***Executive Summary***

**Overview of Courses:**

* ENGL 105S, Introduction to College Writing with Supplemental Instruction (4 credits)
* ENGL 105, Introduction to College Writing (3 credits)

**Course Enrollment and Passing Rate Numbers:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Passing Rates** | | |
|  | **Courses** | **Enrollment** | | ***Original Roster*** | ***Active Roster*** | ***Regular Attendees*** |
| ***September*** | ***December*** |
| *Writing Specialist’s Three Sections:* | | | |  |  |  |
|  | ENGL 105S.4/5/LC1 | 46 | 41 | 67.4% | 75.6% | 83.8% |
| *All ENGL 105S Sections:* | | | |  |  |  |
|  | [6 total] | 102 | 90 | 60.4% | 68.5% | — |
| *All ENGL 105 Sections:* | | | |  |  |  |
|  | [10 total] | 158 | 155 | 71.3% | 72.7% | — |

**Overview of Key Findings:**

* My students who attended class regularly had an **83.8% chance of passing the class**
* My students with **more absences** were more likely to receive **lower grades** at the end of the semester
* **Passing rates and grades varied greatly** between different instructors’ sections
* **70 students were misplaced according to their Accuplacer scores**, mostly due to lack of available space in ENGL 105S
* My students **demonstrated clear gains in their formal writing assignment scores** over the semester

**Overview of Recommendations:**

* **Placement, Registration, and Policies**
* Honoring the **cap limit** set for ENGL 105S and ENGL 105
* **Standardizing placement** based on Accuplacer Scores
* Retaining the pre-foundational **attendance policy**
* Implementing a **WA (or R) grade**
* **Course Design and Content**
* Revising the ENGL 105S and ENGL 105 **syllabus scaffold**
* Designing a **MyWritingLab study** for Fall 2012
* **Program Design**
* Assessing the **First and Last Day Writing Samples**
* Hiring a **second Writing Specialist**