

Date Received November 25, 2006

**Assessment Report Form
Edison State College**

1. Assessment Project Report:

Program	Course-Level Assessment in ENC 1101
Department	English
College	Arts and Sciences
Program Assessment Coordinator	Marty Ambrose (Lead Faculty for Communications)
Academic Year	2006 - 2007
Report Submitted by	Marty Ambrose
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Date Submitted	November 25, 2006

2. According to the Assessment Plan, what were the planned assessment activities to be conducted during the Academic Year? You may want to copy and paste from this program's assessment plan.

Which outcomes for this program were measured?	How did you measure the outcomes?	What results did you expect?
Written Communication	Summary-Response Exit Essay	The English Department anticipated that 65% of the students would score a "2" or above.

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results? Describe below or attach to the form.

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.

4. Use of Results. What program changes are indicated? How will they be implemented? If none, describe why changes were not needed.

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.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

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