

English Assessment Report

Spring 2017

Author: Joseph F. van Gaalen, Ph.D., Director, Assessment & Effectiveness

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 spring 2017, 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 spring 2017 in which instructors use a common rubric with six identified rubric dimensions using data collected from all course sections for ENC 0022 are assessed. The seventh dimension, "Research", has now been removed to coincide with new Learning Outcomes (LOs) for the course. 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 Assessment & Effectiveness, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2 ENC 0022

2.1 DESCRIPTIVE STATISTICS, LEARNING OUTCOMES, AND OBJECTIVES

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 six dimensions: Introductory Paragraph, Support Paragraphs, Organization, Concluding Paragraph, Grammar, and Mechanics. 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 spring 2017 assessment, 97 artifacts were collected for ENC 0022 from 7 of 9 course sections. The lowest scoring rubric dimension for percentage of artifacts scoring a 2 or greater is both "Introductory Paragraph" and "Concluding Paragraph" at 97%. All other dimensions exhibit percentage of 99% 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
Developing or higher	97%	100%	100%	97%	99%	99%
4	40%	43%	30%	30%	18%	19%
3	36%	32%	46%	45%	52%	56%
2	21%	25%	24%	22%	30%	25%
1	3%	0%	0%	3%	1%	1%
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.

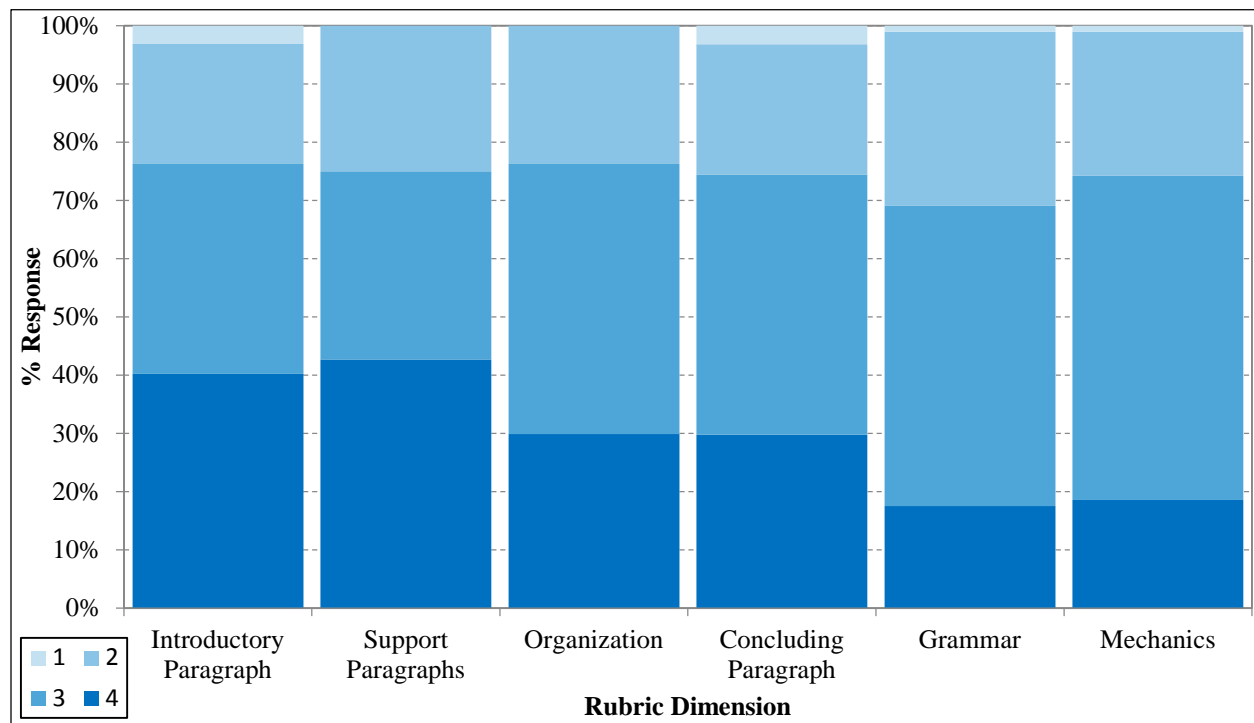


Figure 1. ENC 0022 distribution of rubric scores by dimension.

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 97 artifacts is shown in Figure 2. Distribution of artifact scores is bimodal centered on 12/24 and 18/24, and is moderately negatively skewed, meaning scores are shifted towards the higher range. To describe the behavior of the rubric dimensions based on overall achievement a color map, or binary raster image was created by calculating the mean scores for each dimension as a function of combined score (Figure 3). To create this image, the rubric scores (4, 3, 2, 1, or 0) for each artifact was grouped based on combined raw rubric score (six dimensions x maximum rubric level of 4 = 24 overall points). The color represents the mean rubric score achieved in each dimension based on the combined score as shown in the x-axis.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	TOTAL
n	97	96	97	94	97	97	96
Max	4	4	4	4	4	4	24
Min	1	2	2	1	1	1	10
Median	3	3	3	3	3	3	18
Mode	4	4	3	3	3	3	18
Mean	3.1	3.2	3.1	3.0	2.9	2.9	18.1
Standard deviation	0.85	0.81	0.73	0.81	0.71	0.69	3.86
Skewness	-0.57	-0.34	-0.10	-0.39	0.03	-0.09	-0.42
Kurtosis	-0.60	-1.39	-1.11	-0.49	-0.58	-0.35	-0.92

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

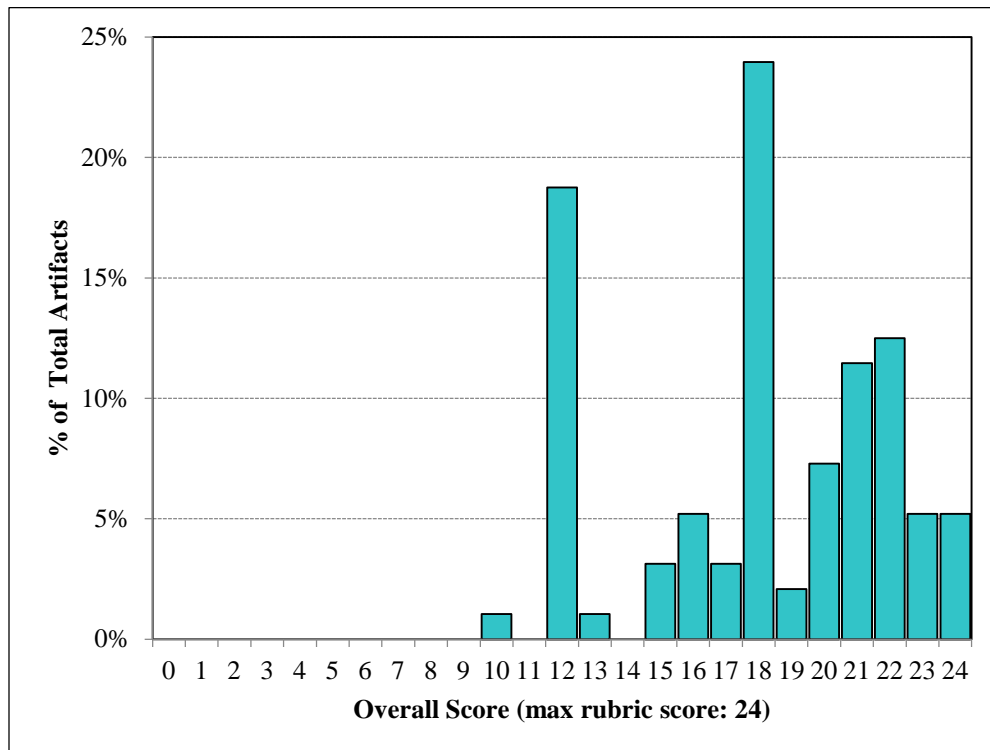


Figure 2. Overall score distribution for ENC 0022 artifacts (spring 2017 term).

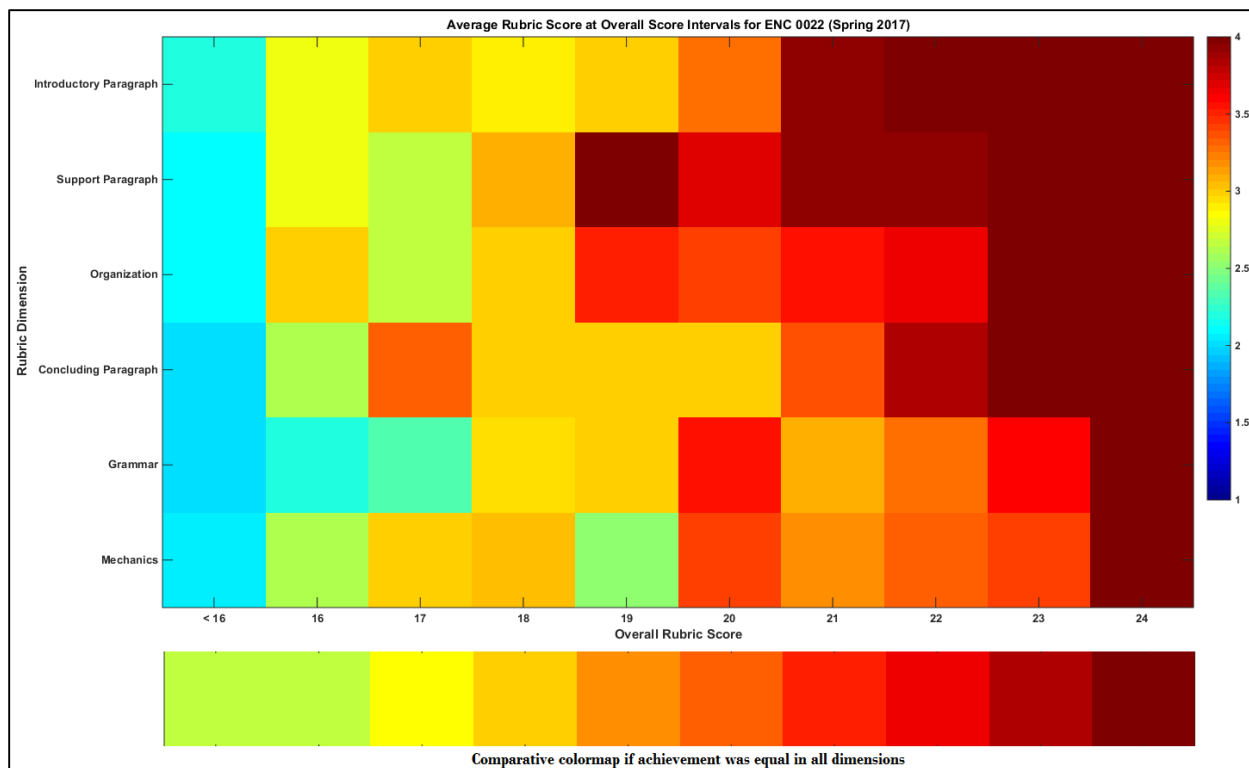


Figure 3. (Top) Colormap of mean scores for each rubric dimension (range: 0-4) based on overall rubric score (combined rubric score of all dimensions, max=24) for ENC 0022. (Bottom) Comparison rubric dimension if dimension score is the same as overall (i.e. artifact overall score is equally distributed across all sections). A rubric dimension with hotter colors (reds/yellows) means that dimension achievement exceeds the overall score and is an area of strength. An exam section with colder colors (blues/greens) means that section achievement is lower than the overall score and is therefore an area of weakness.

A review of the colormap in Figure 3 above exhibits strong “Support Paragraph” scores compared with other dimensions at mid-to-high overall scores (19/24 or higher). For example, at 19/24, the “Support Paragraph” dimension mean score is 4/4 while others range from 2.5/4 to 3.5/4. From a student performance perspective, moderate-to-high achieving students are strongest in “Support Paragraph” compared with other dimensions. This is also the case, but to a lesser extent, with “Organization.”

A comparison of spring 2017 results with past results is shown in Figure 4 below. Results exhibit consistency across all areas. Despite “Support Paragraph” exhibiting strong performance in moderate-to-high achieving students it does not exhibit the highest achievement on average in all cases. The highest average rubric score has also been exhibited by “Introductory Paragraph” and “Organization.” The two lowest achieving areas are Grammar and Mechanics.

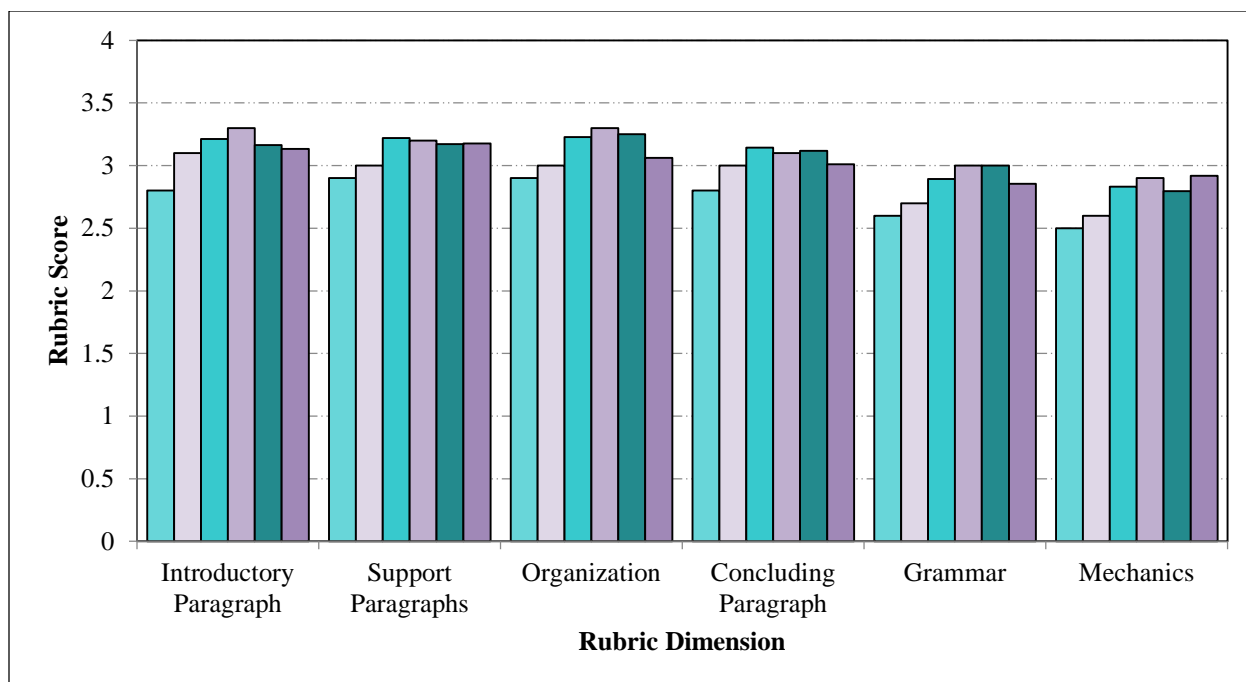


Figure 4. Comparison of mean scores for ENC 0022 through time for fall 2014 (aqua), spring 2015 (purple), fall 2015 (darker aqua), spring 2016 (darker purple), fall 2016 (darkest aqua), and spring 2017 (darkest purple).

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

Of the 97 artifacts collected from ENC 0022, 16 originated from the Charlotte campus and 71 from the Thomas Edison (Lee) campus. Scores by rubric dimension varied greatly across campuses. A comparison of mean scores by rubric dimension is provided in Table 3.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics
Charlotte	3.5	3.5	3.5	3.2	3.0	3.1
Thomas Edison (Lee)	3.1	3.1	3.0	3.0	2.8	2.9

Table 3. Comparison of mean scores by site for ENC 0022. Bold denotes highest mean score in that dimension among all sites.

The Charlotte campus is consistently higher compared to the one other site (Thomas Edison). A plot comparing descriptive statistics of the combined (overall) scores by site is presented in Figure 5. There

is overlap between sites, however, the range for Thomas Edison is substantially larger than that of Charlotte.

A one-way analysis of variance was used to compare means of the combined rubric scores at each site. Results of the ANOVA exhibit no statistically significant difference between sites (see Table 4). Therefore, we cannot reject the null hypothesis that the mean rubric scores at each site are equal to each other and we cannot conclude with a 95% confidence that the differences in scores are not solely due to chance.

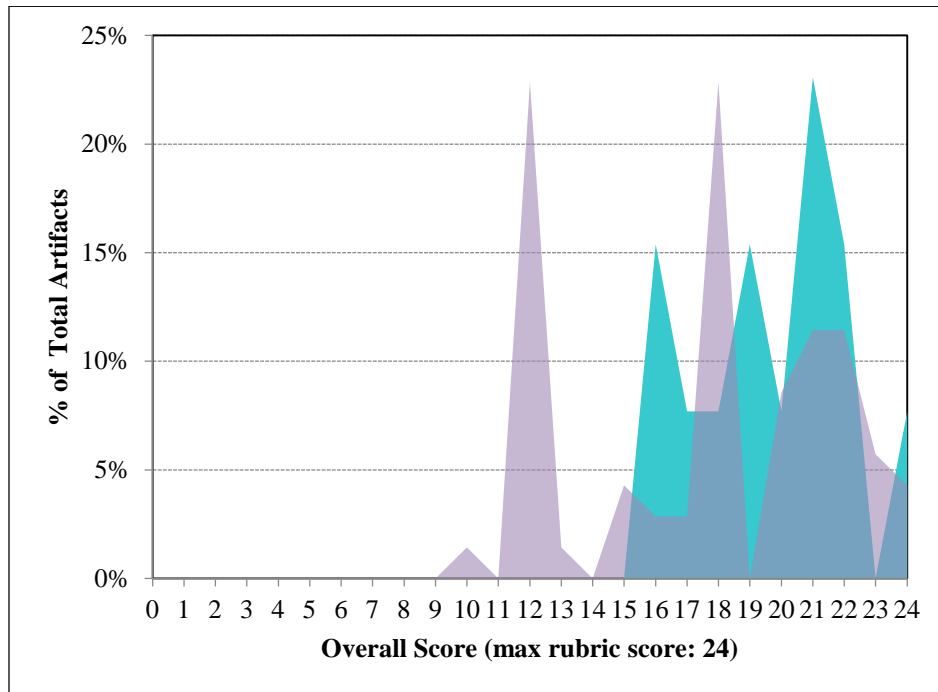


Figure 5. Comparison of score distribution by site for Charlotte (aqua) and Thomas Edison (purple).

Source of Variation	Sum of squared differences	df	Mean Squares	F _{obs}	p-value	F _{crit}
Between Sites	41.7	1	41.7	2.81	0.098	3.96
Within Sites	1202.1	81	14.8			
Total	1243.8	82				

Table 4. Results of one-way ANOVA of combined rubric scores at each site for ENC 0022.

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 spring 2017, assessment will include ENC 0022 while both ENC 1101 and ENC 1102 undergo departmental discussions based on the results of fall 2016 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 six rubric dimensions had $\geq 80\%$ achievement at level 2 or higher. The lowest dimension was "Introductory Paragraph" and "Concluding Paragraph", both at 97%, while all other dimensions exceeded 99% or higher.
2. Distribution of artifact scores is bimodal centered on 12/24 and 18/24, and is moderately negatively skewed, meaning scores are shifted towards the higher range.
3. In a study comparing rubric achievement based on overall score, moderate-to-high achieving students are strongest in "Support Paragraph" compared with other dimensions. This is also the case, but to a lesser extent, with "Organization."
4. In a longitudinal study, consistency across all areas. Despite "Support Paragraph" exhibiting strong performance in moderate-to-high achieving students it does not exhibit the highest achievement on average in all cases. The highest average rubric score has also been exhibited by "Introductory Paragraph" and "Organization." The two lowest achieving areas are Grammar and Mechanics.
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. In a cross-campus comparison, Charlotte campus is consistently higher compared to the one other site (Thomas Edison). There is overlap between sites, however, the range for Thomas Edison is substantially larger than that of Charlotte.
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

Cole, R., Haimson, J., Perez-Johnson, I., and May, H. 2011. Variability in Pretest-Posttest Correlation Coefficients by Student Achievement Level. NCEE Reference Report 2011-4033. Washington, DC: National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.

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