

PROGRAM ASSESSMENT AND ANALYSIS REPORTING FORM

Name of Program: ENC 1102 Ground vs. E-Learning Classes
Name of Program Leader (s): Prof. Ellie Bunting
Date: January 30, 2007
Report Completed by: Marty Ambrose and Ellie Bunting

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 Fall Semester, 2006, Professor Ellie Bunting gave an exit exam in her “ground” (traditional) and e-learning ENC 1102 classes. The students completed an open-ended response essay on an education-related topic.

The essays were typed on the word processor in both the ground and e-learning classes; then, they were submitted electronically. The essays were holistically scored using the general education “Communication” rubric (see Appendix A). The scorers consisted of the professor of record, Ellie Bunting, as well as English faculty member, Marty Ambrose.

Scoring Rubric:

The participating 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 writing prompt, so they had a clear idea of how they were going to be assessed. 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 A).

DATA ANALYSIS:
Essay Assignment (direct measure)

Analysis of Paired Scores

The analysis of paired scores revealed very high reliability. That is, each of the scorers applied the rubric to the writing samples in a very consistent way.

**Edison College
Written Communication
Assessment
E-Learning and "Ground" (traditional)
Learners
Spring 2007 Performance**

Summary of Results

Averages		
Scorer		
Scorer A	B	Grand Average
2.94	2.96	2.95

Reliability	
0.80	Highly Reliable

Subgroup Performances			
Group	N	Average	Passing %
E-Learning Class	10	3.10	100.0%
Ground Class	14	2.84	92.9%
Total	24	2.95	95.8%

Analysis of Data for Written Communication Assessment:

In the sample of twenty-four randomly-chosen essays, **92.9% of the students in ground class scored at a "2" or above, with an average of "2.84"; whereas, 100% of the students in the e-learning class earned a "2" or above with an average of "3.10."** Thus, all the students exiting ENC 1102 were successful, scoring at a "passing" level, and there was very little difference in the scores earned by students taking the ground class vs. e-learning class.

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

This study showed that Professor Bunting's ground and e-learning ENC 1102 classes produce similar exit results in both modalities. It is an initial assessment and, to provide more complete data, the following actions are recommended:

1. Follow-up this written communication assessment of ENC 1102 with an assessment of e-learning vs. ground ENC 1101 English classes during the fall assessment of all ENC 1101 courses.
2. Expand the assessment of ENC 1102 ground vs. e-learning classes to include all of the ENC 1102 e-learning classes (with corresponding ground classes).

Action Plan:

- Initiate a writing assessment of ENC 1101 during Fall Semester, 2007.
- Assess all the ENC 1102 e-learning courses in Fall Semester, 2007.

DESCRIBE HOW DATA AND RECOMMENDATIONS WILL BE SHARED WITH FACULTY:

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

- Placement on Edison College website.
- Presentation to English faculty during the February departmental meeting.

Appendix A

Assessment Rubric for Written Communication Skills

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.	
Style	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.	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.	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.	The writing lacks clarity and is sometimes confusing. The language chosen is not appropriate to the subject nor the assignment.	
Syntax/Grammar	The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity.	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.	The writing contains some grammatical errors easily corrected by adherence to a uniform style throughout. Additional proofreading would help eliminate errors.	The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting.	

