

2011 UK Core Assessment: Composition and Communication

Overview of Assessment

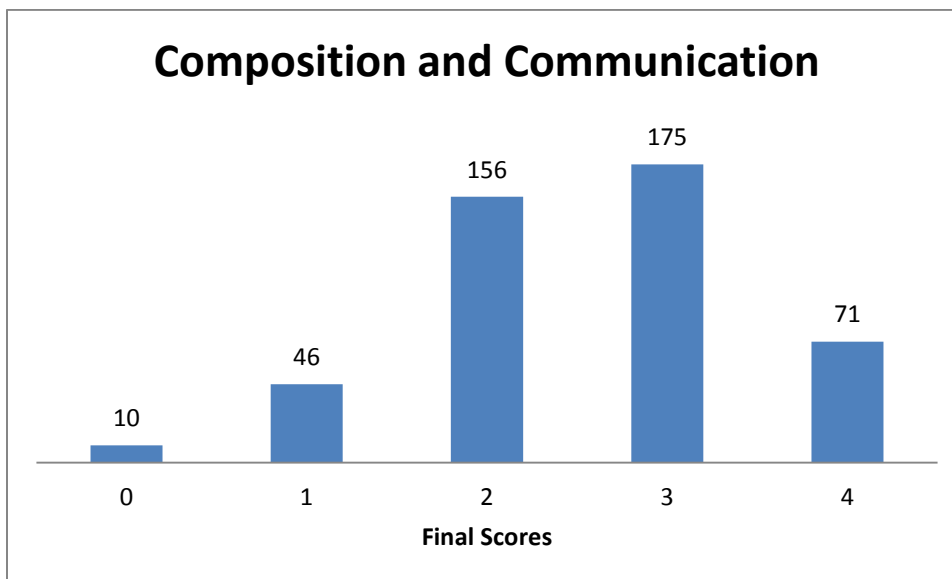
- Artifacts were gathered from 2 courses and 31 sections of the C&C courses offered in Spring 2011. (Appendix A)
- 801 artifacts were gathered, 440 artifacts were deployed, and 414 were evaluated.
- Evaluators used the Composition and Communication Rubric (Appendix B) to complete 458 total evaluations on General Education Learning Outcome 2: Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.
- All evaluations took place using the Blackboard Artifact Assessment process.

Composition and Communication Scores

Artifacts were scored using the Composition and Communication Rubric on a scale of 0 - 4, with 4 representing the highest level of performance and 0 being the lowest level. All accessible (artifacts could be opened by the evaluators for scoring) artifacts were scored at least once. Ten percent of the artifacts were distributed to multiple evaluators for additional scoring. This over-sampling was to estimate the inter-rater reliability of the evaluators. Forty-four of the 411 artifacts scored were evaluated at least twice and 35 of those (80%) were in agreement. Artifacts were scored holistically, which means a single, whole number score was given to describe the performance in each piece.

This report will state the frequency of all scores, regardless of the agreement or disagreement of those 44 artifacts that were evaluated multiple times.

Score	Frequency	Percent
0	10	2.2%
1	46	10.0%
2	156	34.1%
3	175	38.2%
4	71	15.5%
Total	458	100.0%

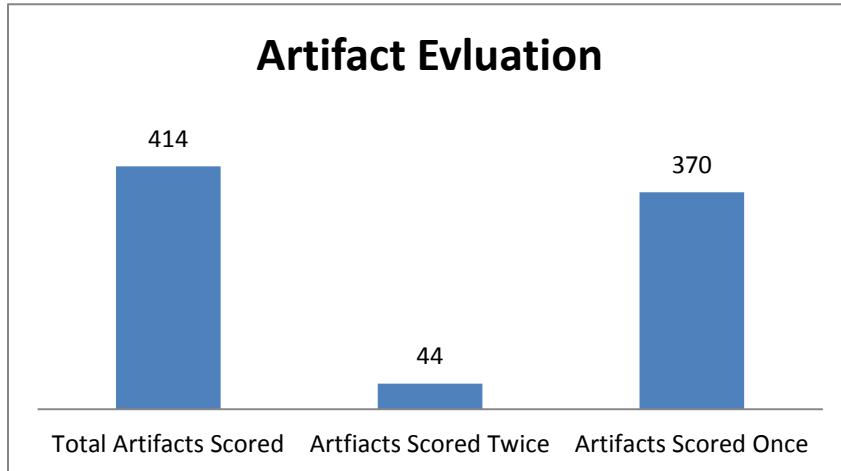


Mean Score: 2.54

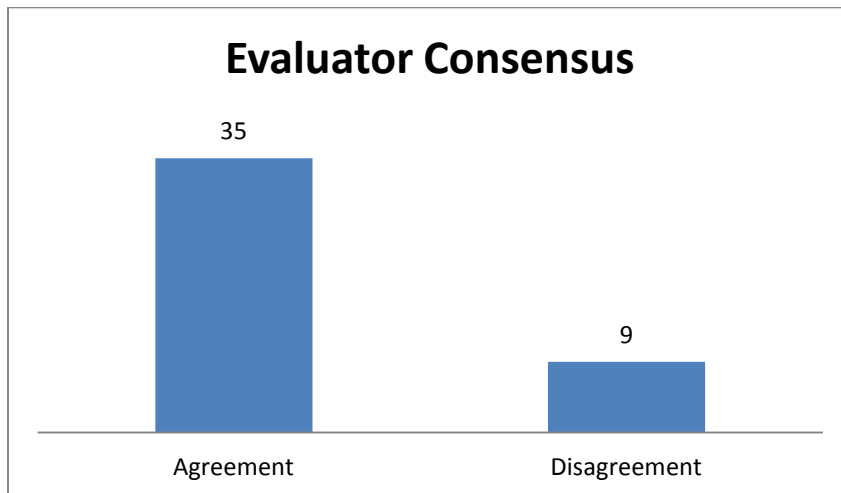
Monitoring the Evaluation Process

All evaluations took place using the Blackboard assessment system. Evaluators were normed on October 18, 2011 during a two hour training session. During the norming process, evaluators read and scored a minimum of four artifacts, and were asked to discuss their rationale for evaluating these artifacts. Evaluators were deemed to be “normed” when the group came to an agreement on the accurate score of each of the four Composition and Communication samples.

In total, 414 artifacts were scored by eight different evaluators using the Composition & Communication Rubric. Of those, 44 artifacts were scored by two or three separate evaluators.



Artifacts that were scored at least twice were evaluated for agreement. Scores that were within one point of each other were considered to be “in agreement.”



Consensus	Frequency	Percent
Agreement	35	79.5%
Disagreement	9	20.5%
Total	44	100%

Student Demographics

Artifacts that were scored were linked to basic student demographic information. This data has not been analyzed for any statistical significance, only counts and percentages have been presented.

Gender

	Scores										Total	
	4		3		2		1		0		N	%
	n	%	n	%	n	%	n	%	n	%		
Male	34	14.8%	87	37.8%	77	33.5%	26	11.3%	6	2.6%	230	50.2%
Female	37	16.2%	88	38.6%	79	34.6%	20	8.8%	4	1.8%	228	49.8%

Race

	Scores										Total	
	4		3		2		1		0		N	%
	n	%	n	%	n	%	n	%	n	%		
American Indian/Alaskan Native	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Asian	2	22.2%	3	33.3%	3	33.3%	1	11.1%	0	0.0%	9	2.0%
Black or African American	9	23.1%	14	35.9%	13	33.3%	2	5.1%	1	2.6%	39	8.5%
Hispanic/Latino	2	22.2%	3	33.3%	4	44.4%	0	0.0%	0	0.0%	9	2.0%
Multi-Race (2 or more races)	2	12.5%	5	31.3%	7	43.8%	2	12.5%	0	0.0%	16	3.5%
White/Caucasian	54	14.6%	146	39.4%	124	33.4%	39	10.5%	8	2.2%	371	81.0%
Unknown/Decline to Respond/International	1	7.7%	4	30.8%	5	38.5%	2	15.4%	1	7.7%	13	2.8%

ACT Scores

	Scores											
	4		3		2		1		0		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
16 - 17	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	0.2%
18 - 19	2	8.7%	9	39.1%	9	39.1%	1	4.3%	2	8.7%	23	5.0%
20 - 21	6	8.6%	22	31.4%	35	50.0%	6	8.6%	1	1.4%	70	15.3%
22 - 23	14	13.3%	38	36.2%	36	34.3%	17	16.2%	0	0.0%	105	22.9%
24 - 25	11	10.1%	51	46.8%	36	33.0%	8	7.3%	3	2.8%	109	23.8%
26 - 27	17	22.4%	32	42.1%	20	26.3%	3	3.9%	4	5.3%	76	16.6%
28 - 29	13	40.6%	11	34.4%	4	12.5%	4	12.5%	0	0.0%	32	7.0%
30 - 31	4	21.1%	7	36.8%	7	36.8%	1	5.3%	0	0.0%	19	4.1%
32	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2	0.4%
Unknown	5	23.8%	4	19.0%	8	38.1%	4	19.0%	0	0.0%	21	4.6%

Kentucky Residency

	Scores											
	4		3		2		1		0		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
Resident	59	16.3%	142	39.3%	117	32.4%	36	10.0%	7	1.9%	361	50.2%
Non-Resident	10	10.9%	31	33.7%	39	42.4%	9	9.8%	3	3.3%	92	49.8%
Resident-Decision	2	40.0%	2	40.0%	0	0.0%	1	20.0%	0	0.0%	5	50.2%

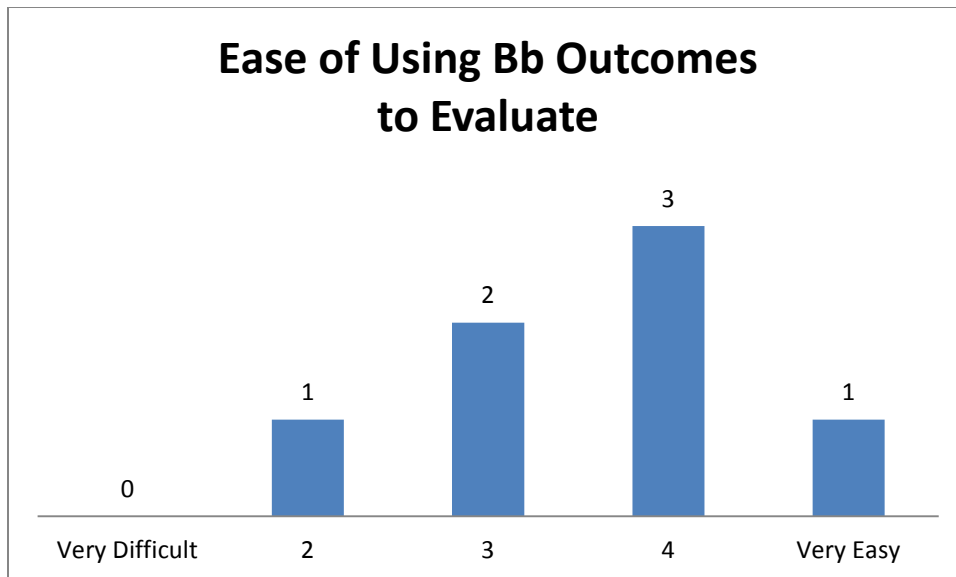
Evaluator Feedback

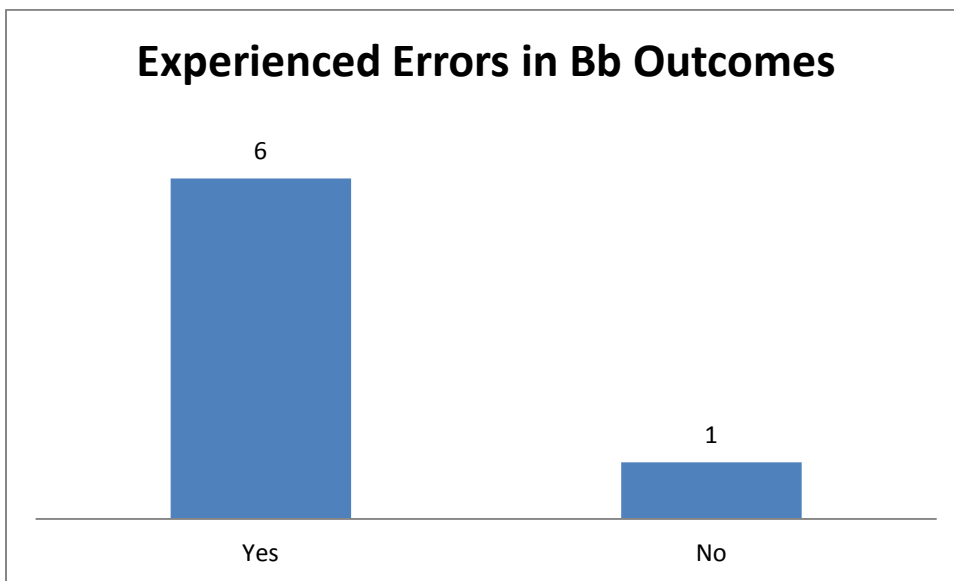
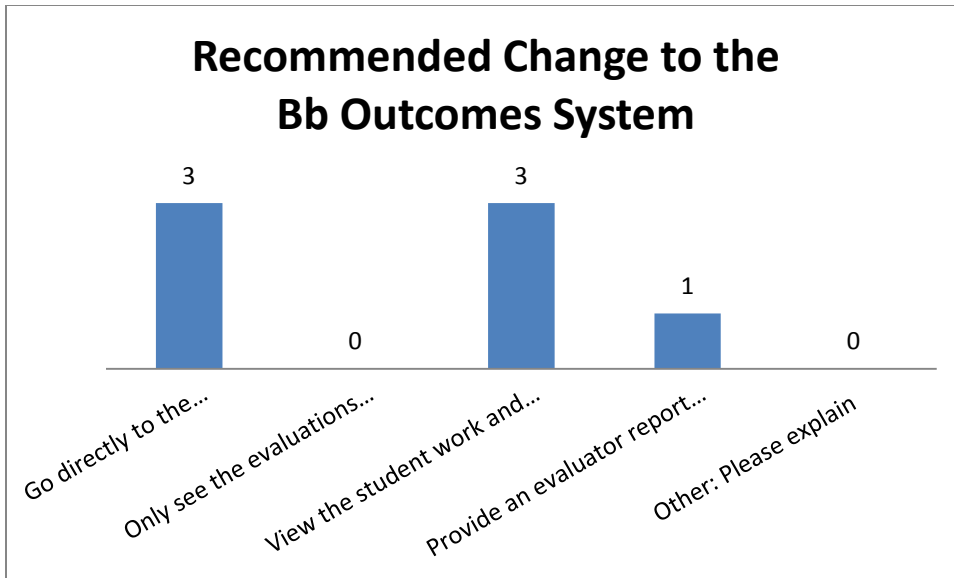
After all evaluations were completed, all 8 Composition and Communication evaluators were sent a survey using an email distribution list. The survey (Appendix C) asked evaluators to provide feedback on the assessment process, the quality of the rubric, and the quality of the students' work. The survey began on November 29 and ended December 15, 2011 with a reminder email sent on December 9.

Eight (8) evaluators responded to the survey resulting in a response rate of 100%.

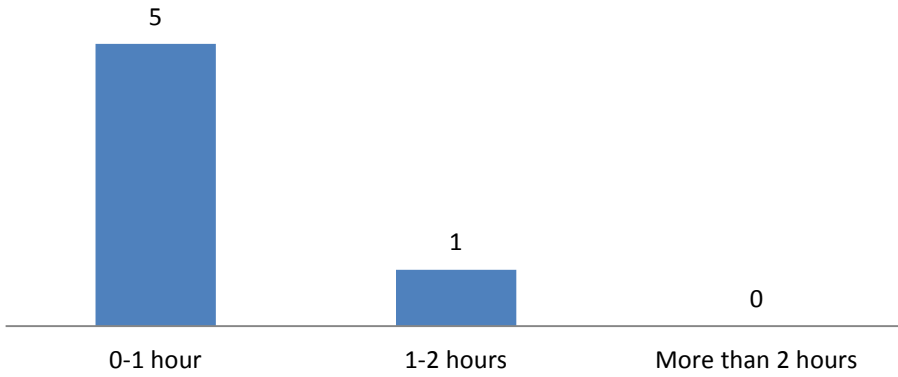
The following contains an analysis of means for each question and a compilation of verbatim responses to open-ended survey questions.

Please keep in mind that identifying information has been edited from the open-ended items to maintain respondent confidentiality.

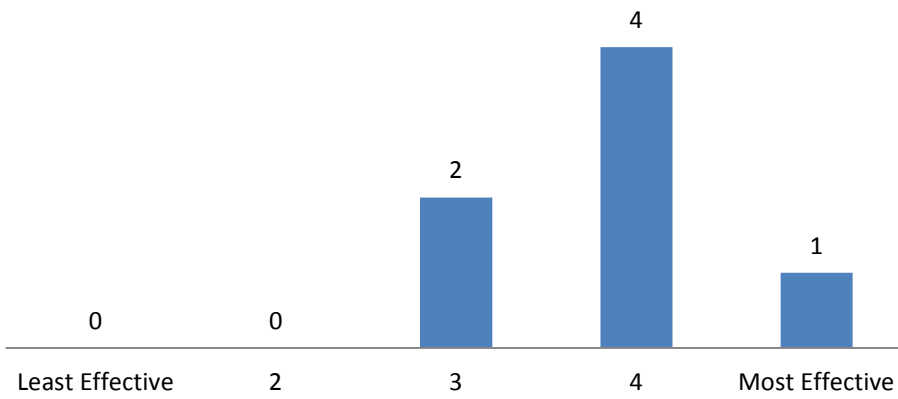




Extra Time Required Due to Errors in Bb Outcomes

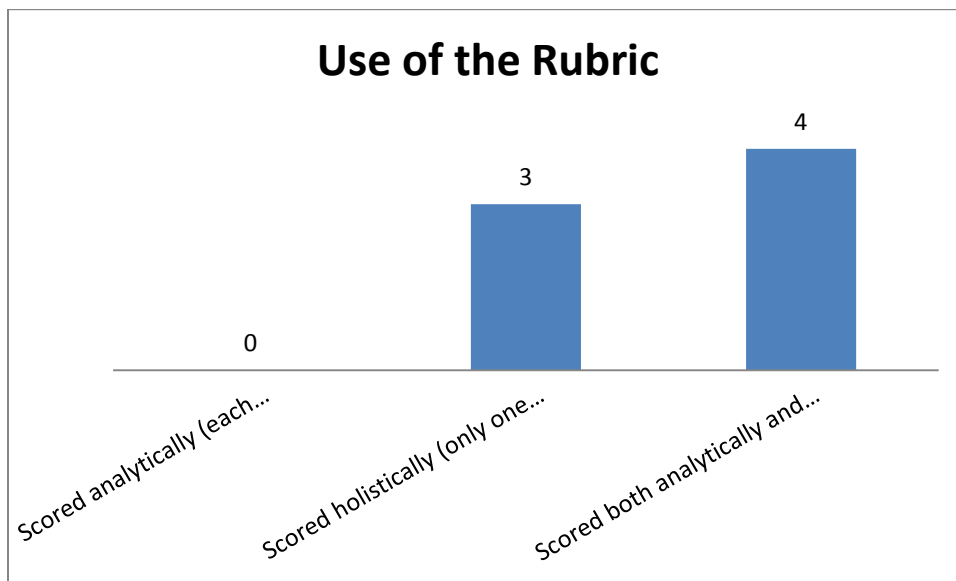


Effectiveness of the C&C Rubric



Rubric Suggestions:

- Perhaps a couple of other choices, such as a 5, and maybe a couple of anchor examples for each one.
- I would have liked to see more specific emphasis on writing quality, especially overall structure, paragraphing, etc.
- Inclusion of Documentation and References in the rubric.
- I wish the assignment had been included, and the grading criteria. It's hard for me to evaluate academic papers without a context of the audience and purpose to whom and for which the writer was assigned the work.
- I feel it should include items in the actual assignment, such as APA style (references and text cites and cover page) since that is part of the assignment.



Based on the total of the assignments that you scored, what is the one thing that students did well?

- providing and incorporating the required support (i.e., photographs, hyperlinks)
- They did a good job of analyzing, for the most part, rhetorically and choosing good topics for their papers
- Several students created excellent Web sites given the time constraint and available resources.
- Students as a whole did a relatively good job demonstrating an ability to work with the rhetorical vocabulary. Most students also demonstrated adequate skills in using language at the micro-level, including appropriate vocabular, tone, grammar, etc.
- As a whole, students handled descriptive analysis well.
- Most of the students recognized IN SOME WAY that sources must be acknowledged.
- descriptive language and topic sentences.

Based on the total of the assignments that you scored, what is the one thing that students did not do well?

- They really need to learn to write for a specific audience.
- Students must improve their ability to proofread the content of their reports, Web sites, and videos. There were spelling, punctuation, and grammar mistakes in nearly every assignment I evaluated.
- Students rarely produced a thesis-driven paper, in the sense of developing an overarching point throughout the entire paper. I think that this lack is in large part because of the genre of the rhetorical analysis. While they might be able to put together such a paper if asked for their opinion on the topic, they do not have the analytical ability to analyze someone else's language except piece-meal: addressing each appeal, the tone, etc, without linking the ideas.
- Students had real trouble with overall essay organization.
- Ability to discuss a source in more meaningful ways, to synthesize across sources and develop questions to keep asking
- Thesis statements and what the assignment calls for (i.e. pictures in the text, hyperlinks, citations, and proper placement of pictures).

Composition and Communication Courses and Sections with Usable Assessable Assignments

1. A_S100-018: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
2. A_S100-019: Sp Intro Crse: Composition And Comm II (Spring 2011)
3. A_S100-020: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
4. A_S100-021: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
5. A_S100-022: Sp Intro Crse: Composition And Comm II (Spring 2011)
6. A_S100-024: Sp Intro Crse: Composition And Comm II (Spring 2011)
7. A_S100-025: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
8. A&S100-026,027: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
9. A_S100-028: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
10. A_S100-029: Sp Intro Crse: Composition And Comm II (Spring 2011)
11. A_S100-030: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
12. A_S100-031: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
13. A_S100-032: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
14. A_S100-033: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
15. A_S100-034: Composition And Comm II (Spring 2011)
16. A_S100-035: Sp Intro Crse: Composition And Comm Ii (Spring 2011)
17. CIS111-002: COMP & COMM II (Spring 2011)
18. CIS111-003: COMP & COMM II (Spring 2011)
19. CIS111-004: COMP & COMM II (Spring 2011)
20. CIS111-005: COMP & COMM II (Spring 2011)
21. CIS111-006: COMP & COMM II (Spring 2011)
22. CIS111-007: COMP & COMM II (Spring 2011)
23. CIS111-008: COMP & COMM II (Spring 2011)
24. CIS111-009: COMP & COMM II (Spring 2011)
25. CIS111-010: COMP & COMM II (Spring 2011)
26. CIS111-011: COMP & COMM II (Spring 2011)
27. CIS111-012: COMP & COMM II (Spring 2011)
28. CIS111-013: COMP & COMM II (Spring 2011)
29. CIS111-015: COMP & COMM II (Spring 2011)
30. CIS111-401: COMP & COMM II (Spring 2011)

General Education Composition and Communication Rubric Proposal

UK General Education Learning Outcome 2: *Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.*

Outcomes and Assessment Framework: Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

	4	3	2	1	0
Written Communication <i>Construct intelligible written communication using sound evidence and reasoning appropriate for the assigned rhetorical situation (audiences and purposes)</i>	Writing is intelligible and is supported by sound evidence and reasoning appropriate to rhetorical situation	Writing is intelligible and has evidence and reasoning with minor weaknesses written communication is appropriate for rhetorical situation	Writing is mostly intelligible but lacks sound evidence or reasoning; communication is somewhat appropriate for rhetorical situation	Writing is somewhat intelligible and is weak in both evidence and reasoning; communication is fairly appropriate for rhetorical situation	Writing is unintelligible, lacks evidence and reasoning, and is inappropriate for rhetorical situation
Oral Communication <i>Present intelligible spoken communication using sound evidence and reasoning appropriate for the assigned rhetorical situation (audiences and purposes) and effective delivery techniques (nonverbal and verbal).</i>	Speech is intelligible and is based in sound evidence and reasoning appropriate for the rhetorical situation; speech delivery enhances content	Speech is intelligible and uses evidence and reasoning with minor weaknesses; speech is appropriate for rhetorical situation; delivery generally enhances content speech is delivered in a manner that generally enhances the messages	Speech is mostly intelligible but lacks sound evidence or reasoning; speech is somewhat appropriate for rhetorical situation; delivery neither enhances nor detracts from speech	Speech is somewhat intelligible but is weak in both evidence and reasoning; speech is fairly appropriate for rhetorical situation; delivery detracts somewhat from content	Speech is unintelligible, lacks evidence and reasoning, and is inappropriate for rhetorical situation; delivery consistently detracts from content

<p>Visual Communication <i>Appropriately choose and integrate visual components into spoken and/or written communication as appropriate for the assigned rhetorical situation.</i></p>	<p>Visual components are intelligible and appropriate for the rhetorical situation and are integrated in a manner that enhances the communication</p>	<p>Visual components are intelligible and appropriate for rhetorical situation; integration is somewhat appropriate but somewhat questionable</p>	<p>Visual components are mostly intelligible and somewhat appropriate for rhetorical situation; integration is questionable</p>	<p>Visual components are somewhat intelligible and fairly appropriate for rhetorical situation; integration does not enhance the communication</p>	<p>Visual components are unintelligible and inappropriate for rhetorical situation; integration detracts from the communication</p>
<p>Critique of Written, Oral, and Visual Communication <i>Critically analyze, interpret, and evaluate spoken, written, and/or visual communication based on rhetorical situation</i></p>	<p>Critique offers deep analysis, interpretation, and evaluation with a clear consideration of rhetorical situation</p>	<p>Critique offers general analysis, interpretation, and evaluation with some consideration of rhetorical situation</p>	<p>Critique offers some analysis, interpretation, and evaluation and considers rhetorical situation in a general way.</p>	<p>Critique offers minimal analysis, interpretation, and evaluation with only surface consideration of rhetorical situation</p>	<p>Critique does not offer analysis, interpretation, and evaluation without a consideration of rhetorical situation</p>

Fall 2011 UK Core Composition and Communication Evaluator Follow-up

Q1 On a scale of 1-5, with 1 being very difficult and 5 being very easy, how would you describe the evaluation process using Bb Outcomes?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

Q2 What one change would you recommend to the system?

- Go directly to the evaluation space without having to search through 'My Places.' (1)
- Only see the evaluations (i.e. the Analyze tab) and not all of the information in the packet (i.e. Collected Evidence). (2)
- View the student work and rubric on the same screen. (3)
- Provide an evaluator report of the scores that I submitted. (4)
- Other: Please explain (5) _____

Q3 Did you experience any errors in the Bb system during your evaluation time?

- Yes - go to Q4 (1)
- No - go to Q5 (2)

Q4 How much extra time do you estimate you spent in the system due to errors?

- 0-1 hour (1)
- 1-2 hours (2)
- More than 2 hours (3)

Q5 On a scale of 1 – 5, with 1 being least effective and 5 being most effective, how would you rate the C&C outcome’s rubric?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

Q6 How might the rubric be improved? (limited to 1,000 characters)

Q7 In your opinion, should the evaluations be:

- Scored analytically (each category gets a score)? (1)
- Scored holistically (only one score is given to each entry – the way the assignments were scored for this process)? (2)
- Scored both analytically and holistically (a score is given for each category and one final over-all score is given)? (3)

Q8 Based on the total of the assignments that you evaluated, what would you say is the one thing that students did well? (limited to 1,000 characters)

Q9 Based on the total of the assignments that you evaluated, what would you say is the one thing that students need to improve? (limited to 1,000 characters)