

PROGRAM ASSESSMENT AND ANALYSIS REPORTING FORM

Name of Program: ENC 1101 Summary-Response
Assessment Essay

Name of Program Leader (s): English Department

Date: November 25, 2006

Report Completed by: Marty Ambrose
(Lead Faculty for Communications)

LEARNING OUTCOME(S)

The College Learning Outcome that has been identified in this project is as follows:

Communication: To communicate (read, write, speak, listen) effectively using Standard American English.

ASSESSMENT PLAN:

During spring semester, 2006, the Edison College English Department agreed to assess the “Communication” general education competency. They planned to administer a summary-response final essay in all sections of ENC 1101 taught by full-time faculty on all four campuses, as well as selected adjunct faculty (see Appendix A for a list of participants). The faculty developed the guidelines for the essay, used the general education “Communication” rubric, and chose the professional essay to which the students would respond (see Appendices B, C, and D).

All sections of ENC 1101 taught by full-time faculty and selected adjunct faculty, representing the Lee, Collier, Charlotte and Hendry/Glades campuses, administered the assessment essay during week ten of Fall Semester, 2006. Full-time faculty agreed on an essay, Chet Raymo’s “The Road to Hell is Paved,” to which the students were asked to respond in a summary-response format. They were given the Raymo essay to read one class before the administering of the essay; then, in the following class, they had one hour to handwrite the essay in a bluebook. Students had to apply critical, analytical, and creative thinking in order to complete the assignment, as well as demonstrate their ability to write a thesis and develop main points in an essay. The essays were submitted, compiled, and forwarded to the English faculty for scoring. A small committee met on October 19th, 2006, to select eight essays for the norming session.

All full-time English faculty convened on October 20th, 2006, to score nearly eight hundred essays on three campuses. Barb Griffith and Marty Ambrose conducted the norming session, and all essays were holistically scored to determine whether students

demonstrated the ability to construct and execute an effective essay. A random 30% of the essays, with student IDs and paired scores, were then analyzed by the Office of Institutional Effectiveness for scorer reliability and student performance.

Scoring Rubric:

The English faculty used Edison College's general education rubric for "Communication" to holistically score the essays on the following 4-point scale: Upper-Range Essays (4-3), Middle-Range Essays (2), and Lower-Range Essays (1). This rubric was given to the students along with the professional essay and summary-response writing guidelines, so they had a clear idea of how they were going to be assessed.

Steps Prior to the Scoring Session:

Establishing Criteria for Scoring

Prior to the holistic scoring session, a small committee determined the criteria to guide the participants in the assessment of student writing. Using the predetermined rubric, they read, discussed and ranked eight sample papers to illustrate each category of the four-point scale. The model papers were marked 1-4, and copies were made for the participants. Copies of the rubric, summary-response guidelines and eight "anchor" papers were made for the participants to prepare for the holistic grading session. These "anchor" papers exemplified each of the categories/levels and would be used for the group to make its own determination of what essays constitute each level or category in the "norming" session of the holistic scoring day.

DATA ANALYSIS:

Summary-Response Essay Assignment (direct measure)

In interpreting correlation analysis, a high correlation is between .7 and 1.0. A moderate correlation is between .4 and .69. A low correlation is between .2 and .39. No correlation is less than .2. *Reliability* of paired scores is defined as the *correlation* between them. Where reliability is low, either the rubric may require refinement or the scorers may wish to spend more time developing a consensus on how to apply the rubric to samples of student work.

A passing score is defined as 2 on a 4-point scale. This score approximates 70%, considered a passing score on a college-level writing assignment and described thus in the "Communication" rubric: "The writing meets the minimum requirements of the assignment" (see Appendix C).

Analysis of Paired Scores

The analysis of paired scores revealed generally high reliability. That is, each of the scorers applied the rubric to the writing samples in a very consistent way. Out of the thirteen scoring pairs, one pair was "moderately reliable," seven pairs were "reliable," and four pairs were "highly reliable." Only one pair, grading three essays, was "not

reliable.” Although some scorers applied the rubric with more rigor than others, there did not appear to be vast differences of opinion among scorers.

Analysis of Data for Written Communication Assessment:

In the sample of 206 randomly-chosen essays (@30%), **72% scored at a “2” or above and 28% scored below a “2.”** Thus, over 70% of the students in ENC 1101 are ready to exit the course able to writing an acceptable essay written in a timed setting. Students who took ENC 1101 within the first 15 hours of their college career scored higher than students with more earned hours; students who waited to take ENC 1101 until after 30 hours scored significantly lower. In general, students’ GPA correlated with their performance on the assessment essay. Freshman scored higher than other students, and continuing students had scores correlating positively with higher GPA. Students who repeated ENC 1101 scored slightly lower than students who were taking it for the first time. Significantly, students who had completed REA 9002 or REA 9003 scored lower than those who had not taken these courses, and students who were completing EAP 1461 also scored lower than those without EAP history. Only two students identified themselves as second language; unfortunately, few students self-identify a first language other than English in their college application.

Sample Data for English Assessment Essay:

**Data Analysis for Written Communication Assessment
Fall 2006 Performance***

* 206 students were matched to Banner data on ID

Hours Earned	N	%	Average Score	Comments
1-15	166	80.6%	2.37	Freshmen earned an average score higher than students with more earned hours. Scores were negatively correlated with increases in earned hours.
16-30	25	12.1%	1.98	
31-45	8	3.9%	1.63	
46-60	7	3.4%	1.64	
	206	100.0%		

GPA	N	%	Average Score	Comments
0.00	130		2.35	While Freshmen (with no GPA) earned an average score higher than other students, continuing students had scores correlating positively with higher GPA.
0.00-1.00	4		1.88	
1.01-2.00	15		2.07	
2.01-3.00	30		2.00	
3.01-4.00	27		2.31	
	206			

Students Repeating	N	%	Average Score	Comments
ENC1101	185	89.8%	2.28	Students who repeated ENC1101 earned a slightly lower average score than those who had not repeated the course.
	21	10.2%	2.10	
	206	100.0%		

College Prep History	N	%	Average Score	Comments
	179	86.9%	2.34	Students who completed prep reading had lower scores than students without prep history.
ENC9020	1	0.5%	3.00	
REA9002	1	0.5%	2.00	
REA9003	25	12.1%	1.70	
	206	100.0%		

EAP History	N	%	Average Score	Comments
	201	97.6%	2.29	Students completing EAP1461 had lower scores than those without EAP history.
EAP1461	5	2.4%	1.40	
	206	100.0%		

First Language	N	%	Average Score	Comments
	204	99.0%	2.27	Only two students in the sample specified a first language other than English. According to the registrar, few students complete this field in the application.
French	1	0.5%	1.00	
Vietnamese	1	0.5%	2.50	
	206	100.0%		

**USE OF ASSESSMENT FINDINGS TO IMPROVE STUDENT LEARNING:
Recommended Changes Based on Assessment Findings**

ENGLISH DEPARTMENT RECOMMENDATIONS:

The results of this assessment project indicate that students had a fairly high percentage of acceptable scores (72%). Also, the paired scores revealed generally high inter-rater reliability. This research indicates that over three-fourths of Edison College students write essays that the English faculty would consider “passing” in ENC 1101, and the full-time English faculty are grading essays at a consistent level with each other. However, the lack of participation of English adjunct faculty in the holistic scoring session provided no inter-rater reliability data from this faculty population. In addition, the lower-scoring students revealed a history with REA 9002 and REA 9003 and EAP 1461. **Thus, the English Department recommends the following actions:**

1. Require that the English adjuncts each submit one class of essays for holistic scoring, and encourage their participation in the holistic scoring session to provide inter-rater reliability data.
2. Initiate a closer working relationship between faculty in the English Department and faculty in the Department of Learning Assistance and, possibly, create a “bridge” course in critical thinking.
3. Assess the feasibility of Edison College students taking ENC 1101 during the first 15 hours of their academic career.

4. Identify and place second language students in EAP courses that would enable them to have the English skills necessary to pass ENC 1101.
5. Conduct workshops and panel discussions through the Writing Center on critical thinking and essay composition for students and faculty.

Action Plan:

- Work with adjunct coordinators on Lee, Charlotte, and Collier campuses to increase English adjunct faculty participation in holistic scoring of ENC 1101 assessment essay in Spring, 2007.
- Have joint department meetings between English and Department of Learning Assistance faculty to discuss the possibility of creating a critical thinking “bridge” course.
- Make a recommendation to the VPAA that all Edison College students take ENC 1101 during their first 15 credit hours.
- Initiate dialog with Student Services to tighten in-take processes whereby the majority of second-language students are identified in their college application.
- Require that students who test into EAP courses complete them before registering for ENC 1101.
- Offer critical thinking workshops for students and faculty through the Lee Campus Writing Center.

OTHER RECOMMENDATIONS:

- Administer a diagnostic writing sample at the beginning of ENC 1101; students who demonstrate weak writing skills will be referred to the Writing Center for additional help.

DESCRIBE HOW DATA AND RECOMMENDATIONS WILL BE SHARED WITH FACULTY:

This report will be shared with faculty in the following ways:

- Distribution to the Communications faculty in Fall, 2006
- Presentation to all faculty during duty days in January, 2007
- Placement on Edison College website

Appendix A
Participants in Holistic Scoring
Fall, 2006

Lee Campus

Ellie Bunting

Marty Ambrose

Lee Foreman

Barb Griffith

Thomas Wayne

Noelle Burr

Sebastian Bennett

Amanda Lehrian

Pam Mangene (Adjunct Coordinator for Arts and Sciences; English adjunct)

Darren Penn (Writing Center Technician)

Charlotte Campus

Natala Orobello

John Pelot

Collier Campus

David Luther

Kath Miller

Appendix B
Summary/Response Essay Guidelines for ENC 1101
Edison College Assessment Essay
Fall, 2006

Assignment:

You will read/view the assigned work or composition and then write a 400-500 word essay that **summarizes** and **responds** to this work. You must submit your essay according to the guidelines below; failure to follow these guidelines may result in a zero for the assignment.

Submission Guidelines:

- Compose your essay in class, and title it “Assessment Essay” on the cover of the bluebook. **Also, on the cover place your name and the professor’s name.**
- On the first page of the bluebook, place your Banner student I.D. number (**not your social security number**).
- Compose the essay by hand and write on every other line.
- Proofread your essay for grammar and mechanics.
- Submit your essay to your professor at the end of class.

Summary Guidelines:

Write **at least one introductory paragraph** that summarizes the author’s thesis or main focus and the elements that are used to support the thesis or main focus. Your essay should convey to someone who has not read or viewed this work a clear and complete idea of its content and audience and purpose. This summary must include the following:

- Author’s name (spelled correctly)
- Title of the work (placed in quotation marks)
- Who was intended audience?
- A statement, direct quote, and/or paraphrase of the author’s or artist’s thesis or main focus.

Response Guidelines:

Write **two-three paragraphs** in response to the work. In the response, you should include your own thesis and one or more of the following: What is your reaction to the work? Do you agree or disagree? Were your emotions engaged? You should support your reaction with examples from your own experiences, knowledge from your courses, and any books, articles, or other works that you have read or reviewed. **You should also include a separate concluding paragraph.** Overall, you must do the following in the response:

- Respond to the author’s or artist’s thesis/main focus by stating your reaction to the work.
- Provide clear and detailed examples that support your reaction
- Compose a brief conclusion, which should finalize, summarize, or expand upon ideas presented in your essay.

If you have any questions, please contact your professor.

Assessment Rubric for Written Communication Skills/ Appendix C

Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning	Score
Purpose/Audience	The writing engages the reader with an original approach to the subject. It may encompass conflicting ideas and inspires the reader to contemplate the relationship of complex ideas.	The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and presentation of complex ideas.	The writing meets the minimum requirements of the assignment. It offers insight into the subject through basic logic and the presentation of ideas based on some evidence.	The writing fails to meet the minimum requirements of the assignment. It offers little insight into the subject and has serious flaws in logic and omissions in evidence.	
Thesis and Support	The writing has a clearly articulated original thesis and subordinate ideas supported by reliable and relevant evidence based on original research.	The writing has a clearly articulated thesis supported by appropriate evidence and sound logic. Minor gaps in logic and argument may appear.	The writing has a clear thesis and related subordinate ideas supported by clear thinking and appropriate evidence. Logical arguments may be one-sided or incomplete.	The writing may need a more clearly articulated thesis and/or appropriate related subordinate ideas. Logic is unclear and adequate supporting evidence is lacking.	
Organization	The writing flows smoothly and logically from a well-defined thesis. It contains an appropriate introduction, conclusion, and smooth transitions between paragraphs.	The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions between body paragraphs may be smoother.	The writing demonstrates rudimentary organization and logical structure, but ideas need to be more fully developed and supported by more appropriate evidence.	The writing is noticeably lacking in organization. There is no clear introduction nor conclusion and ideas are neither carefully nor fully developed. Supporting evidence is clearly lacking.	

<p style="text-align: center;">Style</p>	<p>The writing engages the reader through an original prose style appropriate to the subject. Language is precise. Sentences are varied but not noticeably so. Active voice is apparent.</p>	<p>The writing keeps the reader's attention through a carefully crafted prose style. Language chosen is appropriate to the subject, but may call attention to itself in minor ways.</p>	<p>The writing is clear but could be expressed in a style more appropriate to the subject. It is jargon-free but may require a more complete explanation of some terms used.</p>	<p>The writing lacks clarity and is sometimes confusing. The language chosen is not appropriate to the subject nor the assignment.</p>	
<p style="text-align: center;">Syntax/Grammar</p>	<p>The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity.</p>	<p>The writing contains sentences that are complete or which imply unstated connections and/or conclusions. The writing may exhibit a few minor errors in grammar or style, but do not impair the flow of the reading.</p>	<p>The writing contains some grammatical errors easily corrected by adherence to a uniform style throughout. Additional proofreading would help eliminate errors.</p>	<p>The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting.</p>	

Appendix D Professional Essay for Summary-Response



The Road to Hell is Paved

by Chet Raymo

[E-mail This Page](#)

"Stay away from anything that obscures the place it is in," writes poet Wendell Berry. The automobile is the perfect machine for obscuring places, especially an automobile with a cellular phone. "Honey, I'm just leaving the parking lot, I'll be home in an hour." "Honey, I'm on the expressway, home in twenty minutes." "Honey, I'm in the driveway." One place like every other. And if it's not, we'll make it so.

The natural contours of a landscape mean nothing to an 80-ton Caterpillar bulldozer. A stand of trees, an outcrop of granite, or a purling stream can be erased in a trice. Scrape it flat. Start from scratch. Most of all, make lots of room for cars. Pump asphalt up out of the ground and spread it on the surface. We are agreed that our ideal planet is as round and smooth as a bowling ball, asphalt black, painted with white lines.



Asphalt Nation

Which is not to say that we can leave natural places alone. We no longer have that privilege. Maybe we never had that privilege. When the first human crafted a chopping tool from stone, the wilderness was finished. When the first human struck a fire with flint, untrammelled nature was in retreat. The entire surface of the planet is inevitably going to be a human artifact. Wendell Berry, that champion of cherished places, is a farmer as well as a poet. He knows that a dairy cow and an ear of corn are artifacts. A farm is an artifact. The question is not whether we will live in artificial places, but whether we will know and love the place in which we live.

"If you know one landscape well, you will look at all other landscapes differently." says a character in Anne Michael's novel, *Fugitive Pieces*; "If you learn to love one place, sometimes you can also learn to love another." And that's what place is all about: learning to love. No one should love an automobile. No one should love an expressway. No one should love acres of asphalt marked with white lines. The automobile is the antithesis of love because it is the antithesis of place.

The place we learn to love can be a windowsill in a New York highrise, a patch of woods on Walden Pond, or a thousand acres of the high Sierras. Alaskan nature writer Richard Nelson says: "What makes a place special is the way it buries itself inside the heart, not whether it's flat or rugged, rich or austere, wet or arid, gentle or harsh, warm or cold, wild or tame. Every place, like every person, is elevated by the love and respect shown toward it, and by the way in which its bounty is received."

Civic planners have a responsibility to insure that our parks, greenways and open spaces remain bountiful. One thinks back to that grand era of public spaces designed and executed by the landscape architect Frederick Law Olmsted and his contemporaries. His was the generation who gave us our national parks, national forests, and great city parks. His was the generation who

knew that we can't survive without roots in nature. His was the last generation who could imagine a landscape without an automobile.



Looking for America

New York's Central and Prospect Parks, Boston's Emerald Necklace, Chicago's Jackson Park and Montreal's Mount Royal Park are just a few of Olmsted's many splendid urban creations, feeding our need to connect to the natural world. He reshaped the landscape, to be sure, but in a way that lets organic nature shine through. Part of the requirement for the design competition for Central Park was provision for cross-town traffic; after all, the park was to extend fifty-one blocks up the center of Manhattan Island. Olmsted solved the problem by sinking transverse roads in deep-walled

trenches, thereby preserving the north-south visual integrity of the park, a strategy that minimizes the influence of vehicular traffic even to this day. Imagine what our cities and suburbs might be if those presently in charge of the planning and execution of public and private spaces were guided by Olmstedian principles.

Instead, we have created landscapes that cater to cars, not people, even to the point of sacrificing the esthetic integrity of some of our forbearers' most precious gifts, such as Charles Eliot's system of metropolitan parks and parkways around Boston, and Connecticut's Merritt Parkway. As early as the 1920s the writing was on the wall. On September 29, 1923, Charles Eliot's friend and coworker Sylvester Baxter wrote in the Boston Evening Transcript: "The parkways and boulevards...intended to be strictly subordinate...have become the primary factor in the scheme of the park system." The service of motor traffic had become the the main consideration of the park administration, he complained.

If aliens from outer space visited this planet they would quickly decide that the ruling beings have four wheels; certainly, the two-legged creatures seem eager to sacrifice to the automobile their time, fortune, and quality of life. Add a lane, pave it over, build a strip mall. If there is a shred of natural beauty left, erase it. All hail to the automobile! The automobile rules.

The automobile is here to stay, of course, and properly so, but we are not required to love it, or sacrifice everything to it. Every acre of asphalt is one less natural place to love. A house with a three-car garage is unlikely to become a home. The number of miles on the odometer is a pretty good measure of how far we have gone from where we belong. If we had been wiser, we would have created a culture that emphasized place rather than mobility, nature rather than asphalt, public rather than personal transport. We chose not to and we are poorer for it.



Open Space Plan

photos by Jason Houston

http://www.oriononline.org/pages/oo/curmudgeon/index_Raymo.html