

English Assessment Report

Fall 2017

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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 LIT 2000 *Introduction to Literature (I)*. The planned assessment practice continues in fall 2017 with a few modifications. Instructors use a common rubric with seven identified rubric dimensions in the case of ENC 0022. In ENC 1101 and LIT 2000, two dimensions have been identified for study. The assessment plan uses a random sample of 40% of all course sections offered in ENC 1101 and LIT 2000. In the case of ENC 0022, because it is a course being assessed by assessment plans in addition to the English Department (Developmental Accountability Plan) all course sections for ENC 0022 are assessed.

The standard assessment plan highlighted above is designed to evaluate each course and inform faculty on Student Learning Objectives (SLOs) for future assessment plans. Additionally, the plan provides information on achievement levels of Dual Enrollment artifacts compared with non-Dual Enrollment, as well as online artifacts compared with traditional artifacts. Other analyses such as comparison by term length (standard vs. mini-term) and longitudinal studies are included.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Director of Assessment & Effectiveness, Academic Affairs (jfvanngaalen@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 fall 2017 assessment, 117 artifacts were collected for ENC 0022 from 8 of 10 course sections. The lowest scoring rubric dimension for percentage of artifacts scoring a 2 or greater is Research at 89%. All other dimensions exhibit percentage of 94% 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	98%	100%	99%	97%	94%	94%	89%
4	18%	17%	14%	13%	14%	13%	4%
3	45%	42%	45%	41%	37%	35%	30%
2	36%	41%	40%	44%	43%	47%	55%
1	2%	0%	1%	3%	6%	6%	11%
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.

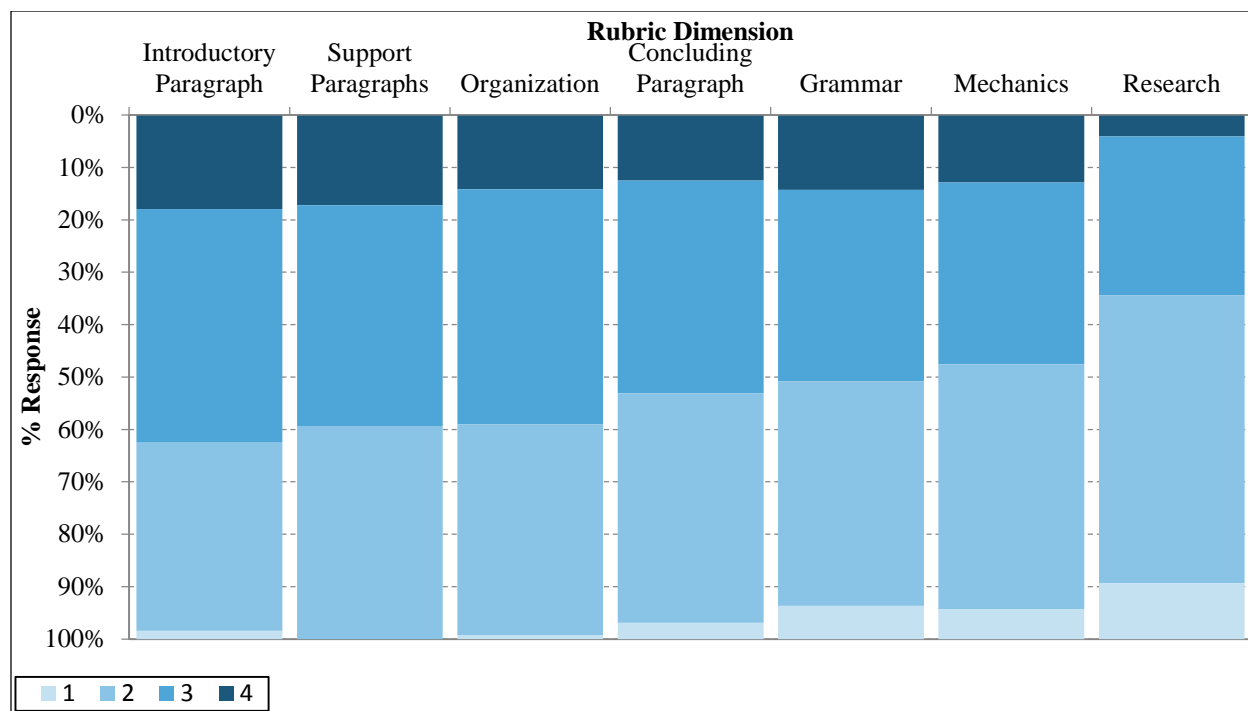


Figure 1. ENC 0022 distribution of rubric scores by dimension.

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 117 artifacts is shown in Figure 2. Distribution of artifact scores is bimodal centered on 14/28 and 20/28, and is moderately positively skewed, meaning scores are shifted towards the lower 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 (7 dimensions x maximum rubric level of 4 = 28 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	Research	TOTAL
n	128	128	127	128	126	124	122	117
Max	4	4	4	4	4	4	4	28
Min	1	2	1	1	1	1	1	10
Median	3	3	3	3	3	2	2	17
Mode	3	3	3	2	2	2	2	14
Mean	2.8	2.8	2.7	2.6	2.6	2.5	2.3	18.0
Standard deviation	0.75	0.73	0.71	0.74	0.81	0.79	0.71	4.46
Skewness	0.14	0.39	0.32	0.26	0.17	0.29	0.26	0.60
Kurtosis	-0.77	-1.02	-0.74	-0.50	-0.57	-0.48	0.02	-0.45

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

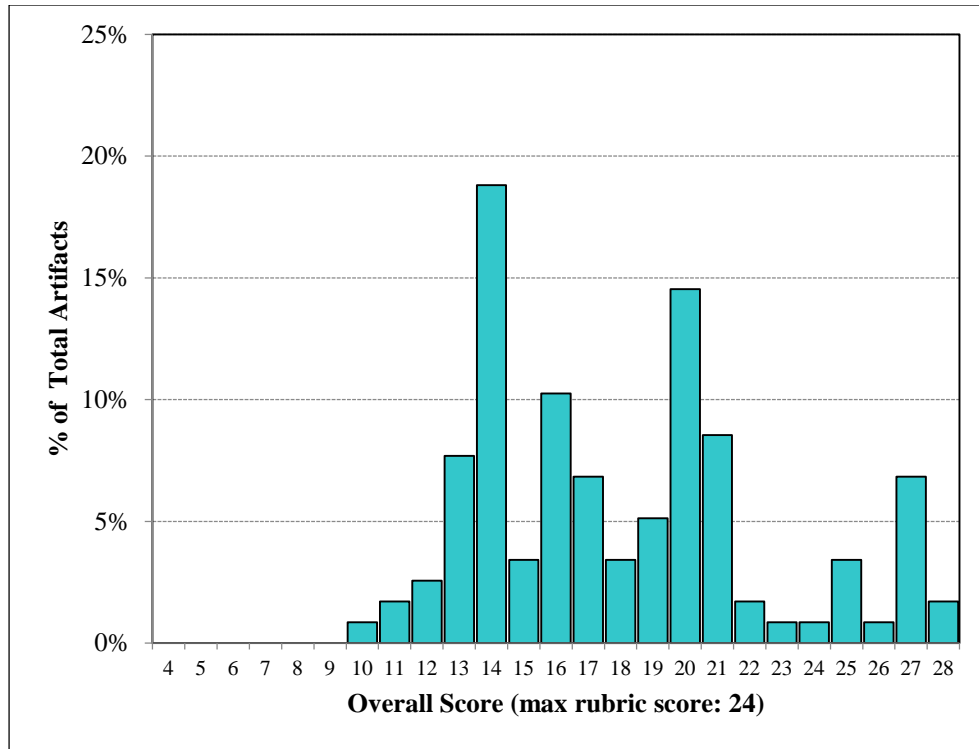


Figure 2. Overall score distribution for ENC 0022 artifacts (fall 2017 term).

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research
28	4.0	4.0	4.0	4.0	4.0	4.0	4.0
27	4.0	4.0	4.0	4.0	4.0	4.0	3.0
26	4.0	4.0	4.0	3.0	4.0	4.0	3.0
25	4.0	4.0	3.8	3.8	3.3	3.3	3.0
24	4.0	3.0	3.0	3.0	4.0	4.0	3.0
23	4.0	4.0	3.0	3.0	3.0	3.0	3.0
22	4.0	3.5	3.0	3.0	3.0	3.0	2.5
21	3.0	3.0	3.0	3.0	3.0	3.0	3.0
20	2.9	3.0	3.0	2.9	3.0	2.9	2.2
19	3.0	2.8	2.8	2.7	2.7	2.3	2.7
18	2.8	3.0	3.0	2.8	2.3	2.3	2.0
17	2.6	2.9	2.8	2.1	2.1	2.3	2.3
16	2.5	2.2	2.4	2.2	2.3	2.3	2.1
15	2.8	2.3	2.0	2.3	2.0	2.0	1.8
14	2.1	2.0	2.0	2.0	2.0	2.0	2.0
≤ 13	1.9	2.0	1.9	1.9	1.5	1.5	1.5

1	2	3	4
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Figure 3. Colormap of mean scores for each rubric dimension (range: 0-4) based on overall rubric score (combined rubric score of all dimensions, max=28) for ENC 0022. A rubric dimension with hotter colors (reds) means that dimension achievement exceeds the overall score and is an area of strength. An exam section with colder colors (blues) 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 shows that Research achievement consistently lags behind all other dimensions when overall scores are 18/28 or higher. For example, at 18/28, the Research mean score is 2.2/4 while others range from 2.9/4 to 3.0/4. Similarly, at 25/28, the Research mean

score is 3.0/4 while others range from 3.3/4 to 4/4. From a student performance perspective, all students are weak in the Research dimension compared with others.

The colormap also exhibits strong Introductory Paragraph scores compared with other dimensions at higher overall scores (22/28 or higher). For example, at 22/28, the Introductory Paragraph dimension mean score is 4.0/4 while others range from 2.5/4 to 3.5/4. From a student performance perspective, high moderate-to-high achieving students are strongest in Introductory Paragraph compared with other dimensions. This is also the case, but to a lesser extent, with Supporting Paragraphs.

A comparison of fall 2017 results with past results is shown in Figure 4 below. Results exhibit consistency across all areas except for Research, which exhibits a sharp decline in the most recent two terms.

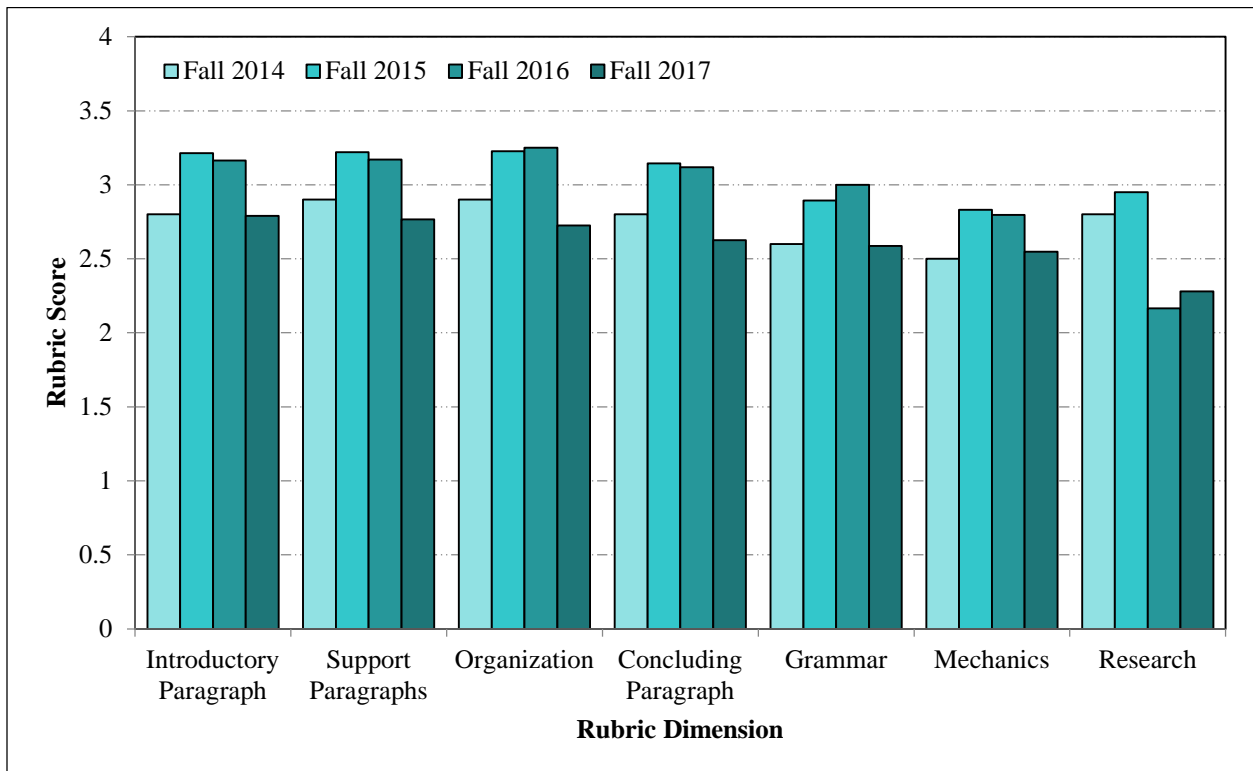


Figure 4. Comparison of mean scores for ENC 0022 through time.

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 117 artifacts collected from ENC 0022, 5 originated from the Hendry Glades Center, and 93 from the Thomas Edison (Lee) campus. Scores by rubric dimension varied greatly across campuses although sample size at Hendry Glades is limited (n=5). A comparison of mean scores by rubric dimension is provided in Table 3.

	Introductory Paragraph	Support Paragraphs	Organization	Concluding Paragraph	Grammar	Mechanics	Research
Hendry Glades	3.2	3.6	3.4	3.2	3.4	3.4	unreported
Thomas Edison (Lee)	2.8	2.7	2.7	2.6	2.6	2.5	2.3

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

Hendry Glades exhibits the highest scores in 6 of 7 dimensions, and Thomas Edison (Lee) exhibits the highest scores in 1 of 7 dimensions. A plot comparing descriptive statistics of the combined (overall) scores by site is typically presented, however, since Hendry Glades scores did not report Research scores no overall scores were tallied for that site and so no site comparison can be completed.

3 ENC 1101

3.1 LEARNING OUTCOMES, OBJECTIVES, & DESCRIPTIVE STATISTICS

Using common rubric criterion revised based on assessment results of AY 2016-17 as an assessment method, the FSW English faculty defined two areas of interest for evaluation based on core outcomes for the course. Using two revised common rubric dimensions, the outcomes include:

- SLO 1: Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.
 - (5) Achieves Excellence: The student integrates and explicates relevant and credible sources in his or her academic research through summary, paraphrase, and direct quotation; (4) Exceeds Expectations: The student introduces and explicates relevant and credible sources in his or her academic research through summary, paraphrase, and direct quotation; (3) Meets Expectations: The student introduces and uses some relevant and credible sources in his or her academic research through some summary, paraphrase, and direct quotation; (2) Needs Improvement: The student identifies, but does little to include, relevant and credible sources in his or her academic research through minimal summary, paraphrase, and direct quotation; (1) Does Not Meet Expectations: The student does not include relevant and credible sources in his or her academic research and/or engage in summary, paraphrase, and direct quotation.
- SLO 2: Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.
 - (5) Achieves Excellence: The student develops and engages in a through process of drafting and revision to produce a composition with a clear thesis statement, unified paragraphs, and varied sentence structure and length; (4) Exceeds Expectations: The student develops and engages in a satisfactory process of drafting and revision to produce a composition with a clear thesis statement, unified paragraphs, and varied

sentence structure and length; (3) Meets Expectations: The student mostly follows a process of drafting and revision to produce a composition with a thesis statement, unified paragraphs, and some varied sentence structure and length; (2) Needs Improvement: The student does minimal drafting and revision to produce a composition that is lacking in a clear thesis statement and/or unified paragraphs, and some varied sentence structure and length; (1) Does Not Meet Expectations: The student does not engage in drafting and revision and does not produce a composition that has a clear thesis statement, unified paragraphs, and/or varied sentence structure and length.

3.1.1 Learning Outcomes & Objectives

ENC 1101 is scored using a rubric with just two dimensions as listed above and herein referred to as SLO 1 and SLO 2. The English department has identified a target statistic for measurement purposes of measuring the percentage of artifacts scoring a 2 or greater. For the fall 2017 assessment, 1106 artifacts were collected for ENC 1101 from 49 of 56 course sections sampled from 171 course sections offered. The remaining seven course sections did not report data. The resultant sample represents 29% of the population. The lowest scoring rubric dimension by percentage of artifacts scoring a 3 or greater is SLO 1 at 75% (Table 4). For a visual comparison of scores by dimension, see Figure 5.

Rubric Score	SLO 1	SLO 2
% Meets Expectations or Higher	75%	78%
5	18%	20%
4	29%	32%
3	28%	25%
2	12%	10%
1	11%	10%

Table 4. Percentage of student achievement level by rubric dimension (includes percentage of students scoring in developmental level or higher as per SLO) for ENC 1101.

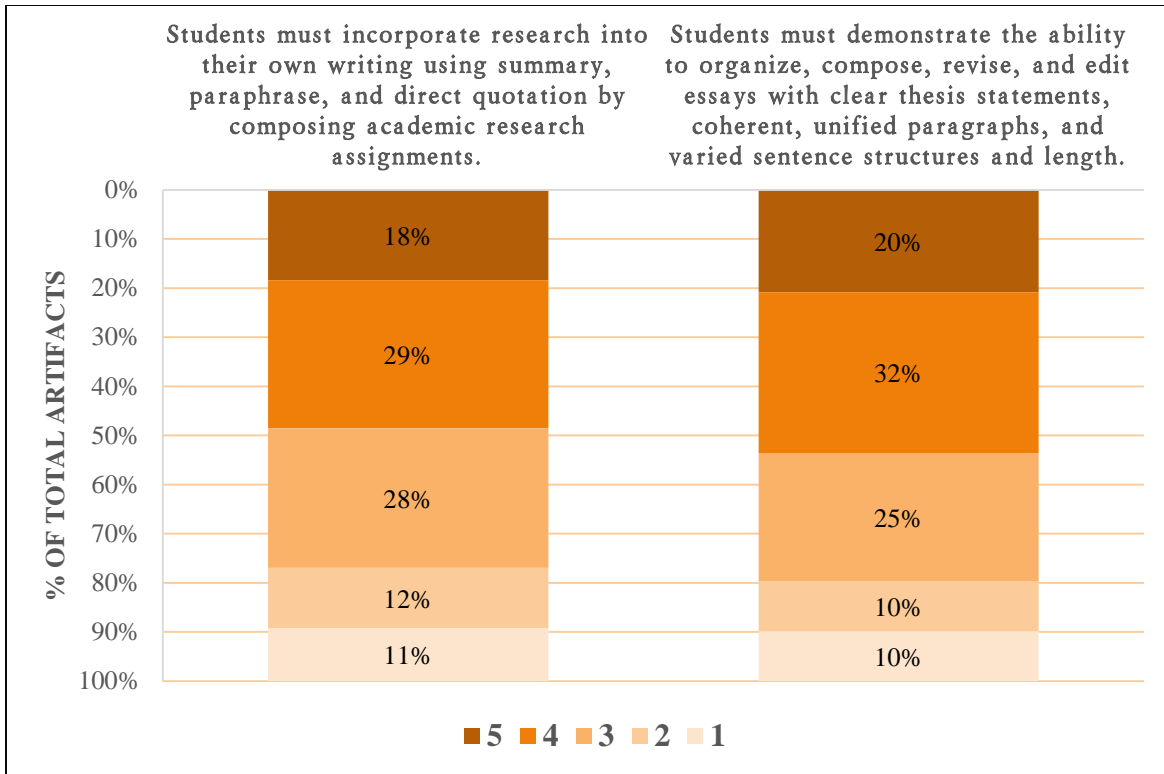


Figure 5. ENC 1101 distribution of rubric scores by dimension.

3.1.2 Descriptive Statistics

Descriptive statistics for ENC 1101 artifacts can be found in Table 5. The distributions of artifact scores for both SLOs are moderately negatively skewed, meaning scores are shifted towards the higher range.

	SLO 1	SLO 2
n	1102	1106
Mean	3.2	3.4
Standard deviation	1.31	1.32
Skewness	-0.54	-0.66
Kurtosis	-0.43	-0.28

Table 5. Descriptive statistics for ENC 1101 common course assessment.

3.2 COMPARISONS BY SITE, FORMAT, AND STUDENT TYPE

3.2.1 Dual Enrollment to non-Dual Enrollment Comparison

During the fall 2017 semester, 181 dual enrollment artifacts were collected in ENC 1101 and 852 traditional (non-online) artifacts were collected in ENC 1101. A comparison of achievement is provided in Table 6. A graphical representation is provided in Figures 6 and 7. The dual enrollment percentage meeting expectations or higher (Level 3 or higher) is 6% points higher than the traditional for SLO 1 and 3% points higher for SLO 2. Neither is statistically significant according to a Fisher's Exact Test.

Rubric Score	Dual Enrollment SLO 1	Traditional SLO 1	Dual Enrollment SLO 2	Traditional SLO 2
% Meets Expectations or Higher	81%	75%	82%	79%

5	14%	20%	29%	20%
4	44%	27%	39%	31%
3	24%	29%	15%	28%
2	12%	11%	9%	10%
1	7%	12%	9%	10%

Table 6. Comparison of percentage of student achievement level by rubric dimension by modality.

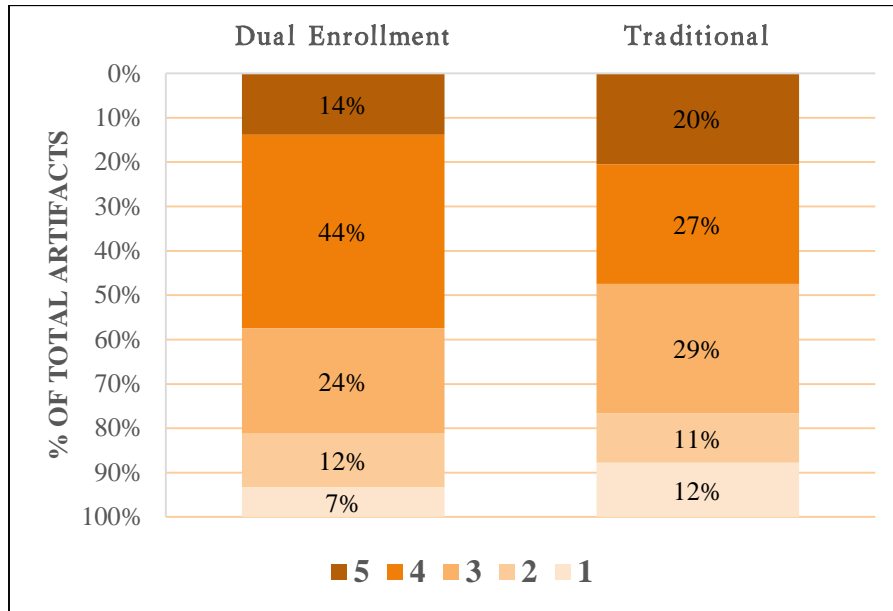


Figure 6. Comparison of distribution of rubric scores between Dual Enrollment and Traditional course sections for SLO 1: Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.

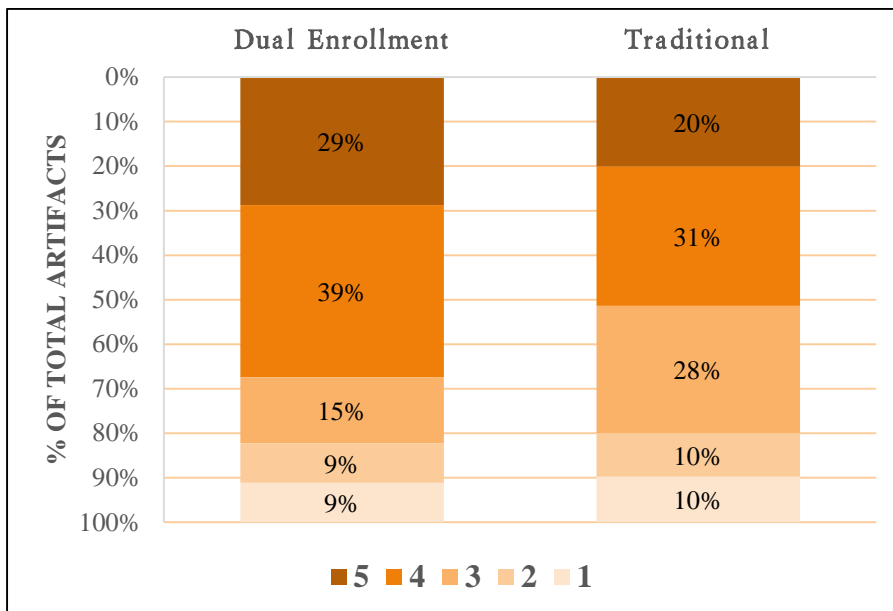


Figure 7. Comparison of distribution of rubric scores between Dual Enrollment and Traditional course sections for SLO 2: Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.

3.2.2 Online to Traditional Comparison

During the fall 2017 semester, 112 online artifacts were collected in ENC 1101 and 852 traditional artifacts were collected in ENC 1101. A comparison of achievement is provided in Table 7. A graphical representation is provided in Figures 8 and 9. The online percentage meeting expectations or higher (Level 3 or higher) is 3% points lower than the traditional for SLO 1 and 6% points higher for SLO 2. Neither is statistically significant according to a Fisher's Exact Test.

Rubric Score	Online SLO 1	Traditional SLO 1	Online SLO 2	Traditional SLO 2
% Meets Expectations or Higher	72%	75%	73%	79%
5	9%	20%	13%	20%
4	31%	27%	33%	31%
3	31%	29%	27%	28%
2	21%	11%	16%	10%
1	7%	12%	11%	10%

Table 7. Comparison between Online and Traditional course sections of percentage of student achievement level by rubric dimension.

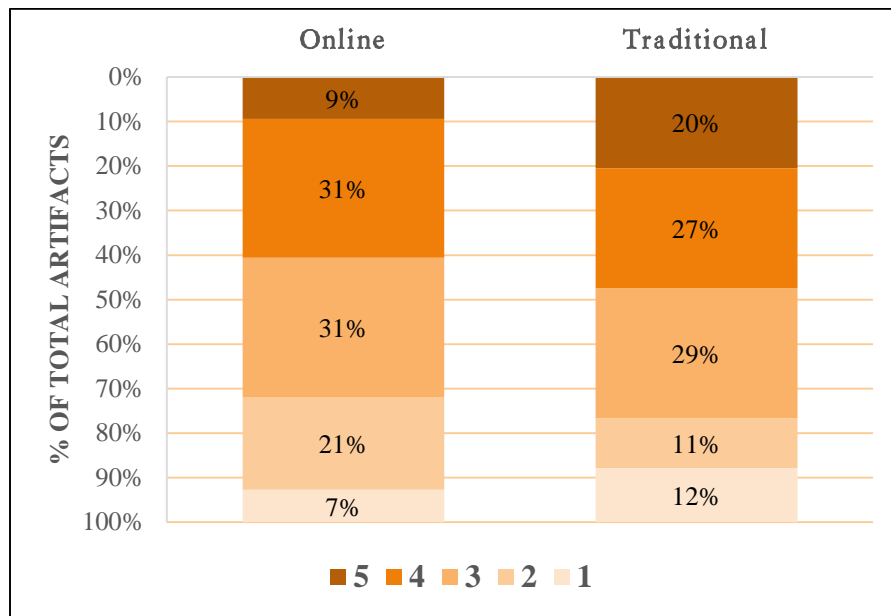


Figure 8. Comparison of distribution of rubric scores between Online and Traditional course sections for SLO 1: Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.

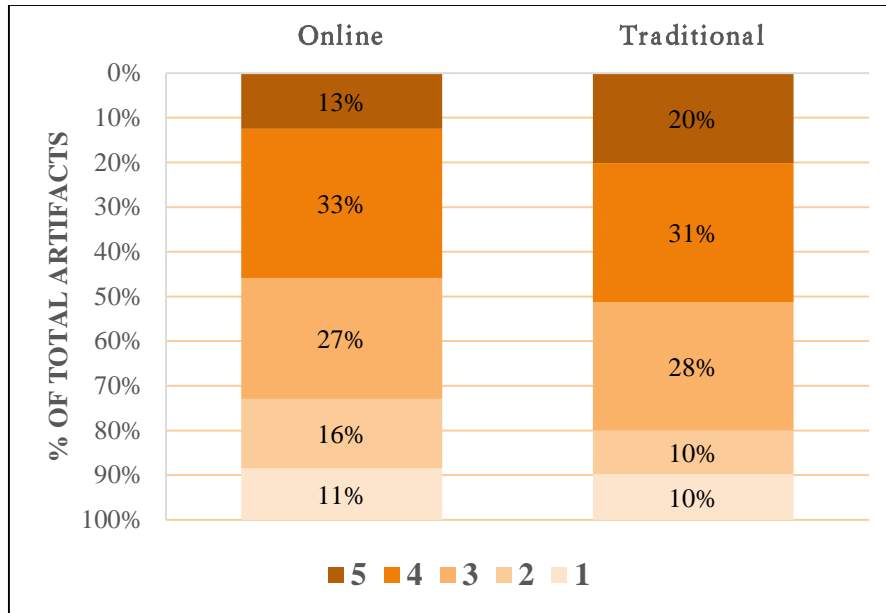


Figure 9. Comparison of distribution of rubric scores between Online and Traditional course sections for SLO 2: Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.

3.2.3 Comparison by Site/Campus

Of the 1106 artifacts collected from ENC 1101, 63 originated from the Charlotte campus, 123 from the Collier campus, 112 from FSW Online, 42 from the Hendry Glades Center, 624 from the Thomas Edison (Lee) campus, and 181 from offsite (dual enrollment). A comparison of achievement is provided in Table 8 for SLO 1 and Table 9 for SLO 2. A graphical representation is provided in Figures 10 and 11. For SLO 1, the Charlotte campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 88%. The Hendry Glades Center exhibits the lowest at 67%. For SLO 2, again the Charlotte campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 88%. And again, the Hendry Glades Center exhibits the lowest at 62%. Based on results of a chi-squared test for independence, achievement across sites for SLO 2 is statistically significantly different ($\chi^2=15.28$, 5 d.f., $P=0.009$).

Rubric Score	Charlotte	Collier	FSW Online	Hendry Glades	Thomas Edison	Offsite (Dual Enrollment)
% Meets Expectations or Higher	88%	75%	72%	67%	76%	81%
5	40%	16%	9%	24%	19%	14%
4	26%	26%	31%	26%	27%	44%
3	22%	34%	31%	17%	30%	24%
2	9%	11%	21%	2%	12%	12%
1	3%	14%	7%	31%	11%	7%

Table 8. Comparison between sites of percentage of student achievement level by rubric dimension for SLO 1.

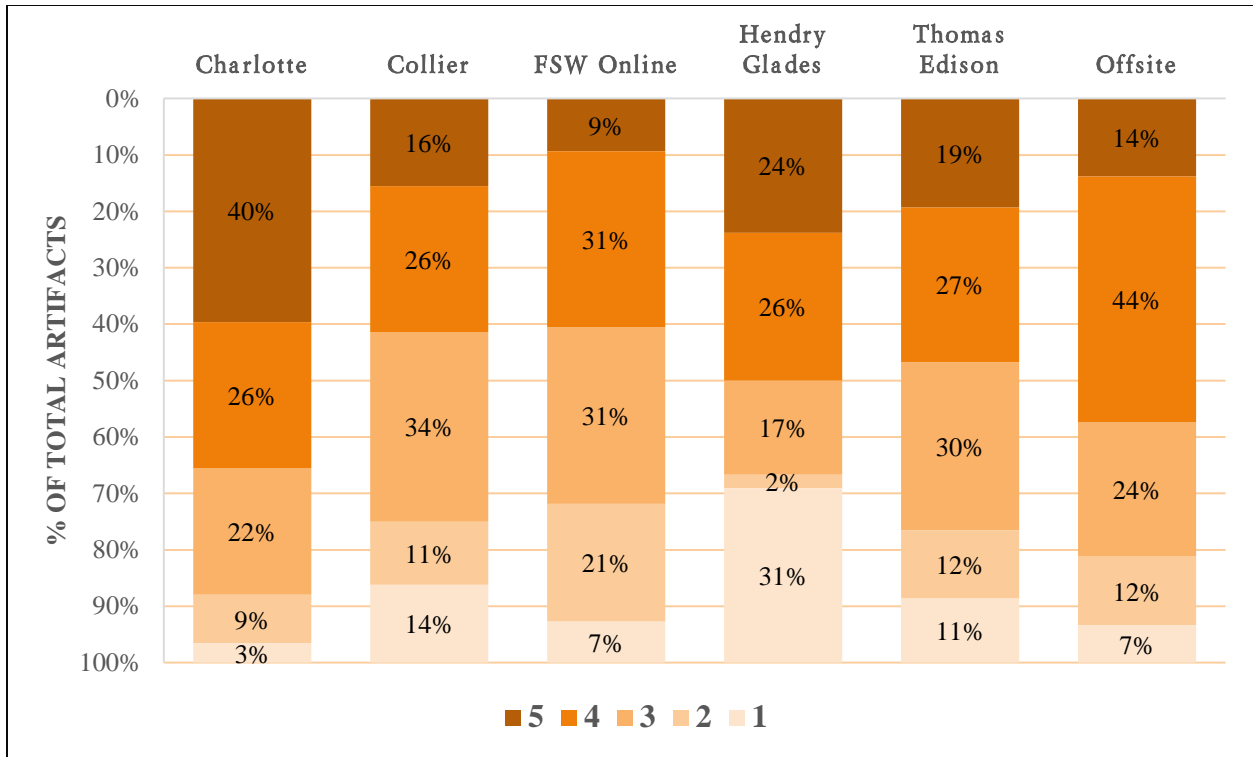


Figure 10. Comparison of distribution of rubric scores between sites for SLO 1: Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.

Rubric Score	Charlotte	Collier	FSW Online	Hendry Glades	Thomas Edison	Offsite (Dual Enrollment)
% Meets Expectations or Higher	88%	84%	73%	62%	80%	82%
5	40%	12%	13%	17%	20%	29%
4	31%	36%	33%	26%	31%	39%
3	17%	35%	27%	19%	29%	15%
2	9%	6%	16%	5%	11%	9%
1	3%	10%	11%	33%	9%	9%

Table 9. Comparison between sites of percentage of student achievement level by rubric dimension for SLO 2.

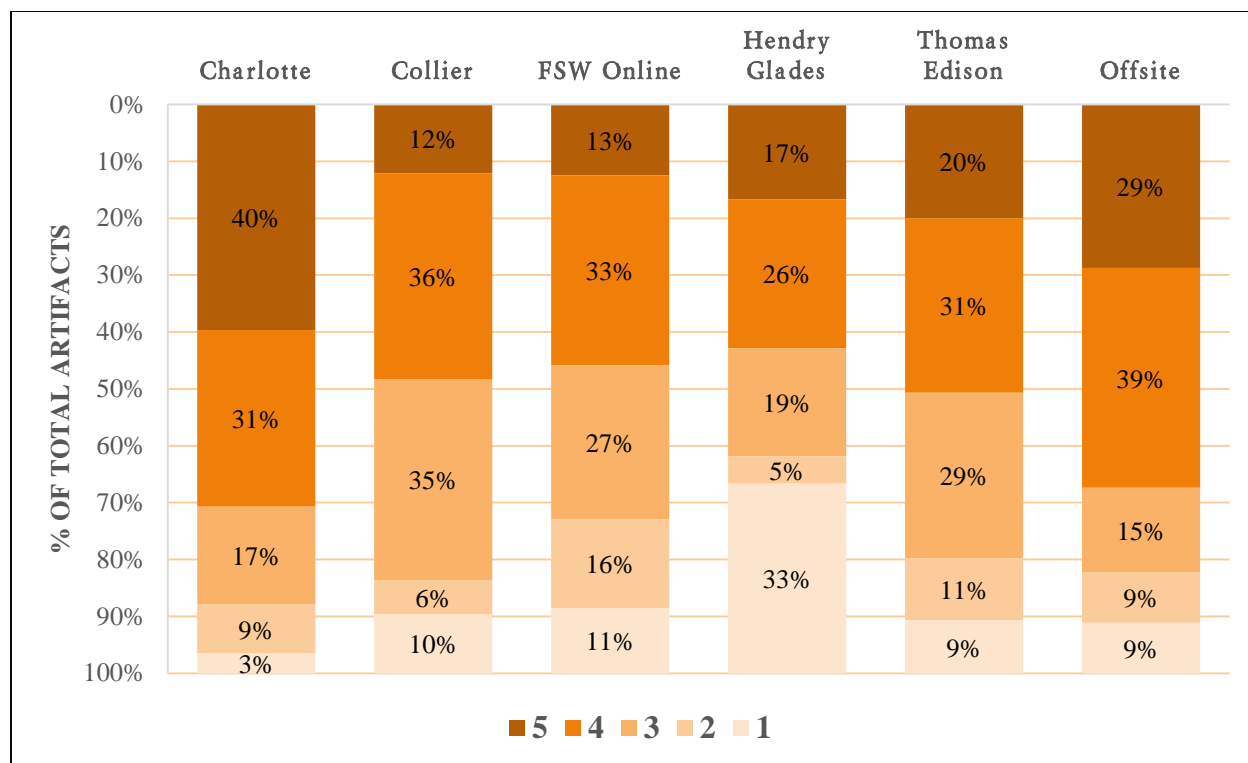


Figure 11. Comparison of distribution of rubric scores between sites for SLO 2: Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.

4 LIT 2000

4.1 LEARNING OUTCOMES, OBJECTIVES, & DESCRIPTIVE STATISTICS

Using common rubric criterion developed prior to the start of AY 2017-2018 as an assessment method, the FSW English faculty defined two areas of interest for evaluation based on core outcomes for the course. Using two revised common rubric dimensions, the outcomes include:

- SLO 1: Students will analyze literary works' exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world.
 - (5) Achieves Excellence; (4) Exceeds Expectations; (3) Meets Expectations; (2) Needs Improvement; (1) Does Not Meet Expectations.
- SLO 2: Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.
 - (5) Achieves Excellence; (4) Exceeds Expectations; (3) Meets Expectations; (2) Needs Improvement; (1) Does Not Meet Expectations.

4.1.1 Learning Outcomes & Objectives

LIT 2000 is scored using a rubric with just two dimensions as listed above and herein referred to as SLO 1 and SLO 2. The English department has identified a target statistic for measurement purposes of

measuring the percentage of artifacts scoring a 2 or greater. For the fall 2017 assessment, 84 artifacts were collected for LIT 2000 from 4 of 5 course sections sampled from 13 course sections offered. The remaining course section did not report data. The resultant sample represents 28% of the population. The lowest scoring rubric dimension by percentage of artifacts scoring a 3 or greater is SLO 2 at 74% (Table 10). For a visual comparison of scores by dimension, see Figure 12.

Rubric Score	SLO 1	SLO 2
% Meets Expectations or Higher	77%	74%
5	17%	18%
4	36%	32%
3	25%	24%
2	12%	15%
1	11%	11%

Table 10. Percentage of student achievement level by rubric dimension (includes percentage of students scoring in developmental level or higher as per SLO) for LIT 2000.

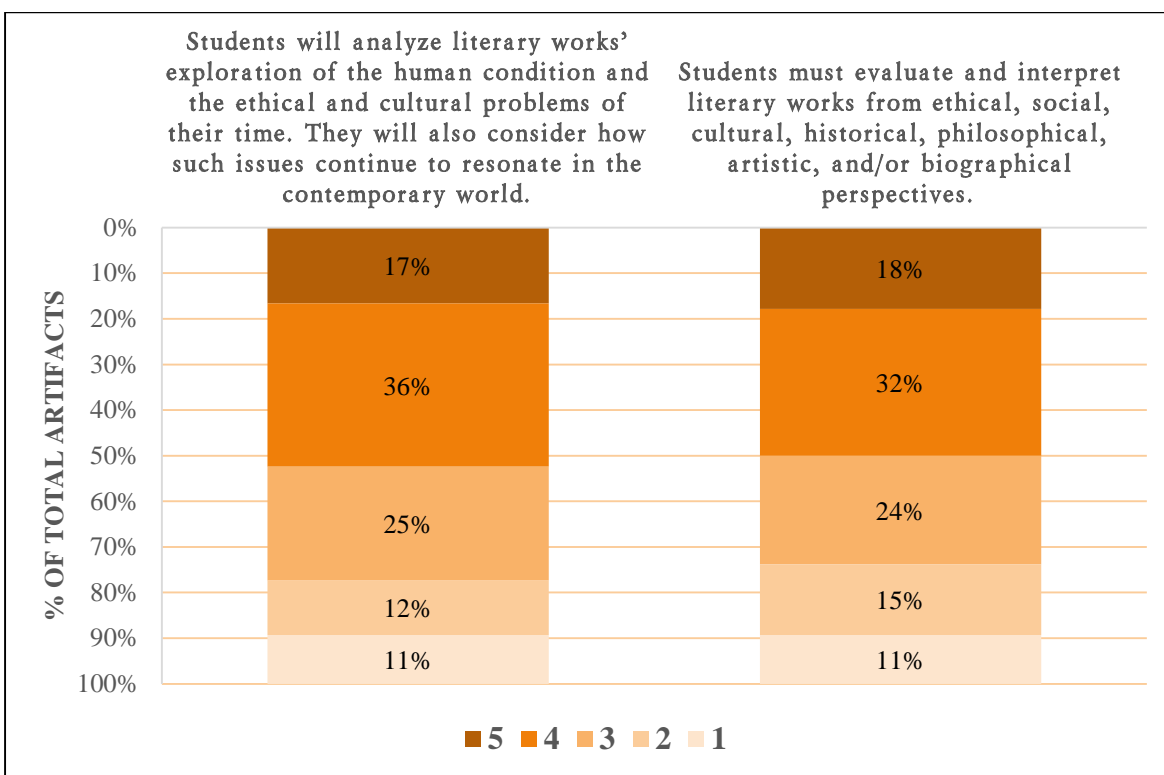


Figure 12. LIT 2000 distribution of rubric scores by dimension.

4.1.2 Descriptive Statistics

Descriptive statistics for LIT 2000 artifacts can be found in Table 11. Distribution of artifact scores is moderately negatively skewed, meaning scores are shifted towards the higher range.

	SLO 1	SLO 2
n	84	84
Mean	3.4	3.3
Standard deviation	1.21	1.24
Skewness	-0.52	-0.38
Kurtosis	-0.57	-0.81

Table 11. Descriptive statistics for LIT 2000 common course assessment.

4.2 COMPARISONS BY SITE, FORMAT, AND STUDENT TYPE

4.2.1 Dual Enrollment to non-Dual Enrollment Comparison

No dual enrollment sections were offered during the fall 2017 semester, so no comparison study could be completed.

4.2.2 Online to Traditional Comparison

During the fall 2017 semester, 20 online artifacts were collected in LIT 2000 and 59 traditional artifacts were collected in LIT 2000. A comparison of achievement is provided in Table 12. A graphical representation is provided in Figures 13 and 14. The online percentage meeting expectations or higher (Level 3 or higher) is 4% points higher than the traditional for SLO 1 and 5% points lower for SLO 2. Neither is statistically significant according to a Fisher's Exact Test.

Rubric Score	Online SLO 1	Traditional SLO 1	Online SLO 2	Traditional SLO 2
% Meets Expectations or Higher	85%	81%	75%	80%
5	10%	20%	25%	17%
4	45%	36%	25%	37%
3	30%	25%	25%	25%
2	10%	14%	25%	14%
1	5%	14%	0%	15%

Table 12. Comparison between Online and Traditional course sections of percentage of student achievement level by rubric dimension.

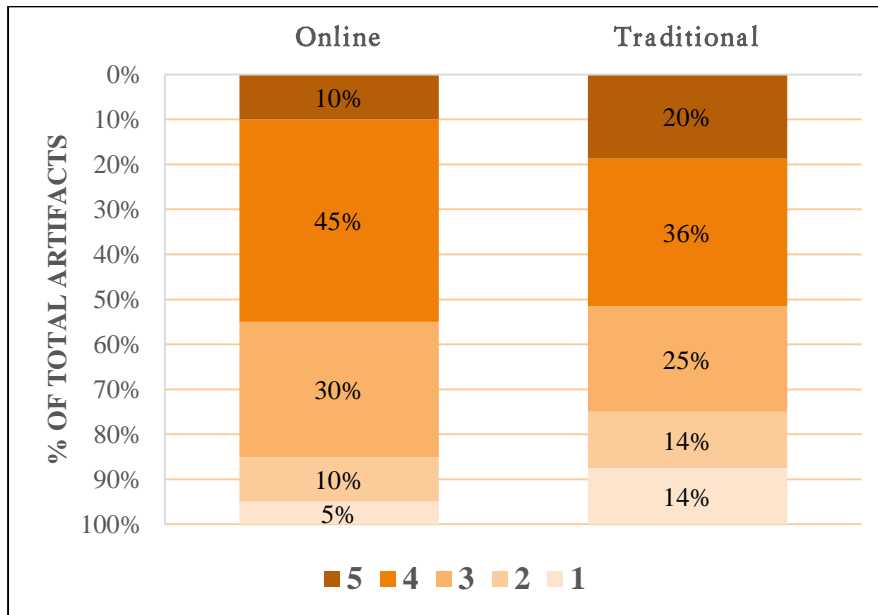


Figure 13. Comparison of distribution of rubric scores between Online and Traditional course sections for SLO 1: Students will analyze literary works' exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world.

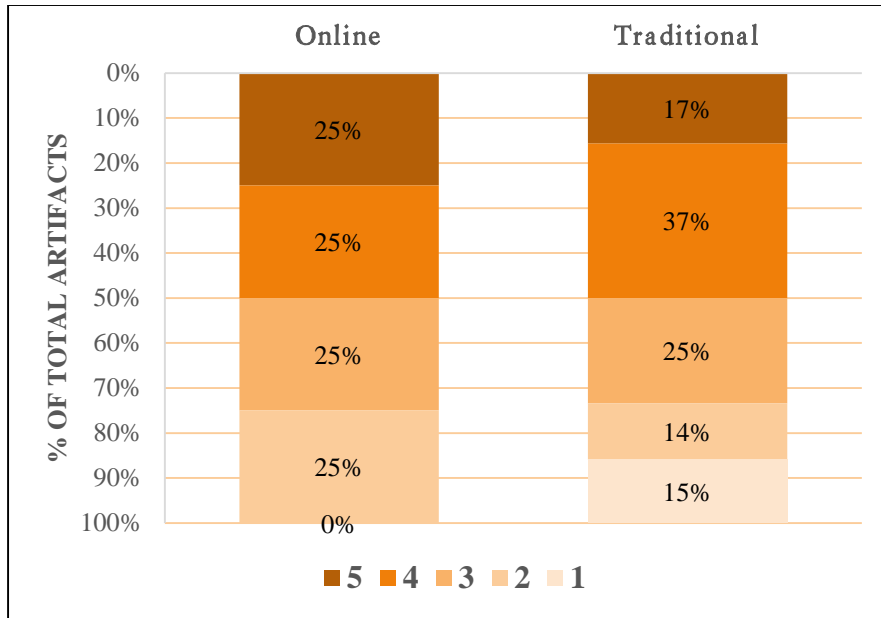


Figure 14. Comparison of distribution of rubric scores between Online and Traditional course sections for SLO 2: Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.

4.2.3 Comparison by Site/Campus

Of the 84 artifacts collected from LIT 2000, 21 from the Collier campus, 20 from FSW Online, and 43 from the Thomas Edison (Lee) campus. A comparison of achievement is provided in Table 13 for SLO 1 and Table 14 for SLO 2. A graphical representation is provided in Figures 15 and 16. For SLO 1, the Thomas Edison campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 95%. The Collier campus exhibits the lowest at 33%. For SLO 2, again the Thomas Edison campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 95%. And again, the Collier campus exhibits the lowest at 29%. Based on results of a chi-squared test for independence, achievement across sites for SLO 1 and SLO 2 are statistically significantly different (SLO 1: $\chi^2=31.87$, 2 d.f., $P=1.20 \times 10^{-7}$; SLO 2: $\chi^2=32.57$, 2 d.f., $P=8.48 \times 10^{-8}$).

Rubric Score	Charlotte	Collier	FSW Online	Hendry Glades	Thomas Edison	Offsite (Dual Enrollment)
% Meets Expectations or Higher	~	33%	85%	~	95%	~
5	~	10%	10%	~	23%	~
4	~	5%	45%	~	47%	~
3	~	19%	30%	~	26%	~
2	~	29%	10%	~	5%	~
1	~	38%	5%	~	0%	~

Table 13. Comparison between sites of percentage of student achievement level by rubric dimension for SLO 1.

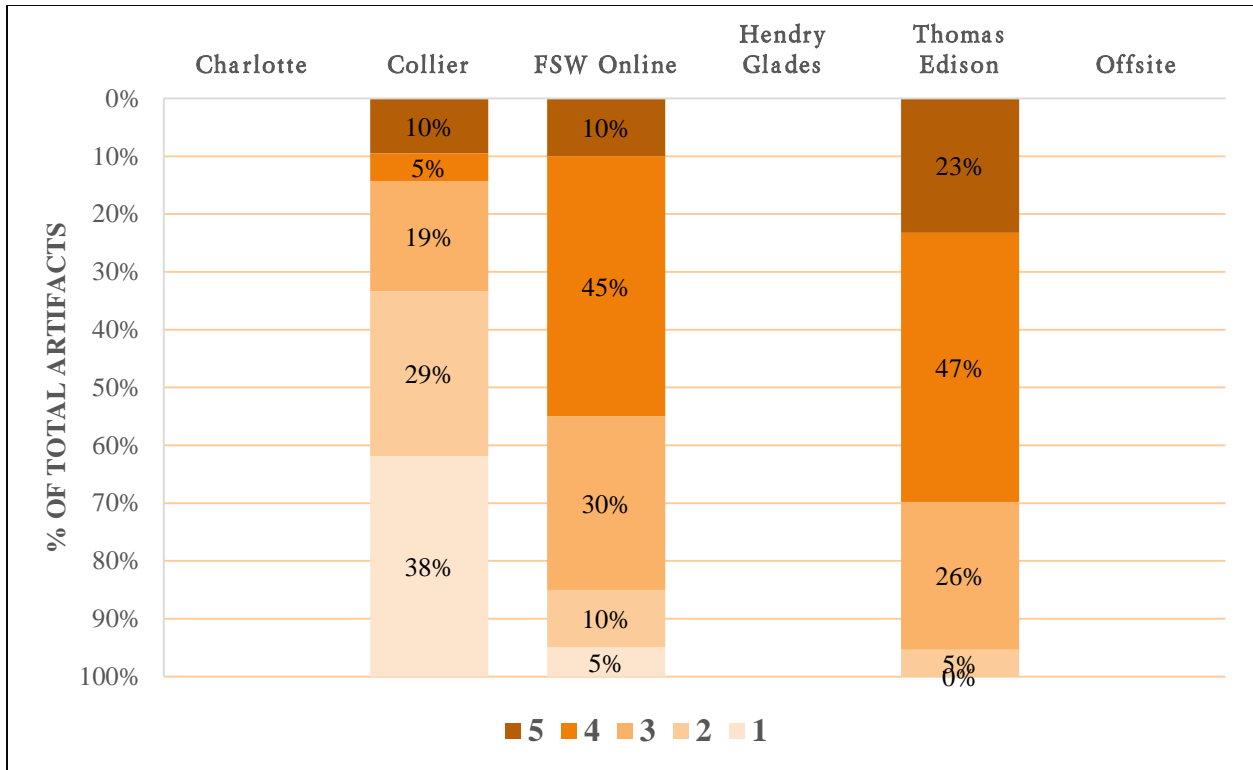


Figure 15. Comparison of distribution of rubric scores between sites for SLO 1: Students will analyze literary works' exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world.

Rubric Score	Charlotte	Collier	FSW Online	Hendry Glades	Thomas Edison	Offsite (Dual Enrollment)
% Meets Expectations or Higher	~	29%	75%	~	95%	~
5	~	10%	25%	~	19%	~
4	~	0%	25%	~	51%	~
3	~	19%	25%	~	26%	~
2	~	29%	25%	~	5%	~
1	~	43%	0%	~	0%	~

Table 14. Comparison between sites of percentage of student achievement level by rubric dimension for SLO 2.

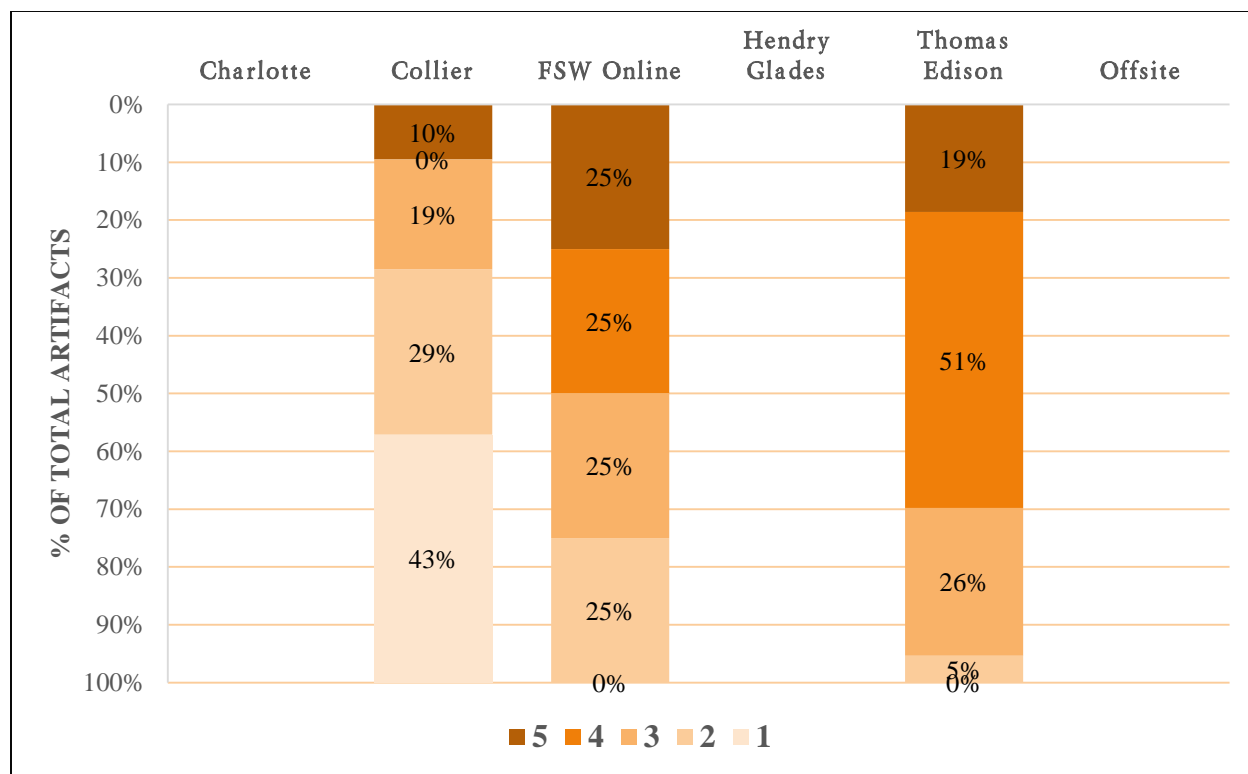


Figure 16. Comparison of distribution of rubric scores between sites for SLO 2: Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.

5 CONCLUSIONS

FSW’s English Department assessment plan includes three courses: ENC 0022 *Writing for College Success*, ENC 1101 *Composition I*, and LIT 2000 *Introduction to Literature*. Instructors use a common rubric with seven identified rubric dimensions in the case of ENC 0022, an updated rubric in response to the AY 2016-2017 assessment results with two dimensions for ENC 1101, and a two dimension rubric for an initial study of LIT 2000. The assessment plan uses a random sample of 30% of all course sections offered in ENC 1101 and LIT 2000 and a 100% collection of ENC 0022 courses. 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 $\geq 80\%$ achievement at level 2 or higher. The lowest dimension was Research at 89%, while all other dimensions exceeded 94%.
2. Distribution of artifact scores is bimodal centered on 14/28 and 20/28, and is moderately positively skewed, meaning scores are shifted towards the lower range.
3. In a study comparing rubric achievement based on overall score, high moderate-to-high achieving students are strongest in Introductory Paragraph compared with other dimensions. This is also the case, but to a lesser extent, with Supporting Paragraphs.
4. In a longitudinal study, results exhibit consistency across all areas except for Research, which exhibits a sharp decline in the most recent two terms.

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, scores varied greatly across rubric dimensions. Hendry Glades exhibits the highest scores in 6 of 7 dimensions, and Thomas Edison (Lee) exhibits the highest scores in 1 of 7 dimensions. A plot comparing descriptive statistics of the combined (overall) scores by site is typically presented, however, since Hendry Glades scores did not report Research scores no overall scores were tallied for that site and so no site comparison can be completed.

A drilldown of ENC 1101 results are as follows:

1. In a study of SLO 1: Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments, 75% of artifacts meet expectations.
2. In a study of SLO 2: Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length, 78% of artifacts meet expectations.
3. In a study comparing dual enrollment to traditional (non-online) artifacts, the dual enrollment percentage meeting expectations or higher (Level 3 or higher) is 6% points higher than the traditional for SLO 1 and 3% points higher for SLO 2. Neither is statistically significant according to a Fisher's Exact Test.
4. In a study comparing online to traditional artifacts, the online percentage meeting expectations or higher (Level 3 or higher) is 3% points lower than the traditional for SLO 1 and 6% points higher for SLO 2. Neither is statistically significant according to a Fisher's Exact Test.
5. In a cross-campus comparison, scores varied greatly across rubric dimensions. For SLO 1, the Charlotte campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 88%. The Hendry Glades Center exhibits the lowest at 67%. For SLO 2, again the Charlotte campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 88%. And again, the Hendry Glades Center exhibits the lowest at 62%. Based on results of a chi-squared test for independence, achievement across sites for SLO 2 is statistically significantly different ($\chi^2=15.28$, 5 d.f., $P=0.009$).

A drilldown of LIT 2000 results are as follows:

1. In a study of SLO 1: Students will analyze literary works' exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world, 77% of artifacts meet expectations.
2. In a study of SLO 2: Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives, 74% of artifacts meet expectations.
3. No dual enrollment sections were offered during the fall 2017 semester, so no comparison study could be completed.
4. In a study comparing online to traditional artifacts, the online percentage meeting expectations or higher (Level 3 or higher) is 4% points higher than the traditional for SLO 1 and 5% points lower for SLO 2. Neither is statistically significant according to a Fisher's Exact Test.

5. In a cross-campus comparison, scores varied greatly across rubric dimensions. For SLO 1, the Thomas Edison campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 95%. The Collier campus exhibits the lowest at 33%. For SLO 2, again the Thomas Edison campus exhibits the highest percentage meeting expectations or higher (Level 3 or higher) at 95%. And again, the Collier campus exhibits the lowest at 29%. Based on results of a chi-squared test for independence, achievement across sites for SLO 1 and SLO 2 are statistically significantly different (SLO 1: $\chi^2=31.87$, 2 d.f., $P=1.20 \times 10^{-7}$; SLO 2: $\chi^2=32.57$, 2 d.f., $P=8.48 \times 10^{-8}$).

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