

English Assessment Report – Summer 2016

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1 INTRODUCTION

Fall 2014 marked the beginning of a new assessment plan for the English Department of Florida SouthWestern State College (FSW) in three courses: ENC 0022 *Writing for College Success*, ENC 1101 *Composition I*, and ENC 1102 *Composition II*. For summer 2016, assessment will include ENC 0022 while both ENC 1101 and ENC 1102 undergo departmental discussions based on the results of fall 2015 assessment before data collection resumes during the fall term. The planned assessment practice for ENC 0022 continues in summer 2016 in which instructors use a common rubric with seven identified rubric dimensions using data collected from all course sections for ENC 0022 are assessed. Baselines set in place following fall 2014 analysis and discussion 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 ENC 0022

2.1 LEARNING OBJECTIVES & DESCRIPTIVE STATISTICS

Using common rubric criterion as an assessment method, the FSW English faculty defined multiple areas of interest for evaluation based on core outcomes for the course. Those outcomes include:

- 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.
- Establish a substantive claim, link claims to relevant evidence, and acknowledge competing arguments, gather information needed, and accurately incorporate source material into their own writing to avoid plagiarism.
- Identify and correctly use proper conventions for sentence grammar and avoid illogical shifts in pronouns and verbs in their own writing and on tests.
- Identify and use proper conventions for spelling, capitalization, and punctuation in their own writing and on tests.
- Identify and correctly use the conventions of a variety of sentence structures and will be able to avoid sentence fragments, comma splices, and fused sentences in their own writing and on tests.
- Identify and write effective topic sentences and thesis statements that address task and audience and use logical structure, support, and transitional devices for expository and persuasive purposes.

2.1.1 Learning Objectives

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. The English department has identified a target statistic for measurement purposes (SLO1) of measuring the percentage of artifacts scoring a 2 or greater.

For the summer 2016 assessment, 30 artifacts were collected for ENC 0022 from 3 of 3 course sections. The lowest scoring rubric dimension for percentage of artifacts scoring a 2 or greater is Grammar at 93%. By comparison, the lowest in summer 2015 was Concluding Paragraph with 79%. For spring 2016 it was Research with 87%. All other dimensions exhibit percentage of 93% or higher (Table 1). For a visual comparison of scores by dimension, see Figure 1.

Rubric Score	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research
Developing or higher	100%	100%	100%	100%	93%	93%	97%
4	43%	53%	43%	33%	10%	17%	47%
3	50%	43%	53%	53%	53%	53%	33%
2	7%	3%	3%	13%	30%	23%	17%
1	0%	0%	0%	0%	7%	7%	3%
0	0%	0%	0%	0%	0%	0%	0%

Table 1. Percentage of student achievement level by rubric dimension (includes percentage of students scoring in developmental level or higher as per SLO) for ENC 0022.

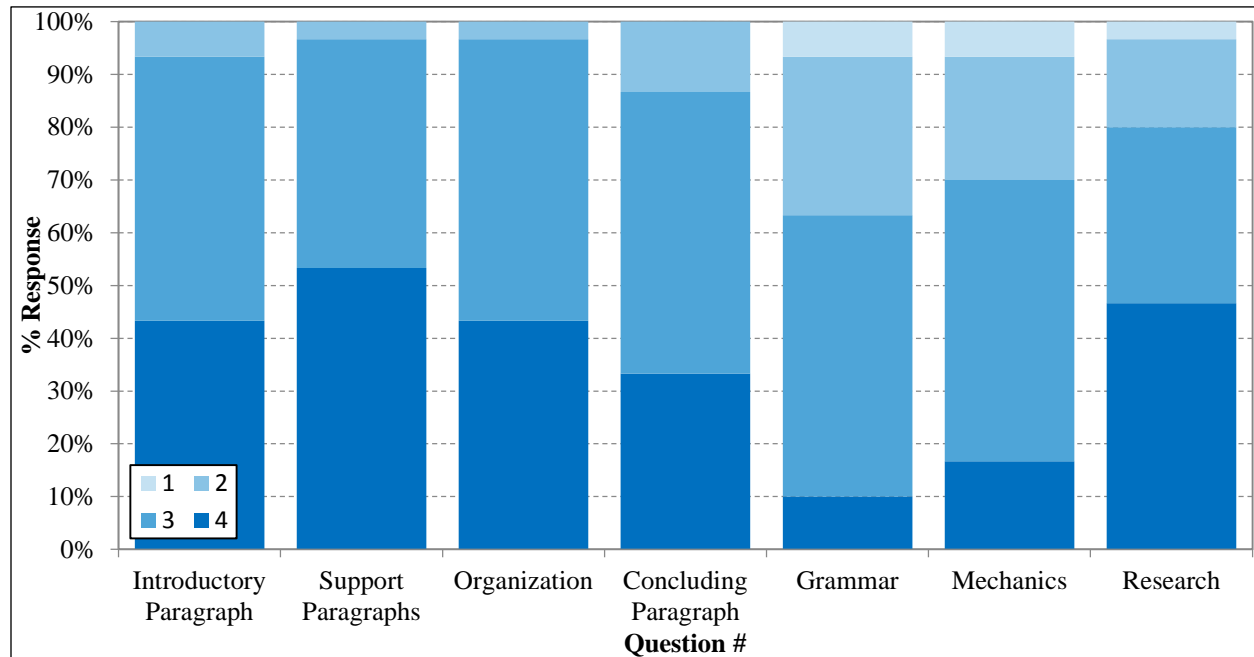


Figure 1. ENC 0022 distribution of rubric scores by dimension.

2.1.2 Descriptive Statistics & Longitudinal Studies

Descriptive statistics for ENC 0022 artifacts can be found in Table 2. A histogram of artifact scores for all 30 artifacts is shown in Figure 2. Distribution of artifact scores is centered on 27/28, and is negatively skewed, meaning scores are shifted towards the higher range.

Under normal conditions, to describe the behavior of the rubric dimensions based on overall achievement, a color map, or binary raster image, is created by calculating the mean scores for each

dimension as a function of combined score. However, sample size (n=30) is too limited to create a plot with any meaningful interpretive value.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research	TOTAL
n	30	30	30	30	30	30	30	30
Max	4	4	4	4	4	4	4	28
Min	2	2	2	2	1	1	1	15
Median	3	4	3	3	3	3	3	22.5
Mode	3	4	3	3	3	3	4	27
Mean	3.4	3.5	3.4	3.2	2.7	2.8	3.2	22.2
Standard deviation	0.61	0.57	0.56	0.66	0.76	0.81	0.86	3.93
Skewness	-0.40	-0.59	-0.20	-0.24	-0.36	-0.46	-0.84	-0.27
Kurtosis	-0.57	-0.62	-0.84	-0.63	0.12	0.12	-0.11	-1.09

Table 2. Descriptive statistics for ENC 0022 common course assessment.

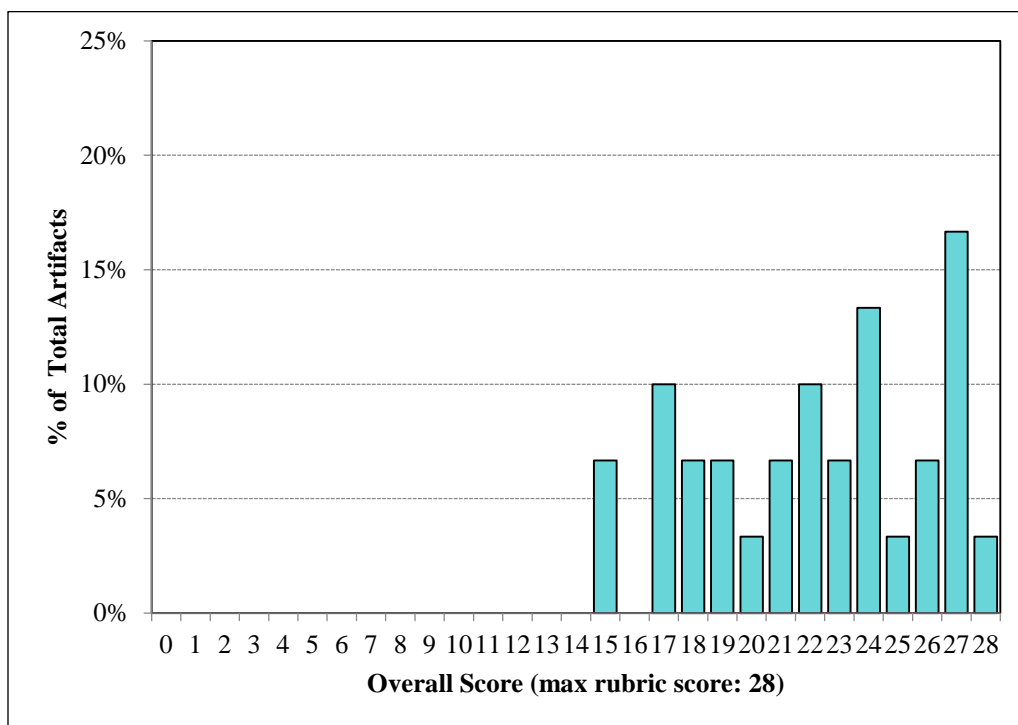


Figure 2. Overall score distribution for ENC 0022 artifacts (summer 2016 term).

A comparison of summer 2016 mean scores with past results is shown in Figure 3 below. Note that comparison of differing terms (fall-to-spring or spring-to-summer) is less useful as assessment reports across multiple course level and program level assessments at FSW typically exhibit substantial differences from differing term and are most effectively interpreted when comparing like terms such as fall-to-fall terms and spring-to-spring terms (see <http://www.fsw.edu/facultystaff/assessment/history> for examples). When comparing summer 2016 with summer 2015, mean scores for rubric dimensions is up in all areas except Grammar (down from 2.8 to 2.7).

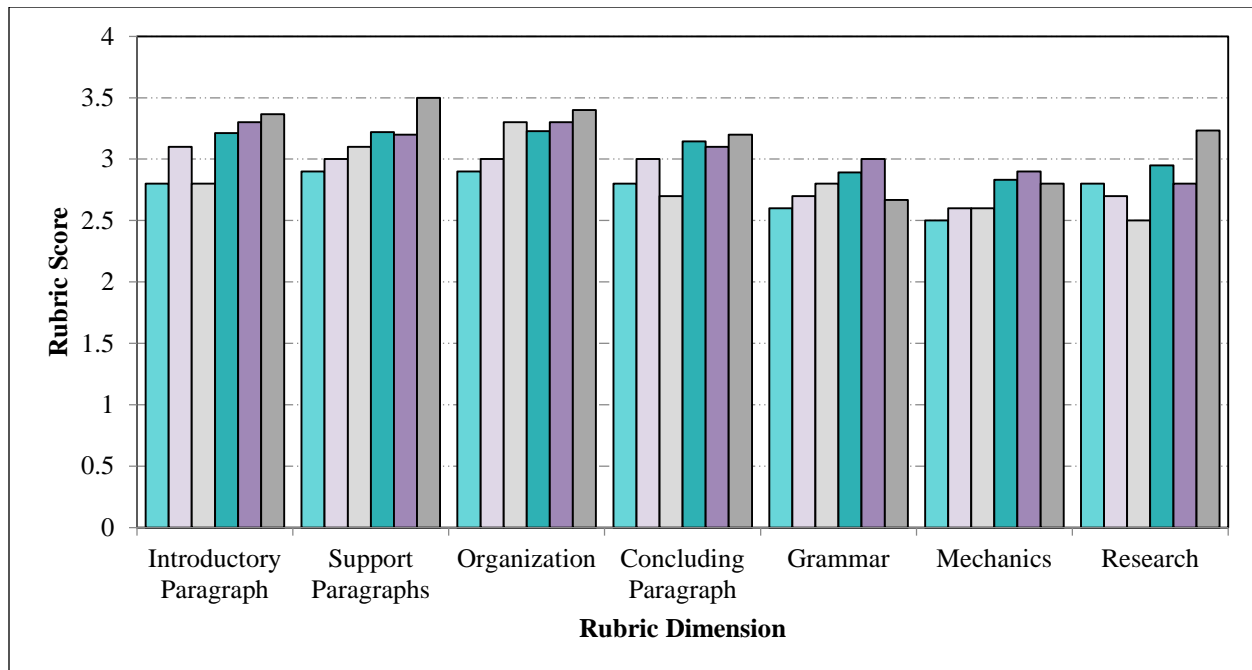


Figure 3. Comparison of mean scores for ENC 0022 through time beginning fall 2014 (light teal), spring 2015 (light purple), summer 2015 (light gray), fall 2015 (dark teal), spring 2016 (dark purple), and summer 2016 (dark gray).

2.2 COMPARISONS BY SITE, FORMAT, AND STUDENT TYPE

2.2.1 Dual Enrollment to non-Dual Enrollment Comparison

ENC 0022 is not offered as a dual enrollment (offsite) course nor is it offered to dual enrollment students onsite and so no comparison study between dual enrollment artifacts and traditional artifacts can be made.

2.2.2 Online to Traditional Comparison

ENC 0022 is not offered as an online course and so no comparison study between online artifacts and traditional artifacts can be made.

2.2.3 Comparison by Site/Campus

All sections of the course for summer 2016 were offered on the Thomas Edison (Lee) campus. As a result, no comparison between sites could be made.

2.2.4 Mini-term to Full-term Comparison

ENC 0022 was not offered as a mini-term course and so no comparison study between mini-term artifacts and full-term artifacts can be made.

3 ENC 1101

Course assessment for ENC 1101 follows a procedure of data collection in fall term only followed by departmental discussions in spring.

4 ENC 1102

Course assessment for ENC 1102 follows a procedure of data collection in fall term only followed by departmental discussions in spring.

5 CONCLUSIONS

FSW's English Department assessment plan includes three courses: ENC 0022 *Writing for College Success*, ENC 1101 *Composition I*, and ENC 1102 *Composition II*. For summer 2016, assessment will include ENC 0022 while both ENC 1101 and ENC 1102 undergo departmental discussions based on the results of fall 2015 assessment before data collection resumes during the fall term. The department has historically used a benchmark of percentage of students scoring 2 or higher in rubric dimensions as a means to measure achievement in the courses.

A drilldown of ENC 0022 results are as follows:

1. All seven rubric dimensions had > 92% achievement at level 2 or higher. The lowest dimension was Grammar (93%).
2. Distribution of artifact scores is centered on 27/28, and is negatively skewed, meaning scores are shifted towards the higher range.
3. No study comparing rubric achievement based on overall score could be completed due to limited sample size (n=30).
4. In a longitudinal study, results exhibit improvement across all areas from summer 2016 to summer 2015 except Grammar (down from 2.8 to 2.7).
5. No comparison of dual enrollment to traditional artifacts was completed because no dual enrollment sections of the course were offered.
6. No comparison of online to traditional artifacts was completed because no online sections of the course were offered.
7. No comparison between sites could be made because all sections of the course for summer 2016 were offered on the Thomas Edison (Lee) campus.
8. No comparison of mini-term artifacts and full-term artifacts was completed because no mini-term sections of the course were offered.

No drilldown of results for ENC 1101 is reported because the course follows a procedure of data collection in fall term only followed by departmental discussions in spring. Therefore, no results or analysis is reported here.

No drilldown of results for ENC 1102 is reported because the course follows a procedure of data collection in fall term only followed by departmental discussions in spring. Therefore, no results or analysis is reported here.

6 REFERENCES

Brown, M.B., Forsythe, A.B. 1974. The small sample behavior of some statistics which test the equality of several means. *Technometrics*, 16(1), 129-132.

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