English Assessment Report
Fall 2021
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1 INTRODUCTION

Fall 2020 marked a reestablishment of earlier assessment logistical practices (assessment tool) combined with the new model initiated in fall 2019 (collecting data of co-requisite enrolled-ENC 1130 students and their performance in ENC 1101). Three courses are covered in this assessment plan. The courses are ENC 1130, ENC 1101, and ENC 1102 (as an indirect measured assessment).

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 concurrent dual enrollment artifacts compared with traditional, as by modality, and by site, where possible.

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 1101 & ENC 1130 COMPARISON (VIA 1101 ASSESSMENT)

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.
  o (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.
  o (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.

2.1 LEARNING OUTCOMES, OBJECTIVES, & DESCRIPTIVE STATISTICS

2.1.1 Learning Outcomes & Objectives

Each assessment will be used to assess student ability to recognize and produce effective writing. The department established the following goals for the assessments:

- ➢ Comparison between 1130 and 1101 on each rubric dimension.
- ➢ Comparison between 1130 and 1101 on each site or by each modality.

2.1.2 Learning Outcomes Achievement

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 3 or greater. For the Fall 2021 assessment, 596 artifacts were collected for ENC 1101 from 40 course sections. SLO 1 achievement is 78% scoring 3 or greater. SLO 2 achievement is 76% scoring 3 or greater (Table 1).

Rubric Score	SLO 1	SLO 2
% Meets Expectations or Higher	**78%**	**76%**
5	30%	34%
4	31%	28%
3	18%	14%
2	6%	9%
1	15%	15%

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 1101.

2.1.3 Learning Outcomes Achievement Comparison of 1101 and 1130

Of the 596 artifacts collected from the ENC 1101 assessment, 493 originated from standard students, while 103 originated from co-requisite enrolled students (students enrolled in ENC 1130 while also enrolled in ENC 1101). In SLO 1, artifacts originating from ENC 1101-only students exhibit an 8% higher achievement percentage. In SLO 2, that gap expands to 11% (Table 2).

	ENC 1101 only		ENC 1101 & ENC 1130	
Rubric Score	SLO 1	SLO 2	SLO 1	SLO 2
% Meets Expectations or Higher	**79%**	**78%**	**72%**	**67%**
5	28%	34%	39%	31%
4	33%	29%	21%	22%
3	19%	15%	12%	14%
2	6%	8%	8%	12%
1	15%	14%	18%	21%

Table 2. Percentage achievement by rubric dimension for ENC 1101-only students and those also enrolled in ENC 1130.

2.2 COMPARISONS BY SITE, FORMAT, AND STUDENT TYPE

2.2.1 Dual Enrollment to Non-Dual Enrollment Comparison

Of the artifacts collected from the ENC 1101 assessment, 95 originated from concurrent dual enrollment sections, while 273 originated from traditional (non-online, flex, or blended) sections. In SLO 1, artifacts originating from concurrent dual enrollment sections are 26% points higher than those from traditional sections. In SLO 2, dual enrollment is also 26% points higher (Table 3).

	Dual Enrollment		Traditional (non-online, flex, or blended)	
Rubric Score	SLO 1	SLO 2	SLO 1	SLO 2
% Meets Expectations or Higher	**93%**	**93%**	**67%**	**67%**
5	35%	52%	19%	27%
4	39%	28%	30%	27%
3	19%	13%	19%	14%
2	5%	5%	7%	9%
1	2%	2%	25%	24%

Table 3. Percentage achievement by rubric dimension for ENC 1101-only students and those also enrolled in ENC 1130.

2.2.2 Modality Comparison

Of the artifacts collected from the ENC 1101 assessment, 198 originated from asynchronous online sections, 8 from live online, 0 from flex, 22 from blended, and 273 from traditional. In both SLO 1 and SLO 2, only traditional artifacts exhibit achievement of the percentage of artifacts scoring 3 or higher lower than 70%.
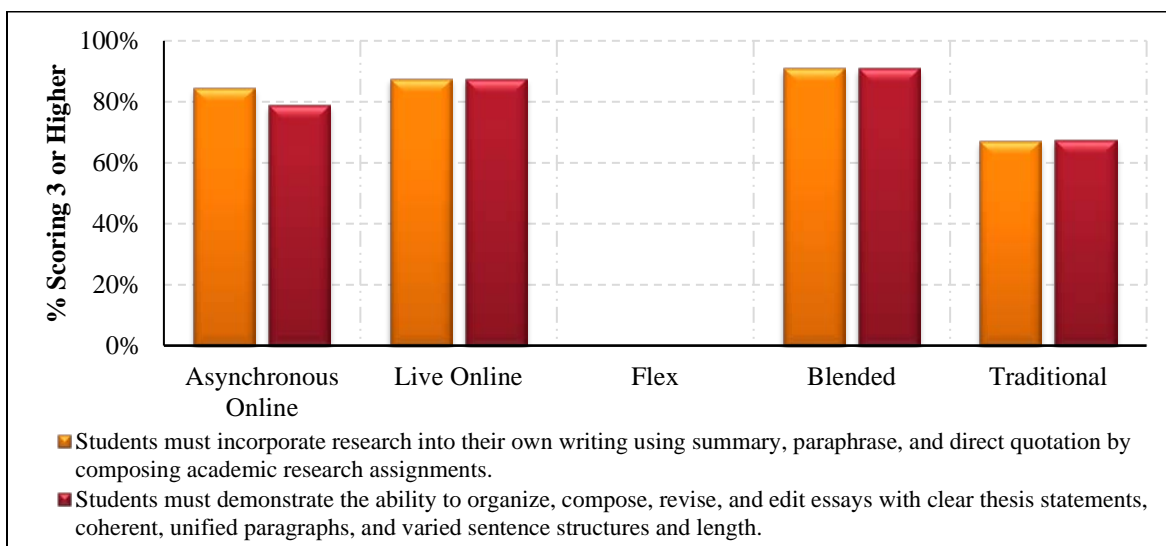

Figure 1. Achievement by modality.

2.2.3 Comparison by Site/Campus

Of the artifacts collected from the ENC 1101 assessment, 61 originated from the Charlotte campus, 84 from the Collier campus, 28 from Hendry Glades (Moorehaven and Clewiston centers included herein), and 97 from the Thomas Edison (Lee) campus. In both SLO 1 and SLO 2, the Charlotte campus exhibits statistically significantly higher achievement at in both SLOs compared with other sites (Figure 2). Significance testing completed utilizing a Fisher's exact test.
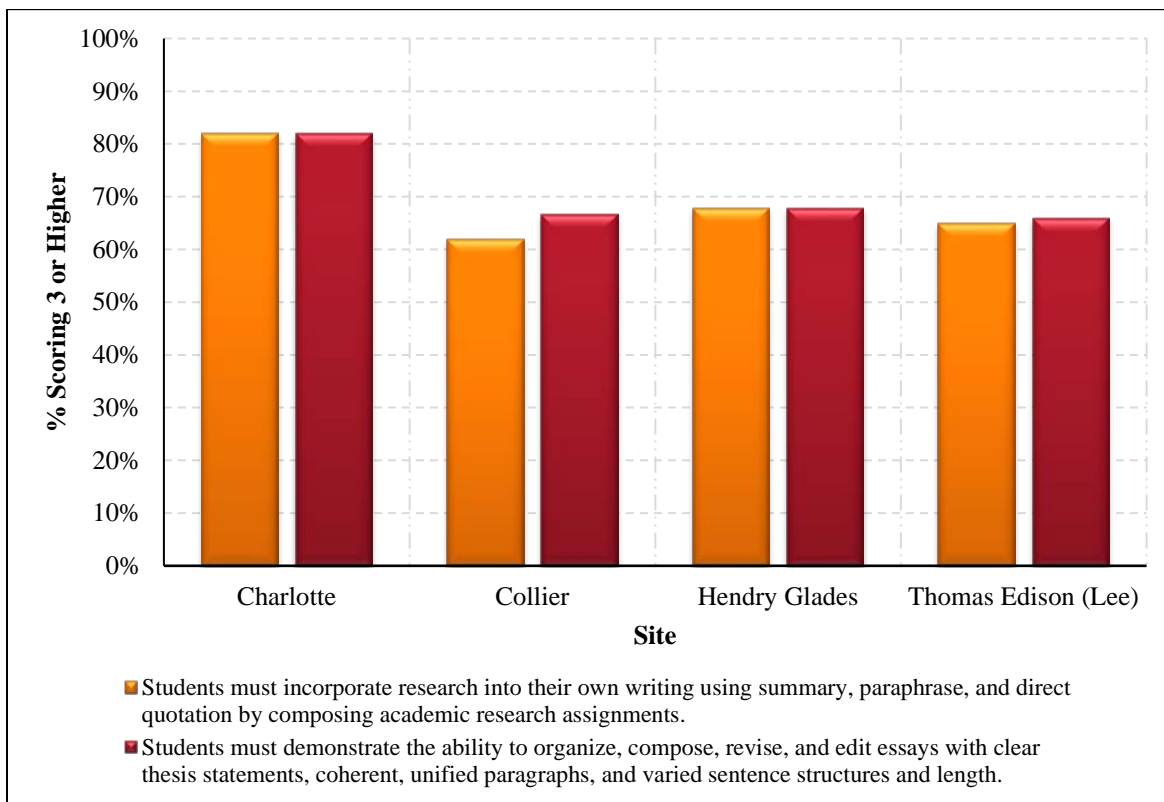

Figure 2. Achievement by site.

3 ENC 1130 COMMON ASSESSMENT

Using common rubric criterion, the FSW English faculty reviews a common area of interest for evaluation based on core outcomes for the course. The outcome is:

➢ 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.
  o (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.

3.1.1 Learning Outcomes & Objectives

Each assessment will be used to assess student ability to recognize and produce effective writing. The department established the following goals for the assessments:

➢ Compare data for 1130
➢ Compare data by site and modality.

3.1.2 Learning Outcomes Achievement

The English department has identified a target statistic for measurement purposes of measuring the percentage of artifacts scoring a 3 or greater. For the Fall 2021 assessment, 103artifacts were collected for ENC 1130 from 10 course sections. SLO 2 achievement is 84% scoring 3 or greater (Table 4).

Rubric Score	SLO 2
% Meets Expectations or Higher	**84%**
5	42%
4	31%
3	12%
2	3%
1	13%

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 1130.

3.1.3 Modality Comparison

Of the artifacts collected from the ENC 1130 assessment, 0 originated from asynchronous online sections, 35 from live online, 0 from flex, 0 from blended, and 68 from traditional. In both modalities artifacts exhibit achievement of the percentage of artifacts scoring 3 or higher at 80% or higher (Figure 3).
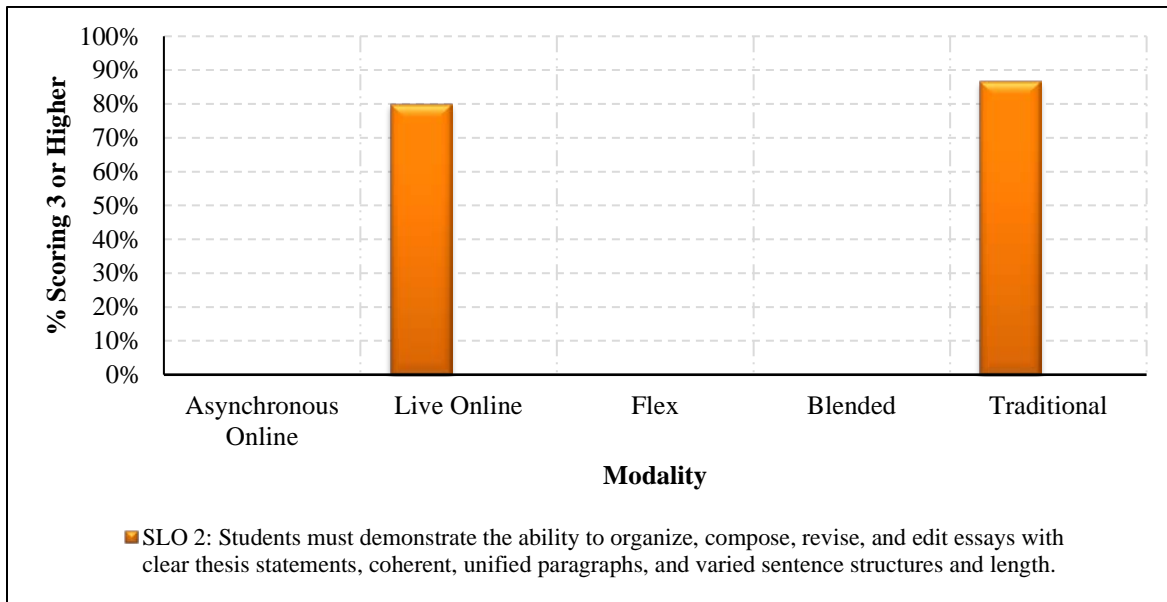

Figure 3. Achievement by modality.

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 4. 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.
- ❖ Q14 - ENC 1101 and 1102 have expanded what I listen to, watch, and/or read by exposing me to new ideas and texts.
- ❖ Q15 - I am comfortable evaluating and sorting through information, including deciding if something or someone is credible or not.

All questions exhibit positive responses ("Strongly agree" or "Agree") of 75% or higher. Question 8 exhibits the highest positive response rate at 95%. Question 14 exhibits the lowest positive response rate at 77%.
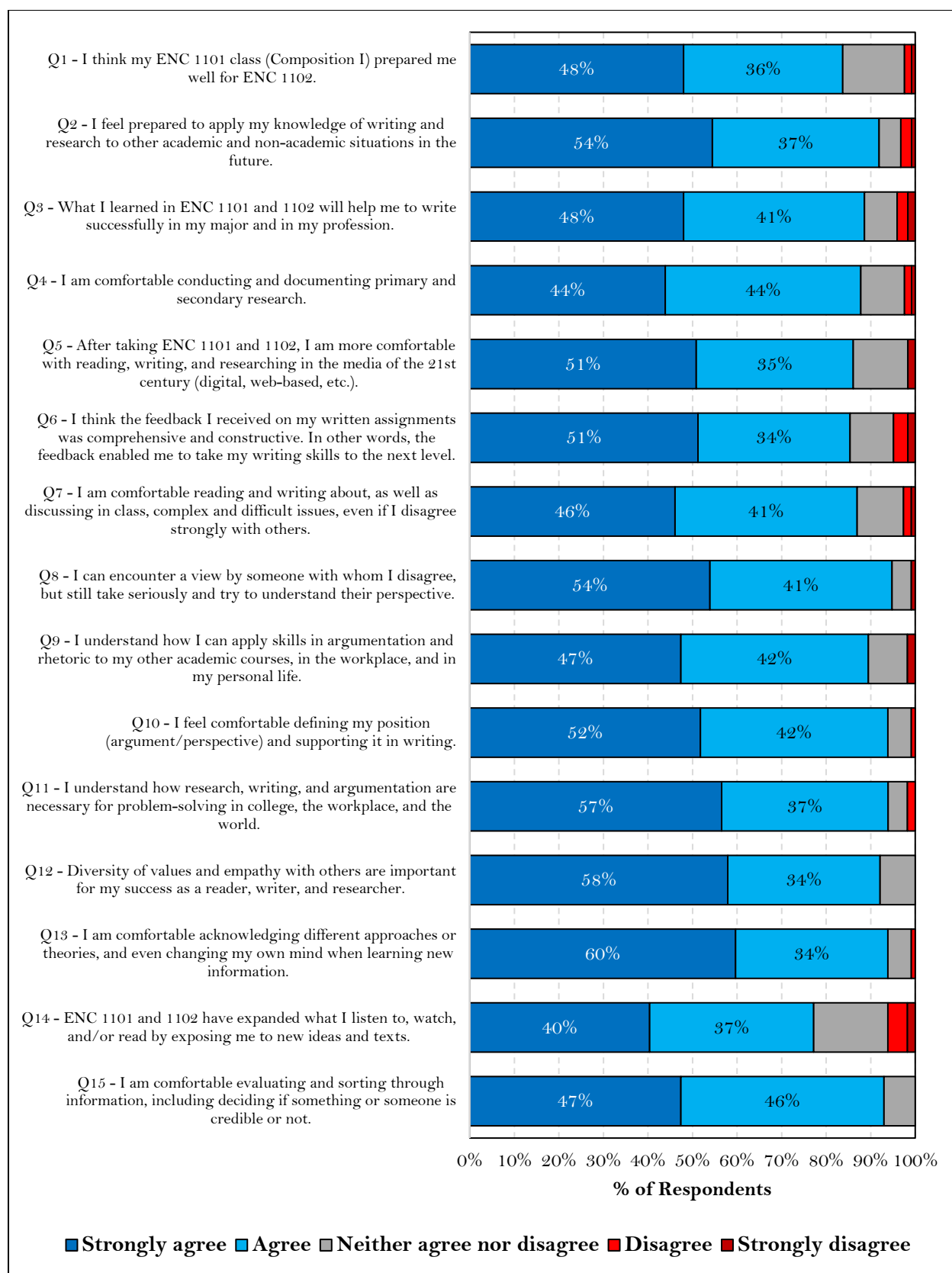
Figure 4. Results of ENC 1102 Exit Survey.

5 CONCLUSIONS

FSW's English Department assessment plan includes three courses: ENC 1130, ENC 1101, and ENC 1102 (as an indirect measured assessment). Fall 2020 marks a reestablishment of earlier assessment logistical practices (assessment tool) combined with the new model initiated in fall 2019 (collecting data of co-requisite enrolled-ENC 1130 students and their performance in ENC 1101).

5.1 ENC 1101 & ENC 1130

A drilldown of ENC 1101 & ENC 1130 results are as follows:

1. 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 3 or greater. For the Fall 2021 assessment, 596 artifacts were collected for ENC 1101 from 40 course sections. SLO 1 achievement is 78% scoring 3 or greater. SLO 2 achievement is 76% scoring 3 or greater (Table 1). For the fall 2021 assessment, 493 originated from standard students, while 103 originated from co-requisite enrolled students (students enrolled in ENC 1130 while also enrolled in ENC 1101). In SLO 1, artifacts originating from ENC 1101-only students exhibit an 8% higher achievement percentage. In SLO 2, that gap expands to 11%.

2. Of the artifacts collected from the ENC 1101 assessment, 95 originated from concurrent dual enrollment sections, while 273 originated from traditional (non-online, flex, or blended) sections. In SLO 1, artifacts originating from concurrent dual enrollment sections are 26% points higher than those from traditional sections. In SLO 2, dual enrollment is also 26% points higher.

3. Of the artifacts collected from the ENC 1101 assessment, 198 originated from asynchronous online sections, 8 from live online, 0 from flex, 22 from blended, and 273 from traditional. In both SLO 1 and SLO 2, only traditional artifacts exhibit achievement of the percentage of artifacts scoring 3 or higher lower than 70%.

4. Of the artifacts collected from the ENC 1101 assessment, 61 originated from the Charlotte campus, 84 from the Collier campus, 28 from Hendry Glades (Moorehaven and Clewiston centers included herein), and 97 from the Thomas Edison (Lee) campus. In both SLO 1 and SLO 2, the Charlotte campus exhibits statistically significantly higher achievement at in both SLOs compared with other sites (Figure 2). Significance testing completed utilizing a Fisher's exact test.

5.2 ENC 1130

A drilldown of ENC 1102 results are as follows:

1. The English department has identified a target statistic for measurement purposes of measuring the percentage of artifacts scoring a 3 or greater. For the Fall 2021 assessment, 103artifacts were collected for ENC 1130 from 10 course sections. SLO 2 achievement is 84% scoring 3 or greater.

2. Of the artifacts collected from the ENC 1130 assessment, 0 originated from asynchronous online sections, 35 from live online, 0 from flex, 0 from blended, and 68 from traditional. In both modalities artifacts exhibit achievement of the percentage of artifacts scoring 3 or higher at 80% or higher.

5.3 ENC 1102

A drilldown of ENC 1102 results are as follows:

1. Beginning with the Spring 2019 term, the English Department developed an exit survey to study student perspectives upon completion of the ENC 1102 course.
2. All questions exhibit positive responses ("Strongly agree" or "Agree") of 75% or higher. Question 8 exhibits the highest positive response rate at 95%. Question 14 exhibits the lowest positive response rate at 77%.

6 REFERENCES

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