

	Outcome Goals	Assessment Procedure	2002-2003 Results	2003-2004 Results	2004-2005 Results	Use of Results
Goal 1	Learn composing process to produce essays that	Program: Individual evaluations of each assignment; course-specific committees refine curriculum (assignment sequences, student learning outcomes, and grading practices) and choose textbooks.	Program: Pre-semester orientation sessions for adjuncts and collection of assignments foster consistent student outcomes. A detailed list of expectations of and support for adjuncts was created and distributed.	Program: Director of Composition requested and reviewed assignments for presence of grading criteria, requirement of a thesis, and use of secondary sources. Comp Committee identified low income as cause of many student problems		
Goal 2	.reflect rhetorical sensitivity to subject, audience, and purpose	1300: whole-class midterm evaluation; common final exam graded by all faculty; assessment report to Provost; May retreat to assess TASP preparation; August workshop on writing assessment with Fall mid-term followup survey on grading criteria	1300: Developmental Curriculum Committee agreed to a standard attendance policy for developmental courses and adopted consistent letter grades (A, B, C, D, and F) for all developmental courses. Exam topics were based on assigned reading of substantial texts.	1300: Faculty revised student outcomes and chose new textbooks that better reflect those revised outcomes.		
Goal 3	.articulate logical and persuasive arguments		1301: Faculty articulated course-specific student outcomes and requested requiring C or better in 1301 before students could move on to 1302.	1301: Students are not writing sufficiently complex essays; faculty chose new reader and rhetoric.		
Goal 4	.observe the conventions of standard written English			1302: Faculty chose new rhetoric.		
Goal 5	Learn how to read and engage complex written texts, both print and electronic			1301: students are not reading enough academic writing; 1302: reading remains a problem		
Goal 6	Learn to summarize, quote, and paraphrase secondary	Success is shown by completing .the composition	In-house writing conference began.	Underprepared students are being passed from 1301 to 1302.		

	sources	sequence and TASP (TSI) or WPE; .ongoing enrollment in college; .earning C or better in writing-intensive courses		Because students struggle with academic language and integration of source material into their writing, instruction and practice in research is delayed past mid-term.		
Goal 7	Learn how to document reliance on sources according to standard academic guidelines	University: significantly lacking are reliable data on subsequent academic performance.	University: significantly lacking are reliable data on subsequent academic performance. Council on Student Writing formed by Directors of Composition and Writing Center.	Developmental Curriculum Committee received raw data from University; DCC chair's analysis showed that repeaters eventually pass at about the same rate as the general student population. Absence of data on success rates in ENG 23XX hamper assessment of ENG 1302.		