

Report on Collection of ECC Documents – Fall 2013

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Background: In spring and summer 2013, the collection of student artifacts for the assessment of the Engaged Citizenship Curriculum was discussed by the Simpson College team of the Academy for the Assessment of Student Learning, a group of Simpson faculty, staff and administration that has been working on the ECC assessment process for the past two-and-a-half years.

The Academy team chose to collect student artifacts from CE, GP, CT and WC, one area for each of the Institutional Learning Objectives (ILOs) of the ECC, i.e., one each of Engagement, Perspectives, Reasoning and Expression, in that order. Because there would be about 5000 student artifacts if we collected one artifact per student for all courses, for all 2013-14 terms and for all four designations, the Academy team decided to reduce the impact of collection by limiting the collection of CE, GP, CT and WC to Fall 2013 only and to collect for GP again in May 2014. Also, if a course had more than one of the four designations that only one would be collected for, with the following priorities:

- Courses with GP or CE, the two areas of engagement, would collect only for those designations even if they also had CT and WC designations.
- All Simpson Colloquium courses would be collected for WC only, even though they are also designated as CT.
- Other courses with both CT and WC designations would be collected for CT only.
- The remainder of the courses were designated only WC and would be collected for that.

This resulted in

- 17 sections with potentially 343 papers collected for CE
- 10 sections in Fall 2013 with potentially 182 papers and 10 more sections in May 2014 for GP
- 22 sections with potentially 356 papers collected for CT
- 81 sections with potentially 862 papers collected for WC

for a maximum of about 1700 student artifacts.

Actual collection in Fall 2013: Faculty were asked to designate an artifact to be collected for each course. Students were responsible for uploading the papers and were given two different links for uploading, one on the course Scholar page and one in Stormfront. There were some technical issues with the collection that will be addressed in a separate report, but based on the return rates below the collection process was successful.

Over 1100 papers were submitted by about 850 different students. Some students had to upload multiple papers: one student uploaded 4 different papers, 30 uploaded 3 papers, and about 100 uploaded 2 papers. There were 130 different sections of courses and 79 full- or part-time faculty involved. At least one paper was collected from 90% of those sections, and 32 sections had 100% participation by the students.

Next steps: Evaluation panels are being formed from faculty and instructional staff to evaluate samples of papers. The papers will be cleaned of identifying information before reading and scored against a rubric reflecting the Student Learning Outcomes for each designation. A report of the findings, including an action plan for improving student learning, will be made to the campus community at the end of March.

On the following pages are details of the number of papers submitted for each designation and the distribution based on course level and type of delivery.

ECC Engagement PLO: Civic Engagement

Of the 17 sections with CE designations in Fall 2013, papers were uploaded by students from 15 of the courses. In all, 221 of the possible 343 papers were uploaded for a yield of 64%. Figure CE1 shows that most papers came from day-time offerings, but there were papers from both T1/T2 and Web offerings.

There were only eight distinct courses offered with CE designations in Fall 2013, many of them with three sections each for a total of 17 sections. Only one of those sections was at the 200 level, one at the 300 level and all the others were 100-level courses. In Figure CE2, we see there was a high yield of papers from the one 300-level CE courses (18 papers/20 students = 90%), but there were no papers submitted from the 200-level course.

It is worthwhile to note that the number of courses designated as CE is about the same for each level: eight 100-level courses, seven 200-level courses and seven 300-level courses. However, the number of sections of each level of course offered is very different. In addition to the numbers for Fall 2013 above, these are the numbers for Spring and May 2014:

- ten 100-level sections
- one 200-level section
- six 300-level sections

The low enrollments of the specialized 300-level sections result in a disproportionate number of CE courses being taught at the 100 level than any other level.

Figure CE1 Number of CE Papers Collected by Type of Offering

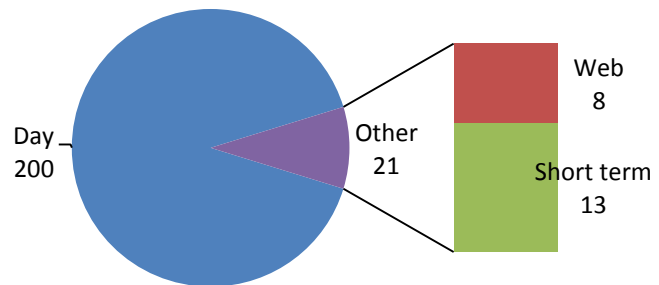
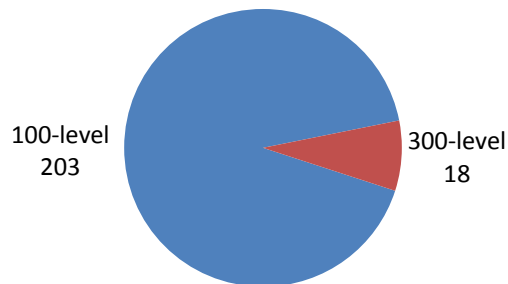


Figure CE2 Number of CE Papers Collected by Level of Course



ECC Perspective PLO: Global Perspective

There were 11 sections of GP offered in Fall 2013, comprised of 8 distinct courses. Of the potential 182 possible papers, 133 were submitted for a yield of 73%. The yield was also a little higher in the day offerings than in other offerings (79% vs. 69%).

The number of papers collected were distributed almost equally between daytime and other offerings (see Figure GP1). The other offerings included web, Saturday and T1/T2 formats. One GP section was taught abroad.

The difference between the number of papers collected from 100- and 200-level courses was not too great, but there were few papers from 300-level courses (see Figure GP2). The yield was a little higher from the 100- and 300-level courses than from the 200-level courses (78% vs. 68%), and so the low number of papers from 300-level courses is representative of the number of students enrolled and not of the rate of submission.

Figure GP1 Number of GP Papers Collected by Type of Offering

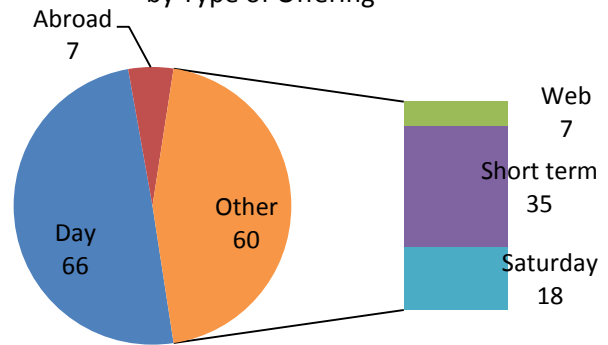
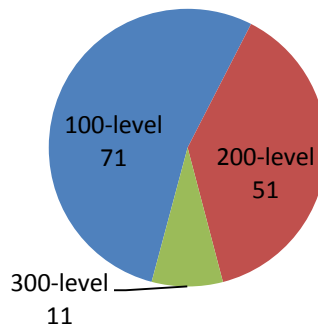


Figure GP2 Number of GP Papers Collected by Course Level



ECC Reasoning PLO: Critical Thinking

From the 22 sections of Critical Thinking courses, there were 267 papers uploaded out of the potential 356 papers, for a yield of 75%. In Fall 2013, all CT courses were either taught during the day or during T1/T2 (see Figure CT1). The yield was higher for daytime classes (77%) than the short term classes (61%), but this is in part due to the type of collection done. Five daytime classes submitted assignments from Scholar quizzes or in-class essay exams, resulting in 100% yield from those classes.

The distribution of papers uploaded, seen in Figure CT2, closely matches the distribution of enrollment across all 100-, 200- and 300-level courses in Fall 2013. The collection yield was highest for 100-level courses, at 82%, and lowest for 300-level courses, at 61%.

Recall that not all Fall 2013 CT courses were part of the collection for CT. If a course was also designated GP or CE or was a Simpson Colloquium course, the students submitted a paper to one of those collections instead.

Figure CT1: Number of CT Papers Collected by Type of Offering

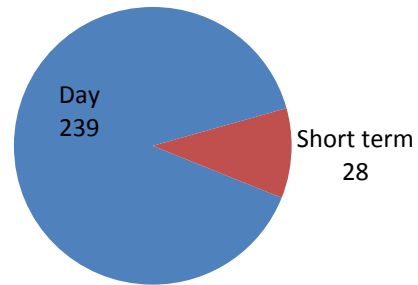
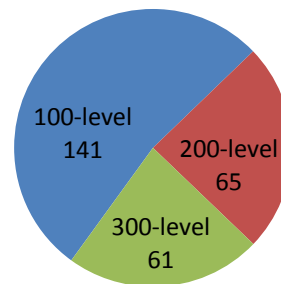


Figure CT2: Number of CT Papers Collected by Course Level



ECC Expression PLO: Written Communication

There were as many WC papers collected as all the other designations combined (see Figure WC1). The advantage of the large numbers is the ability to stratify the samples into course levels to look for improvement in writing across a typical student's college career.

There was an overall yield of 541 out of a possible 862 WC papers, for a yield of 63%. The day-time, Saturday and evening courses had higher yields than the courses in T1/T2, but this was probably due to a low yield in T1 courses. No reminders were sent before midterm of the fall semester, and so some T1 instructors had forgotten to mention collection in class. Increased attention will be made to reminders for terms that end in the middle of the semester in the future.

There was a 61% yield of papers from Simpson Colloquium courses, combining both the SC 101 and SC 201 sections. Six of the 27 sections of Simpson Colloquium had a submission rate of between 0% and 35%, and eight sections had a yield of 80% or higher.

In Figure WC2, we see that SC 101 courses were almost the only 100-level courses that collected for WC Fall 2013. Recall that not all Fall 2013 WC courses were part of the collection for WC. If a course was also designated GP or CE, the students submitted a paper to one of those collections instead. The other seven 100-level papers collected for WC were from Eng 108. All other 100-level WC courses were designated GP or CE.

Figure WC1 Number of WC Papers Collected by Type of Offering

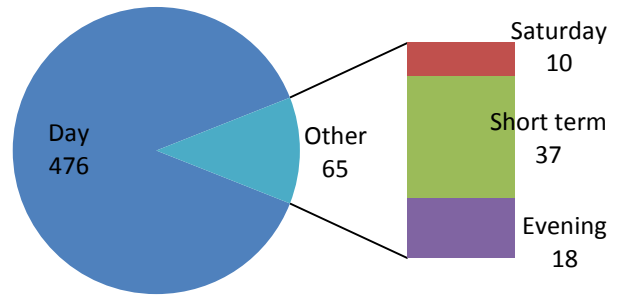


Figure WC2 Number of WC Papers Collected by Course Level

