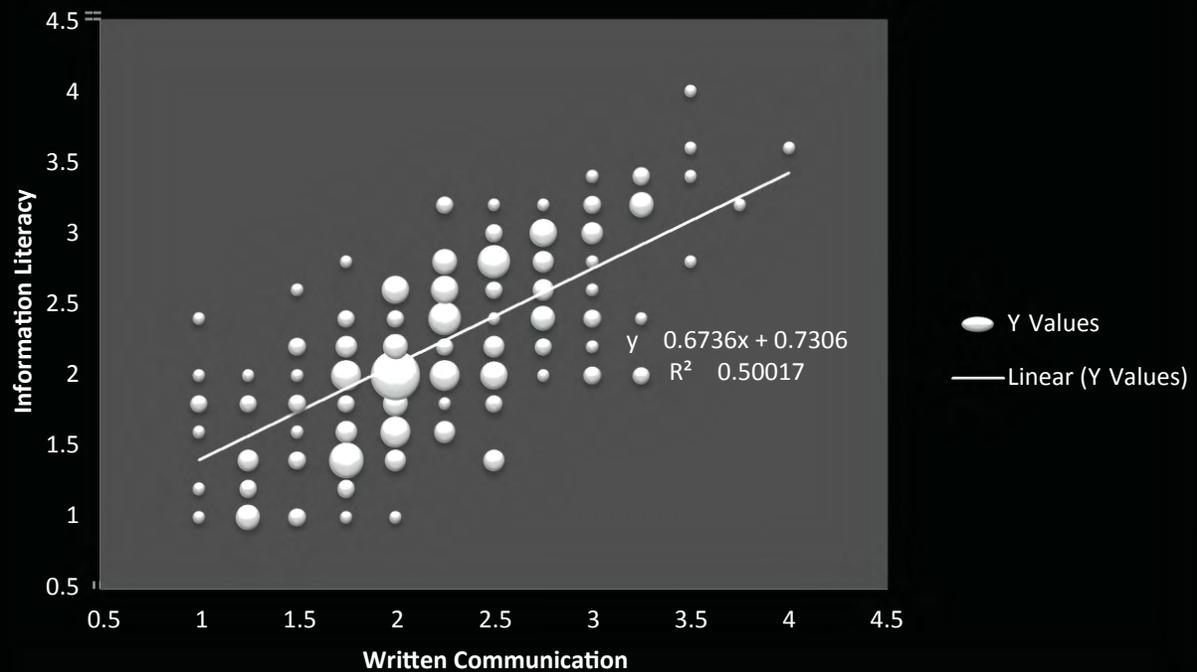
The Department moved towards direct assessment in AY 2012-2013. Using Writing Placement Exams (WPE) and final papers for ENG 100 from AY 2007-2008, the Department mapped incoming freshman skills against exiting performance in ENG 100. This time, the Department used General Education (GE) rubrics that were developed by the Assessment Support Committee, which was made up from a cross-section of the faculty body. The two 4-point rubrics utilized were [Information Literacy](#) and [Written Communication](#). The readings for 184 sets (WPE and Final Papers) were undertaken in a number of venues, including: (1) 2012 P-20 Writing Symposium, where over 73 teachers from the DOE, HAWCC, and UHH met to review new Common Core State Standards and UHH's GE Learning Outcomes and Rubrics, and (2) several meetings of the Assessment Support Committee. All artifacts were blind read twice, with outliers eliminated by a third reader. For Information Literacy, the reliabilities between the two blind readers were .78 ($p = .001$) for the WPE papers and .62 ($p = .001$) for the ENG 100 papers. For

Written Communication, the reliability for the ENG 100 papers was .63 ($p < .001$) and .04 ($p = .84$) for the WPE papers. Sets were plugged into scatter plots to assess the correlation between the two skills:

WPE Final Results - All Students



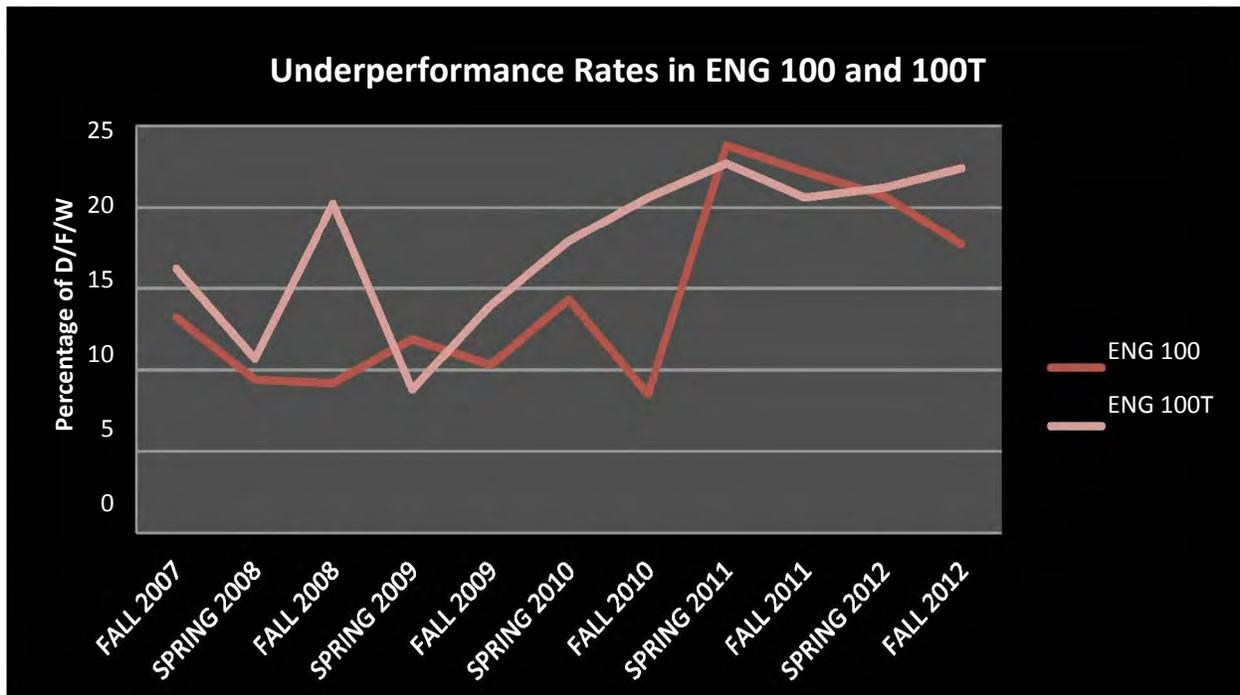
ENG 100 Final Results - All Students



The data was also disaggregated for discrete populations:

1. Big Island Students: [WPE & ENG 100 Final](#)
2. Non-Big Island Hawai'i Residents: [WPE & ENG 100 Final](#)
3. All Non-Resident Students: [WPE & ENG 100 Final](#)
4. Transferring Students (to the mainland): [WPE & ENG 100 Final](#)

Rates of underperformance (D or below) were also calculated:



The data collected also included information on students' overall academic performance since exit from ENG 100. This was compiled and submitted as a report to the Faculty Congress and the Office of the Vice Chancellor for Student Affairs (see [Assessment Chair's Report](#)).

The following issues were identified by this larger, comprehensive assessment:

- The most pressing problem for the student representatives on the Committee (who are now student teaching at DOE institutions) is **the inability of students to recognize the difference between "opinion" and "evidence,"** that students believe that if someone says something in public then it qualifies as "fact." This problem is already evident in the 9th grade; one student representative commented: "My ninth graders are completely unable to formulate their own ideas (except for a very limited amount of things) especially when they are asked to bring in outside information";
- One of the teachers of ENG 100 likewise noted: "**Language issues remain a main problem.** If the WPE shows **trouble in syntax, grammar, and similar sentence-level skills**, the final ENG 100 paper also has those problems, plus the added burden of unskillful synthesis of information, lack of information literacy, and ineffective communication." This spawned a concurrent discussion among the Committee members over the possibility that **deficiencies in reading skills** might also be exacerbating the problem. A library member of the Committee noted: "Some students

actually appear unable to understand the writing prompts in the WPE.” On a hunch, two faculty Committee members conducted reading diagnostics in two 400-level English classes; results showed that over 50% of both classes could not properly paraphrase the chosen paragraph (from the textbook), with many including ideas/concepts that were not embedded in the sample reading. The suspicion is that if Juniors and Seniors are exhibiting these problems, then it stands to reason that many in Freshman Composition may have similar problems;

- In processing (anonymizing) papers for reading, the Committee noted students from the same high schools shared the same topics on their papers despite being in different sections of ENG 100T. This suggested that freshmen may be recycling papers from their high school English classes, a suspicion confirmed when a sample ENG 100 paper used at a P-20 meeting in Honolulu in Spring of 2012 was recognized by a teacher from Kaua’i, who identified the student and the paper as having been done as a requirement for his class despite the fact that the student’s name and title of paper had been redacted from the copy.
- The problem of disengagement is one that the English Department will have to seriously address if progress is to be made on incentivizing students to do better writing. Given the increasingly negative perceptions accompanying students into college, we may need to ask ourselves how to make the preparation for and the actual experience of college writing more meaningful to students. Writing faculty (at both the secondary and tertiary levels) may have to reconsider the required use of the conventions set by the Modern Language Association (MLA), which is not a standard used after students move on to other college courses. Additionally, the preference for argument-driven writing by the MLA, is not appropriate in STEM or certain Social Sciences disciplines;
- Even though students didn't consistently improve their scores from the WPE to the final ENG 100 paper, some Committee members noted the difference in writing tasks should be factored in their favor. One instructor writes: “Even if the ENG 100 research paper is at an ‘emerging’ rather than ‘competent’ level, the sample papers from my batch at least showed improvement in comprehension of what is academic writing. That is not the same as to say that any of the papers demonstrated mastery. Perhaps it is more realistic to expect students to master or at least be ‘competent’ writers of academic papers at the end of four years, rather than at the end of ENG 100? In my experience of teaching ENG 100 and 100T, most students acquire some basic, albeit fuzzy understanding of how to build up an argumentative thesis, how to do research, and how to cite sources. **If these skills are not reinforced in subsequent courses, whatever was learned in ENG 100 disappears.**”

And the following actions were proposed:

- Per number 2, a **reading diagnostic** is underway for all sections of ENG 100. Depending upon the results, the English department will formulate plans to create curricula and/or a separate remediation ENG 100T lab for students reading 3-4 grades below college-level;
- The above findings were reported to the English Department, which met and decided to attach higher stakes to the final assignment with the following policy – any student who does not submit the final research paper will not be eligible for a passing grade in ENG 100;
- The reading tests will also provide us with information on how to better align instruction between high school and college writing courses. At the moment, the English Department at Kea’au High School has indicated a willingness to help facilitate curriculum alignment. UH Hilo has submitted a grant to the P-20 for partial funding of this initiative, which is being built around collaborations with the intent of addressing student “disengagement” with writing.

The full write up of this project, including analysis of the surveys, demographic information, and corresponding NSSE data, can be found on pages 39-55 of [Essay Two](#) of UHH’s Institutional Reaccreditation Self-Study.

READING ASSESSMENT RESULTS

Based on suspicions raised by the AY 2007-2008 writing assessment, the Department decided to undertake a reading assessment to gauge Lexile scores (which are approximations of grade-level reading comprehension skills). The following bands represent scores in conjunction with grade-level proficiency:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11-CCR
100-299	300-499	500-599	600-699	700-799	800-849	850-899	900-999	1000-1024	1025-1049	1050-1300

A sampling of various readings from the ENG 100 classes indicated that 1200 was the likely cut-off score for the necessary level of reading comprehension needed to successfully complete the course. The reading test by Total Reader was chosen for its user-friendliness and administered to all students enrolled in ENG 100 or 100T. The results are as follows:

Semester	Total Number of Students	Number of Students Reading in the 1200s	Number of Students Reading Below 1200	Number of Students Reading Below 1000	Highest Score	Lowest Score
Fall 2013	249	65 (26%)	55 (22%)	21 (8%)	1600 (8)	810
Spring 2014	189	35 (18%)	57 (30%)	22 (11%)	1600 (11)	660
Fall 2014	221	45 (20%)	93 (42%)	27 (12%)	1600 (2)	880
Spring 2015	187	39 (20%)	105 (56%)	69 (36%)	1600 (3)	732

The data suggests that a substantial percentage of the ENG 100(T) population is likely to experience difficulty in reading at the collegiate level. As the Department has only just received the data in July 2015, the full body of faculty has not had a chance to review the information nor discuss the results.

Assessment continues to reveal how UH Hilo serves a wide array of students, many of whom come with very basic training in academic writing and reading. The Department will continue to work directly with teachers in the DOE to ensure communication channels stay open and that teachers at both secondary and tertiary levels stay aligned in terms of their expectations of progressive student skill. Furthermore, to aid in developing a coherent plan of study for students, ENG 100 courses are undergoing “standardization” with a common textbook chosen for the coming academic year. Discussions are underway to develop template syllabi and cohort (major-theme) classes to take full advantage of the Freshman Pre-Built mandate.

Assessment in the Major

In Spring 2013, two members of the Department who were serving on the Assessment Support Committee agreed to have their upper-division courses serve as experiments for the newly incepted Oral Communication Rubric—a four-point measurement that gauged: (1) Line of Reasoning, (2) Organization and Structure, (3) Content, (4) Technique, and (5) Style and Voice. The experiment took place in ENG 300—Intro to the Major (required course) and ENG 465 Postmodernism (upper-division elective). Students were asked to individually present their research in a manner similar to the MLA Annual Convention. Similar themes were linked and in peer group, students were also asked to integrate their projects as a panel, with one person also serving the role of mediator. Content had to link to the larger literary theories being covered in both classes.

Student presentations at the end of the semester was evaluated by a wide-range of faculty—including other members of the Department, instructional librarians, and even the Dean of the College of Arts and Sciences.

The numerical data follows:

ENG 300	Line of Reasoning	Org & Structure	Content	Technique	Style and Voice	AVERAGE
“Just How Happy are Those Feet?”	4	3.5	3.5	3.5	3.16	3.532
“Beauty: Is That All You See?”	3.66	3.5	3.66	3.5	3.5	3.564
“The Effects of <i>Heat</i> : Conduction Between Two Hollywood Legends”	3.33	3	3.16	2.83	2.66	2.996
“The Death of God: A Nihilistic Outlook on the 20 th Century’s Postmodern Crisis”	3.33	3.5	3.16	3.33	3.16	3.296
“The Vanity Mirror: Pop Culture and its Reflection on Identity”	2.5	2.12	2.37	2.25	2.5	2.348
“The Mythos of Dystopia: Violence and Social Repression in Warhammer 40,000”	3.14	2.57	2.42	2.28	2.57	2.596
“Gotta Represent: Black Iconography in Video Games”	1.87	2	2.125	2.12	1.75	1.973
“Drinking Alone: 21 st Century Gender and Class Issues in the Works of Julia Wertz”	2.75	2.5	2.75	2.5	2.62	2.624

"Exploding Heads: The Works of Eduardo Galeano"	2.11	1.66	2	1.77	1.66	1.84
"The Irish Stereotype: Knick Knack Paddy-Whack, Give the Dada a Bone"	2.44	2.33	2.33	2	2.22	2.264
"The Quarantine of the Individual: Death, Colonialism and Albert Camus"	3.5	3.88	3.77	3.66	3.55	3.672
"Natural Contradictions: Examination of the 'Western' Concepts of Race, Class, and Gender"	3.11	2.66	3.11	2.66	2.88	2.884
"Marked by Society: An Analysis of Chris McKinney's <i>The Tattoo</i> "	3.75	2.87	3.37	3.625	3.625	3.448
"Hello Kitty Revolution"	3.57	3.85	3.28	3.57	3.42	3.538
"Existential Sufism: The Path of Naguib Mahfouz"	3.85	3.85	3.71	3.28	3.42	3.622
CLASS AVERAGE	3.127333	2.919333	2.981	2.858333	2.846333	
ENG 465						
"The Matrix of Model and Code"	2.75	2.75	3	2.75	2.75	2.8
"Postmodern Reality and the Magical Realist Perspective"	3.60	3.40	3.80	3.60	3.60	3.6
"Did It on 'E: Deconstructing Hip Hop/Pop Culture Phenomenon Nicki Minaj's Lyrics in Opposition to Gender Roles"	4	3.4	3.60	3.20	3.60	3.56
Hyperreality & Baudrillard: Constructing a Self"	3.20	3	2.80	2.60	2.80	2.88
"Say Cheese and Die"	2.80	3	2.80	3	3	2.92
"I am a Family"	3	3	3.40	3.20	3.40	3.2
Young American Consumerism"	3.40	3.60	3.60	3.40	3.20	3.44
"Consumerism and the Creation of Self"	3.80	3.80	3.80	3.80	3.40	3.72
"It Was Never America to Me: Reimagining the	3.75	3.75	4	3.75	3.25	3.7

American Dream Through Postmodern Multiculturalist Poetry”						
“Gender Identity: The Blurring of Traditional Roles”	3.75	3.25	3.25	3	3	3.25
“Children in Postmodern Literature: The Reconstruction of Childhood”	2.83	3.33	3.16	2.83	3	3.03
“Postmodernist Retelling of ‘Sleeping Beauty’”	2.16	2.5	2.5	2.66	2.5	2.464
“Reclaiming the Child’s Medium: Picture Books and the Parodies of Children’s Literature”	3.33	3.33	3.5	3.33	3.5	3.398
“Stacey Richter: A Postmodern Raconteur”	1.83	2	1.85	1.42	1.42	1.704
“Let’s Act Like Boys & Girls”	3	3.5	2.75	3	3.25	3.1
CLASS AVERAGE	3.146667	3.174	3.187333	3.036	3.044667	

Overall, the data suggests that English majors are performing relatively well in terms of oral communication—the majority of students were at or approaching “Competent” (3) and only a pair of presentations falling below “Emerging” (2). The results were satisfactory to the Department and no further action was taken except a general consensus of repeating the experiment when the larger Campus-wide Core Competency assessment for Oral Communication rolls around (AY 2016-2017).

The same satisfaction was reported in AY 2013-2014 when the Department participated in the Core Competency Assessment for Written Communication. Per the [results](#) (see pages 36-37), only two out of fifteen papers submitted by our Seniors scored less than “3--Competent.”

The only difficulty uncovered is in reading. In Spring of 2013, the Department undertook a [reading test](#) in three select Classes: ENG 200G Intro to Comics and Graphic Novels, ENG 469 Advanced Film Studies, and ENG 489 Magical Realism. To our surprise, a handful of students exhibited difficulty in paraphrasing passages from the course textbooks. More instruction on “how” to read academic sources was then undertaken in all three classes.

APPENDIX E-3

Assessment of Writing Skills in ENG 100T 001 Composition I Summer Session II, 2014 Kupa ‘Āina Summer Bridge Program, June 22 – August 2, 2014 For P-20 Alignment Program

Background:

Kupa ‘Āina is a six-week residential pilot program in partnership with and funded by Kamehameha Schools, Kea’au High School, UH Hilo, and University of Hawai’i Foundation. The bridge program’s goal is to increase the number of Hawai’i Island students in STEM and natural science majors. All 25 enrolled students graduated in May 2014 from Kea’au High School. 14 students were placed in my ENG 100T 001 based on WPAs. 11 (out of which 4 were ESL) were placed in Liam Conway-Nesson’s ENG 100T 002. Students also took either MATH 103 or 104, thus earning a total of 6 college credit.

Tutoring:

Students were supervised by English and Math tutors, residence hall staff, and Kupa ‘Āina staff 24/7. Writing assignments went through multiple drafts with either in-person or online tutorials, which in the beginning only were provided by trained English tutors. Later in the program, all staff helped with tutoring English assignments. Instructor reviewed a best-effort draft of each student’s final research paper.

With 2-3 hours of English tutoring daily Monday-Friday and occasionally on weekends, students in this summer bridge program received strong academic support. This was clearly to the students’ advantage as it taught them basic study and time management skills. Almost all papers were turned in on time, and attendance was near perfect. The tutor assigned to ENG 100T 001, Jessica Akiona, attended all classes and taught one section on integrating sources and one section on how to write an annotated bibliography.

Types of writing assignments:

This assessment is based on the following types of graded writing assignments:

- Three journals @ 2-3 pages
- Two short papers @ 3-4 pages (revisions recommended, but optional)
- Abstract (research proposal): 200-250 words (revision mandatory)
- Annotated bibliography (seven sources, each with 100-150 word annotation)
- Final research paper: 6-8 pages (revision mandatory)

MLA was required for all assignments

In addition, students wrote various informal, in-class freewrites, a personal statement, joint responses to prompts, and drafts. They also wrote notes on the whiteboard.

Total Reader Lexile Scores Compared to Final Research Paper Grade:

Total Reader Lexile Score	Final Research Paper Grade
1140	B-
1150	C
1170	B-
1170	B-
1180	B
1180	B
1200	A
1230	C
1280	A
1290	A
1300	C
1340	A
1340	A
1420	A-

There is some correlation between reading and writing skills, except that the student scoring 1200 on the lexile diagnostic was one of the strongest writers in the class. The students scoring 1230 and 1300 both got C's on their research papers because they did not write the required 6-8 pages and they had multiple MLA errors and missing citations. The comparison above is consistent with the observation that the students receiving B or better for their research papers had more complex vocabulary, mastered basic or advanced grammar and syntax, and demonstrated understanding of the research assignment's scope and range. The students receiving B- or below for their research papers exhibited major problems with spelling, grammar and syntax, used simplistic or inadequate vocabulary, and did not master the scope and range of the assignment: delivering an argumentative thesis, supporting its claims in paragraphs with topic sentences, integrating research sources, using correct citation, etc.

Multiple social and academic factors affected the process of writing the research paper, including end-of-semester fatigue and an overwhelming amount of extracurricular Kupa 'Āina activities (for example, students were required to write a four-page research paper in a Kamehameha School directed evening class on a Hawaiian leader for which they did not get any academic credit).

Assessment of student writing skills in ENG 100T 001:

Understanding kinds of assignments: it was clearly a problem for students to distinguish between different kinds of assignments, ranging from the rather informal journals to the academic research paper. The majority had no experience in writing in various kinds of voices and had trouble transitioning from me-based personal opinion (i.e. writer-centered) to topic-based argumentative writing (reader-centered).

Understanding what citation is: although students practiced using MLA in their journals and short paper assignments, about 50% incorporated citations only sparingly or not at all

in their final papers, let alone demonstrated familiarity with MLA in works cited. MLA had been covered in class, in tutorials, and in the mandatory library sessions. In addition to being taught how to use RefWorks, dianahacker.com, and the library's online writing guide, students also had a comprehensive MLA section in their class textbook, but those who would have benefited from consulting the textbook apparently did not know how to look up such information, even after we'd practiced it as a class. Unfamiliarity with how to look up information was a persistent problem.

I got the impression that some of the students simply did not think citation was important or that it applied to them. Blatant plagiarism (directly copied and pasted from websites) occurred in three of the early assignments. When I talked to the students about it, they did not seem to understand why they needed to credit their sources. Plagiarism appeared to be an alien concept to them (hopefully not a habit?). In any case, the type of information that they plagiarized was really not worth the effort since it was general knowledge, but perhaps because they were feeling insecure about their own writing abilities they copied something that they thought sounded better and presented it as their own.

Information literacy: the majority of the students said that they had not written a research paper in high school. This may explain why many were not familiar with documentation conventions, or perhaps did not think it was important. Typical errors included:

- Incorrect use of citation format
- Works cited entries did not correlate with in-text entries
- No in-text citations
- Works listed in bibliography were not cited in the text
- Sources were not relevant or credible (e.g. Wikipedia, .com sites)
- No effort to examine quality of sources
- Floating citations
- Little or no synthesis of research sources
- Plagiarism

Language: spelling, grammar and syntax: while some students had strong language skills and wrote clear prose with complex grammatical structures, other students struggled at the sentence-level with communicating effectively. Problems included:

- Punctuation
- Spelling (including words that Spell Check would catch)
- Sentence-level syntax problems such as sentence fragments
- Major grammatical errors (for example, noun-pronoun and noun-verb agreement, omission of grammatical subject)
- Obscure sentences that made no sense
- Simplistic or inadequate vocabulary

Line of reasoning: because students had not practiced writing argumentative research papers in high school, it was challenging for them to transition from opinion-based response papers to the college-level thesis-driven format. However, they adapted pretty quickly, and even though several of the final papers ended up having no discernible thesis based on argument, the majority of the papers had a discernible line of reasoning. The

main problem with the theses, in my opinion, was that many were rather one-dimensional, possibly because the Kupa ‘Āina program (in relation to which the students chose their research topics) did not emphasize critical thinking or the scientific method, but rather emphasized cultural values/awakening and personal development/awareness.

The students strongly identified with what the Kupa ‘Āina program taught them about Hawaiian history and culture and regurgitated from memory (not from notes) information learned on their excursions in their papers. They did not cross-reference or compare learned information with other sources. This led to some misunderstandings and logical fallacies that delayed the process up building up a thesis based on research rather than opinion. For example, one student had this thesis in his paper draft: “America had corrupt reasons for placing bans on Hawaiian hula and language.” During consultation, when I talked to him about his thesis and asked what he based it on, he said, “everyone knows that America banned hula.” This sort of response was not uncommon and shows that instead of doing some preliminary reading on the chosen research topic, students would launch their paper based on an idea that they had not fully investigated - in spite of having submitted an annotated bibliography *prior* to writing the draft. Only after reading Noenoe Silva’s article on the political economy of banning hula in *The Hawaiian Journal of History* did the student begin to unpack the complex history of missionary influence on the *ali’i*, Ka’ahumanu and other powerful *ali’is*’ political motives, etc. and learn that hula was banned by law in 1859, that is, during the Hawaiian monarchy period and thus not by order of the United States. He also discovered that the banning of hula and the Hawaiian language did not occur simultaneously. This kind of upside-down approach to the research process delayed several students in supporting their arguments with valid premises based on critical examination of sources, and their final papers were consequently not as developed as they could have been.

Organization and structure: the main problems in this section were

- Not using an outline of the paper to structure the argument
- Paragraph development
- Topic sentences
- Transitions between paragraphs
- Organizing ideas logically
- Moving from freewrite to draft to revised draft to final version
- Redundancy

Content: the majority of the papers had content that adequately addressed and supported the main argument.

In conclusion, ENG 100T 001 students clearly benefited from the strong academic support provided for their writing assignments. However, their unfamiliarity with the process, method, and practice of writing argumentative thesis-driven papers suggests that they may find other aspects of college-level course work challenging as well.

Assessment of Reading and Writing Skills in ENG 100T 001 Composition I

Kupa ‘Āina Summer Bridge Program, June 22 – July 31, 2015

Background:

Kupa ‘Āina is a six-week residential summer program funded by Kamehameha Schools and administered by UH Hilo. UH Foundation is also an active partner. Kupa ‘Āina was first piloted in 2014 and, due to its success, continued this summer. The bridge program’s goal is to increase the number of Hawai’i Island students in STEM and natural science majors. All enrolled students graduated in May 2015 from either Pahoa High School or Kea’au High School on the Island of Hawai’i. Due to school closure in Pahoa as a result of the June 27th lava flow, some Pahoa students had been transferred to Kea’au in their senior year. This gave rise to pronounced anxiety amongst the Pahoa students who now had to identify as students at Kea’au High School, their former rival in inter-scholastic sports games. They carried some of those anxieties with them into the Kupa ‘Āina program. However, these tensions soon lessened as students began to identify as a united Kupa ‘Āina cohort.

In addition to ENG 100T, Kupa ‘Āina students were also enrolled in either MATH 103 or 104, thus earning a total of 6 college credits.

Method of Placement in ENG 100T:

Karla Hayashi, Director of Kilohana: The Academic Success Center, administered writing placement assessments (WPA) to the Kea’au and Pahoa students at their respective schools in Spring 2015. 31 students took the WPA. English lecturer Dr. Liam Conway-Nesson and I scored the WPAs. Our scores differed on 4 essays, which Karla Hayashi then scored as the third reader. Only 23 students eventually enrolled in Kupa ‘Āina. Out of those 23 students, the placement was as follows:

- ESL 2
- Pre-100T 7
- 100T 11
- 100 3

14 students were placed in my ENG 100T 001. 9 were placed in Dr. Conway-Nesson's ENG 100T 002. All of the Pre-100T and ESL students were placed in Dr. Conway-Nesson's class, which had the smaller enrollment in order for there to be more teacher-student time.

Tutoring:

Like last year's program, students were supervised by English and Math tutors, residence hall staff, and Kupa ‘Āina staff 24/7. Writing assignments went through multiple drafts

with in-person tutorials, which were provided by the English tutors. Instructors reviewed a best-effort draft of each student's final research paper.

With 2-3 hours of English tutoring daily Monday-Friday and occasionally on weekends, students in this summer bridge program received strong academic support. This was clearly to the students' academic advantage as it ensured that no one was "left behind". Almost all papers were turned in on time, and attendance was near perfect throughout the 6 weeks of summer session.

The tutors assigned to ENG 100T 001 and 002, Asia Howe and Daniel Paul, attended all classes. Each taught one class section: Asia did a PowerPoint presentation with exercises on integrating sources and avoiding plagiarism in ENG 100T 001; Daniel did a section on literary criticism in ENG 100T 002.

Dr. Conway-Nesson, Asia, Paul, and I met regularly to de-brief and to identify students who needed extra help. This was extremely helpful in initiating early prevention to assist students who had trouble with completing their assignments. Several missing, incomplete or borderline plagiarized papers were caught this way, and the students were asked to revise and resubmit. Based on teacher recommendations, the tutors approached individual students that needed extra help during tutor sessions. Tutors reported back to the teachers on progress and obstacles. Only one ENG 100T 001 student resisted help - and ended up with the lowest score of the class.

One significant problem with tutoring, from the point of view of English tutoring, was that a group of students who had trouble in math were separated from the rest of the group each evening for intensive math tutoring. Several of these students also needed extra help in English, but Kupa 'Āina staff obviously prioritized math. Thus, tutoring in English was not as comprehensive as it could have been, and it affected the weaker students negatively because they did not get as much help as they needed with their English assignments.

Types of writing assignments:

My assessment is based on the following types of graded writing assignments, which were given in ENG 100T 001:

- Three journals @ 2-3 pages
- Two short papers @ 3-4 pages (revisions recommended, but optional)
- Abstract (research proposal): 200-250 words (revision mandatory)
- Annotated bibliography (seven sources, each with 100-150 word annotation)
- Final research paper: 6-8 pages (revision mandatory)

In addition, students wrote various informal, in-class freewrites, a personal statement, peer reviews, joint responses to prompts, and drafts. They also wrote notes on the whiteboard.

MLA was required for all assignments. None of the students in ENG 100T 001 mastered MLA (or any other citation style) at the beginning of the course, which suggests that they have not received adequate citation training in high school. At the end of the course, the majority either mastered or almost mastered MLA. The 20% that did not master MLA also did not master other academic writing conventions (thesis, topic sentences, paragraphs, etc.).

The final research papers in ENG 100T 001 were collected as artifacts for future assessment projects.

Types of reading assignments:

- Lunsford, Andrea A. *The Everyday Writer*. 5th ed. Boston: Bedford / St. Martin's, 2013. Print
- Murayama, Milton. *All I Asking for Is my Body*. Honolulu: University of Hawaii Press, 1975. Print
- Two short (less than 10 pages) peer-reviewed academic journal articles posted on Laulima
- In-class reading aloud of Abraham Lincoln's *Gettysburg Address* and other brief pieces from the textbook (to practice enunciation and public speaking)

Murayama's novel *All I Asking for Is my Body* was tied to a class excursion to the Lyman Museum and a study of Pidgin (Hawai'i Creole English) and plantation culture in Hawai'i in order to meet the Kupa 'Aina program's focus on the land and people of Hawai'i.

Reading Assessment:

Instead of doing a *Total Reader Lexile Assessment* (an external assessment tool) like last year, I gave the students in ENG 100T 001 a paraphrase exercise (see attachment "100T Lexile SS 2015") on a topic related to Murayama's novel: post-colonial literature. The students read the prompt and paraphrased it without any contextualizing explanation from me. The prompt was chosen as an example of a complex critical literary text at the 1200+ lexile level. The students were not expected to be familiar with all the terms and concepts. The assessment was not graded. The results show a huge range in ability, spanning from those who barely understood the prompt to those who grasped its meaning and complexity.

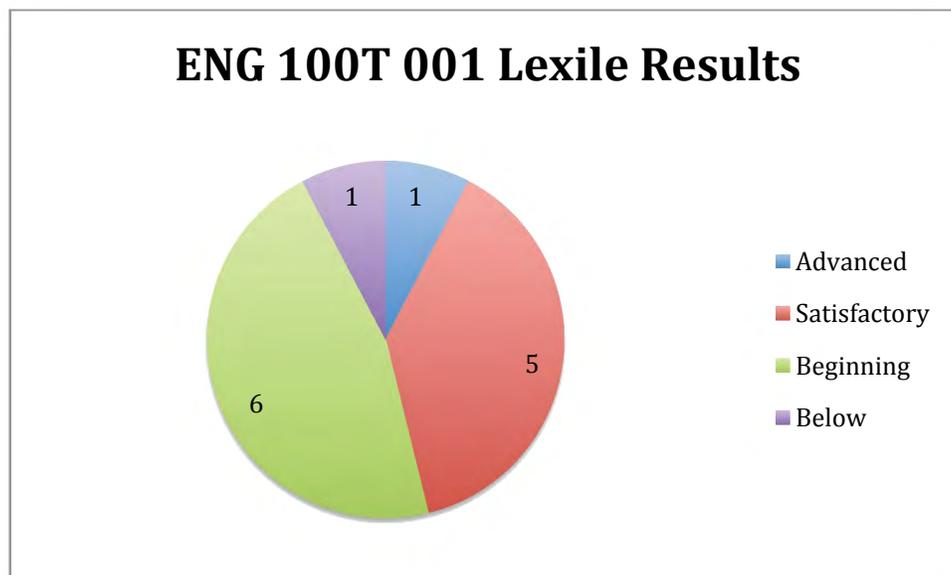
Results (13 total - 1 student was absent) are based on the Common Core rubric found at <https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/>

Common Core lexile rubric:

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
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K-1	N/A	N/A
2-3	450L-730L	420L-820L
4-5	640L-850L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1120L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Advanced	Above 1220L (8%)
Satisfactory	1070L - 1220L (38%)
Beginning	960L - 1120L (46%)
Below	Below 960L (8%)



Not surprisingly, there is some correlation between reading and writing skills. The chart above is consistent with the fact that the students receiving B+ or better for their research papers had more complex vocabulary, mastered basic or advanced grammar and syntax, and demonstrated understanding of the research assignment's scope and range. The students receiving B or below for their research papers exhibited major problems with spelling, grammar and syntax, used simplistic or inadequate vocabulary, and typically did not master the scope and range of the assignment, such as delivering an argumentative thesis, supporting its claims in paragraphs with topic sentences, integrating research sources, using correct citation, etc.

Assessment of student writing skills in ENG 100T 001:

Understanding kinds of assignments: it was clearly a problem for students to distinguish between different kinds of assignments, ranging from the rather informal journals to the academic research paper. The majority had no experience in writing in various kinds of

voices and had trouble transitioning from me-based personal opinion (i.e. writer-centered) to topic-based argumentative writing (reader-centered).

Understanding what citation is: although students practiced using MLA in their journals and short paper assignments, about two-thirds of the class incorporated citations only sparingly or not at all in their final papers, let alone demonstrated familiarity with MLA in works cited. MLA had been covered in class, in tutorials, and in the mandatory library sessions. In addition to being taught how to use RefWorks, dianahacker.com, and the library's online writing guide, students also had a comprehensive MLA section in their class textbook, but those who would have benefited from consulting the textbook apparently did not look up such information, even after we'd practiced it in class. Unfamiliarity with how to look up information was a persistent problem.

Information literacy and understanding what academic resources are: students writing on scientific topics like ocean pollution, coral bleaching, and bee colony diseases cited peer-reviewed academic articles. Three other students writing on Hawaiian sacred sites, trash management, and homelessness also cited acceptable sources. The remaining eight students googled their sources. One person probably re-submitted his high school senior project with some minor additions. Even those who googled information rarely chose quality articles from newspapers or other reputable sources. The eight students who did not use sources from the UH databases, with the exception of one person who wrote about rats' environmental damage in Hawai'i, wrote pure opinion papers instead of the assigned researched argumentative, thesis-driven paper.

I got the impression that some of the students simply did not think citation was important or that it applied to them. Blatant plagiarism (directly copied and pasted from websites) occurred in five of the early assignments.

Typical errors:

- Incorrect use of citation format
- No consideration of source's credulity, expertise, or authority
- Works cited entries did not correlate with in-text entries
- No in-text citations
- Works listed in bibliography were not cited in the text
- Sources were not relevant or credible (e.g. Wikipedia, .com sites)
- No effort to examine quality of sources
- Floating citations
- Little or no synthesis of research sources
- Plagiarism

Language: spelling, grammar and syntax: while some students had strong language skills and wrote clear prose with complex grammatical structures, other students struggled at the sentence-level with communicating effectively. Problems included:

- Punctuation
- Spelling (including words that Spell Check would catch)
- Sentence-level syntax problems such as sentence fragments

- Major grammatical errors (for example, noun-pronoun and noun-verb agreement, omission of grammatical subject)
- Obscure sentences that made no sense
- Simplistic or inadequate vocabulary
- Dyslexia
- English as a second language (though not reported)

Line of reasoning: because most students had not practiced writing argumentative research papers in high school, it was challenging for them to transition from opinion-based response papers to the college-level thesis-driven format. Some of the final papers ended up having no discernible thesis based on argument, but the majority of the papers had a somewhat discernible or clear line of reasoning.

Organization and structure: the main problems in this section were

- Not using an outline of the paper to structure the argument
- Paragraph development
- Topic sentences
- Transitions between paragraphs
- Organizing ideas logically
- Moving from freewrite to draft to revised draft to final version
- Redundancy and lack of analytical progress

Content: the majority of the papers had content that adequately addressed and supported the main argument.

In conclusion, ENG 100T 001 students clearly benefited from the strong academic support provided by the Kupa ‘Āina program for their writing assignments. However, their unfamiliarity with the process, method, and practice of writing argumentative thesis-driven papers suggests that they may find other aspects of college-level course work challenging as well. Their unfamiliarity with college life in general was a cultural challenge. Being (mainly) first-generation college students, they did not have the family background to feel entitled or competent first-year students. What clearly worked in Kupa ‘Āina was

- intensive, on-site tutoring
- small class size
- residency
- massive program support

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