

ENC 0022 Assessment Report – Summer 2015

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1 INTRODUCTION

In Fall 2014, the English Department of Florida SouthWestern State College (FSW) outlined an initial plan for assessment in three courses: English for College Success (ENC 0022), Composition I (ENC 1101), and Composition II (ENC 1102). For Summer 2015, assessment will include ENC 0022 only. At FSW, common course assessment is typically not conducted over the summer terms except in certain cases. A baseline Student Learning Objective (SLO) for ENC 0022 has been implemented based on the assessment results of Fall 2014 and will serve as a correlative measure for supporting assessment driven instruction going forward (Cole et al., 2011; Elder and Paul, 2007).

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Director of Academic Assessment, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2 DESCRIPTIVE STATISTICS & LEARNING OBJECTIVES

It is expected that upon completion of ENC 0022 students will be able to plan and write paragraphs and essays reflecting styles and tones appropriate for their audience and use adequate support, coherence, and unity that demonstrate understanding of content for expository and persuasive purposes. To accomplish this, ENC 0022 is scored using a rubric with seven dimensions: Introductory Paragraph, Support Paragraphs, Organization, Concluding Paragraph, Grammar, Mechanics, and Research. Each dimension is scored on a scale of 1 to 4 (1-Unacceptable, 2-Needs work, 3-Average, 4-Above average), with 0s if the baseline of 'Unacceptable' is not met. Using this common rubric criterion as an assessment method and based on the results of the Fall 2014 assessment, the English department has established a benchmark (SLO1) measuring the percentage of artifacts scoring a 2 or greater.

During the summer 2015 semester, 24 total artifacts were recorded for ENC 0022. The mean overall score for the 24 artifacts is 19.7/28, or 70.4% (Table 1). The Research rubric dimension exhibits the lowest mean score (2.5). Additionally, just 12.5% of artifacts were scored at a 4. Achievement at level 4 in other dimensions range from 16.7% to 50.0% (Figure 1).

The benchmark measurement, SLO1, exhibits achievement at 2 or greater ranging from 83.3% (Research) to 95.8% (Supporting Paragraphs). Achievement at 3 or greater ranges from 45.8% (Research) to 91.7% (Organization). While the Grammar, Mechanics, and Research dimensions achievement at level 4 vary by 4.2%, their achievement at level 3 or greater varies by 25%. In the case of Organization, 91.7% achieved level 2 or higher as well as level 3 or higher (no one scored a 2). These varied distributions speak to the typical achievement patterns in various dimensions. For a more thorough review of these patterns, see Section 3.2.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research	Overall
mean	2.8	3.1	3.3	2.7	2.8	2.6	2.5	19.7
standard deviation	0.99	0.88	0.87	1.09	0.90	0.88	1.02	5.41
Rubric Dimension	%	%	%	%	%	%	%	
4	29	38	50	25	17	13	21	
3	25	38	42	38	54	46	25	
2	38	21	0	17	17	29	38	
1	8	4	8	21	13	13	17	
Benchmark Achievement	%	%	%	%	%	%	%	
3 or greater	54	75	92	63	71	58	46	
2 or greater	92	96	92	79	88	88	83	

Table 1. Basic descriptive statistics of summer 2015 ENC 0022 artifacts. Rubric dimensions are also shown with distribution of artifacts by rubric achievement level and by percentage scoring at benchmark levels (2 or greater & 3 or greater).

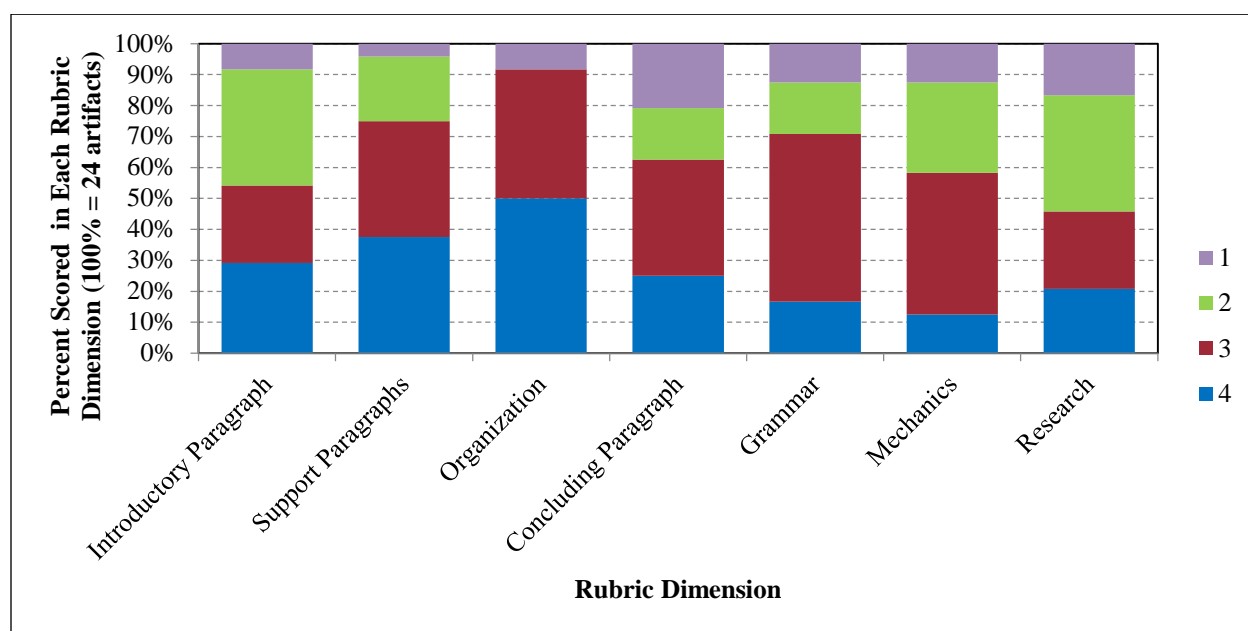


Figure 1. ENC 0022 distribution of rubric scores by dimension.

3 EXPLORATORY ANALYSIS & SIGNIFICANCE TESTING

3.1 COMPARISON BY SITE, FORMAT, OR STUDENT TYPE

3.1.1 Dual Enrollment to non-Dual Enrollment Comparison

No dual enrollment sections of ENC 0022 are offered nor do any dual enrollment students register for the course, so no comparison studies were completed.

3.1.2 Online to Traditional Comparison

No online sections of ENC 0022 are offered, so no comparison studies were completed.

3.1.3 Full term to Mini-term Comparison

Of the 24 artifacts from Summer 2015, 7 originated from mini-term sections while the remainder originated from full summer terms. Comparisons of results are shown below in Table 2; however, no statistical significance tests are conducted because the sample sizes were too low to yield meaningful results (de Winter, 2013).

Full (n=17)	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research	Overall
mean	2.6	3.1	3.4	2.6	2.8	2.6	2.6	19.8
standard deviation	1.00	0.93	1.00	1.27	0.73	0.86	1.11	5.80
A/B Mini (n=7)	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research	Overall
mean	3.1	3.0	3.3	2.7	2.6	2.4	2.1	19.3
standard deviation	0.90	0.82	0.49	0.49	1.27	0.98	0.69	4.72

Table 2. Descriptive statistics for full term (top) and A/B mini-term (bottom) for ENC 0022 during summer 2015.

3.1.4 Comparison by Campus/Site

Of the 24 artifacts collected from ENC 0022, 6 originated from the campus while 18 originated from the Thomas Edison (Lee) campus. Mean scores vary by site with the Thomas Edison (Lee) Campus consistently exhibiting the lowest mean scores across most dimensions, as well as overall score (Table 3). No statistical significance tests are conducted because the sample sizes were too low to yield meaningful results (de Winter, 2013).

df = 3	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research	Overall
Collier	3.2	3.0	3.2	3.2	2.8	2.8	3.5	21.7
Thomas Edison (Lee)	2.6	3.1	3.4	2.5	2.7	2.5	2.2	19.0

Table 3. Comparison of mean scores by site. Bold/italics denotes highest mean score in that dimension among all sites.

3.2 DATA DISTRIBUTION & LONGITUDINAL STUDY

3.2.1 Data Distribution

Results from Section 2 briefly described the distribution in scores among rubric dimension. Varied distributions exhibited achievement gaps between dimensions at 2 or greater compared with 3 or greater. Under normal circumstances, a color map or binary raster image can be created by calculating the average scores for each dimension for a given overall (total) rubric score to provide a more thorough means of data interpretation. However, due to small sample sizes, such a study would not provide meaningful results.

3.2.2 Longitudinal Study

Table 4 shows the comparison of each rubric dimension achievement percentages for those scoring 3 or higher from Fall 2014 through Summer 2015. Table 5 is a similar table for achievement percentage at level 2 or higher. Figure 2 depicts mean scores for each rubric dimension by term. It should be noted that a comparison of achievement from term-to-term as opposed to year-to-year isn't necessarily a one-to-one comparison at FSW. Assessment reports across multiple course level and program level assessments support this and should be taken under consideration upon drawing any relevant conclusions (see <http://www.fsw.edu/facultystaff/assessment/history> for further details). This data should be considered baseline as it represents one full academic year.

	Fall 2014	Spring 2015	Summer 2015
Introductory Paragraph	63%	78%	54%
Support Paragraphs	63%	76%	75%
Organization	68%	79%	92%
Concluding Paragraph	64%	73%	63%
Grammar	55%	62%	71%
Mechanics	52%	57%	58%
Research	54%	60%	46%

Table 4. Longitudinal study of achievement at level 3 or higher by rubric dimension for ENC 0022.

	Fall 2014	Spring 2015	Summer 2015
Introductory Paragraph	95%	97%	92%
Support Paragraphs	98%	96%	96%
Organization	98%	98%	92%
Concluding Paragraph	95%	97%	79%
Grammar	94%	97%	88%
Mechanics	94%	97%	88%
Research	94%	84%	83%

Table 5. Longitudinal study of achievement at level 2 or higher by rubric dimension for ENC 0022.

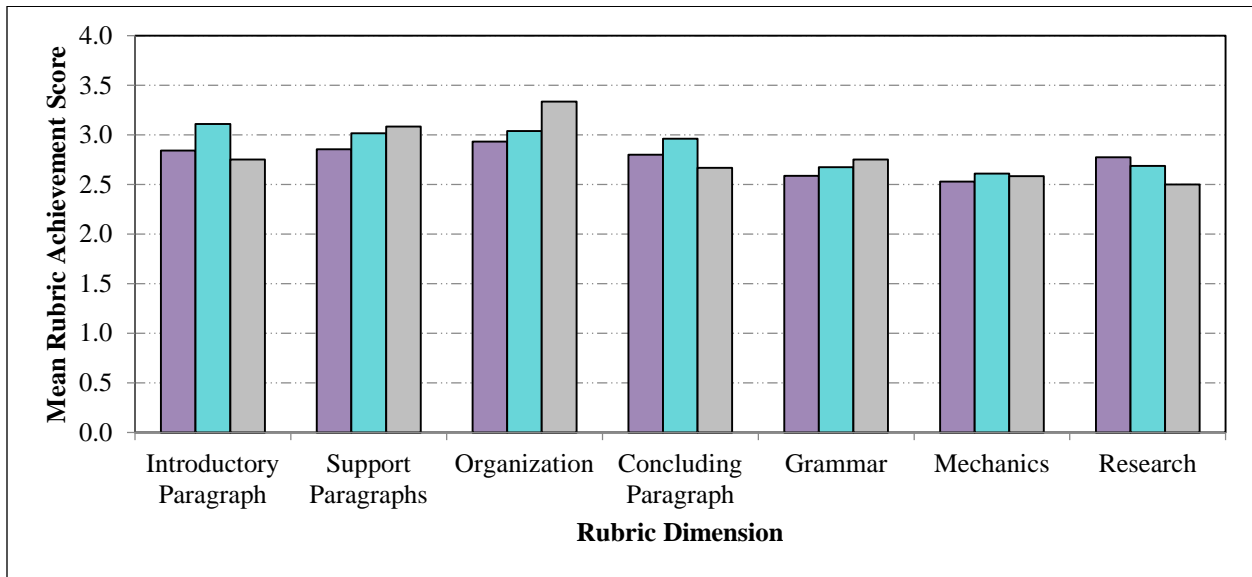


Figure 2. Mean scores by rubric dimension for fall 2014 (purple), spring 2015 (teal), and summer 2015 (gray).

4 CONCLUSIONS

The objective of Summer 2015 assessment for the FSW English Department was to assess the ENC 0022 English for College Success course using the new Student Learning Objective (SLO). The fall 2014 study resulted in the establishment by the English department of a benchmark (SLO1) measuring the percentage of artifacts scoring a 2 or greater.

A drilldown of ENC 0022 results are as follows:

1. All seven rubric dimensions have > 80% achievement at level 2 or higher with the exception of Concluding Paragraph, in which achievement at level 2 was 79%.
2. All rubric dimensions except for Mechanics have > 60% of achievement at level 3 or higher with the exception of Introductory Paragraph, in which achievement at level 3 was 54%.
3. No dual enrollment sections of ENC 0022 are offered nor do any dual enrollment students register for the course so no comparison studies were completed.
4. No online sections of ENC 0022 are offered so no comparison studies were completed.
5. In a study comparing mini-terms with the full summer term, the full term exhibited consistently higher rubric dimension mean achievement scores ranging from 0.1/4 to 0.5/4, with the exception of Introductory Paragraph and Concluding Paragraph, in which mini-term artifacts were 0.5/4 and 0.1/4 higher than full term artifacts.
6. In a cross-campus comparison, the Collier campus exhibits a higher mean rubric score in 5 of 7 dimensions compared with the Thomas Edison campus, although low sample size limits validity of the comparison.
7. In a longitudinal study, mean rubric scores for summer 2015 were highest of the 2014-2015 academic year in three dimensions (Support Paragraphs, Organization, and Grammar) and lowest of the academic year in three dimensions (Introductory Paragraph, Concluding Paragraph, and Research).

5 REFERENCES

- Cohen, J. 1988. *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Earlbaum Associates, Hillsdale, NJ.
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