English Assessment Report
Spring 2019

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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*. In fall 2017, ENC 1102 would be replaced by LIT 2000 *Introduction to Literature (I)*. The planned assessment practice continues in fall 2018 with a few modifications. ENC 1102 now includes an exit survey. 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, Asst. VP, IR, Assessment & Effectiveness, 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 spring 2019 assessment, 71 artifacts were collected for ENC 0022 from 5 of 7 course sections. The lowest scoring rubric dimension for percentage of artifacts scoring a 2 or greater is Research at 92%. All other dimensions exhibit percentage of 96% 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	99%	100%	100%	96%	97%	97%	92%
4	30%	34%	25%	25%	24%	20%	21%
3	39%	39%	38%	35%	45%	49%	28%
2	30%	27%	37%	35%	28%	28%	42%
1	1%	0%	0%	4%	3%	3%	8%
0	0%	0%	0%	0%	0%	0%	0%

Table 1. Achievement by rubric dimension (includes percentage of students scoring in developmental level or higher as per SLO.

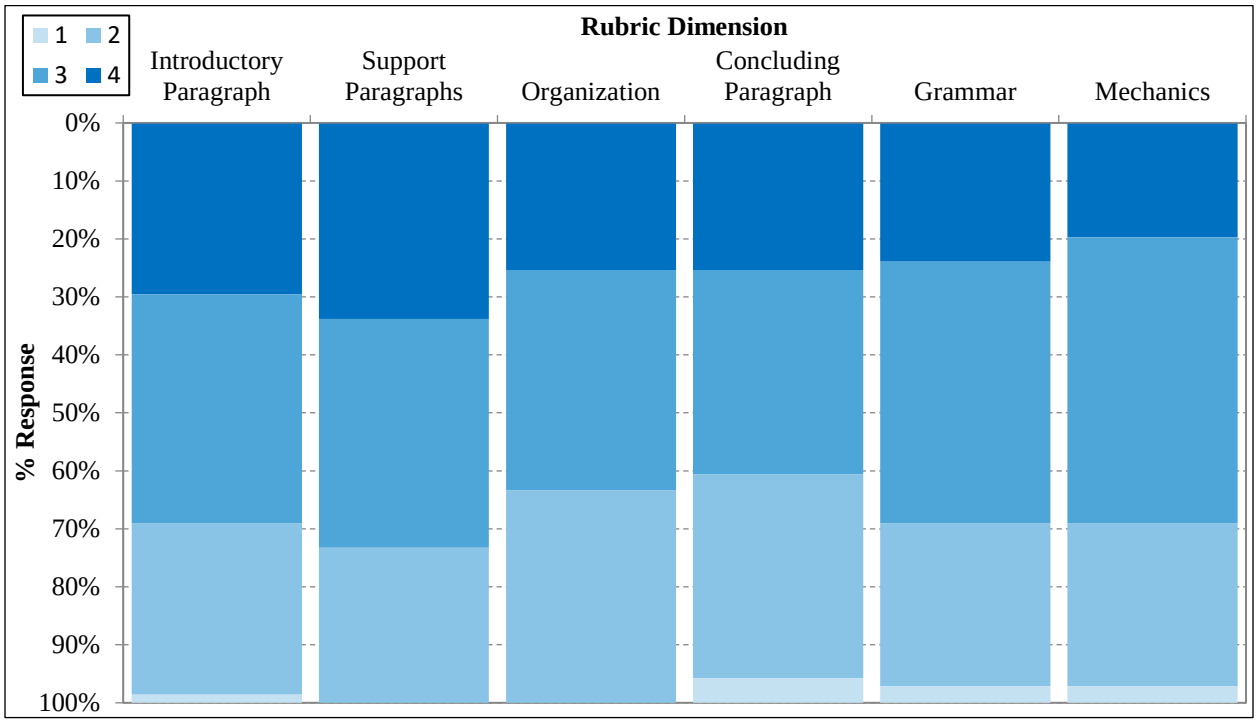


Figure 1. ENC 0022 distribution of rubric scores by dimension.

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 71 artifacts is shown in Figure 2. Distribution of artifact scores is bimodally centered on 14/28 and 21/28, and is slightly positively skewed, meaning scores are shifted very slightly 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	71	71	71	71	71	71	71	**71**
Max	4	4	4	4	4	4	4	**28**
Min	1	2	2	1	1	1	1	**11**
Median	3	3	3	3	3	3	2	**20**
Mode	3	3	3	3	3	3	2	**14**
Mean	3.0	3.1	2.9	2.8	2.9	2.9	2.6	**20.1**
Standard deviation	0.81	0.78	0.78	0.87	0.80	0.76	0.92	**4.99**
Skewness	-0.11	-0.12	0.20	-0.04	-0.17	-0.15	0.15	**0.04**
Kurtosis	-1.06	-1.34	-1.34	-0.95	-0.64	-0.42	-0.91	**-1.23**

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

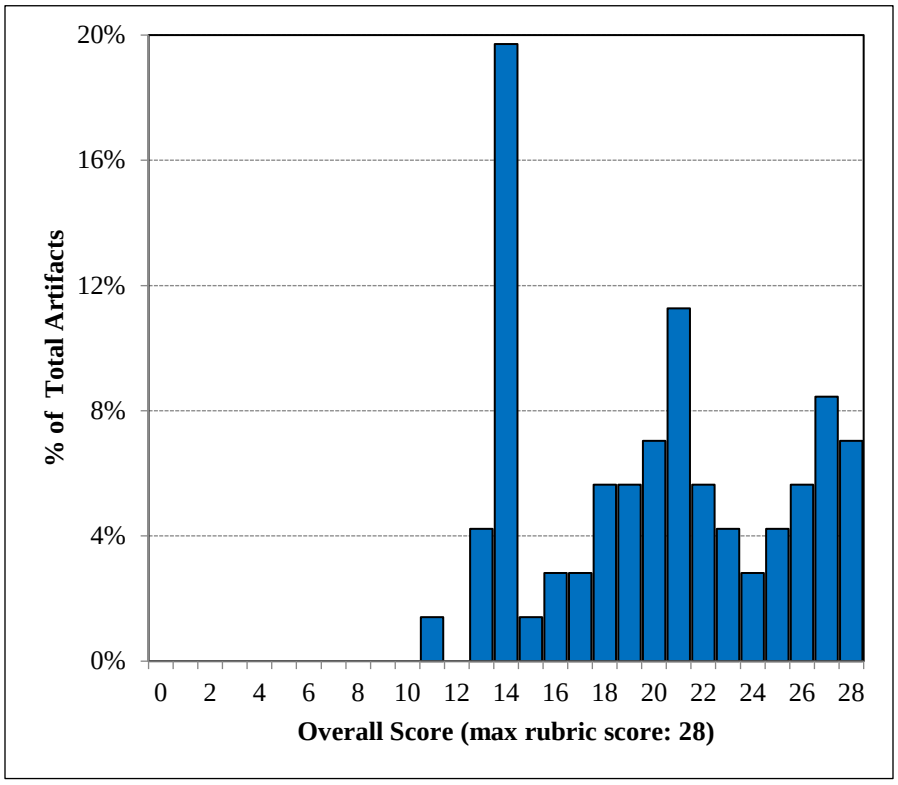
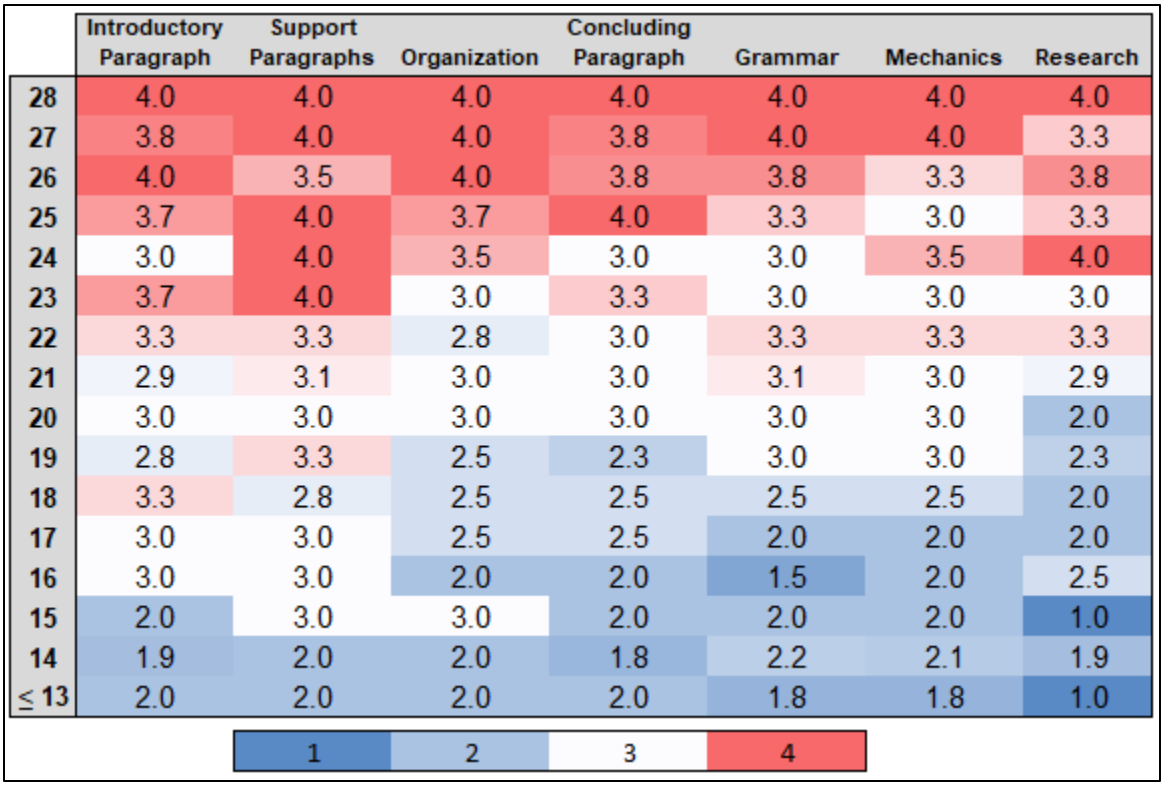


Figure 2. Overall score distribution for ENC 0022 artifacts.



	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	3.8	4.0	4.0	3.8	4.0	4.0	3.3
26	4.0	3.5	4.0	3.8	3.8	3.3	3.8
25	3.7	4.0	3.7	4.0	3.3	3.0	3.3
24	3.0	4.0	3.5	3.0	3.0	3.5	4.0
23	3.7	4.0	3.0	3.3	3.0	3.0	3.0
22	3.3	3.3	2.8	3.0	3.3	3.3	3.3
21	2.9	3.1	3.0	3.0	3.1	3.0	2.9
20	3.0	3.0	3.0	3.0	3.0	3.0	2.0
19	2.8	3.3	2.5	2.3	3.0	3.0	2.3
18	3.3	2.8	2.5	2.5	2.5	2.5	2.0
17	3.0	3.0	2.5	2.5	2.0	2.0	2.0
16	3.0	3.0	2.0	2.0	1.5	2.0	2.5
15	2.0	3.0	3.0	2.0	2.0	2.0	1.0
14	1.9	2.0	2.0	1.8	2.2	2.1	1.9
≤ 13	2.0	2.0	2.0	2.0	1.8	1.8	1.0

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 "Introductory Paragraph" and "Support Paragraphs" exhibit the stronger scores at moderate-to-high achieving students. For example, at 23/28, the former dimensions range from 3.7/4.0 to 4.0/4.0. By comparison, the other dimensions range from 3.0/4.0 to 3.3/4.0. From a student performance perspective, strong students are strongest in "Introductory Paragraph" and "Support Paragraphs."

A comparison of results over time is shown in Figure 4 below. Results exhibit two main trends. First, the "Support Paragraphs" dimension exhibits the highest mean score among all dimensions in 4 of 10 terms in the study. The remaining 6/10 are shared by "Introductory Paragraph" and "Organization." Second, the "Research" dimension exhibits the lowest mean score in 6 of 10 terms in the study. Perhaps more interestingly, all six of those which are the lowest occurred in the most recent seven terms. This fact helps to characterize the slight, if erratic, drop in mean scores exhibited by the "Research" dimension over time (2.8/4.0 in fall 2014 down to 2.6/4.0 in spring 2019) juxtaposed with the slight but erratic increase made by "Mechanics" over time from 2.5/4.0 in fall 2014 to 2.8/4.0 in spring 2019.

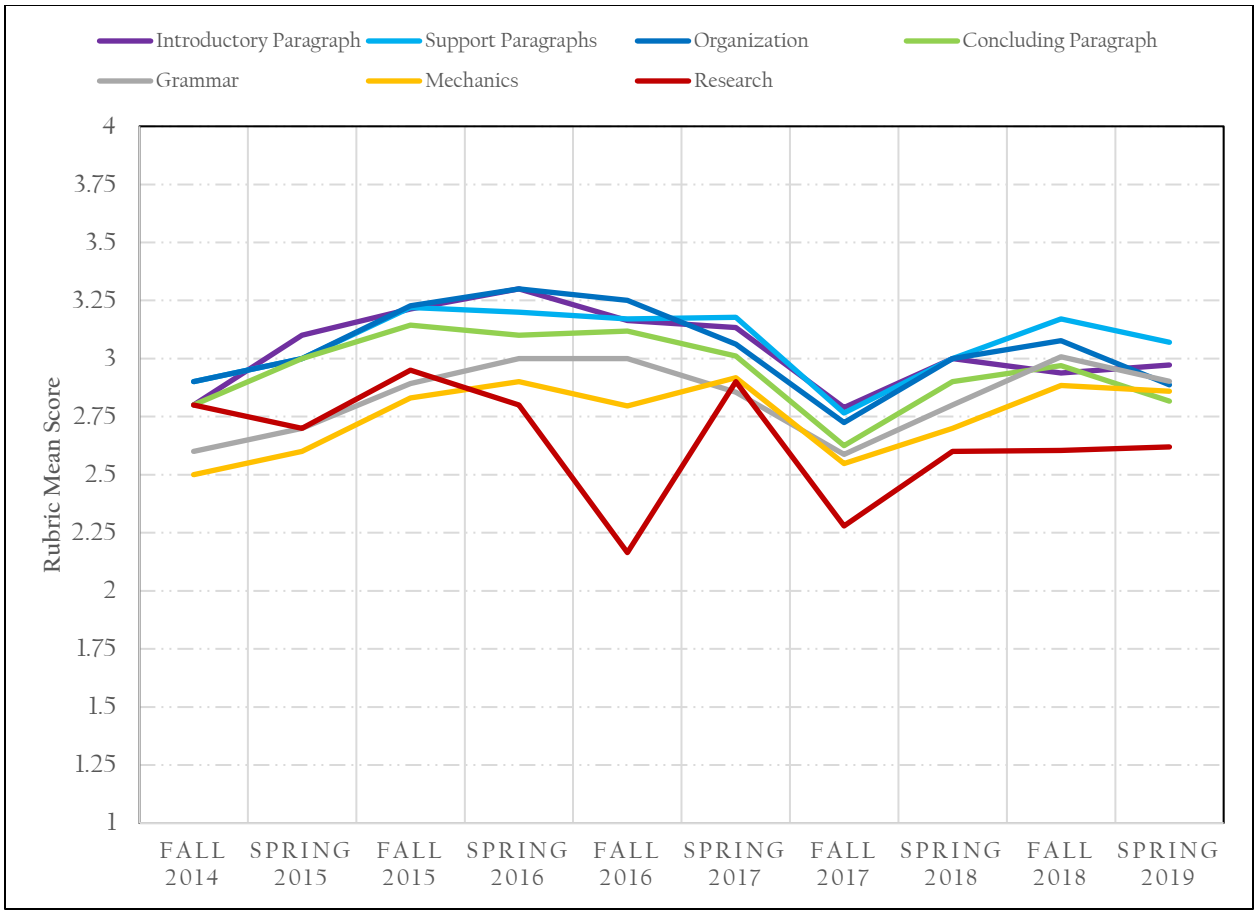


Figure 4. Comparison of mean scores for ENC 0022 through time.

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 71 artifacts collected from ENC 0022, 0 originated from the Collier campus, 5 from the Hendry Glades Center, and 66 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
Collier	~	~	~	~	~	~	~
Hendry Glades	**3.4**	**3.6**	**3.4**	**3.4**	**3.2**	**3.2**	**3.4**
Thomas Edison	2.9	3.0	2.8	2.8	2.9	2.8	2.6

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

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

Beginning with the Spring 2019 term, the English Department developed an exit survey to study student perspectives upon completion of the ENC 1102 course. The questions posed in the survey are listed below and results of the survey are shown in Figure 5. Each survey response includes options of "Strongly Agree," "Agree," "Neither agree nor disagree," "Disagree," and "Strongly disagree."

- Q1 - I think my ENC 1101 class (Composition I) prepared me well for ENC 1102.
- Q2 - I feel prepared to apply my knowledge of writing and research to other academic and non-academic situations in the future.
- Q3 - What I learned in ENC 1101 and 1102 will help me to write successfully in my major and in my profession.
- Q4 - I am comfortable conducting and documenting primary and secondary research.
- Q5 - After taking ENC 1101 and 1102, I am more comfortable with reading, writing, and researching in the media of the 21st century (digital, web-based, etc.).
- Q6 - I think the feedback I received on my written assignments was comprehensive and constructive. In other words, the feedback enabled me to take my writing skills to the next level.
- Q7 - I am comfortable reading and writing about, as well as discussing in class, complex and difficult issues, even if I disagree strongly with others.
- Q8 - I can encounter a view by someone with whom I disagree, but still take seriously and try to understand their perspective.
- Q9 - I understand how I can apply skills in argumentation and rhetoric to my other academic courses, in the workplace, and in my personal life.
- Q10 - I feel comfortable defining my position (argument/perspective) and supporting it in writing.
- Q11 - I understand how research, writing, and argumentation are necessary for problem-solving in college, the workplace, and the world.
- Q12 - Diversity of values and empathy with others are important for my success as a reader, writer, and researcher.
- Q13 - I am comfortable acknowledging different approaches or theories, and even changing my own mind when learning new information.

All questions exhibit positive responses ("Strongly agree" or "Agree") of 75% or higher. Question 8, "I can encounter a view by someone with whom I disagree, but still take seriously and try to understand their perspective.", exhibits the highest positive response rate at 96%. Question 1, "I think my ENC 1101 class (Composition I) prepared me well for ENC 1102.", exhibits the lowest positive response rate at 78%.

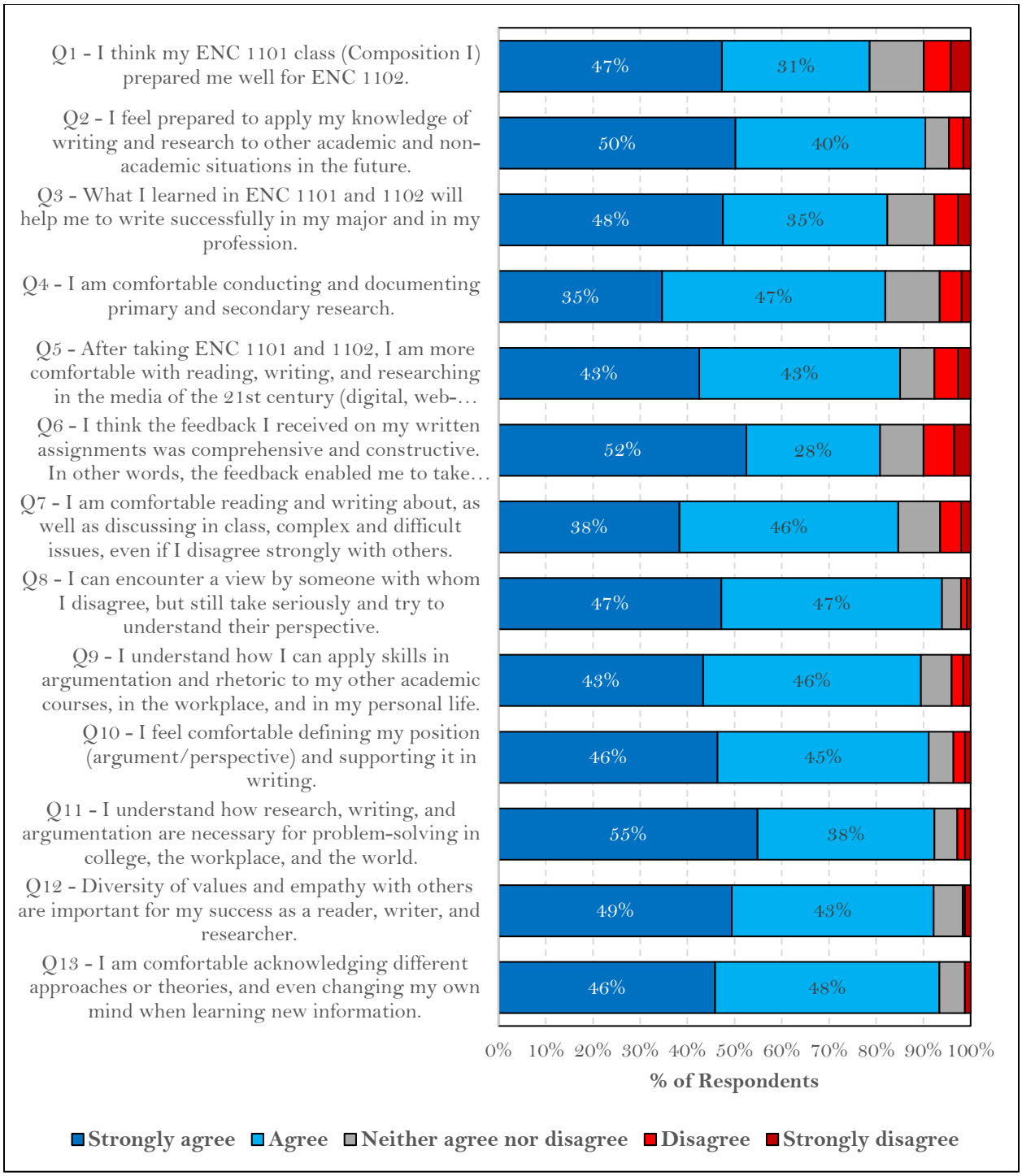


Figure 5. Results of ENC 1102 Exit Survey.

5 LIT 2000

Course assessment for LIT 2000 follows a procedure of data collection in fall term only followed by departmental discussions in spring.

6 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. ENC 1102 now includes an exit survey.

A drilldown of ENC 0022 results are as follows:

1. For the spring 2019 assessment, 71 artifacts were collected for ENC 0022 from 5 of 7 course sections. The lowest scoring rubric dimension for percentage of artifacts scoring a 2 or greater is Research at 92%. All other dimensions exhibit percentage of 96% or higher.
2. Distribution of artifact scores is bimodally centered on 14/28 and 21/28, and is slightly positively skewed, meaning scores are shifted very slightly towards the lower range.
3. In a study comparing rubric achievement based on overall score, "Introductory Paragraph" and "Support Paragraphs" exhibit the stronger scores at moderate-to-high achieving students. For example, at 23/28, the former dimensions range from 3.7/4.0 to 4.0/4.0. By comparison, the other dimensions range from 3.0/4.0 to 3.3/4.0. From a student performance perspective, strong students are strongest in "Introductory Paragraph" and "Support Paragraphs."
4. In a longitudinal study, results exhibit two main trends. First, the "Support Paragraphs" dimension exhibits the highest mean score among all dimensions in 4 of 10 terms in the study. The remaining 6/10 are shared by "Introductory Paragraph" and "Organization." Second, the "Research" dimension exhibits the lowest mean score in 6 of 10 terms in the study. Perhaps more interestingly, all six of those which are the lowest occurred in the most recent seven terms. This fact helps to characterize the slight, if erratic, drop in mean scores exhibited by the "Research" dimension over time (2.8/4.0 in fall 2014 down to 2.6/4.0 in spring 2019) juxtaposed with the slight but erratic increase made by "Mechanics" over time from 2.5/4.0 in fall 2014 to 2.8/4.0 in spring 2019.
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 although sample size at Hendry Glades is limited (n=5).

A drilldown of ENC 1101 results are as follows:

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

A drilldown of ENC 1102 results are as follows:

1. All questions exhibit positive responses ("Strongly agree" or "Agree") of 75% or higher.
2. Question 8, "I can encounter a view by someone with whom I disagree, but still take seriously and try to understand their perspective.", exhibits the highest positive response rate at 96%.
3. Question 1, "I think my ENC 1101 class (Composition I) prepared me well for ENC 1102.", exhibits the lowest positive response rate at 78%.

A drilldown of LIT 2000 results are as follows:

1. Course assessment for LIT 2000 follows a procedure of data collection in fall term only followed by departmental discussions in spring.

7 REFERENCES

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