

# ILRS Project: Mid-Semester Progress Report

## **Project Presentation by Papia Bawa**

ILRS Project is designed to augment student learning for selected courses and subject matters. The project's primary client is Ivy Tech Community College. This report summarizes the highlights of the project's progress during weeks one through six of the spring 2014 semester. The details relate to the project's introduction, progress so far, and the estimates for the project's success rate so far, future implications and project 's continuum.

# Executive Summary

Following is a progress report for the ILRS Project, based on the project's implementation and evaluation during weeks one through six of the spring 2014 semester. These are deemed as Phases I and II of the project. Contingent upon this progress report, it is recommended that the project proceeds to Phase III, with a more aggressive data gathering strategy. The results using 40 students (20 each for the control and experimental groups) are extremely encouraging and indicative of the project's high success rate so far (up to 40%). It is especially significant that these results have been generated within a rather short time span of six weeks, indicating the potential of the artifacts to exponentially enhance student learning. It is therefore, imperative to continue with the project's action plan for the next nine weeks till week 16 of the semester, and then provide a final recommendation report to the clients.

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## Introduction to the Project

### Vision, Purpose, and Hypothesis

The Instructor Led Resource Series (ILRS) project has been designed with one primary purpose: *to provide supplementary instructional materials for students of selected online courses being offered by Ivy Tech Community College (ITCC) in an effort to boost their performance levels and help them engage in a more meaningful learning experience.* The project's vision is driven by the lack of adequate and appropriate learning materials being offered in these standardized courses, which is in turn creating performance gaps in learners. This has created an opportunity for the project designer (Papia Bawa) to provide meaningful interventions in the form of carefully crafted instructional artifacts that are designed solely for the group of 'novice' learners the project targets.

**The project's application also seeks to research the validity of the hypothesis that:**

*Although standardized course packages are designed to maintain equality in the learning experiences of students, the outcome of such experiences may not be conducive to meaningful learning. In fact, limiting courses to extreme standardization may exclude learners from a richer learning process.*

*Typically, when standardized packages are offered to instructors, it comes with the expectation that 'meaningful' teaching in terms of standardized curriculum involves minimal interference with the core course contents. Instead, the emphasis is more on setting limits on grading and communication time frames. However, the argument against this is that the definition of the term 'meaningful' in this context should not be limited to general expectations of instructor-learner interactions in the form of discussions, messaging, feedback on assignments, etc. It should instead be expanded to include supplementary artifacts designed by instructors after they have had the opportunity to examine the unique learning needs of their own students. This will, in fact, provide learners with the 'missing links' in the course contents and add 'true' value to their learning experiences.*

### Scope

Currently, the project is designed to meet the immediate academic needs of students enrolled in the English 111 (Introductory Composition) and 112 (Advanced composition) courses of Ivy Tech Community College. These courses are standardized, 16 -12 weeks duration and come pre-packaged with course materials.

The project is divided into 3 phases to accommodate the time frame of the courses and the extent of student needs. The project commenced on January 13, 2014, which was the start date for the spring 2014 semester. The project's Phases I and II ended on 02.23.2014 (week 6). Phase III will be completed on an ongoing basis, extending to week 16 of the semester, and beyond to other semesters in necessary.

During its pilot (current) stage, the project involves creating instructional artifacts and supporting evaluation instruments to address key concerns in five areas: MLA Format, MLA Citations, finding source information and credible sources, writing effective thesis claims/statements, and writing essays that reflect the expectations of college level writing.

### **Project Platform**

Since the targeted courses for the project are delivered online, using ITCC's Blackboard platform, all project related artifacts are to be delivered online, using the same platform.

### **Performance and Learning Problem the Project Seeks to Address**

Based on student input (discussion forum posts, end-of –semester surveys, questions and concerns brought to the instructor's attention through emails and messages) and performance outcomes, it is clear that the current course contents provided in the standardized packages are not fulfilling basic student needs in the 5 critical areas discussed above. Further, an examination of the standardized materials provided thus far indicates that these are not suited for the entry level skill of the students. Most students of these courses are either fresh out of High School, or have returned to school after several years. They are to be considered novice learners and any instructional artifact designed should include introductory concepts and basic information, as well as materials that help students clearly understand the subject of instruction. The artifacts must be designed to allow easier assimilation of information by using effective instructional design techniques like chunking, multimedia and interactive delivery, etc. Literature reviews explain how learning is negatively impacted in the absence of such an approach.

Bransford, Brown and Cocking (2000) discuss how being an expert or novice relates to the processes of learning and impacts the success or otherwise of any learning endeavor. They give examples and discussions of how information perceived by novices differs significantly from that of experts. The writers discuss the concepts of 'conditionalized' knowledge/design and the importance of 'metacognition', and warn instructional designers to avoid the classic mistake of exposing novices to expert

models and to assume that the novices will learn effectively. Instead designers must recognize that what learners will learn depends on how much they know already (Bransford, Brown and Cocking, 2000). The instructional materials provided in the current courses do not appear to take such principles of good instructional design into consideration.

### **Solutions the Project Provides**

A simple and immediate solution to the issues discussed above is for instructors to design instructional materials/artifacts that are specifically tailored to supplement the pre-packaged items being provided in the courses. The 'Resource' section provided in all standardized course websites is an appropriate venue to upload the series of instructional materials/artifacts titled 'Instructor Led Resource Series'. Artifacts relating to materials covered during the semester will be created and uploaded on specific intervals corresponding with the course schedule. Students will be informed of the artifact uploads at the beginning of the semester, as well as via weekly announcements.

### **Project Evaluation Strategy**

Being a novel project, it is essential to conduct periodic evaluations of the project's progress and success rate. Till date, this has been done by conducting a midterm evaluation. *Please see Appendix A for the complete Project Performance Data Report.* The data mined and analyzed for the project's implementation from weeks 1 through 6 have been provided in said report, and will be used to support the project, moving forward. Students have been asked to participate in a 'Satisfaction Survey' and several 'Reflective Discussions' administered using the 'Cybercafé' thread to assess their reactions (level 1) and learning (level 2) as per Kirkpatrick's (1996) 4 levels of Evaluation Model. Extra credit points are being given to motivate participation.

### **Project Goals (adapted from project Proposal)**

The project goals aim to align with Strategy 1 and associated objectives of ITCC's Accelerated Greatness 2025 Plan. Strategy 1 of the plan relates to ensuring that students meet their educational objectives. Details of the plan may be found using the link below:

<http://www.ivytech.edu/acceleratinggreatness/strategiesobjectivesinitiatives2025.html>

The goals also align with the learning objectives of the respective courses. The specific goals exclusive to the project are based on Bloom's Taxonomy and are listed below.

Upon successful participation in the project students will be able to:

<b>Remembering/Knowledge</b>	Relate specific writing styles to specific essay genres
<b>Understanding/Comprehension</b>	Identify key elements of different essay genres
<b>Applying/Application</b>	Demonstrate clear understanding of how thesis statements differ for different essays even though the subject may be the same
<b>Analyzing/Analysis</b>	Effectively distinguish between different categories of rhetorical devices and their specific usages for different writings
<b>Evaluating/Synthesize</b>	Compose writing pieces that clearly display the differences between a variety of essay genres
<b>Creating/Evaluation</b>	Draw upon their own innovative ideas and justify these with scholarly sources and correct usage of MLA citation style to create credible and critical-thinking based writings

### Project Artifacts: Instructional Materials

The following artifacts were created and deployed during weeks one through six.

<b>Title</b>	<b>Brief Description and Link</b>
<b>1- Literacies and Visual Rhetoric: Writing effective Ad Analysis Essays Tutorial</b>	Designed for the Advanced Composition sections, the contents explain to students in a simple, easy to understand way what the term literacies mean, how visual rhetoric relates to literacies, and how to use this information to analyze an advertisement for the purpose of writing an ad analysis essay. The artifact can be viewed using the following link. or attached Power Point Presentation.  AuthorStream Link:  <a href="http://www.authorstream.com/Presentation/pbawa-2053406-concept-literacies-visual-rhetoric/">http://www.authorstream.com/Presentation/pbawa-2053406-concept-literacies-visual-rhetoric/</a>
<b>2- Writing Summary and Response Essays</b>	Created for the Introductory Composition sections, the tutorial explains to students what the terms summary and response essay means, and how to write effective summary and response essays. The tutorial also explains the

<b>Tutorial</b>	<p>importance of writing an effective thesis statement with respect to this particular essay genre, as well as what to include in the body of the essay.</p> <p>The tutorial can be accessed using either of the following links:</p> <p><a href="http://www.wideo.co/view/1222151385836941040-summary-and-response-essays">http://www.wideo.co/view/1222151385836941040-summary-and-response-essays</a> (Wideo)</p> <p><a href="https://www.youtube.com/watch?v=VXtegfZWLuu">https://www.youtube.com/watch?v=VXtegfZWLuu</a> (YouTube)</p>
<b>3- MLA Format Tutorial</b>	<p>Designed for both Advanced and Introductory Composition courses, the tutorial provides students with a step by step, narrated guide, on how to format papers to MLA style.</p> <p>The artifact can be viewed using the following link:</p> <p><a href="https://www.youtube.com/watch?v=AMJPUrcYNQE">https://www.youtube.com/watch?v=AMJPUrcYNQE</a></p>
<b>4- MLA Citations Tutorial</b>	<p>Designed for both Advanced and Introductory Composition courses, the tutorial has a combination of graphics including screens shots, and is designed to provide students with information regarding three things: where to find specific citation -related to information in a source, how to check a website's credibility and links to information on citing in-text sources and writing a Works Cited page.</p> <p>The artifact can be viewed using the following link:</p> <p><a href="http://www.authorstream.com/Presentation/pbawa-2042986-mla-citations/">http://www.authorstream.com/Presentation/pbawa-2042986-mla-citations/</a></p>
<b>5-- Classical Argument Tutorial</b>	<p>Designed for Advanced Composition sections, the tutorial provides step-by-step instructions about critical elements of the subject matter, in an easy to follow manner. The tutorials uses a combination of lecture notes mixed with a simple storyline to facilitate learners' understanding of the subject.</p> <p>The artifact can be viewed using the following link:</p> <p><a href="https://www.youtube.com/watch?v=iVkV-BNfcQQ">https://www.youtube.com/watch?v=iVkV-BNfcQQ</a></p>

## Project Artifacts: Evaluation/ Assessment Materials

### Satisfaction Survey

A single question survey as shown below was conducted to gauge the students' reaction and general impressions of the artifacts. This was sent using the 'Messages' option in Blackboard.

I am requesting you to take a few minutes to check out the tutorial I have uploaded in the Resource area in the Instructor Led Resource Series folder. I will greatly appreciate if you can let me know, in a few words, your opinion of the tutorial. I am very dedicated to creating positive learning experiences for my students and your opinion will really help me in the process. This is not a requirement, but I am hoping you will find the time to be a part of enhancing your own learning experience in this class and helping your professor out(☺)

### Feedback Form for Supervisor

A feedback form was designed to receive the supervisor's input. The form can be accessed using the link below:

<http://www.scribd.com/doc/209220792/Feedback-Form-for-Artifacts-and-ILRS-Project>

### Reflection Discussion Questions

Reflection questions were designed for each artifact and uploaded in the Cyber Café discussion forum. The questions are reproduced below.

#### 1- Summary and Response Tutorial

After viewing the Summary and Response tutorial, please respond to the following question in approximately 250 -300 words. Please complete this activity latest by 01.26.2014 to receive up to 12 bonus points out of the 50 possible bonus points for this class.

Discuss, in your own words, your understanding of the concept of Summary and Response essays after viewing the tutorial. Make at least three references to specific areas of the video to illustrate your ideas. Based on the knowledge gained from this tutorial what are some of the pre-writing steps you will take when writing your Summary and Response essay.



## 2- Classical Argument Tutorial

Please view the Classical Argument tutorial and then answer the questions to receive up to 15 bonus points. Your answers must be submitted no later than 03.02.14 to qualify for credit.

Imagine that you are going to teach a group of novice students about classical arguments. Write a short lecture (**at least 3 paragraphs**) for such students on the topic of classical arguments, using at least 3 specific references/citations from the tutorial. Also include at least one example relating to classical argumentation process. The example could be from your own life or that of someone you know personally (as opposed to someone you know of, eg: a celebrity).

## 3- MLA Format Tutorials

After viewing the MLA Format tutorial at least once, try to set your MS Word document as per the directions given, without looking at the directions. Make a note of the amount of time (in minutes) it took you to do this). Then, go back to the tutorial and see if you made any errors. If you did, repeat the process and take note of the time it took this time. Did you or did you not get it right this time? Write a short (2-3 sentences) reflection of your process and what you learned from it. (Don't worry if you did not. Your points will not be negatively impacted for not getting it right. The points will be given for trying the process and reflecting on it).

## 4- MLA Citations Tutorial

In your own words, reflect on what you understand about the importance of citing. Make a sentence list (tips must be in the form of complete sentences, not phrases) of the 6 most important information/ tips you want to give to anyone relating to MLA format and citation style. In 2-3 sentences explain why you chose this list.

## 5- Visual Rhetoric Tutorial

After viewing the **Literacies and Visual Rhetoric** tutorial, please respond to the following question in approximately 250 -300 words. Please complete this activity latest by 01.26.2014 to receive up to 12 bonus points out of the 50 possible bonus points for this class.

Discuss, in your own words, your understanding of the concept of Literacies and Visual Rhetoric and their relationship to writing effective ad analysis essays after viewing the tutorial. Make at least three references to specific areas of the video to illustrate your ideas. Based on the knowledge gained from this tutorial what are some of the pre-writing steps you will take when writing your ad analysis essay.

### Data Collection Methods (4 levels of Kirkpatrick Model)

Although some data for all levels have been collected at this point in the project, continued efforts will be made to gather more for levels and 2,3and 4, till the semester's end and beyond if necessary.

Level 1( Reaction)	This was done using a one question survey send via the Messages tool within the course websites in Blackboard. Please refer to 'Project Artifacts: Evaluation/ Assessment Materials' section for the question.
Level 2 ( Learning)	This was done using Reflection Discussion questions for each artifact. Please refer to 'Project Artifacts: Evaluation/ Assessment Materials' section for the question.
Level 3 (Behavior)	This was done by reviewing the experimental student group's individual assignment submissions to assess the extent to which they displayed a propensity to apply/use their learning, thus indicating an attitudinal and behavioral impact. Each group had 20 students.
Level 4 (Results)	This was done by conducting a comparison between the performance of the control group (former students of Introductory and Advanced Composition courses from fall

	2013 semester) and experimental groups ( students of these courses in the current (spring 2014) semester).
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Feedback was also received from the project supervisor, Thomas Chester, regarding the five artifacts designed so far.

### Data Summary and Project Goal Success Results

**For Level 1**, the data received indicated a 100% positive reaction to the artifacts. All participants indicated that they found the artifacts to be useful. Only two concerns were raised: The embedded videos were not visible from the PowerPoint and some of the tutorials could use a voice narration. Based on the feedback, appropriate steps were taken to address these concerns. Separate links to the videos were provided and voice -over narrations was added to two of the tutorials.

**For Level 2**, all participants indicated a high level of clarity in their understanding of the tutorials' contents. One of the key issues the project seeks to address is the absence of novice- learner focused instructional materials within the standardized course packages. To that end, every attempt has been made to design the artifacts in a simple, chunked fashion with the addition of interest factors and popular symbols that the target learners could associate with. Several lessons learned from studying Driscoll (2005) and Horton (2012) have been applied to the designs. The positive impact of these could be seen in the student responses to the different reflection questions. Some sample highlights from these responses are given below:

After reviewing the resources from this class I am starting to learn how things such as color and symbols can affect how you interpret an ad. Colors can have all kinds of meanings; for example the color yellow can mean happiness, warmth, intellect, or light (as mentioned in the video "What Color is your brand"). Another thing I have learned is how your cultural background can influence your interpretation of an ad. (In the video "Colours & Symbols" it mentions that red in the western world stands for aggression and passion whereas in India it stands for purity.)

After studying the literacies and visual rhetoric used for an ad, I would next try to organize my thoughts to create an effective analysis paper. I would work to create a thesis statement which effectively introduced the subject and basis of my thoughts. Then I would develop the body of my analysis, keeping my arguments relevant to the thesis and organizing the subjects in a point-by-point, chronological, or spatial manner, whatever is the logical way of looking at the ad (side to side, top to bottom, center outwards, or in a time sequence from start to finish). I would research and work to include evidence to back up my arguments using scholarly sources, aggression and passion whereas in India it stands for purity.)

After viewing the MLA Format Citations Tutorial video, and trying to do the proper requirements on Microsoft Word, it took me about ten minutes or so to complete this. I had a bit of trouble with the page numbers. I also had a few issues with the center alignment because of the set up on my computer. The second time trying this was successful, and taught me more about how to use the format and view, and also how to use page break, to get the correct placement in Microsoft Word for an MLA Citation Format. It taught me how to do a hanging header as well.

To conclude a classical argument, according to Bawa in "Classical Arguments Essays," refer to your main point by restating your thesis. It might be efficient to sum up your main arguments and use them to encourage the audience to a point of action. For my example, I might remind the reader of the potential benefits for a mother to be working, and might encourage the reader to become a working mother or show support to a working mother. I would hope that my arguments do not leave my audience thinking that I am a raving lunatic. But while my argument might not win over everyone, I can achieve my goal of presenting my case effectively so that my audience will consider my ideas and respect my opinion.

**For Levels 3 and 4**, a comparison, both in terms of number of units (students and assignments) as well as percentages, has been made between the two groups' performances. **To find complete details of the data analysis process for Levels 3 and 4, please refer to Appendix A: Project Performance Data Report.**

The formula for indicating the project's success is to determine the percentage increases in positive performance (excellent, good) and decreases in negative performance (fair, poor). This comparison seeks to provide a rational/judicious assessment of the extent to which the project related artifacts have or have not benefited the target learners.

The project has shown 10% to 40 % increase in performance percentages in the 'excellent' category and 5% to 10% in the 'good' category. It has shown 5% to 35% decrease in performance percentages in the 'fair' category and 5% to 35% decrease in the 'poor' category. Thus, using the artifacts for the ILRS has helped learners improve their overall performance and allowed them to move to a better grade averages. Of course, there will be some variables like students' personal interests and overall academic capacities that could also have contributed to these numbers.

***However, it is also noteworthy that these results are based on learners being exposed to the artifacts only for 2-3 weeks, and based on the high percentages of***

*positive performance increases and negative performance decreases combined with the feedback received from students regarding the usefulness of the artifacts, it is safe to conclude that the artifacts were instrumental in significant performance improvements.* Professor Chester also ratified the quality of the artifacts. For example, in his feedback for the MLA Format tutorial he stated: “This piece is clear, concise and it goes straight to the heart of what comp students need to know. Well done!” (Chester, T, Personal communication, February 17, 2014).

All the project goals have been met in the initial phases and it is quite likely that they will continue to be met in the next phase. More data and details will be gathered as students continue to submit different writing pieces while using information and skills learned from the project artifacts in the weeks leading to the semester’s end. Below is a table demonstrating how the project successfully met the goals. This must be read in conjunction with the Project Performance Data Report (Appendix A) and details given above.

**Upon successful participation in the project students will be able to:**

<b>Remembering/Knowledge</b>	Relate specific writing styles to specific essay genres	Students successfully wrote essays related to specific essay genres
<b>Understanding/Comprehension</b>	Identify key elements of different essay genres	Students successfully demonstrated their understanding of this in their reflection discussions, as well as in their essay submissions
<b>Applying/Application</b>	Demonstrate clear understanding of how thesis statements differ for different essays even though the subject may be the same	The data results show that the experimental group displays a significantly higher percentage of skill level in writing effective thesis statements
<b>Analyzing/Analysis</b>	Effectively distinguish between different categories of rhetorical devices and their specific usages for different writings	Students successfully demonstrated their understanding of this in their reflection discussions, as well as

		in their essay submissions
<b>Evaluating/Synthesize</b>	Compose writing pieces that clearly display the differences between a variety of essay genres	Students successfully wrote essays related to specific essay genres. They also demonstrated their understanding of the differences in the reflection responses
<b>Creating/Evaluation</b>	Draw upon their own innovative ideas and justify these with scholarly sources and correct usage of MLA citation style to create credible and critical-thinking based writings	This has been consistently reflected in the better quality performance in the experimental group versus the control group.

### **Recommendations, Future Implications and Project Continuum**

Based on the resounding success of the project so far, it is recommended that the next phase (Phase III) of the project be continued with minor changes to the project's original action plan. During this phase, it is imperative that the data collection process be continued with an even more aggressive pace so that at the end of week 16, not only are the current results ratified once again, but also more concrete proof of the project's success and the validity of the hypothesis can be made available to the client and supervisors.

So far, the project has proved that proper instructor-led interventions can indeed help students do a better job in their assignment and acquire skills that they can use outside of the courses. Even if the standardized course packages may sometimes overlook critical instructional strategies, instructors must recognize their own importance as being the most essential tool to remove impediments to their students' learning experiences. Institutions and organizations must recognize this as well, and provide incentives, professional development opportunities, and encouragement to instructors to motivate them to participate more actively in their roles as online teachers. Conscious efforts need to be made by the educational community to help fellow educators eradicate the thought that when a standardized course package is offered, the job of an instructor is delegated only to facilitation, versus teaching! This project is a small step in moving towards the greater 'leap' of maintaining a healthy completion rate and reducing high attrition rates in online courses.

## References

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## Appendix A: Project Performance Data Report

### Performance Analysis Criteria and Method

Two groups of 20 students each have been selected for the analysis. The first group (Tables 1b,b,c) comprises of students from fall 2013 semester's English 111 and 112 courses, and treated as the control group. These students did not have access to the project related instructional artifacts, and were totally reliant on the course materials provided within the standardized course packages. The second group (Tables 2a,b,c) comprises of students of spring 2014 semester's English 111 and 112 courses, and treated as the experimental group. These students have been provided with the supplemental instructional artifacts created for the project.

The performance of each selected student was assessed based on his/her submissions for the first major writing project for each semester. Evaluations were done for the five major areas of concern that the project seeks to deal with in terms of student performances: MLA format, MLA citations, source information and credibility of sources, writing effective thesis statements/claims, and writing an essay based on the thesis that reflects college level expectations. The rubric (please see legend below) is designed to provide an alphabetical denominator to indicate the level of performance.

A comparison, both in terms of number of units as well as percentages, has been made between the two groups' performances. The formula for indicating the project's success is to determine the percentage increases in positive performance and decreases in negative performance. This comparison seeks to provide a rational/judicious assessment of the extent to which the project related artifacts have or have not benefited the target learners.

### Rubric Legend

**E- Excellent:** No errors or issues with MLA format and citation, thesis statement is clear and relates to the body of the essay, overall essay demonstrates a clear understanding of the principles of the essay's genre, all source information was provided correctly and sources were credible.

**G- Good:** 2 or less errors/issues with MLA format and citation, thesis statement is mostly clear but has minor scope for improvement, overall essay mostly demonstrates a clear understanding of the principles of the essay's genre, with minor scope for improvement.



**F- Fair:** 3 errors/issues with MLA format and citation, thesis statement is somewhat clear but has a fairly large scope for improvement; overall essay does not clearly demonstrate an understanding of the principles of the essay's genre throughout the body, but does display that the student has understood some parts and needs help with the others.

**P- Poor:** 4 or more errors/issues with MLA format and citation OR citation completely wrong, thesis statement is unclear and does not relate to the essay body, overall essay does not demonstrate an understanding of the principles of the essay's genre.

**Part A: Data from fall 2013 (control group) and spring 2014 (experimental group)**

**Table 1a: Summary of Performance from fall 2013 English 111 and 112 Sample Students for Their First Assignments**

**Note:** The last names of students and actual grade points have not been provided due to confidentiality reasons.

Name	MLA Format	MLA Citations	Finding Source Information and Credible Sources	Thesis Statement	Essay Body
1. Stacie	P	P	P	P	F
2. Elizabeth	F	P	G	P	P
3. Cory	P	P	F	P	F
4. Andria	P	P	F	P	P
5. Christina	G	F	G	F	G
6. Morgan	F	F	E	P	F
7. Carmen	P	P	P	P	P
8. Linda	G	P	F	P	F
9. Dennis	P	P	P	F	F

10. Briana	P	P	F	F	F
11. Patricia	G	G	E	G	G
12. Adam	P	G	E	F	G
13. Caleb	P	G	E	G	F
14. Jason	E	G	E	G	G
15. Lindsay	F	F	F	F	G
16. Sherry	G	F	G	F	G
17. Kristina	P	P	F	F	F
18. Larry	G	G	E	F	F
19. Earnest	P	P	F	P	P
20. Mary	P	F	F	F	F

**Table 1b: Composite Performance Results Drawn from Table 1a**

	poor	fair	good	excellent
MLA Format	11	3	5	1
MLA Citations	10	5	5	0
Finding Sources	3	8	3	6
Thesis	8	9	3	0
Essay Body	4	10	6	0

**Table 1c: Results 1 in percentages**

	poor	fair	good	excellent
MLA Format	55%	15%	25%	5%

MLA Citations	50%	25%	25%	0%
Finding Sources	15%	40%	15%	30%
Thesis	40%	45%	15%	0%
Essay Body	20%	50%	30%	0%

**Table 2a: Summary of Performance from spring 2014 English 111 and 112 Sample Students for Their First Assignments**

**Note:** The last names of students and actual grade points have not been provided due to confidentiality reasons.

Name	MLA Format	MLA Citations	Finding Source Information and Credible Sources	Thesis Statement	Essay Body
1. Elisha	G	P	E	G	G
2. Brian	F	P	G	P	P
3. Michelle	E	P	E	F	F
4. Natasha	G	P	E	F	F
5. Chasity	P	P	G	P	P
6. Brianda	P	P	G	P	P
7. Christina	P	G	E	G	G
8. Tyler	E	E	E	E	E
9. Valerie	P	F	E	P	F
10. Alexandria	E	E	E	E	F
11. Joshua	G	F	E	F	F

12. Jason	G	F	E	F	F
13. Cassandra	E	G	E	G	G
14. Samantha	E	F	E	P	G
15. Desiree	F	G	E	F	G
16. Kimberly	P	P	F	G	G
17. Gabrielle	G	F	G	F	F
18. Jazzlyn	G	P	G	G	G
19. Abby	E	G	E	E	E
20. Reenita	G	G	E	E	E

**Table 2b: Composite Performance Results Drawn from Table 2a**

	poor	fair	good	excellent
MLA Format	5	2	7	6
MLA Citations	8	5	5	2
Finding Sources	0	1	5	14
Thesis	5	6	5	4
Essay Body	3	7	7	3

**Table 2c: Results 1 in percentages**

	poor	fair	good	excellent
MLA Format	25%	10%	35%	30%
MLA Citations	40%	25%	25%	10%
Finding Sources	0%	5%	25%	70%

Thesis	25%	30%	25%	20%
Essay Body	15%	35%	35%	15%

### Part B: Comparing Part 'A' Data and Calculating Project's Success Rate

**The success of the project is calculated based on the percentage increase in the positive results (Excellent, Good) and decrease in the negative results (Fair, Poor).**

MLA Format	2013	2014	Project Success Rate
Excellent	5%	30%	25% increase
Good	25%	35%	10% increase
Fair	15%	10%	5% decrease
Poor	55%	25%	30% decrease

MLA Citations	2013	2014	Project Success Rate
Excellent	0%	10%	10% increase
Good	25%	25%	Same
Fair	25%	25%	Same
Poor	50%	40%	10% decrease

Finding Sources	2013	2014	Project Success Rate
Excellent	30%	70%	40% increase
Good	15%	25%	10% increase
Fair	40%	5%	35% decrease

Poor	15%	0%	15% decrease
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Thesis Statements	2013	2014	Project Success Rate
Excellent	0%	20%	20% increase
Good	15%	25%	10% increase
Fair	45%	30%	15% decrease
Poor	40%	25%	15% decrease

Essay Body	2013	2014	Project Success Rate
Excellent	0%	15%	15% increase
Good	30%	35%	5% increase
Fair	50%	35%	15% decrease
Poor	20%	15%	5% decrease

**Conclusions:** The project has shown 10 to 40 % increase in performance percentages in the ‘excellent’ category and 5 to 10% in the ‘good’ category. It has shown 5% to 35% decrease in performance percentages in the ‘fair’ category and 5% to 35% decrease in the ‘poor’ category. Thus, using the artifacts for the ILRS has helped learners improve their overall performance and allowed them to move to a better grade averages. Of course, there will be some variables like students’ personal interests and overall academic capacities that could also have contributed to these numbers, but based on the high percentages of increase and decreases combined with the feedback received from students regarding the usefulness of the artifacts, it is safe to conclude that the artifacts significantly contributed to the performance improvements.