

Appendix A
Report of Essential Learning Review
Written Communication and Critical Thinking
Fall, 2016

The process of review of EL student learning outcomes began on May 19 when two groups of faculty met to calibrate the written communication and critical thinking rubrics. Members of the groups were:

Written Communication

Dr. Kate Dreiling
Ms. Alison Harris
Dr. Doug O’Roark
Dr. Vince Patarino
Dr. Jason Reddoch
Ms. Judy Williams

Critical Thinking

Dr. Carmine Grieco
Dr. Kurt Haas
Ms. Suzanne Lay
Dr. Nate Parry
Dr. Bette Schans
Dr. John Seebach

The calibration sessions took approximately 2 hours to complete. Each faculty member was given approximately 25 artifacts to review and score over the course of six weeks. Score sheets were submitted and data compiled. Each criteria score was averaged and the results were as follows:

Written Communication

	Average
Context and Purpose for Writing	2.25
Content Development	2.01
Genre and Disciplinary Conventions	1.99
Sources and Evidence	1.79
Control of Syntax and Mechanics	2.09
Total rubric average	2.03

Written Communication artifacts were collected from four ENGL 111 courses using the assessment section of ePortfolio. Students submitted artifacts to the portfolio and Digication sent 25 randomly selected artifacts from each course for review. Each artifact was assessed by two reviewers.

Overall, the average scores were lower than scores from fall, 2015. This may be due, in part, to the fact that the papers were not in the needed format when sent from Digication and there were fewer sources listed for ENGL 111 than there are for ENGL 112 or other disciplines’ essays. Another issue was that the reviewers could not view the instructors’ assignment page as has been done in the past. Digication could not submit this document with the artifacts.

Comments from the reviewers were:

“After a little bit of getting used to the Digitation process was very easy to use. The assignments were hard to figure out but again, after a while I began to see what was probably assigned. It would be very helpful if we had the actual assignments to look at and that would make the scoring a little more meaningful. The most under evaluated part of the process was not knowing whether students were supposed to site or not. Overall, it was a pretty smooth process.

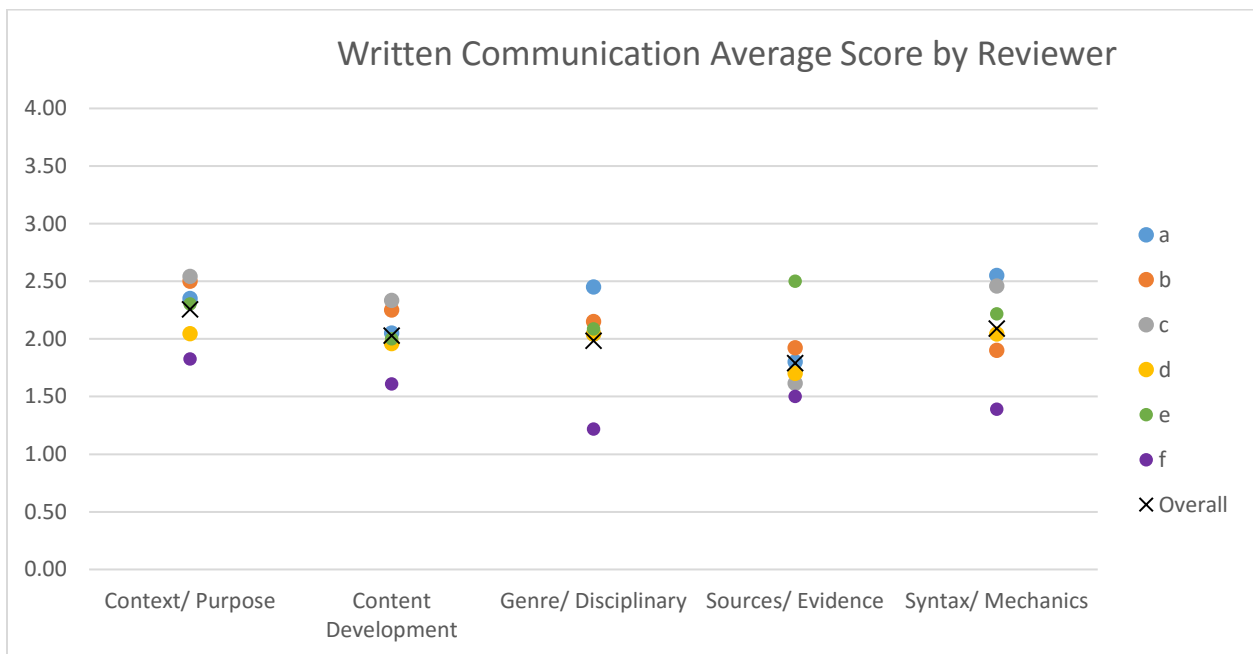
There were some smooth parts of the process. I was glad that we could increase the type size, which made it easier to read on-line. I also was happy to see that the actual rubric on-line mechanics worked well (filling in the box, saving, etc.).

Some issues: again, I want access to the actual assignment, as we talked about in the rubric sessions. Most of the papers had the student's name, which we should not have. And, I wish that there was a mechanism to work more closely with our "partner". In the past, we rated everything and could then re-calibrate with partners. There were things I learned from that process that was very helpful.

I thought working with Digication was ok - didn't have any major issues aside from having a little difficulty reading one of the pdf papers (the formatting/sentences got garbled when downloaded). Overall, I thought it was pretty easy to use in terms of assessment.

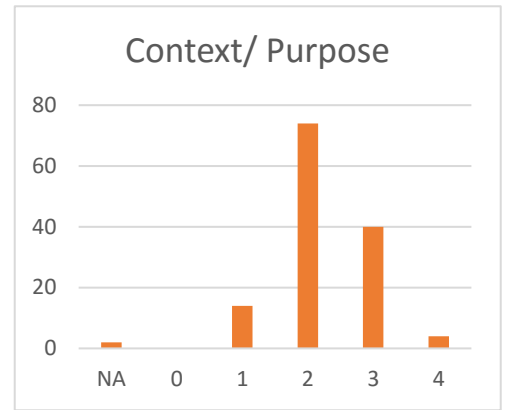
On a different note, would like to have access to the instructions for the assignments if possible - perhaps down the road once we get more settled in to using the platform? "

In response to the Digication pilot and reviewer feedback, we have determined that the use of Digication for assessment will be delayed until more faculty use the software in class, and students become more familiar with the process.



Context/ Purpose

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1		2			
	2		8	21		
	3		2	21	7	
	4		0	3	1	0



Number of rating pairs (2 raters on same artifact)

65

Pairs in agreement

30

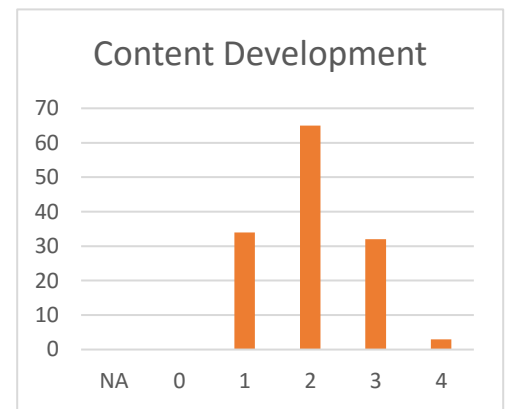
46%

Krippendorff's alpha (ordinal)

0.1789

Content Development

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1		9			
	2		14	15		
	3		2	20	4	
	4		0	1	2	0



Number of rating pairs (2 raters on same artifact)

67

Pairs in agreement

28

42%

Krippendorff's alpha (ordinal)

0.3897

Genre/ Disciplinary

		Rating 1				
		0	1	2	3	4
Rating 2	0	0				
	1	1	5			
	2	1	18	19		
	3	0	3	9	10	
	4	0	0	1	0	0



Number of rating pairs (2 raters on same artifact)

67

Pairs in agreement

34

51%

Krippendorff's alpha (ordinal)

0.3891

Sources/ Evidence

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1		3			
	2		7	8		
	3		1	3	1	
	4		0	1	0	0



Number of rating pairs (2 raters on same artifact)

24

Pairs in agreement

12

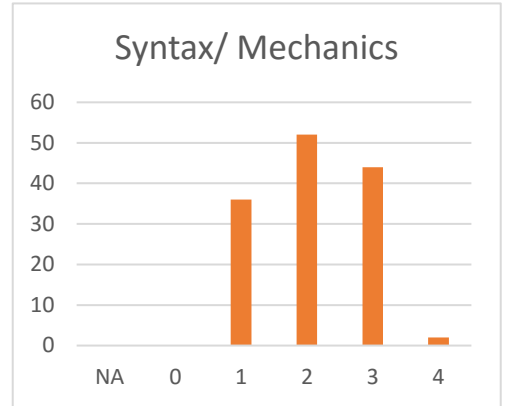
50%

Krippendorff's alpha (ordinal)

0.2615

Syntax/ Mechanics

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1		8			
	2		15	8		
	3		4	20	10	
	4		1	1	0	0



Number of rating pairs (2 raters on same artifact) 67
 Pairs in agreement 26 39%
 Krippendorff's alpha (ordinal) 0.2897

The Written Communication review in fall 2016 will be conducted using the previous method of collecting artifacts and assignment information from faculty. Assessment using Digication will be delayed until the ePortfolio system more fully adopted and in use by faculty and students. It is important that the reviewers are able to read the assignment prior to assessing the artifact.

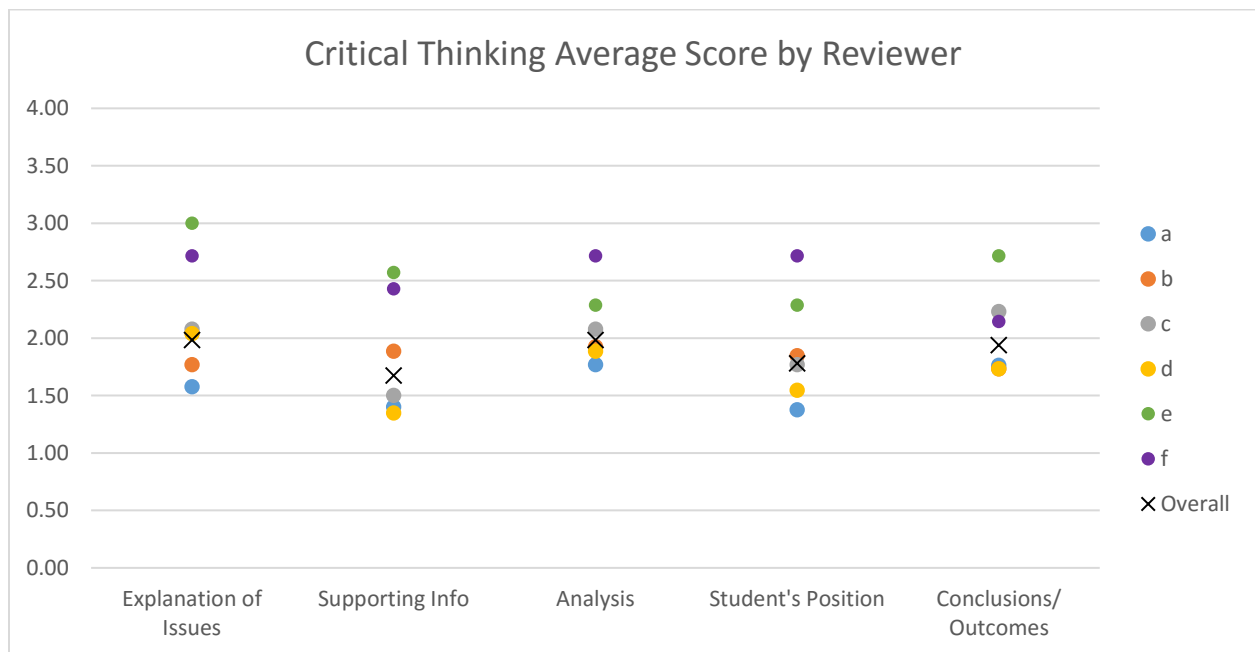
Assessment of Critical Thinking

	Average
Explanation of Issues	1.98
Supporting Information	1.67
Analysis	1.98
Student's Position	1.78
Conclusions and Related Outcomes	1.94
 Total rubric average:	 1.87

Sixty artifacts were collected from the Social Behavioral Sciences Humanities, and Fine Arts courses. Overall, the average scores were lower than scores from November 2015. Correlation scores were again high between criteria, with the highest score comparing Analysis and Conclusions. The lowest correlation score was between Supporting Information and Conclusions.

Reviewer Comments:

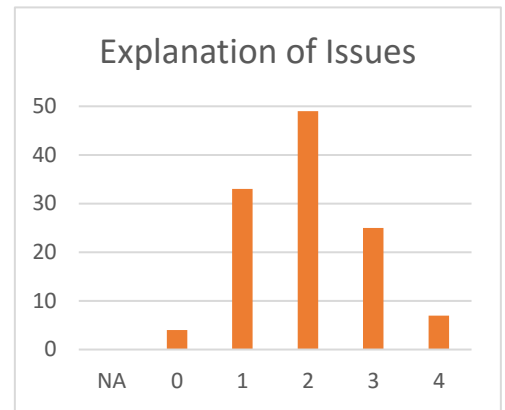
Thank you for the invitation. I enjoyed taking part in the process. I don't have any critiques of the process. In my opinion, the rubric is well written and will measure what you want it to. Some of the artifacts lend themselves to assessment better than they lend others, to assessment better than others do, but I suppose that is why you are calibrating your instruments!



Explanation of Issues

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1	3	6			
	2	1	16	11		
	3		2	9	5	
	4			1	4	1

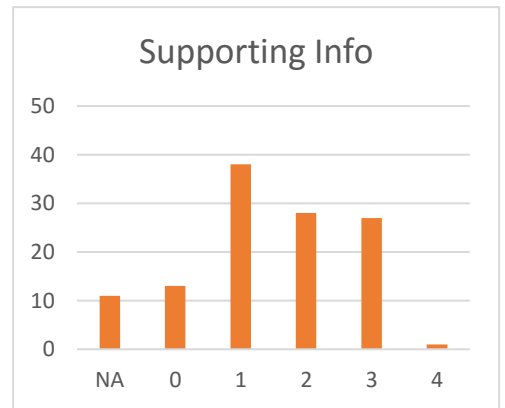
Number of rating pairs (2 raters on same artifact) 59
 Pairs in agreement 23 39%
 Krippendorff's alpha (ordinal) 0.5172



Supporting Info

		Rating 1				
		0	1	2	3	4
Rating 2	0	4				
	1	3	8			
	2	1	7	3		
	3	1	5	11	4	
	4					1

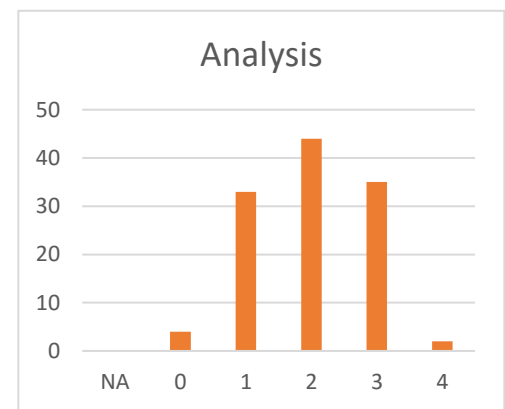
Number of rating pairs (2 raters on same artifact) 48
 Pairs in agreement 19 40%
 Krippendorff's alpha (ordinal) 0.4670



Analysis

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1	3	5			
	2	1	12	10		
	3		8	11	7	
	4					2

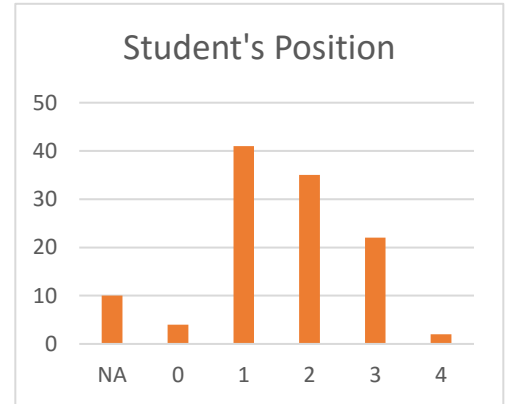
Number of rating pairs (2 raters on same artifact) 59
 Pairs in agreement 22 37%
 Krippendorff's alpha (ordinal) 0.2874



Student's Position

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1	2	11			
	2	2	8	8		
	3		3	6	4	
	4					1

Number of rating pairs (2 raters on same artifact) 45
 Pairs in agreement 23 51%
 Krippendorff's alpha (ordinal) 0.4600



Outcomes/Conclusion

		Rating 1				
		0	1	2	3	4
Rating 2	0					
	1	2	5			
	2	1	15	8		
	3		5	9	6	
	4			2	1	

Number of rating pairs (2 raters on same artifact) 54
 Pairs in agreement 19 35%
 Krippendorff's alpha (ordinal) 0.2909



Future Assessment

Fall of 2016 we, again, will be assessing Written Communication and Critical Thinking. Work on assessment of Quantitative Literacy will begin with discussion of a common rubric for both CSMS and Natural Sciences. Oral Communication will be assessed in spring 2017. Three other EL outcomes (Examine and Evaluate an Argument, Demonstrate Investigative and Analytical Thinking Skills, and Select and Use Appropriate Information or Techniques) will be assessed in fall, 2017. Discussion of assessment methods will begin this fall.