

ENC1101 Assessment Day

May 4, 2012

Overall Raw Data Results

51 total essays were submitted for review from the East, Osceola, Lake Nona, West, and Winter Park Campuses. 33 Faculty were present on May 4, 2012 to evaluate the 51 essays based on a simple rubric.

In general, results reflect that students did not properly integrate source materials within the essays.

Q1: Overall, has the student properly integrated source materials in the essay?

	Total	%
Y	20	39%
N	31	61%

In general, results reflect that students did not properly document the sources within the essays.

Q2: Overall, has the student properly documented the sources within the essay?

	Total	%
Y	15	29%
N	36	71%

Face-to-Face Classroom Instruction

Raw data results show that for face-to-face classroom instruction ($n=43$), 63% ($n=27$) of the essays did not reflect students' ability to properly integrate source materials in the essay, and 70% ($n=30$) of the essays did not reflect students' ability to properly document the sources within an essay.

For face-to-face classroom instruction by full-time faculty, 58% ($n=15$) of the essays did not reflect students' ability to properly integrated source materials in the essay, and 62% ($n=16$) of the essays did not reflect students' ability to properly document the sources within an essay.

For face-to-face classroom instruction by part-time faculty, 71% ($n=12$) of the essays did not reflect students' ability to properly integrate source materials in the essay, and 82% ($n=14$) of the essays did not reflect students' ability to properly document the sources within an essay.

On-line Instruction

Raw data results show for on-line instruction ($n=6$), 50% of the essays did not reflect students' ability to properly integrate source materials in the essay, and 67% of the essays did not reflect students' ability to properly document the sources within an essay.

For on-line instruction by full-time faculty ($n=5$), 60% of the essays reflect students' ability to properly integrate source materials in the essay, and 60% of the essays did not reflect students' ability to properly document the sources within an essay.

For on-line instruction by part-time faculty ($n=1$), the essay did not reflect students' ability to properly integrate source materials in the essay, and the essay did not reflect students' ability to properly document the sources within an essay.

Hybrid Instruction

For Hybrid instruction by full-time faculty ($n=2$), 50% of the essays reflect students' ability to properly integrate source materials in the essay, and 100% of the essays did not reflect students' ability to properly document the sources within an essay.

Results by Campus

West (n=16)

Raw data results show for West campus, face-to-face instruction by full-time faculty ($n=6$), 67% of the essays reflect students' ability to properly integrate source materials in the essay, and 50% of the essays reflect students' ability to properly document the sources within an essay.

Raw data results show for West campus, face-to-face instruction by part-time faculty ($n=9$), 78% of the essays did not reflect students' ability to properly integrate source materials in the essay, and 50% of the essays did not reflect students' ability to properly document the sources within an essay.

Raw data results show for West campus, on-line instruction by part-time faculty ($n=1$), the essay did not reflect students' ability to properly integrate source materials in the essay, and the essay did not reflect students' ability to properly document the sources within an essay.

Osceola/Lake Nona (n=14)

Raw data results show for Osceola/Lake Nona campuses, face-to-face instruction by full-time faculty ($n=5$), 60% of the essays did not reflect students' ability to properly integrate source materials in the essay, and 80% of the essays did not reflect students' ability to properly document the sources within an essay.

Raw data results show for Osceola/Lake Nona campuses, face-to-face instruction by part-time faculty ($n=6$), 67% of the essays did not reflect students' ability to properly integrate source materials in the essay, and 83% of the essays did not reflect students' ability to properly document the sources within an essay.

Raw data results show for Osceola/Lake Nona campuses, on-line instruction by full-time faculty ($n=3$), 67% of the essays reflect students' ability to properly integrate source materials in the essay, and 67% the essays reflect students' ability to properly document the sources within an essay.

Winter Park (n=4)

Raw data results show for Winter Park, face-to-face instruction by full-time faculty ($n=2$), the essays reflect students' ability to properly integrate source materials in the essay, and the essays did not reflect students' ability to properly document the sources within an essay.

Raw data results show for Winter Park, face-to-face instruction by part-time faculty ($n=1$), the essay did not reflect students' ability to properly integrate source materials in the essay, and the essay did not reflect students' ability to properly document the sources within an essay.

Raw data results show for Winter Park, on-line instruction by full-time faculty ($n=1$), the essay did not reflect students' ability to properly integrate source materials in the essay, and the essay did not reflect students' ability to properly document the sources within an essay.

East (n=17)

Raw data results show for East campus, face-to-face instruction by full-time faculty ($n=13$), 77% of the essays did not reflect students' ability to properly integrate source materials in the essay, and 69% of the essays did not reflect students' ability to properly document the sources within an essay.

Raw data results show for East campus, face-to-face instruction by part-time faculty ($n=1$), the essay reflected students' ability to properly integrated source materials in the essay, and the essay did not reflect students' ability to properly document the sources within an essay.

Raw data results show for East campus, on-line instruction by full-time faculty ($n=1$), the essay reflects students' ability to properly integrate source materials in the essay, and the essay did not reflect students' ability to properly document the sources within an essay.

Raw data results show for East campus, hybrid instruction by full-time faculty ($n=2$), 50% of the essays did not reflect students' ability to properly integrate source materials in the essay, and 100% of the essays did not reflect students' ability to properly document the sources within an essay.

Group Discussions Responses

Each of the eight teams (8 teams of 4-5 faculty members each) present on Assessment Day was asked to discuss what specific steps the English faculty took during the term to teach students how to properly integrate source materials into their essay and to properly document the sources in the essay. The following represent their responses:

- Provided handouts and Powerpoints on how to do these steps properly
- Provided students with sample papers
- Did modeling exercises in class
- Worked toward graduated citations
- Emphasized signal phrases, warrants, and paraphrasing techniques.
- Checked Works Cited pages during the writing process
- Provided library orientation
- Held workshops and conferences
- Provided students with multiple MLA assignments
- Tested students on their MLA proficiency
- Group projects
- Used the textbook more in class
- Provided handouts and PowerPoints to students

Suggestions for improvement:

- Begin teaching documentation/MLA from the beginning of the term so students have more exposure and practice
- Increase the number of written assignments that require research and documentation
- Utilize the library resources more
- Provide Information Literacy workshops for students
- Focus on documentation of sources both in the text (parenthetical reference) and on the Works Cited page for 2013, leaving integration of sources out of the evaluation for next year