

IvyTILT Certification Program

4 Levels Evaluation Plan

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Executive Summary

This evaluation plan discusses strategies to assess the effectiveness and success of the IvyTILT Certification Program proposed to be formally introduced in fall 2014 semester in Region 4 of Ivy Tech Community College (ITCC). Thereafter, depending on the evaluation results, the program will be offered to all Regions of ITCC. The certification program seeks to use the 6 modules of the ‘TILT Training’ to improve students’ writing skills and awareness of plagiarism; thereby reducing remedial processes and increasing successful completion rates. The evaluation plan will proceed as per the Kirkpatrick 4 Levels of Evaluation framework. The overall strategy is to conduct the initial evaluation on selected sections of English 111 students during the 16 weeks of spring 2014 semester. Thereafter, if the results so indicate, modifications to the program may be made before its formal commissioning in fall 2014. Subsequently, the evaluation will continue to assess the program’s impact, and any changes to the program will be recommended after the final stage of the evaluation has taken place in 2016.

The high level evaluation processes, including data mining and analysis strategies, are given below.

- Evaluation will be conducted for all 4 levels (reaction, learning, behavior, and results).
- Evaluation will progress in several time segments spanning spring 2014 semester, 6 and 12 month post-training periods, and student’s graduation periods. The Level 1 process will start in January, 2014, Levels 2, 3 and 4 (phase 1) will continue through the spring 2014 semester and Level 4 phases 2, 3 and 4 will continue till the end of calendar year 2015.
- A 90% to 100% participation rate for the evaluation steps will be targeted, which will add to the credibility of the findings. However, accommodations in the findings will be made for variables like students dropping out or unable to complete their course or program for any reason.
- A variety of evaluation instruments like surveys, tests, interviews and performance reports/grade book will be used for data collection.
- Primary data collection and analysis tools will include SurveyMonkey, IBM’s analytical software package, and Blackboard’s Test Manager and Performance Dashboard.
- Dr. Bill Maters, ITCC Region 4 Statistical Expert, will be performing the data analysis and compiling associated reports. To get more details on the proposed data analysis methodologies, he may be contacted via his office email (bmater@ivytech.edu) or phone (765-269-5264).
- The summary data and respective analysis reports will be submitted to all committee members sequentially, as the evaluation progresses.

The key findings expected are listed below. Please note that the expectations of findings are based on the extremely positive results that the original ‘Texas Information Literacy Tutorial or TILT’ program has produced when used by several institutions in the past. TILT was originally designed by the Digital Information Literacy Office for the University of Texas System Digital Library and has won several awards including the “Association of College and Research

Libraries annual "Innovation in Instruction" Award. The award, presented by ACRL's Instruction Section, honors librarians who have developed and implemented innovative approaches to instruction (The University of Texas, 2000). Orme's (2004) study reveals that "TILT, as an example of Web-based instruction, can be at least as effective as face-to-face instruction for teaching first-year students fundamental information research skills" (p.212).

- The evaluation will determine the strengths and weaknesses of the training program in terms of delivery, content, pace, and assessment tools (quizzes). It is expected that the results will indicate that 70% or more participants will rate the program positively.
- The evaluation will determine the benefits that the training program will bring to further the initiatives of the Accelerating Greatness Plan 2025 (AGP2025). The three key findings that are expected with respect to this are: (i) to what extent has the program contributed towards increasing student awareness of academic honesty and reducing plagiarism incidents (ii) to what extent has the program contributed towards improving students' writing skills and sense of self-worth, and (iii) to what extent has the program contributed towards the reduction of remedial processes for students. It is expected that the results will indicate a high rate of success (80% or more) of the program in all three areas.
- The evaluation is expected to provide data regarding any other unanticipated benefits that the training program may have.
- The evaluation is expected to provide data relating to any required updates/improvements to the training program's contents.

Recommendations

- If the data indicates that the expected results as given above are being met, no immediate changes need to be made in the training's content. However, studies may be done to assess how to increase the results to reach a 100%, and based on those; changes if needed may be made to the program. This should not happen until after the 2015 deadline of the completion of the current evaluation plan.
- If the data reveals that the results are marginally less than expected, minor changes need to be made to the training program, based on the findings. It is recommended that these changes be done during the summer 2014 semester and if possible, a usability test on a very small group of participants be done to assess if the changes made are sufficient. This will help ensure a higher and more positive response for the program upon its formal commissioning.
- In the unlikely event that the findings are significantly lower than the expectations, it will be advisable to stall the formal commissioning of the training program and to take time to reevaluate closely the reasons for such shortcomings in the findings. This process will need to look both at the evaluation plan contents as well as the training program.

4 Levels Evaluation Plan



(TROEMNER, IVY TECH INDIANAPOLIS MAIN CAMPUS)

Preface: This evaluation plan was written as a response to the request from Ms. Teresa Moore (English Department Program Chair) and David Berry (Dean of School of Liberal Arts) of Ivy Tech Community College (ITCC), Region 4, who will be henceforth referred to as the **‘clients’**. The report was prepared by Mrs. Papia Bawa (ITCC faculty and Instructional Designer) who will henceforth be referred to as the **‘designer’**. **Two outside sources have also been used. Upon request by the clients and the designer,** Dr. Bill Mater (ITCC Region 4 Statistician, statistics expert) offered his voluntary services to help with the data mapping and analysis documentation process. The designer also received advice from Dr. Marissa Exter (Evaluation expert). In order to facilitate the process an **IvyTILT Certification Committee** has been formed, comprising of the clients, designer, one representative from ITCC East Central Region Libraries (IvyTILT developer), and Drs. V. Wacek (Assistant Vice Chancellor) , T. Roswarski (Vice Chancellor of Academic Affairs) and B. Mater (Head Statistician). The committee will be examining the progress of the evaluation plan and perusing all data reports for each step/phase of the plan. After careful deliberation and discussion the committee decided to use the Kirkpatrick framework of ‘4 Levels of Evaluation’ as the base upon which to build the evaluation plan. Henceforth, this will be referred to as the **K 4 framework**. The purpose of the plan is to evaluate the **effectiveness and impact of the Certification Program based on the ‘TILT training/tutorial’** with respect to the expected short term and long term outcomes of the program.

A previous Evaluation Report dated 9.15.2013, highlighting the strategies for Levels 1 and 2, was submitted to the clients and to Dr. Marissa Exter (Evaluation expert), who approved of it with minor recommendations for altering the evaluation instruments. This Evaluation Plan has adapted some of the contents of the previous report. A copy of this plan will be made available to the community of English faculty, Region 4, and all committee members.

Section 1: Evaluation Goals and Scope

This section of the plan will contain a summary of the project, overall goal, purpose, and objectives of the evaluation process to be completed and the target audiences.

IvyTILT Certification Program Summary

Table 1: Program Summary

<p>Why the Certification Program?</p> <ul style="list-style-type: none">• Participation in AGP2025• Performance gaps in student writing warrants viable solutions• IvyTILT resource already exists, but not optimally used	<p>ITCC is currently involved in the Accelerating Greatness Plan (AGP) 2025, a statewide initiative that encourages the involvement of staff, faculty, students and other stakeholders on supporting student success. This plan is aligned with “national higher education goals to achieve 60 per cent postsecondary attainment among working-age adults (25-64) by 2025. The Indiana Commission for Higher Education (CHE) adopted this goal and Ivy Tech will contribute significantly to Indiana’s efforts to achieve this goal” (Ivy Tech Community College, 2013). Strategy 1 of the AGP2025 focuses on ensuring student success and completion with one of the core intermediate goals being to reduce the number of students needing remediation. Mr. David Berry (Dean of SLAS, Region 4, ITCC) and Ms. Teresa Moore (Program Chair, English Department, SLAS, Region 4, ITCC) <i>were already on the lookout for options that would help them comply with AGP2025 goals.</i> This program perfectly fits what they were looking for.</p> <p>For several years faculty at Ivy Tech have been concerned about the quality of students’ written skills. Several surveys/studies were conducted to assess the student writing skills. One such study was conducted by Region 4 faculty in 2012, using the Performance Dashboard and Grade Center of Blackboard to assess the proficiency levels of a randomly selected sample group across several English and Business classes. The results indicated that there was a significant gap in the expected and existing proficiency levels of students’ writing skills. Interviews with selected students indicated that they would welcome any help they could get in English writing and communication. Faculty and students needed a solution to address these concerns. This program seeks to do so.</p> <p>IvyTILT is an already existing resource that can help meet the needs discussed above. Although the TILT training modules were adapted by ITCC in 2003, a recent survey indicated that the targeted end-users (students/faculty of Ivy Tech) have only been using this resource sporadically. In fact, out of the 1100 students who participated in the survey, 82% were unaware that the resource existed and of the remaining 18% who were aware, only 7% had actually used it. Concerned by these statistics, IvyTILT</p>
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	administrators sent letters to the respective Deans of all schools in all regions of ITCC, requesting them for help in ‘spreading the word’ about the resource and encouraging faculty to use it in their classes.								
<p>What is the Certification Program?</p> <p>Online based training to improve student skills in writing proficiencies related to:</p> <ul style="list-style-type: none"> • Choosing topics for research essays • Using Internet for research using IvyCAT (library catalog) for research • Using basics of citation styles (APA.MLA) • Finding scholarly sources versus popular ones, etc. • Avoiding plagiarism 	<p>The Certification Program will use the existing IvyTILT tutorials to provide training to students in 6 areas of English composition/writing. The long term goal is for all students to receive the certification as a mandatory requirement to complete their respective degree programs. The short term goal is to offer the certification to students in all courses offered by the English department of Region 4, and integrate the training into the English curriculum by fall 2014.</p> <p>The specific learning objectives of the Certification Program are aligned with the learning objectives of the tutorials.</p> <p>IvyTILT is a web based, self-paced, and self- instructional resource to help Ivy Tech Community College (ITCC) students, learn about basic library and research skills. ITCC adapted the ‘TILT’ tutorials that were originally created by University of Texas Digital Library. The TILT tutorials have won nationwide acclaim/awards and are being used by several institutions with great success (University of Texas, 200; Orme, 2004).</p> <p>IvyTILT is comprised of 6 modules, which cover the research process from initial topic selection to citation styles and the issues of plagiarism. IvyTILT may be accessed directly from this link: http://faculty.ivytech.edu/~smclaugh/ivytilt/contents.html. The specific module divisions are given in the table below. The specific objectives per module are given in this link: http://faculty.ivytech.edu/~smclaugh/ivytilt/docs/objectives.html</p> <p>IvyTILT Module Structure</p> <table> <tr> <td>1 Starting smart</td><td>Introduces students to various types of sources.</td></tr> <tr> <td>2 Choosing a topic</td><td>Provides tips on broadening and narrowing a topic and discusses search concepts.</td></tr> <tr> <td>3 Using IvyCat</td><td>Live practice searches in Ivy Tech Library online catalog.</td></tr> <tr> <td>4 Finding articles</td><td>Provides resources for students to practice searching the ProQuest database, and learn about Ebscohost databases</td></tr> </table>	1 Starting smart	Introduces students to various types of sources.	2 Choosing a topic	Provides tips on broadening and narrowing a topic and discusses search concepts.	3 Using IvyCat	Live practice searches in Ivy Tech Library online catalog.	4 Finding articles	Provides resources for students to practice searching the ProQuest database, and learn about Ebscohost databases
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	5 Using the Web	Includes the comparative evaluation of Web sources.
	6 Citing sources	Includes the topics of plagiarism and copyright (Ivy Tech Community College, 2013).
	<p>There is also a version of the IvyTILT tutorial distributed at no charge under an Open Publication License (OPL). This is called ‘yourIvyTILT’ and the OPL can be accessed using this link: http://faculty.ivytech.edu/~smclaugh/ivytilt/docs/opl/license.html. “After signing the license and registering, individuals and institutions may download a copy of the IvyTILT text, graphics, and scripts to use and customize for their own campus” (Ivy Tech East Central Region Library, 2013).</p>	
<p>How will the program be deployed?</p> <ul style="list-style-type: none"> • Online using Ivy Tech Blackboard 9.0 platform • 2 weeks self-paced, self-studied training • Certification given on successful (80% or more grades) completion of the IvyTILT Test (proctored) 	<p><i>The training will be deployed completely online.</i> ITCC already uses the Blackboard 9 online delivery platform for all its courses, and the IvyTILT training is delivered online, so integrating it into the course setups would not be a problem. The prototype will be tested in spring 2014 semester, and based on the evaluation report data, any required modifications will be made to the program in summer 2014, so that it can be fully launched in fall 2014.</p> <p><i>The Introductory Composition (English 111) courses will be ideal for this purpose.</i> It is a foundational course to develop students’ skills with respect to college and professional writing and is a prerequisite for almost all higher level courses that ITCC offers.</p> <p>Students will be required to complete the 2 week training in sessions 2 and 3 of the semester. They will complete the training on their own pace, and then complete the proctored IvyTILT Test to receive the certification, depending on their grades. They will be allowed to take the test two times. Failure to get the desired grades will mean retaking the training. Students will need to get re-certified after 12 months. <i>A sample certificate is available using this link:</i> http://www.scribd.com/doc/163831332/Certificate-for-IvyTILT</p> <p>Note: For the evaluation purposes, the experimental group students, henceforth referred to as the ‘trainees’, will be required to keep notes of their progress as they complete the training. <i>Please see Appendix A for the ‘Note Sheet’ trainees will need to fill out.</i> This sheet will be used to complete the IvyTILT Quizzes Survey and</p>	

	<p>then handed to the instructor. Trainees will complete the training as part of their overall assessment for the course as well, which will compensate them for the time required to participate in the evaluation. In other words, the training (for the experimental groups only) will be a part of their regular English course schedule/assessment for that semester. Control group students will receive credit for their participation in the IvyTILT Test only. This will also balance the workload for the course instructors participating in the evaluation as they will not be required to do any extra grading.</p> <p>Once the program has been launched formally, all students will be required to complete the training on their own time once every 12 months to retain the certification. This will be a mandatory requirement to complete their degree. At that point, no credits for the training will be given in the course aggregate, since getting certified will tantamount to getting credit for their efforts.</p>
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Objectives of the Evaluation Process

The objectives of the evaluation plan will be based on the levels of K 4 framework. **Figure 1** below is a visual rendition (created by Papia Bawa) of the framework's levels and the tentative instruments to measure the items. As per APA requirements only shaded highlights have been used to specify differentials.

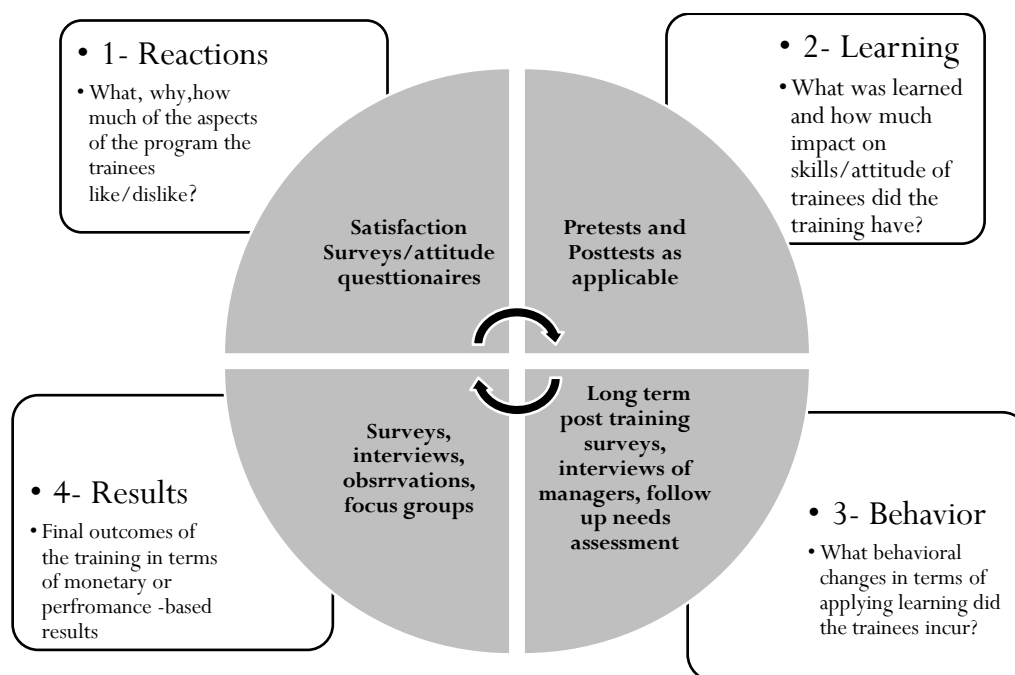


FIGURE 1: BAWA, K 4 FRAMEWORK

The specific objectives of the evaluation plan are listed in Table 2 below. The objectives are valid as they are geared to gauge the program's success with respect to *the primary goal* of improving students' writing skills in their course work, as well as improving students' chances of success in their overall degree completion as stipulated in the AGP2025 strategy.

Table 2: Evaluation Plan Objectives per Level of the K 4 Framework

Level 1	<ol style="list-style-type: none"> 1. Evaluate trainees' overall reactions to the IvyTILT content (all 6 modules) 2. Evaluate trainees' specific reactions to the training's delivery platform, time frame, self-paced style, technical/other support from instructors
Level 2	<ol style="list-style-type: none"> 3. Evaluate trainees' cognitive retention and learning with respect to materials covered in all 6 modules 4. Evaluate trainees' critical thinking enhancement as a result of the training 5. Evaluate the effectiveness of the modules through the use of the built-in IvyTILT quizzes
Level 3	<ol style="list-style-type: none"> 6. Evaluate trainees' confidence levels regarding the applications of the skills learned to their writings 7. Evaluate trainees' transfer of knowledge/skills to their course work writing 8. Evaluate if trainees were able to teach the skills/knowledge acquired from the training to their peers or otherwise assist their peers in increasing writing proficiencies
Level 4	<ol style="list-style-type: none"> 9. Evaluate trainees' short term (within the course of the semester) usage of the itemized skills/knowledge (choosing topics, using scholarly articles etc) acquired as a result of the training 10. Evaluate trainees' continued, long term usage (continuing through the degree program) of itemized skills/knowledge (choosing topics, using scholarly articles etc) acquired as a result of the training 11. Evaluate the trainees' sense of increase in their own self-worth as well as value to their overall written communication skills as a result of what was learned in the training 12. Evaluate what percentage of trainees sustained their improvements in writing skills over a period of 6 and 12 months as a result of their continued usage of the knowledge acquired in the training 13. Evaluate the training's impact on the graduation/completion rate of the students as the return on expected proficiencies (ROE) with respect to AGP2025 goals 14. Evaluate the training's impact on the reduction of remedial procedures as the return on expected proficiencies (ROE) with respect to AGP2025 goals

Description of Audience

A description of the targeted audience of the program as well as secondary audience/stakeholders is given in Tables 3 and 4 below.

Table 3: Primary Audience and Stakeholders

Who are they?	As per the ‘Who Is It Designed For’ section of IvyTILT’s website, the resource/product is designed for students who have substantial writing work or introductory-level research, especially English classes, and instructors of other classes who may find it useful to brush up on their own information literacy skills as well as assign it to their students (Ivy Tech East Central Region Library, 2013).									
Who will complete the program?	Although IvyTILT has been created to be used by all students and faculty in every region, this evaluation report will focus on ITCC’s Region 4, Lafayette, Indiana. Students enrolled in English courses will complete the training first. However, at a later stage, students enrolled in other Associate Degree programs like Applied Science and Engineering Technology, Business, Education, Health Sciences, Public and Social Services, and Technology are also likely to use it.									
Demographics	<table><tr><td>Diversity</td><td>Approximately 6.26% Hispanic/Latinos, 4.22% African Americans, 77.81% White or Caucasians, 2.04% Asian Americans, and -1% Native Americans (Petersons, 2013).</td></tr><tr><td>Gender Ratio</td><td>The gender ratio is 56% females and 44% males (Petersons, 2013).</td></tr><tr><td>Age Range</td><td>The age group will vary from 18 to 60 plus</td></tr><tr><td>Entry Level Skills</td><td>The learners will have proficiency in English reading skills and know how to use computers. However, they may not be fully conversant with the subjects covered in the training, although they may have some knowledge of writing papers and doing some basic research, because they are college-level students and are enrolled in English courses. <i>Most of the subjects that they will learn from the tutorial would be new for them. Hence a pretest is not required.</i></td></tr></table>		Diversity	Approximately 6.26% Hispanic/Latinos, 4.22% African Americans, 77.81% White or Caucasians, 2.04% Asian Americans, and -1% Native Americans (Petersons, 2013).	Gender Ratio	The gender ratio is 56% females and 44% males (Petersons, 2013).	Age Range	The age group will vary from 18 to 60 plus	Entry Level Skills	The learners will have proficiency in English reading skills and know how to use computers. However, they may not be fully conversant with the subjects covered in the training, although they may have some knowledge of writing papers and doing some basic research, because they are college-level students and are enrolled in English courses. <i>Most of the subjects that they will learn from the tutorial would be new for them. Hence a pretest is not required.</i>
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Table 4: Secondary Audience and Stakeholders

Faculty: Secondary Audience and	The training will also be reviewed and used by the faculty of Ivy Tech Community College, Region 4, Lafayette, Indiana. This
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Stakeholders	stakeholder group comprises of dedicated educators, who are committed to enhancing their professional development and are interested in learning about different technological tools that can be integrated in their classrooms. Each faculty has a Masters degree in his/her respective field, and is proficient in using computers and other digital devices for his/her courses. Their age group ranges from 30 to 65. This group of stakeholders would also constitute the secondary audience, as many of them will probably participate in the training as well, to sample it firsthand, before they introduce it in their courses.
Administrative Authorities: Stakeholders	<p>The Region 4 English Department Program Chairs and Dean of School of Liberal Arts (SLAS) would also be stakeholders, as they will be involved in reviewing the evaluation results from Levels 1 to 4.</p> <p>Dr. Wacek and Dr. Roswarski will also have a stakeholder's interest in the program as they are in charge of all academic related programs and are deeply committed to making the AGP2025 a success.</p> <p>Dr. Bill Mates, who is a statistical expert, and works for the office of the Vice Chancellor of Academic Affairs, is a key stakeholder. He is responsible for examining all programs related to student successes and designing progress reports sent to the ITCC Statewide Leadership, for Region 4's participation in the AGP2025 initiative.</p>
Designers of Ivy TILT: Stakeholders	The developers and administrators of IvyTILT are also the stakeholders, and would be interested in the evaluation results as it may provide valuable insight to identify gaps and opportunities in the training, and provide a base for modifications/enhancements if needed. Dr. Exter, an expert in the field of evaluation states that, "Evaluation is not just a case of gathering test scores and survey responses - it's a multi-level systems approach that allows evaluators or stakeholders to identify where in the system a gap or opportunity may exist" (Dr. Exter, M. August 26, 2013, Personal Communication).

Section 2: Evaluation Plan Processes and Procedures

Overall Strategy: In a committee meeting, it was unanimously decided that the following specific details must be a part of the overall evaluation and reporting process:

1. The evaluation process must be designed to include short term and long term evaluation strategies so that stakeholders can view the sustained benefits of the program in terms of improving the students' writing abilities and self confidence
2. The evaluation process must include strategies to gather data that will help determine the program's performance with respect to the students' ability to complete their respective

academic programs. This is required to comply with the needs of the AGP2025 initiative of ‘60 per cent postsecondary attainment among working-age adults’ (Ivy Tech Community College, 2013).

3. The evaluation measurements and data should aim to provide evidence of the degree of students’ improved performances that are related to reduction in remedial procedures
4. The evaluation measurements and data should aim to provide evidence of the degree of students’ enhanced confidence/attitude modifications towards using the skills/knowledge that are related to their participation in the training
5. The evaluation measurements and data should aim to provide evidence of the degree of the students’ increase in awareness of the ethical and strategic values of avoiding plagiarism
6. The evaluation measurements and data should aim to provide evidence of the degree of the students’ increase in awareness of the values of using the writing process strategies as taught in the training
7. The evaluation plan must only utilize voluntary/free resources since no separate budget has been or will be apportioned for the program

ITCC Region 4 has approximately 58 English faculty, and offers approximately 110 to 120 sections of English each semester. Each section has an average of 20 students, making the target population to approximately 2200 to 2400 students. This is a large enough group that warrants using control and experimental groups for the purposes of evaluation. The strategy is to use the help of three faculty members who are teaching at least two sections each of regular (16 weeks) English 111 classes. Each faculty member will select one section they are teaching as the control group, and the other as the experimental group. The IvyTILT Certification Program training will be provided to the experimental group during weeks 2 and 3 of spring 2014 semester and weeks 4 through 16 will be used for data mining and analysis. It will be an appropriate time frame to make any improvements to the training program and meet the fall 2014 semester deadline, when the program is being planned to be fully integrated into the curriculum. The evaluation for level 4 will continue after the semester.

For the experimental group, trainees will receive specific points for every stage of their participation. These points will count towards the final aggregate for the course. The control group students will receive points for participation in the IvyTILT Test alone. ***Table 5 gives a summary of the overall Evaluation Plan. It also matches up the steps/phases in the plan with the specific evaluation objectives as stipulated in Section 1, Table 2.*** For more details on the instrument design, data collection, presentation and strategies for data analysis, please refer to sections 3, 4, and 5 of this plan.

Table 5: Evaluation Plan Specific Steps

Level 1	This level strategy includes using an <i>IvyTILT Satisfaction Survey (Appendix B)</i> and <i>one IvyTILT Poll</i> to measure reactions of trainees and assess opinions of control groups. <i>This complies with Evaluation objectives # 1 and 2. This survey will be mandatory requirement for the course.</i>
Level 2	This will progress in two phases.

	<p>Phase 1 will evaluate trainees' learning with respect to the quizzes already embedded within the IvyTILT tutorials using the IvyTILT Quizzes Survey. The quizzes are already included in the modules and they can be taken any number of times. These are ipsative/practice assessments and no grade book etc. is available for them since ultimately everyone gets a 100%. However, this still needs to be evaluated to assess how effective the quizzes are with respect to the module contents. The recommended way to do this is to find out the frequency of attempts and extent of time it took to arrive at a 100% results and to examine the reasons why the said number of attempts were made. Trainees will receive 50 points for this. Please see Appendix C for a copy of the survey.</p> <p>Phase 2 will use the IvyTILT Test to gauge trainees' knowledge, attitude and skills learned as a result of the training.</p> <p>Please see Appendix D for a copy of the test questions.</p> <p>Both control groups and experimental groups will take the test so that a comparative analysis can be made for more accurate results of the program's success. This will be particularly useful since no pretests will be used.</p> <p>The test will be administered in the proctored Assessment Center located in Ivy Hall, Lafayette, 2 weeks after the training is over. The test will be worth 200 points. Participants who get 89-80% will be given a retake option for the test, and will need to complete the retake within 1 week of the first attempt. Participants who get below 80% will need to repeat the entire training. The IvyTILT certificate will be mailed upon successful completion of the test. Students who fail to get certified within two semesters will be placed on academic probation as per ITCC rules and referred to their advisors for further action.</p> <p>This complies with evaluation objectives # 3,4,5</p>
Level 3 and Level 4 Phase 1:	<p>Behavioral changes related to writing skills are best assessed when examining how the skills are being used in actual writing. Also, it is useful to gather information regarding the trainees' perceptions of their skills and degree of confidence, post training. In order to successfully meet these two parameters, Level 3 evaluation will be fused with the first phase of Level 4 evaluation, since the data gathered will be representative of both the behavioral changes as well as the overall expectations of short term results of the training.</p> <p>Level 3 and Level 4 Phase 1 evaluations will consist of two items. These apply to evaluation objectives #6,7,8,9</p> <p>First, instructors will complete <i>Performance Progress Reports</i> for both experimental and control groups, due by week 16. This is necessary to make a true assessment of the skills acquired that can only be done by having students apply these skills to actual writing of papers. This report will be based primarily on the students'</p>

	<p>performances in sample writings, since all the contents/objectives of the training program are related to research and writing. <i>Please see Appendix E for the Performance Progress Report template.</i></p> <p>Second, trainees will participate in <i>Panel Interviews that will be conducted on Groups of students</i>. The interview will assess trainee's confidence as well as share their experiences in using/transferring these skills both in their own college writing situations as well as others such as helping peers, job related writing etc. There are several advantages to this type of an interview, such as it is less time consuming and more practical, given the number of trainees. A panel interview will also help provide consistency since each interviewer will ask the same questions to the candidate. Finally, it will help interviewers better share their impressions (De Back, n.d).</p> <p>There will be 3 groups with 5 or more trainees per course. The interviewer panel will comprise of all three instructors participating in the evaluation process and the designer. Students will receive 100 points for participation in the interview. <i>See Appendix F for a copy of the Interview Questions.</i> The findings from raw data will be summarized using the Interview Report. <i>Please see Appendix K for a copy of the Interview Report template.</i></p>
Level 4: Phases 2, 3, and 4	<p><i>These comply with the evaluation objectives #10 through 14.</i></p> <p>The Level 4 evaluation strategies used are commiserate with Kirkpatrick's and Kirkpatrick's (1996) recommendations to allow time for results to be achieved and repeat measurements at appropriate intervals. The data gathered using these strategies will allow the program administrators to get continual feedback regarding the sustained value of the training, impact relating to expectations, and the training's worth as an asset for AGP2025 that may help increase graduation completion rates.</p> <p>Phase 2 will extend 6 months beyond the semester in which the trainees have participated in the training. In this phase trainees will complete a survey dealing with questions regarding the continued use of skills learned, as well as any reduction in remedial procedures if applicable to the participant. <i>See Appendix G for a copy of the 6 Monthly Survey. Students will receive 50 bonus points for this for a selected writing work of a course of their choice in which they are enrolled at the time of taking the survey. The work selection will be left to the instructor teaching the course. Once the program is formally launched in fall 2014, completing the certification will be a mandatory requirement for degree completion, and all courses offered by ITCC region 4 will include the placeholder for the bonus points within the grade calculations.</i></p> <p>Phase 3 will extend 12 months beyond the semester in which the trainees have participated in the training. In this phase trainees will complete a survey dealing with questions regarding their experience of continual usage of the skills as well as (if applicable) the recertification. This will also help assess the overall value of the recertification process as well as the sustained worth of the training. <i>Students will receive 50 bonus points for this for a selected writing work for a course of their choice</i></p>

	<p><i>in which they are enrolled at the time of taking the survey as per the description given above for 6 month surveys. See Appendix H for a copy of the 12 Monthly Survey.</i></p> <p>Phase 4 will be conducted at the time every student successfully graduates. The survey will include questions that will help assess core indicators/predictors of items from the training, which can be linked to the student success. <i>Students will receive a ‘surprise gift’ for completing the surveys. The gifts will be sponsored by local business communities and will be free of charge to ITCC. See Appendix I for a copy of the Exit Survey.</i></p>
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Table 6: Timeline

Pre-implementation Meeting	<i>Tuesday, December 10, 2013:</i> A meeting of English faculty and committee members will be held to discuss the proposed Evaluation Plan. Feedback will be taken from attendees regarding the highlights of the plan and any recommendations for improvement will be welcomed. Since the prototype of the IvyTILT Certification Program will start in the third week of January 20, 2014, there will be enough time to make any modifications to the Evaluation Plan if needed, based on the feedback.
IvyTILT Certification Program training start and finish	<i>Monday January 20, 2014 to Sunday, February 2, 2014:</i> During this time (weeks 2 and 3 of the semester) trainees, will complete the training on their own pace, while documenting their progress as per the Note Sheet shown in Appendix A.
Level 1 IvyTILT Satisfaction Survey and IvyTILT Poll embedded in the survey	<p><i>Monday, February 3, 2014:</i> This will be done right after the completion of the training. The survey will be placed in the course website in Blackboard and trainees will have 24 hours to complete this survey. Only the experimental group will complete the full survey. Control group students will use skip logic to participate in the poll. Please see Appendix B for a copy of the survey.</p> <p>Data Collection and summarizing : February 6, 2014 Analysis Report send to Committee Members: Monday, February 10, 2014</p>
Level 2 Phase 1 IvyTILT Quizzes Survey	<p><i>Tuesday, February 4 to Thursday February 6, 2014:</i> Trainees will complete the survey in week 4 of the semester.</p> <p>Data Collection and summarizing: February 8, 2014 Analysis Report send to Committee Members: Friday, February 14, 2014</p>

Level 2 Phase 2 IvyTILT Test	<p><i>Monday, February 17 to Friday, February 28, 2014:</i> Trainees and control groups will take the IvyTILT Test two weeks after the training. The test will be open from weeks 6 to 7 of the semester and students can take it any time during this schedule. They will be encouraged to take the test early in the schedule so that they may have time to retake it if required.</p> <p>Data Collection and summarizing : March 7, 2014 Analysis Report send to Committee Members: Friday, March 21, 2014</p>
Level 3	<p><i>Monday, April 14 to Thursday, April 24, 2014:</i> Panel interviews on groups of students will be conducted in weeks 14 and 15 of the semester. These will be done during the class time, so that students or instructors do not have scheduling conflicts.</p> <p>Data Collection and summarizing : April 25, 2014 Analysis Report send to Committee Members: Wednesday, April 30, 2014</p>
Level 3 and Level 4 Phase 1	<p><i>Monday, February 24 till Friday, April 25, 2014:</i> Through weeks 8 till 15, trainees and control groups will write the three essays (Expository, persuasive, interpretive) as part of their course package. <i>By Monday, May 5, 2014,</i> instructors will submit the Performance Progress Reports</p> <p>Data Collection and summarizing : April 28, 2014 Analysis Report send to Committee Members: Monday, May 05, 2014</p>
Level 4 Phase 2	<p><i>Months of September and October, 2014:</i> 6 month past training surveys will be conducted</p> <p>Data Collection and summarizing : October, 2014 Analysis Report send to Committee Members: Latest by October 31, 2014</p>
Level 4 Phase 3	<p><i>Months of February and March, 2015:</i> 12 month past training surveys will be conducted</p> <p>Data Collection and summarizing : March, 2015 Analysis Report send to Committee Members: Latest by March 31, 2015</p>

Level 4 Phase 4	<p>2015 and 2016: Successful Graduation Surveys conducted continually, on the loop, one week before each graduation ceremony for two years after the formal launch of the program.</p> <p>Since the exact dates of the graduation ceremonies/commencements are not yet known, this is a tentative schedule.</p> <p>Data Collection and summarizing: Latest by one week after the commencement date</p> <p>Analysis Report send to Committee Members: Latest by three weeks after the summarizing.</p>
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Section 3: Evaluation Instruments

A summary of each instrument's design and rationale is given in Table 7. Please see the respective appendices for copies of the actual instruments. *Please also note that although these instruments are ready-to-use versions, persons conducting the evaluations may make modifications to them provided the overall format and intent remains intact.*

Table 7: Instrument Descriptions/Rationale

Instruments	Descriptions/Rationale
Level 1: IvyTILT Satisfaction Survey	<p>This will be created and administered using SurveyMonkey services. The free service of SurveyMonkey can be accessed using this link: http://www.surveymonkey.com/.</p> <p>Based on Kirkpatrick's and Kirkpatrick's (1996) views, evaluating reactions is vital to gathering valuable comments for improving future programs, creating a sense of ownership for trainees as they feel that they are part of the planning process of the training program, and receiving qualitative and quantitative data to help manage the program and establish appropriate performance standards for future programs. The survey will also use Kirkpatrick's (2008) strategy to include 'learner based questions' rather than 'trainer based questions', while designing evaluation instruments for e-learning. A combination of Likert –type questions with associated Likert scales and open ended questions has been used to create the Ivy TILT Satisfaction Survey to measure the responses <i>Please see Appendix B for a copy of the survey questions.</i></p>
Level 1: IvyTILT Poll	<p>Both control and experimental groups will complete the poll. The idea is to evaluate trainee sentiments about the program and compare that to the control group reaction to ascertain how the training, positively or negatively, impacts user opinion regarding the program's implementation.</p>

	<p>Note: The Poll has only 1 question. The trainees will complete this poll along with the Satisfaction Survey. The Control group will only complete the poll. <i>The question will be embedded in the Satisfaction Survey and students will use the skip-logic option provided to select the survey with the poll question OR just the poll question, depending in their status as control or experimental group.</i></p>
Level 2: IvyTILT Quizzes Survey	<p>The quiz will be created and administered using SurveyMonkey. There are 6 questions relating to the number and time of attempts it took to get a 100% on grades, as well as some possible reasons for the repetitions. It also has an ‘Other’ option for participants’ to explain any scenarios not covered by the questions. <i>Please see Appendix C for a copy of the questions.</i> To complete this survey, trainees will be required to use their Note Sheets, as detailed below.</p>
Level 2: Note Sheets	<p>To complete the Quizzes survey, trainees will be required to use their Note Sheets in which they would have noted specific details of their experiences with respect to the time and number of attempts it took them to complete each of the 6 quizzes to arrive at a 100% result. This is required since otherwise it may be not be possible for trainees to recall the exact details asked in the survey. Once they have finished the survey, they must hand over their Note Sheets to the instructor. <i>Please see Appendix A for a copy of the Note Sheet.</i></p>
Level 2: IvyTILT Tests	<p>The test will be created using Blackboard 9 Test Manager. It will be a password specific test and students will receive their passwords from the Proctor at the time of taking the test. The proctored, non-open book, test will include 17 questions covering materials from all 6 modules and a score of 90% or higher will be required to be IvyTILT certified.</p> <p>The IvyTILT Test will use criterion referencing (CRT), as per the information given by Shrock and Coscarelli (2007). “Criterion referenced assessments of competence are the skill and knowledge assessments that typically take place at the end of the training. They seek to measure whether desired competencies have been mastered and so typically measure against a specific set of course objectives” ((Shrock & Coscarelli, 2007, p. 5).</p> <p>Instructors will grade these tests. The time given to complete the test will be 3.5 hours. <i>This was assessed as a reasonable time frame after conducting a ‘mini test’ in which 4 participants (English instructors and students) completed the test. Please see Appendix D for a copy of the test questions.</i></p>
Level 3: Performance Progress Report	<p>Instructors will use three writing samples: Expository essay, Persuasive piece and Interpretive essay, from the course package as assessment instruments to gather performance data for the evaluation purposes. The</p>

	<p>comparisons between the experimental and control group's data will help assess more accurately the degree of success or otherwise of the training with respect to any behavioral and attitude changes as well as the meaningful transfer of skills to produce actual, tangible results in their writings. Instructors will use the <i>Performance Progress Report Template</i> to fill out details for each student with respect to the rubric items. <i>Please see Appendix E for a sample of the Progress Report template for Persuasive essays. Instructors will design the templates for the Expository and Interpretive essays based on this sample and the rubric for the respective assignments.</i></p>
Level 3 and Level 4 Phase 1 : Panel Interview	<p>The primary purpose of this interview will be to gather information from trainees about their actual behavior and confidence levels during past writing experiences and compare the same with their experiences after the training. This will help demonstrate the degree of desired proficiencies acquired through the training and the reduced need for remedial procedures. An assessment of how far they are willing to use their acquired skills in helping their peers/academic community will also be made.</p> <p>This will help reflect the degree and extent of behavioral changes for increasing self and community worth. <i>Please see Appendix F for the interview questions and Appendix K for the Interview Report template.</i></p>
Level 4:Phases 2,3,4	<p>The surveys may be created using SurveyMonkey and emailed to the participants.</p> <p>Two surveys will be used in intervals of 6 and 12 months and one survey will be used on a continuing loop for each certified students who completes his/her graduation. These surveys will have questions related to level 4 outcomes/expectations in terms of students' writing quality improvements as reflected through the grades received in writing related work in courses, decrease in number of students seeking/referred to remedial solutions for writing skills, decrease in number of cases of academic dishonesty/plagiarism, and correlation between the training and the degree of students' improved self-worth, expertise and overall positive leaning experiences leading to successful graduation. <i>Please see Appendices G,H,I for copies of the surveys.</i></p>

Section 4: Data Collection Methods

Note: For sections 4 and 5 of the plan, expert statistician Dr. Mater, has offered his voluntary services to help with the data collection and analysis wherever needed. Due to the volume of the process and data involved, this is a necessary and welcome asset. Advice from Dr. Exter (Evaluation Expert) has also been used when designing section 5.

Kirkpatrick and Kirkpatrick (1996) refer to data analysis process as ‘data mining’ and state that “Extracting meaningful trends and generalizations requires sophisticated analysis” (p. 110). Data mining essentially involves collection of data and then analyzing that data for quantifiable/tangible information. Han and Kamber (2006) examines the types of data to be mined, including relational, transactional, and data warehouse data, as well as complex types of data such as data streams, time-series, sequences, graphs, social net-works, multi-relational data, spatiotemporal data, multimedia data, text data, and Web data. This plan will use some of the options discussed above.

Table 8 gives a brief, focused summary of the data collection process for each level/instrument. *Details of data collection and analysis tools are given in Section 5, Table 9.*

Table 8: Data Collection Process Description

Levels	Methods
Level 1	<p>A combination of Likert scale and open ended questions has been used to create the Ivy TILT Satisfaction Survey to measure the responses. A Likert scale measures attitudes/behaviors using a wide range of answer choices instead of simple ‘yes/no’ questions (Example, strongly disagree to strongly agree). This approach helps in gauging degrees of opinion and data gathering for sensitive or challenging topics or subject matter, as well as provides a range of responses to help identify areas of improvement more easily. There are 11 Likert –type questions and 4 open ended. Data will be collected using the free SurveyMonkey services.</p> <p>The IvyTILT online poll will be embedded in the IvyTILT Satisfaction Survey and use the skip-logic option of SurveyMonkey for data collection.</p>
Level 2	<p>The grades data for the IvyTILT Test will be mined using Blackboard’s grade book. Once the test has been completed by all participants, and graded by the instructors, the grade book can be downloaded into an Excel Spreadsheet for presentation.</p> <p>The data for the IvyTILT Quizzes survey will be collected using SurveyMonkey.</p>
Level 3	<p>For the Performance Progress Reports, raw data will be collected by instructors using the Blackboard grade center. Instructors will then use the report template to summarize the data.</p> <p>For the Panel Interview, data will be collected during the interview process. For each day of the interview each of the three instructors will audio/video tape the interviews and take some notes if needed (keep note taking to the minimum to prevent distractions). After the interviews are over, instructors will fill out the Interview Report Template using a 5 scale measurement (excellent, good, fair, poor, and a level 5 for unknown</p>

	variables) rubric for each of the factors being assessed by the interview questions. <i>Please see Appendix K for a copy of the Interview Report template.</i>
Level 4	The surveys will be created using SurveyMonkey and the data will be collected using the same service.

Section 5: Analysis of Data Process

Han and Kamber (2006) discuss concepts and processes of data analysis and ‘mining’ and believe that data mining is “simply an essential step in the process of knowledge discovery” (p.7). They also refer to several components of the process like database/data warehouse and respective data servers, and a data mining engine that essentially “consists of a set of functional modules for tasks such as characterization, association and correlation analysis, classification, prediction, cluster analysis, outlier analysis, and evolution” (p.8).

Stakeholder Involvement: The analysis will involve all major stakeholders. Students will participate in the surveys and other data collection methods. Instructors will participate in the collection, summarizing and analysis processes. Dr. Maters, who is a committee member and key stakeholder, will play a critical role in the analysis and reporting process. All committee members will review each of the analysis reports send to them periodically (refer to the Timeline, Table 6), to keep track of the assessments regarding the success of the training.

Table 9 describes the data analysis tools/methods, which have been inspired by the above and are recommended to be used for this plan.

Table 9: Primary Data Analysis Tools /Methods

Tool	Description/Rationale
Survey Monkey	<p><i>SurveyMonkey provides data mining/analytical services. In essence they act as online data warehouses.</i> They also provide options for ‘user interfacing’. Han and Kamber (2006) describe user interface as communications between users and the data mining system, by which the user can interact with the system and be able to specify a data mining query or task, provide information to help focus the search, and “browse database and data warehouse schemas or data structures, evaluate mined patterns, and visualize the patterns in different forms” (p.9).</p> <p>SurveyMonkey provides a host of presentation options like a variety of interactive graphs, including pie, bar, area, line or column; creating custom data views including only the questions, tabulations, filters and charts; using pie charts to quickly represent how responses vary</p>

	<p>among different groups; using bar graphs to make at-a-glance comparisons; using line graphs to show changes over time; creating word clouds to visually communicate open-ended text responses; and customizing colors and fonts to create brand continuity (SurveyMonkey, 2013).</p> <p>They also provide options for collecting and analyzing open ended question data, which will be particularly useful for the purposes of the plan.</p>
IBM SPSS Text Analytics and Statistics Analytics	<p>IBM® SPSS® Text Analytics for Surveys version 4.0.1. This is a “survey text coding application” that allows users to transform unstructured survey responses into quantitative data.... import survey data, extract key concepts, refine the results, and categorize responses” (IBM, 2004, 2011). Once the data is categorized they can be uploaded into quantitative analytic tools, such as the IBM® SPSS® Statistics system, for further analysis and graphing.</p>
Simple Interactive Statistical Analysis Tool (SISA)	<p>This is a free website that provides a wide a variety of services for analyzing different types of data. It is accessed using this link: http://www.quantitativeskills.com/sisa/</p> <p>SISA helps with statistical calculations and provide a variety of statistical tools for analyzing data collected by Medical professionals, “Engineers, Nurses, Social Workers, Valuators, Sociologists, Builders, Market researchers, and of course Statisticians” (SISA, n.d.) .</p>
ANOVA Test	<p>These tests help to provide analytical data regarding differences in means between groups. For the purposes of the program, a multi-ANOVA approach is recommended.</p>
T-Test	<p>Like ANOVA, these tests will also help to see if there is a significant difference in the performance statistics between the control and experimental groups.</p>
Multiple Regression Test (Methods to control for other factors)	<p>“Multiple regression analysis is a powerful technique used for predicting the unknown value of a variable from the known value of two or more variables- also called the predictors” (Choudhury, 2009).</p> <p>This will be useful for the purposes of evaluating the program as it will provide data relating to factors that are beyond the realm of the training. These factors may influence, positively or negatively, any outcome that the evaluation steps may produce. In order to create more compelling evidence that may in turn be used to actually ‘prove’ that the training works as an asset for the overall benefits of the students and the AGP2025 initiative, it is important to weed out factors that are not tied to the training, “In the social and natural sciences multiple regression procedures are very widely used in research. In general, multiple regression allows the researcher to ask</p>

	(and hopefully answer) the general question "what is the best predictor of ..." (StatSoft , 2013).
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Table 10: Analysis Methods and Rationale

Instrument	Description
IvyTILT Satisfaction Survey	<p>Bar charts to display data for each question will be used to display the results. Data will be summarized using the frequency of responses to each option of the questions. A Pie chart showing the consolidated percentage responses for: Positive (strongly agree, agree), Neutral (unsure) and Negative (disagree, strongly disagree) will also be used.</p> <p>For open ended questions the services of SurveyMonkey's Text Analysis may be used. Alternatively, Dr. Mater's team can analyze the same. It is recommended that the responses be categorized into three broad divisions: trainees' perceptions of the weaknesses, strengths and suggestions given. Within these broad divisions, most frequent 'topics' of responses may be selected to create a template for displaying the analysis. Another option is to use IBM's SPSS® Text Analytics for Surveys version 4.0.1 and Statistics System. Dr. Mater's office already has this resource as part of the IBM SPSS Faculty Pack, so there will be no added expense as requested by the clients.</p>
IvyTILT Poll	A bar chart will be used to display the results via SurveyMonkey services. Data will be summarized using the frequency of responses to each option of the question.
<p>IvyTILT Test:</p> <p>General Analysis to get summary data</p>	<p>CRTs define the performance of each test-taker individually to determine their ability to perform a specific task or set of competencies</p> <p><i>For this test, the competencies that will be evaluated are:</i></p> <ul style="list-style-type: none"> • Identifying credible sources/articles (questions, 1,2,3,4,8,9,10) • Using IvyTech Library and internet for Research (questions 5,6,7,11,12) • Avoiding Plagiarism (questions 13,14,15,16,17) <p>Instructors will create an Excel Spreadsheet or Word Table/Chart displaying participants' performances in each competency. Participants' performance levels will be determined using a Mastery scale of 1 to 4, where 1 will be deemed 'excellent, 90% and more', 2 will be 'good, 80-89%', 3 will be 'fair, 70-79%' and 4 will be 'poor, less than 69%'. <i>The cutoff for the Mastery Level (acceptable percentile to determine complete success) for each competency will be 90%.</i></p> <p><i>Please see Appendix J for a sample copy of a Word Data Table</i></p>
IvyTILT Test: Statistical	"In order to determine whether there is a statistically significant difference between performance of the control and experimental groups, you would need to run some statistical analyses" (Dr. Exter, M, 09.22.2013, Personal

analysis via T-Test	Communication). A T-Test will be useful to test the hypothesis: <i>IvyTILT Certification Program increases student writing competencies.</i>
IvyTILT Quizzes Survey	A graph or pie chart showing the number of cluster responses from positive to negative will help evaluate if the quizzes are aligned with the training contents, thereby providing data regarding whether they are adequate or need improvement. This will be done using SurveyMonkey.
Performance Progress Reports	Instructors will fill the report template (MS Word) displaying participants' performances for each essay (expository, interpretive, and persuasive) and for each rubric item per essay. Participants' performance levels will be determined using the grades earned and measuring them against a scale of 1 to 4, where 1 will be deemed 'excellent, 90% and more', 2 will be 'good, 80-89%', 3 will be 'fair, 70-79%' and 4 will be 'poor, less than 69%'. It is recommended that a T-test or ANOVA test be done to examine the statistical impact of the difference in control and experimental group performance in the three sample essay. Also, if the committee so desires, a Multiple Regression test can also be done to account for any variables due to other factors like pre-existing skills, personal motivation, instructor influence etc. Dr.Mater will be responsible for making the final statistical analysis decisions.
Panel Interview	The interviews will determine four factors: student confidence with writing competencies as covered in the training for pre and post training scenario as well as students' ability and desire to help improve their peer competencies. The summary data will be displayed using the Interview Report. Analysis of the degree of competencies with respect to these factors can be made by determining the percentiles of responses per factor and per competency scale and displayed using bar charts.
6 and 12 month survey	ANOVA recommended: One-way repeated measures ANOVA can be used to measure any changes in trainee responses over time. For this evaluation plan in order to calculate 'between group variations', the trainees will be divided by the section numbers of the English 111 course in which the trainees were enrolled when they participated in the training.
Exit Survey Multiple Regression Test	Dr.Mater will conduct this to assess data for variables such as self-commitment, financial factors, family factors, and helpfulness of instructors in different classes, career aspirations etc. These factors are all likely to have some influence on the students' completing the graduation as well. A multiple regression analysis will help assess the IvTILT Certification Program as a 'graduation success and remedial reduction tool' while accounting for these factors in examining the program's effects. Similar analysis on the other survey/report data may also be conducted if the committee so desires.

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Appendix A: Note Sheet for IvyTILT Quizzes Survey

Module 1: _____ Questions:	<p style="text-align: right;">Name:</p> <p>-----</p> <p style="text-align: right;">Final Submission</p> <p>Date: -----</p> <p style="text-align: center;">Notes:</p>
Number of times the quiz was taken. Please note date and time	
Number of minutes/hours per attempt	
Number of times referencing the tutorial was required before taking the quiz again	
Module 2: _____ Questions:	
Number of times the quiz was taken. Please note date and time	
Number of minutes/hours per attempt	
Number of times referencing the tutorial was required before taking the quiz again	
Module	

3: _____	
Questions:	
Number of times the quiz was taken. Please note date and time	
Number of minutes/hours per attempt	
Number of times referencing the tutorial was required before taking the quiz again	
Module 4: _____	
Questions:	
Number of times the quiz was taken. Please note date and time	
Number of minutes/hours per attempt	
Number of times referencing the tutorial was required before taking the quiz again	
Module 5: _____	
Questions:	
Number of times the quiz was taken. Please note date and time	
Number of minutes/hours	

per attempt	
Number of times referencing the tutorial was required before taking the quiz again	
Module 5: _____ Questions:	
Number of times the quiz was taken. Please note date and time	
Number of minutes/hours per attempt	
Number of times referencing the tutorial was required before taking the quiz again	

Appendix B: IvyTILT Satisfaction Survey and Poll

Please complete the satisfaction survey or poll, depending on your status (taken training/not taken training) . Your feedback will help us evaluate the IvyTILT Training modules and give us valuable insight regarding any improvements that may be made to it. This program is designed for your benefit and your feedback is really appreciated. The survey is anonymous.

Please select your status and then the associated option:

I have taken the IvyILT Certification Program Training.> Click ‘Go To Survey’

I have **not taken** the IvyILT Certification Program Training > Click ‘Go to Question 16’

Please select the number below that best represents your response.

Question	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1- I feel confident in my ability to perform the task/s associated with the training tutorial contents.	1	2	3	4	5
2- The learning objectives of the tutorials were easy to understand.	1	2	3	4	5
3- I was satisfied with the pace of the training	1	2	3	4	5
4- The tutor and/or professor provided me with a support and monitoring mechanism to assist in future needs related to the content. Example: provided web links or gave brochures.	1	2	3	4	5
5- I was comfortable with the technology used during the session.	1	2	3	4	5
6- The class instructor was helpful and provided useful guidance whenever I needed.	1	2	3	4	5
7- I like the idea of	1	2	3	4	5

getting a certificate for completing the training.					
8- The course materials were easy to follow.	1	2	3	4	5
9- The module site was easy to navigate.	1	2	3	4	5
10- I was satisfied with the delivery style/platform used during the session.	1	2	3	4	5
11- I would recommend this training/course.	1	2	3	4	5

12- In your opinion, what were the two or three weaknesses of the training?

13- In your opinion, what were two or three strengths of the training?

14. Please list any improvement you would like to see in the training.

15. Please list any other benefits/concerns relating to the training or any other feedback that you may want to share that may not have been covered by this survey's questions.

16: IvyTILT Poll:

Please participate in the following poll. Your feedback will help us decide the scope and nature of the proposed Certification Program.

Should IvyTILT be used as a certification tool for all students of English at Ivy Tech Community College?

Yes

No

Undecided

Appendix C: IvyTILT Quizzes Survey

Please participate in the following poll. Your feedback will help us decide the effectiveness of the IvyTILT quizzes and the overall efficiency of the training modules. You will need to use your notes written in the Note Sheet to complete this survey. Make sure to turn in the Note Sheets once your survey has been completed.

1- Select the module for which you made the **maximum number of attempts** to get a 100% on the module quiz.

1,2,3,4,5,6

2- Based on your selection for the above question, how many times did you take this quiz?

1, 2, 3, More than 3

3- Select the module for which you made the **minimum number of attempts** to get a 100% on the module quiz.

1,2,3,4,5,6

4- Based on your selection for the above question, how many times did you take this quiz?

1, 2, 3, More than 3

5- How much time in hours, on an average, did you devote to completing all the 6 quizzes?

Less than 1 hour, 1 hour, 2 hours, 3 hours, more than 3 hours

6- Choose which of the following reason most applies to your situation.

- It took me several attempts to get a 100% on the quizzes, because I had difficulty understanding the materials.
- It took me several attempts to get a 100% on the quizzes, because there was too much to read
- It took me several attempts to get a 100% on the quizzes, because I had to go back and forth several times while navigating content.
- It took me several attempts to get a 100% on the quizzes, because I wanted to do a good job
- It did not take me several attempts to get a 100% on the quizzes
- Others (If choosing this, please provide a brief explanation)

Appendix D: IvyTILT Test Questions

Note: Dear participant, please answer all questions below. The 17 questions include materials pertaining to all 6 modules and are designed to evaluate your learning as a result of your participation in the IvyTILT training. You will need a score of 90% or higher to be IvyTILT certified. Participants who get 89-80% will be given a retake option for the test, and will need to complete the retake within 1 week of the first attempt. Participants who get below 80% will need to repeat the entire training. Your IvyTILT certificate will be mailed to you upon successful completion of the test. The time given to complete the test is 3.5 hours. You cannot go back while taking the test, but you can save your answers as you progress. This is highly recommended. In case of any technical issues, please contact your instructor immediately.

Questions 1 to 16 are each worth 10 points. Question 17 is worth 40 points.

Q1: John has been given an assignment in which he is required to research information relating to the reasons behind population explosion in India and China. John's professor believes that a good research paper should include a combination of credible sources. Which of the following would be the most suitable sources for John to use in this assignment?

- Journals
- Popular magazines
- Scientific magazines
- National/international newspapers
- Library catalogs

Q 2: Sometimes the hardest part about research is just getting started. Two places to begin looking for information are:

- Library sources
- Textbooks
- Watching the news
- Internet
- Talking to friends and professors

Q 3: For your research, you will probably save yourself time and find more quality information if you begin with library resources and then move to the Web if you need more information or other points of view.

- True
- False

Q 4: Which of the following should John do first to begin his research process?

- Create a list of keywords to use for searching information
- Start brainstorming ideas about the subject
- Write the main topic/message as a sentence or question

Q 5: Which of the following does IvyCat include?

- Books
- Blogs
- Ebooks
- Podcasts and audio recordings
- Video recordings and Full length documentaries and films

Q 6: How many different ways of searching are provided in IvyCat?

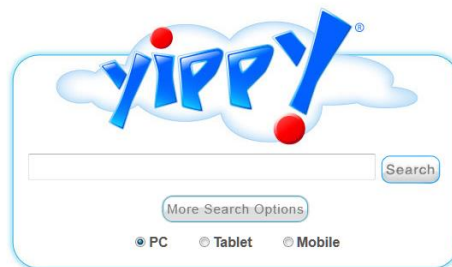
- 1
- 2
- 3
- 4
- 5

Q 7: Take a look at the screenshots and identify the sites' genres.

(a)

- Social media
- Subject directory
- Search engine
- Members only/paid website

[Sign In](#) • [Register](#)



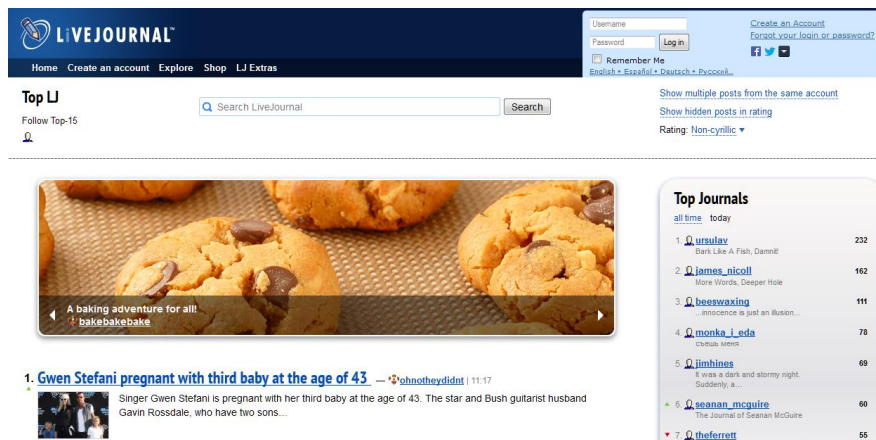
(b)

- Social media
- Subject directory
- Search engine
- Members only/paid website



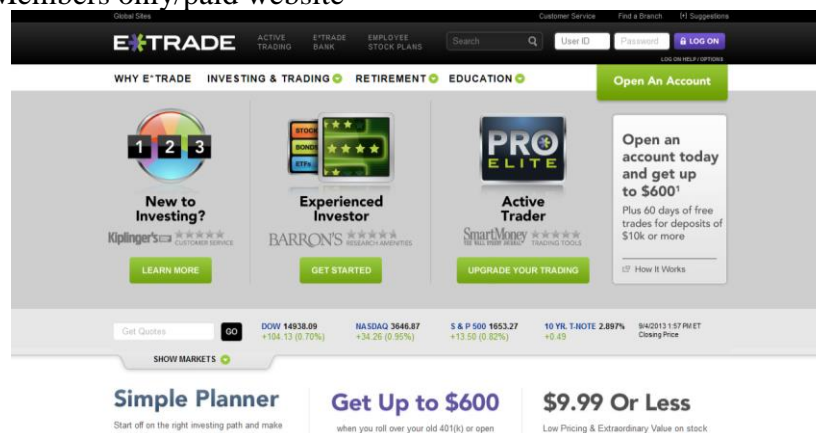
(c)

- Social media
- Subject directory
- Search engine
- Members only/paid website



(d)

- Social media
- Subject directory
- Search engine
- Members only/paid website



Q 8: As John starts to gather information, he looks at several articles that appear on online journals, since his professor asked him to look for scholarly sources. He really likes the layout of two, but is a bit concerned since these journals have three to four pop up commercials. Should John be concerned? Why or why not? Give a brief, but focused answer.

Q 9: John continues his search and come across some websites that contain articles that have not been published. He likes the materials since they relate to new research, but decides not to use it since the papers are not yet published. He believes these are not scholarly because they are unpublished. Is John's thinking right? Why or why not? ? Give a brief, but focused answer.

Q 10: Which of the following popular magazines would be most useful for John in his research for population growth in India and China?

Population Health Management
National Geographic
India Today
New Weekly: Chinese
None of the above

Q 11: For each of the following, please select the correct identification.

(a)

Subject Database

General Article Database

Biography Resource Center

(b)

Subject Database

General Article Database

Academic Search™ Premier

(c)

Subject Database

General Article Database

EBSCO
HOST Research
Databases

(d)

Subject Database

General Article Database

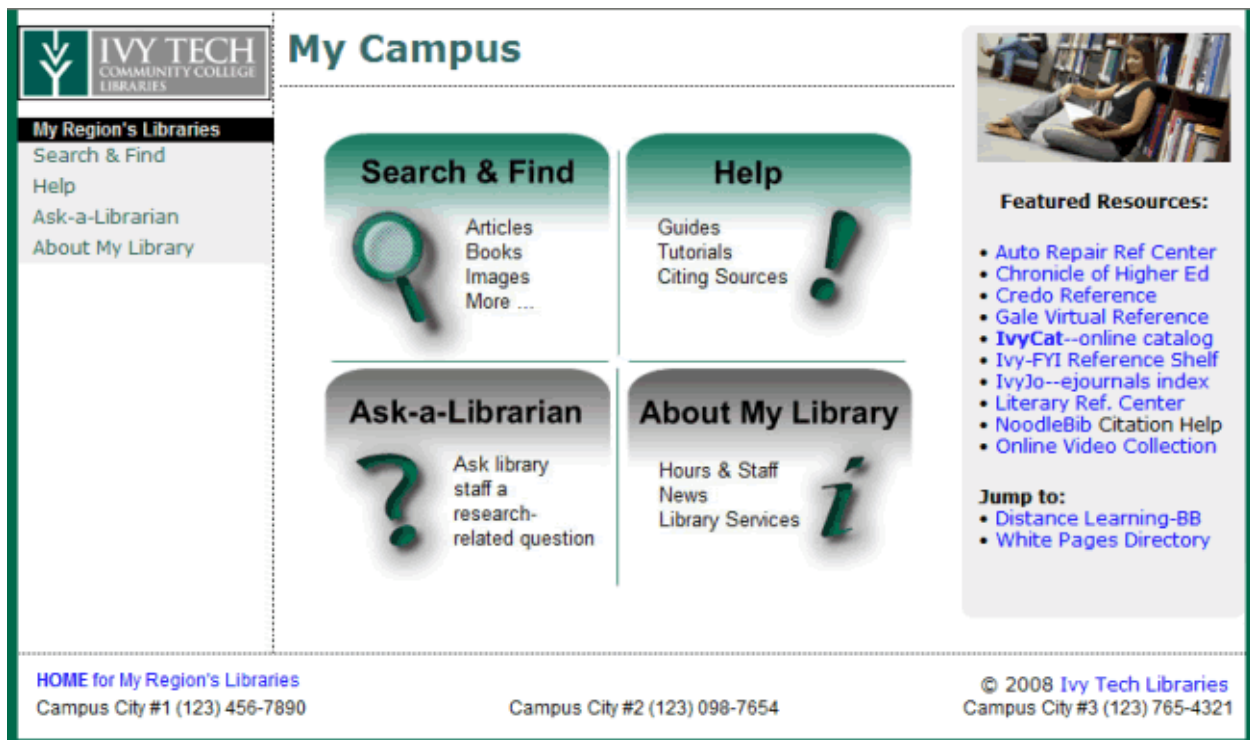
(e)

Subject Database

General Article Database



Q 12: Look at the picture below and (i) identify what it is (ii) list all the steps you need to follow *before* getting to this page.



Q 13: Which of the following are names of citation styles? Click all that apply.

- APA
- MPA
- MLA
- Tiburon
- Turabion
- Chicago
- Purdue OWL

Q 14: Copyright and Plagiarism are the same things.

True
False

Q 15: Copyright is legally binding while plagiarism rules are not.

True
False

Q 16: Below is a passage taken from Raymond S. Nickerson's "How We Know-and Sometimes Misjudge-What Others Know: Imputing One's Own Knowledge to Others." *Psychological Bulletin* 125.6 (1999): p737. After the passage there are three options of using the passage. Select the one that constitutes plagiarism.

"In order to communicate effectively with other people, one must have a reasonably accurate idea of what they do and do not know that is pertinent to the communication. Treating people as though they have knowledge that they do not have can result in miscommunication and perhaps embarrassment. On the other hand, a fundamental rule of conversation, at least according to a Gricean view, is that one generally does not convey to others information that one can assume they already have."

Option 1: Nickerson (1999) argues that clear communication hinges upon what an audience does and does not know. It is crucial to assume the audience has neither too much nor too little knowledge of the subject or the communication may be inhibited by either confusion or offense (p. 737).

Option 2: Nickerson (1999) suggests that effective communication depends on a generally accurate knowledge of what the audience knows. If a speaker assumes too much knowledge about the subject, the audience will either misunderstand or be bewildered; however, assuming too little knowledge among those in the audience may cause them to feel patronized (p.737).

Option 3: For effective communication, it is necessary to have a fairly accurate idea of what our listeners know or do not know that is pertinent to the communication. If we assume that people know something they do not, then miscommunication and perhaps embarrassment may result (Nickerson, 1999).

(Note: The above exercise has been adapted from the University of Mississippi)

Q 17: Respond to the following case studies in 1-2 brief paragraphs.

(a)

David is a senior and only has three more classes this semester before he graduates. He feels the pressure to uphold his 3.65 GPA, as well as just wanting to finish and get the classes out of the way.

In one of his classes, an extra credit assignment is to read through a set of given texts from certain articles and books that have been given by the instructor throughout the semester, and then to compile personal thoughts based on the principles covered. To David, it seemed like basically doing something he already had done in the class—read the same information again. He figured the instructor just wanted to make sure the students really did read the articles, so David wrote his paper using direct quotes and verbatim phrases from the reading without correct citation. It was just extra credit, after all, so if it was not as good as his other work, it couldn't really hurt his grade.

Is what David did wrong? Why or why not? Do you think David is right in thinking that this assignment really doesn't matter and can't really hurt his grade because it is only for extra credit?

(b)

Jennifer really enjoys the art history class she is taking this semester. She spends a lot of time on her final project—a portfolio of works of art that she selects, writes a brief background about the artist, and then describes what she feels about the piece. She is careful to make sure all her information about the artists is correct, and reads several essays on the artists she has chosen. She agrees with most of what the essayists have to say regarding the pieces. She represents some of their thoughts in her project as her own, reasoning that since it is not fact, and instead intangible opinion, and because she agrees with them, then she is not plagiarizing.

Is she right or wrong? Why?

(c)

Lee has to write a paper on some of the causes and symptoms of drug abuse for a public health class. He accesses the Web and finds several chat rooms that feature posted questions which are answered by doctors. He uses their answers in his paper, citing just "Internet" as the source. He also finds a site that is put together by the mother of a recovering addict which contains information that she has compiled as a resource for other families in similar circumstances. Steve also uses this information, and since the author of the site does not indicate which books she got the information from, he cites "Internet" again as the source.

Is this sufficient? Is this a form of plagiarism/academic dishonesty? Why or why not?

(d)

Last semester Ben took an ecology class and one of the papers he wrote was about the effects of DDT on bald eagles. This semester he is taking a wildlife biology class and realizes that his paper from last semester would work for one of the assignments for this semester too.

Is it academic dishonesty for Ben to turn the same paper in twice? What is the best thing for Ben to do in this situation?

(Note: The case studies are adapted from the Center for Academic Integrity
<http://www.academicintegrity.org> (Now at) Clemson University • Clemson, South Carolina 29634)

Appendix E: Performance Progress Report Template for Persuasive Essay

Performance Progress Report Part A Writing Project 3—Persuasive Essay

Section Number:
Experimental or Control

	Total Points Earned	Total Points Possible	Topic and Thesis	Style	Quality of Sources	Citing Sources and MLA/APA format	Organization	Performance Levels
Maximum Points per item		100	20	20	20	20	20	
Student Name								
1- Jane Doe (sample)	80		10	15	20	20	15	2
2-								
3-								

Rubric

Grading criteria	Description
Topic and Thesis	<p>Essay topic indicates that it is chosen after careful considerations and is well focused. Clear thesis or main claim, taking an arguable position on some aspect of the problem or issue being explored.</p> <p>Thesis is well-supported with logic and evidence. Borrowed material is accurately summarized or interpreted. Borrowed information is integrated by establishing connections between the borrowed information and the writer's main claim or supporting points.</p> <p>Performance Levels: 1 = 'excellent, 90% and more', 2 = 'good, 80-89%', 3 = 'fair, 70-79%' and 4 = 'poor, less than 69%'.</p>
Quality of Sources	<p>Scholarly sources used from IvyCat and Internet. Source selection shows appropriate measures have been taken to ensure that they are relevant to the topic and thesis. Measures such as using appropriate keywords appear to have been taken.</p> <p>Use of at least five relevant sources found using the Ivy Tech Virtual Library databases, documented using correct in-text documentation. Sources'/authors' qualifications are discussed; an attempt is made to establish credibility of sources. Writer is discernible from sources, and discussion of source information.</p> <p>Performance Levels: 1 = 'excellent, 90% and more', 2 = 'good, 80-89%', 3 = 'fair, 70-79%' and 4 = 'poor, less than 69%'.</p>

Citing Sources and MLA/APA format	<p>Correct Works Cited or References page in MLA or APA style. Correct document formatting: 12-point Times New Roman font, double-spaced; no hard returns; indents and hanging indents set with ruler; internal & external links (if used) are functional and accurate, title block or title page included.</p> <p>Performance Levels: 1 = 'excellent, 90% and more', 2 = 'good, 80-89%', 3 = 'fair, 70-79%' and 4 = 'poor, less than 69%'.</p>
Style	<p>Effective and appropriate introduction and conclusion, showing audience awareness. Introduction points to a logical structure for the writing (essay map); conclusion summarizes the argument and suggests the wider significance of the argument or points to additional implications.</p> <p>Style is clear with few distracting errors in syntax, grammar and mechanics.</p> <p>Performance Levels: 1 = 'excellent, 90% and more', 2 = 'good, 80-89%', 3 = 'fair, 70-79%' and 4 = 'poor, less than 69%'.</p>
Organization	<p>Organization of body follows one of the persuasive essay plans as explained in class. Effective topic sentences and transitions are used.</p> <p>Effective use of counter-argument and rebuttal. Balanced and justifiable use of logos, pathos and ethos.</p> <p>Essay tone, voice, and stance are appropriate and consistent throughout for the intended audience and the purpose. Attempts have been made throughout the essay to maintain the validity of the writer's claim.</p> <p>Minimum length requirements met</p> <p>Performance Levels: 1 = 'excellent, 90% and more', 2 = 'good, 80-89%', 3 = 'fair, 70-79%' and 4 = 'poor, less than 69%'.</p>

Performance Progress Report Part B

Only IvyTILT relevant criteria have been used for this.

Total Number of students in performance levels	Topic and Thesis	Quality of Sources	Citing Sources and MLA/APA Format
1			
2			
3			
4			
Total percentage of students in performance levels			
1			
2			
3			
4			

Appendix F: Panel Interview Questions

Panel Interview Questions

Note to Interviewers:

- A. Although the interviewees have already been briefed about the evaluation and their participation, it may be a good idea to briefly remind them of the purpose, scope and rules of the interview.
- B. Since the interview will be recorded, please keep note taking to the minimal. This will also help keep distractions away.
- C. Also, please use probes as needed. Here are some sample probes:
 - a. Would you give me an example?
 - b. Can you elaborate on that idea?
 - c. Would you explain that further?
 - d. Is there anything else?

Interview Questions

Start by asking the interviewee to state his/her full name for the purposes of record.

Q 1: Please briefly describe your knowledge about writing essays in general prior to the training.

Q 2: Please briefly describe your attitude towards writing in general and college work in particular prior to the training.

Q 3: What level between a novice, mid -level expert, or expert in writing do you feel you belonged to before the training?

Q 4: What level between a novice, mid -level expert, or expert in writing do you feel you belong to now, after the training?

Q 5: Briefly describe two experiences when you have used material from the training to write assignments for this class or any other course you are currently taking

Q 6: Do you plan to use what you learned from the training in the future, in your program and workplace? If yes, please describe tentatively how you plan to do that. If no, please explain why.

Q 7: If a peer or classmate from another class, asks you for guidance with a writing situation, how likely are you to use some of the knowledge/skills gained through the training to assist them?

Appendix G: 6 Month Survey

IvyTILT 6 month Survey

You are receiving this survey because you participated in the IvyTILT Certification Program training 6 months before. The purpose of the survey is to help us assess the continued worth of the skills/knowledge trainees garnered from the training materials. **This is not an anonymous survey**, since we are compiling data on the experimental group of which you are a part. Your instructor will give you points for your participation, so please make sure to print out the “Survey Completed” page, once you submit your responses.

Student Name

Date

Current Course/s

Current Semester

Please select the number below that best represents your response.

Question	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1- I feel confident in my ability to perform the task/s associated with the training tutorial contents.	1	2	3	4	5
2- I have used the skills/knowledge gained from the training in my writing work during the past 6 months.	1	2	3	4	5
3- I have referred to the training modules for help with my writing tasks during the past 6 months.	1	2	3	4	5
4- My grades indicate that my overall performance level for writing tasks has improved	1	2	3	4	5

5- My first drafts or initial writings require fewer revisions after I took the training.	1	2	3	4	5
6- I am more aware of the value of citing all sources ever since I took the training					

Q 7: If your answer to Q 2 is 1 and 2, please give a brief explanation of at least two incidents of how and when you used the skills for your writing.

Q 8: If your answer to Q 2 is 3, 4 or 5, please give a brief explanation of why.

Q 9: If your answer to Q 3 is 1 and 2, please give a brief explanation of at least two incidents of how and when you referred to IvTILT materials.

Q 10: Please describe your experience (in the past 6 months) regarding remedial processes for writing (being referred to a tutor, more than one revisions of your work recommended, etc) before and after the training.

Appendix H: 12 Month Survey

IvyTILT 12 month Survey

You are receiving this survey because you participated in the experimental group for the prototype evaluation of the IvyTILT Certification Program and/or for IvyTILT Re-Certification training as is required by ITCC. The purpose of the survey is to help us assess the continued worth of the skills/knowledge trainees garnered from the training materials. **This is not an anonymous survey**, and your instructor will give you points for your participation, so please make sure to print out the “Survey Completed” page, once you submit your responses.

Student Name

Date

Current Course/s

Current Semester

Please select the number below that best represents your response.

Q 1: Please describe the process by which you retook the training, eg: evening or morning, on campus or at home, laptop or desktop, weekends or weekdays. If you have not retaken the training for recertification yet, please respond with NA.

Q 2: Please describe some of the activities/materials you enjoyed in the IvyTILT modules. Why?

Q 3: Please describe some of the activities/materials you did not like in the IvyTILT modules. Why?

Q 4: Please discuss your views on the value of taking and then retaking the training for the certification and recertification process. Respond to this even if you have not been recertified yet.

Please select the number below that best represents your response.

Question	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Q 5- I feel confident in my ability to perform the task/s associated with the training tutorial contents.	1	2	3	4	5
Q 6- I have used the	1	2	3	4	5

skills/knowledge gained from the training in my writing work during the past 7-12 months.					
Q 7- I have referred to the training modules for help with my writing tasks during the past 7-12 months.	1	2	3	4	5
Q 8- My grades indicate that my overall performance level for writing tasks has improved	1	2	3	4	5
Q 9- My first drafts or initial writings require fewer revisions after I took the training.	1	2	3	4	5
Q 10- I am more aware of the value of citing all sources ever since I took the training	1	2	3	4	5

Q 11: If your answer to Q 6 is 1 and 2, please give a brief explanation of at least two incidents of how and when you used the skills for your writing.

Q 12: If your answer to Q 6 is 3, 4 or 5, please give a brief explanation of why.

Q 13: If your answer to Q 7 is 1 and 2, please give a brief explanation of at least two incidents of how and when you referred to IvTILT materials.

Q 14: Please describe your experience (in the past 7-12 months) regarding remedial processes for writing (being referred to a tutor, more than one revisions of your work recommended, etc) before and after the training.

Appendix I: Exit Survey

Exit Survey: Ivy Tech Community College

Dear Graduate Student, Congratulations on your upcoming graduation! We ask that you take a few minutes to help us evaluate ITCC's performance. Please complete this evaluation form and submit your responses online. You should see a 'Thank You' message, if your submission was successful. Bring a printout of the message to the Ivy Hall reception to receive a 'surprise' gift.

Our main purpose is to better understand the degree of student satisfaction with our academic and training programs, and to identify areas where improvements may be necessary. Your answers to all questions are very important and will be summarized in a report that will be shared with the all concerned authorities of the Academic Affairs and College Administration department. The survey is anonymous and your individual answers will be kept confidential. Thank you for helping us to evaluate ITCC's services to students.

Overall College Experience

Please evaluate your overall Ivy Tech Community College experience.

Meeting your expectations of learning

Excellent Good Fair Poor

Quality and availability of students' training options, both technical and academic, to help enhance learning

Excellent Good Fair Poor

Overall quality of academic support services in the form of tutoring/mentoring services etc.

Excellent Good Fair Poor

Quality of plan of studies for programs

Excellent Good Fair Poor

Overall quality of non-academic student support services like crèche services, cafeteria etc.

Excellent Good Fair Poor

Flexibility of class scheduling to suit different student needs

Excellent Good Fair Poor

Flexibility of course delivery platforms (online and face to face) to suit different student needs

Excellent Good Fair Poor

Scope and quality of career assistance /counseling

Excellent Good Fair Poor

Faculty Experience

Please select the appropriate response to indicate your views regarding faculty performance in your program.

Faculty set high expectations for learning

Excellent Good Fair Poor

Faculty encouraged active participation and learning from students

Excellent Good Fair Poor

Faculty provided support in and out of class for students' success in learning

Excellent Good Fair Poor

Faculty provided opportunities for students to work collaboratively with peers as a part of the learning process

Excellent Good Fair Poor

Faculty treated all students with respect in terms with regards to varied learning styles and cultural diversities

Excellent Good Fair Poor

Growth of Knowledge and Self-Worth

Select the response that best describes your views regarding the contributions made by your program's course materials/contents towards your learning.

Increased knowledge in the area of the program's major

High increase Medium Increase Low Increase No Increase Not Sure

Develop/Increased problem solving skills

High increase Medium Increase Low Increase No Increase Not Sure

Increased written communication skills

High increase Medium Increase Low Increase No Increase Not Sure

Increased oral communication skills

High increase Medium Increase Low Increase No Increase Not Sure

Increased awareness of plagiarism rules

High increase Medium Increase Low Increase No Increase Not Sure

IvyTILT Training Experience

Please select the number most suited for your response.

Question	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1- The training was helpful in increasing my confidence in my writing abilities	1	2	3	4	5
2- I have used the skills/knowledge gained from the training in my course writing work for my graduation	1	2	3	4	5
3- I have used the skills/knowledge gained from the training in my workplace writing and/or in my career search	1	2	3	4	5
4- The training provided long term awareness regarding why and how to avoid plagiarism	1	2	3	4	5
5- I plan to use what I learned from the training after I graduate	1	2	3	4	5
6- The training helped in my successful graduation	1	2	3	4	5

7- Please list all other factors (excluding IvyTILT training) related to ITCC that you believe were helpful in your successful graduation. List as many items as you want

8- Please list all other factors that are not related to ITCC that you believe were helpful in your successful graduation. List as many items as you want.

Future Aspirations

Please select the options that best describe your plans after graduation.

- Look for a job
- Continue working at my current job
- Join my new job
- Continue, full time, with my education to the next level
- Continue, part time, with my education to the next level
- Work and continue, full time, with my education to the next level
- Work and continue, part time, with my education to the next level
- Will not work or go to college for sometime
- I am not sure yet
- Others (Please give a brief explanation)

Appendix J: Sample Data Table Template for the IvyTILT Test

Student Names	Performance Level based on grade percentile	Grades per segment	Using IvyTech Library and Internet for Research	Identifying credible sources/articles	Avoiding plagiarism

Appendix K: Interview Report Template

Interview Report Sheet

Date: **Venue:** **Time Started:** **Time Ended:** **Second Session Date**
(if applicable)

Interviewer 1

Interviewer 2

Interviewer 3

Please use the rubric sheets for the questions 1-7 responses to determine the proficiency levels. Interviewers may alter the rubric sheet if they feel it is needed, although the overall format needs to remain the same.

Student Name	Performance Levels	Q 1	Q2	Q 3	Q 4	Q 5	Q 6	Q7	Interviewer Comments
1- Student 1									
Any quotes to be highlighted									
2- Student 2									
Any quotes to be highlighted									
3- Student 3									
Any quotes to be highlighted									

Rubric Sheet

Q 1: Please briefly describe your knowledge about writing essays in general prior to the training.	
Level 1	Displays exceptional knowledge; preexisting ability to apply all competencies in writing situations; no guidance /help required
Level 2	Displays competent knowledge; preexisting ability not enough to apply to all competencies, but requires only some guidance /help in writing situations
Level 3	Displays some competent knowledge; preexisting ability not enough to apply to all competencies, and requires considerable guidance e/help in writing situations

Level 4	Displays inadequate knowledge; preexisting ability not commiserate with college level writing, and requires complete guidance e/help in writing situations
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.

Q 2: Please briefly describe your attitude towards writing in general and college work in particular prior to the training.

Level 1	Displays positive attitude, is confident about college work.
Level 2	Displays some conflicting feelings, is somewhat confident about ability to do college work.
Level 3	Displays an 'impasse' attitude: not sure about it
Level 4	Displays negative attitude
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.

Q 3: What level between a novice, mid -level expert, or expert in writing do you feel you belonged to before the training?

Level 1	Novice
Level 2	Mid-level.
Level 3	Expert
Level 4	Not sure
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.

Q 4: What level between a novice, mid -level expert, or expert in writing do you feel you belong to now, after the training?

Level 1	Novice
Level 2	Mid-level.

Level 3	Expert
Level 4	Not sure
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.

Q 5: Briefly describe two experiences when you have used material from the training to write assignments for this class or any other course you are currently taking.

Level 1	Description signifies comprehensive use of materials; student displays excellent cognitive retention and transfer of skills to actual writing situations
Level 2	Description signifies good use of materials; student displays good cognitive retention and transfer of skills to actual writing situations, with marginal scope for improvement
Level 3	Description signifies some amount of use of materials; student does display some cognitive retention and transfer of skills to actual writing situations, with more than marginal scope for improvement
Level 4	Description signifies hardly any amount of use of materials; student displays minimal to no cognitive retention and transfer of skills to actual writing situations
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.

Q 6: Do you plan to use what you learned from the training in the future, in your program and workplace? If yes, please describe tentatively how you plan to do that. If no, please explain why.

Level 1	Yes: response demonstrates great desire likelihood of future usage.
Level 2	Yes: response demonstrates adequate desire and likelihood of future usage. However, there are some issues.
Level 3	No: response demonstrates no desire and likelihood of future usage.
Level 4	Not sure
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.

Q 7: If a classmate or peer from another class, asks you for guidance with a writing situation, how likely are you to use some of the knowledge/skills gained through the training to assist them?

Level 1	Keen to help peers; very likely to use skills to help peers
Level 2	Somewhat inclined to help peers, but discussed several issues with it (please make note of issues in the Interviewer Comment section of the report)
Level 3	Not sure
Level 4	Not keen to help peers; unlikely to use skills for this purpose (please make note of reasons in the Interviewer Comment section of the report)
Level 5	Any unforeseen response that is not covered by the above. If choosing this please briefly describe the response and your conclusions.