RESULTS FROM PILOT ASSESSMENT OF EFFECTIVE COMMUNICATION FALL 2010

Summary

A pilot study of the Effective Communication core competency was conducted in six sections of English at the end of the Fall 2010 semester: one section of 098/099, three sections of English 101, and two sections of English 102. A total of 86 students were assessed; however, not all students were assessed on all skills. Although students in English 098/099 would not be expected to have reached competency on these measures, their data is compared in the analyses of specific skills with students in English 101 and English 102. The assessment tool used was the Effective Communication rubric (see Appendix A) developed by the Effective Communication Subcommittee, an outgrowth of the Learning Outcomes Assessment Committee (LOAC). The skills assessed on the Effective Communication Rubric were:

1. Summary: restates in student's own words main details of a text without opinions
2. Paraphrase: the restatement of a text passage in students' own words without opinion
3. Annotation: detailed notes on a text
4. Outline: restates in students' own words the main and supporting details of a text
5. Task: addresses the assigned topic
6. Central Idea: expresses a central idea or thesis
7. Focus: develops a sustained focus on the central idea
8. Organization: logically organizes supportive ideas around the thesis
9. Correctness: uses correct diction, syntax, usage, grammar and mechanics
10. Documentation: documents sources of information using the accepted form

The rubric uses a four-level Likert scale with the standard CCP core competency terms: Beginning, Developing, Competent, and Accomplished. Students were considered at or above competency if they were assessed as being at the Competent or Accomplished level.

Several results are presented in this report:

- The percentages of students at each competency level for each skill delineated by course and presented in bar graphs

- The percentages of students above and below competency for each skill delineated by course and presented in pie charts

- Percentages of students in each competency level overall delineated by course

- Percentage of students above and below competency overall delineated by course

- Mean and median scores from students in each course for each skill and for overall competency

- Individual student scores on each skill (See Appendix B)

- Individual student overall competency scores (See Appendix B)

- The number of students at each competency level by skill for each class section (See Appendix C)

These results are displayed in the accompanying tables, graphs, and appendices. All students were assessed on five of the ten skills: Task, Central Idea, Focus, Organization, and Documentation. Additionally, students in English 101 were also assessed on Summary, Paraphrase, and Correctness, while students in English 098/099 were also assessed on Summary, Paraphrase, Annotation, and Outline. Conclusions are therefore based on results from the five skills on which all students were assessed.

Results show that: for **English 098/099**, students were assessed on nine skills, with 5% performing at or above competency for all of these skills combined. For **English 101**, students were assessed on eight skills, with 69% performing at or above competency overall. For **English 102**, students were assessed on five skills, with 50% performing at or above competency overall. A possible finding from the pilot study is that the Effective Communication rubric is not properly aligned with the student learning outcomes that have been developed for English 101 and 102, especially in English 102. (See Appendix D for student learning outcomes for all three courses.)

Limitations of the pilot study include: very small sample sizes (the total number of students enrolled in these courses in this term: English 098: 3,908; English 101: 2,634; and English 102: 1,987); different sample sizes of each group; small number of participating faculty (one faculty member from each course level); and the fact that not all students were assessed on all of the skills or the same subset of skills.

Results for Skill 1

For Skill 1: "Summary: Restates in student's own words main details of a text without opinion," a total of 63 students were assessed: 19 from English 098/099 and 44 from English 101. Students in English 102 were not assessed on Skill 1. Percentages by competency level are listed below and displayed graphically in Figure 1. Based on these results, 16% of students in English 098/099 and 98% of students in English 101 were at or above competency for Skill 1 (See Figure 2).

English 098/099:

Beginning: 21%
Developing: 63%
Competent: 16%
Accomplished: 0%

English 101:

Beginning: 0%
Developing: 2%
Competent: 21%
Accomplished: 77%
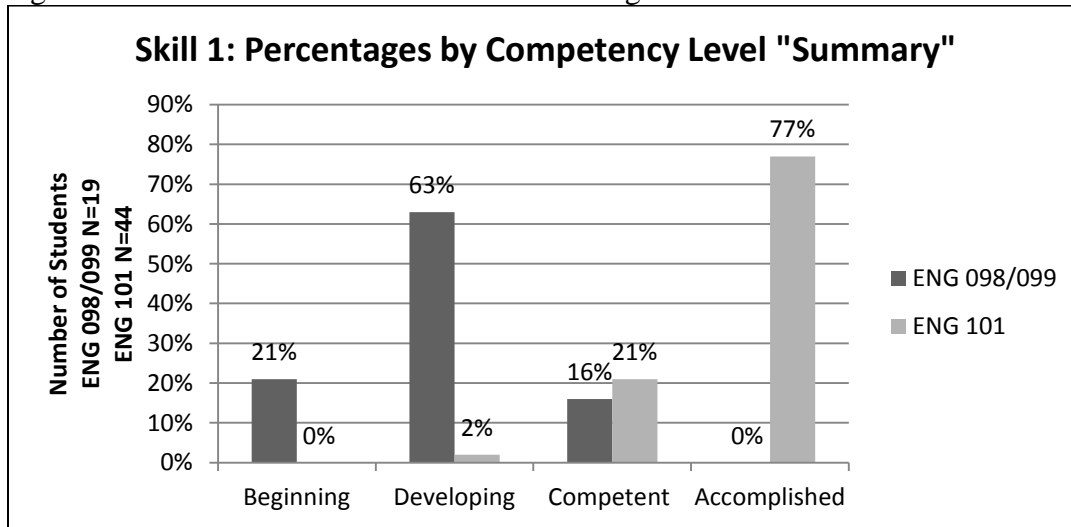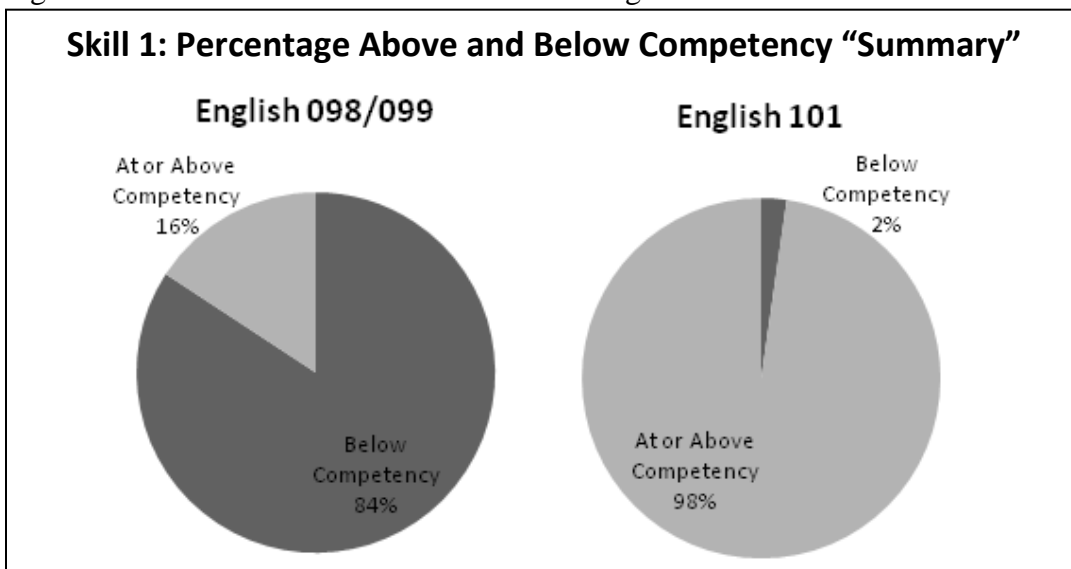
Figure 1: Results from Skill 1 for Students in English 098/099 and 101

Figure 2: Results from Skill 1 for Students in English 098/099 and 101

For Skill 2: "Paraphrase: The restatement of a text passage in students' own words without opinion," a total of 63 students were assessed: 19 from English 098/099 and 44 from English 101. Students in English 102 were not assessed on Skill 2. Percentages by competency level are listed below and displayed graphically in Figure 3. Based on these results, 5% of students in English 098/099 and 95% of students in English 101 were at or above competency for Skill 2 (See Figure 4).

English 098/099:

Beginning:	26%
Developing:	69%
Competent:	5%
Accomplished:	0%

English 101:

Beginning:	0%
Developing:	5%
Competent:	29%
Accomplished:	66%

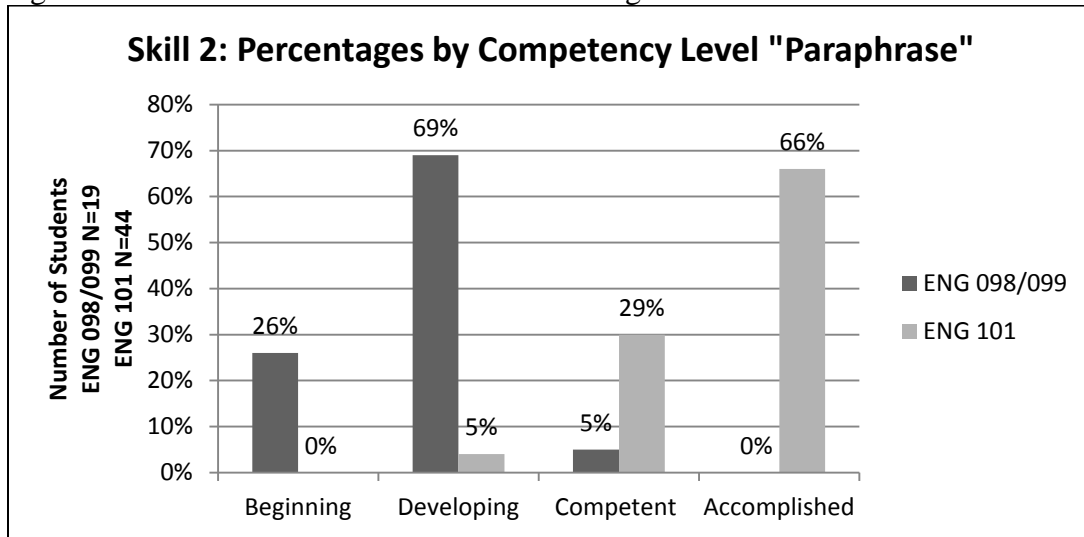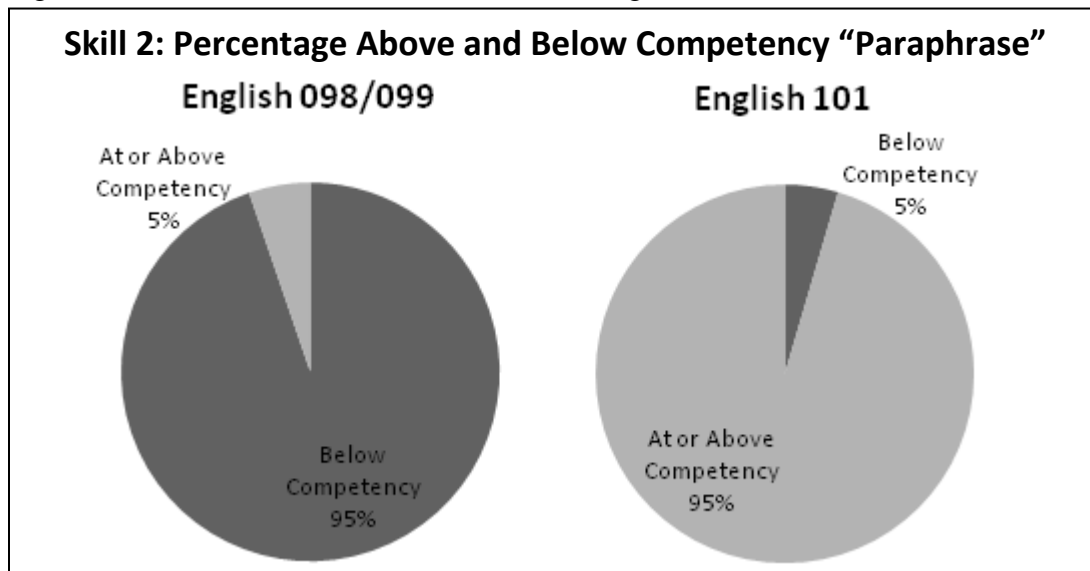Figure 3: Results from Skill 2 for Students in English 098/099 and 101

Figure 4: Results from Skill 2 for Students in English 098/099 and 101

Results for Skill 3

For Skill 3: "Annotation: Detailed notes on a text," a total of 19 students were assessed from English 098/099. Students in English 101 and 102 were not assessed on Skill 3. Percentages by competency level are listed below and displayed graphically in Figure 5. Based on these results, 42% of students in English 098/099 were at or above competency for Skill 3 (See Figure 6).

English 098/099:

Beginning: 16%
Developing: 42%
Competent: 42%
Accomplished: 0%

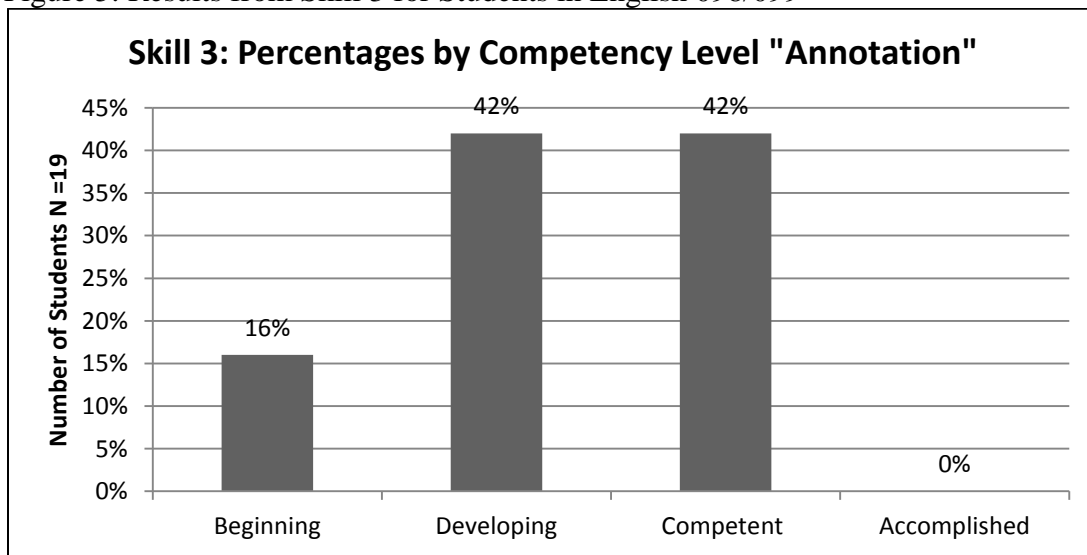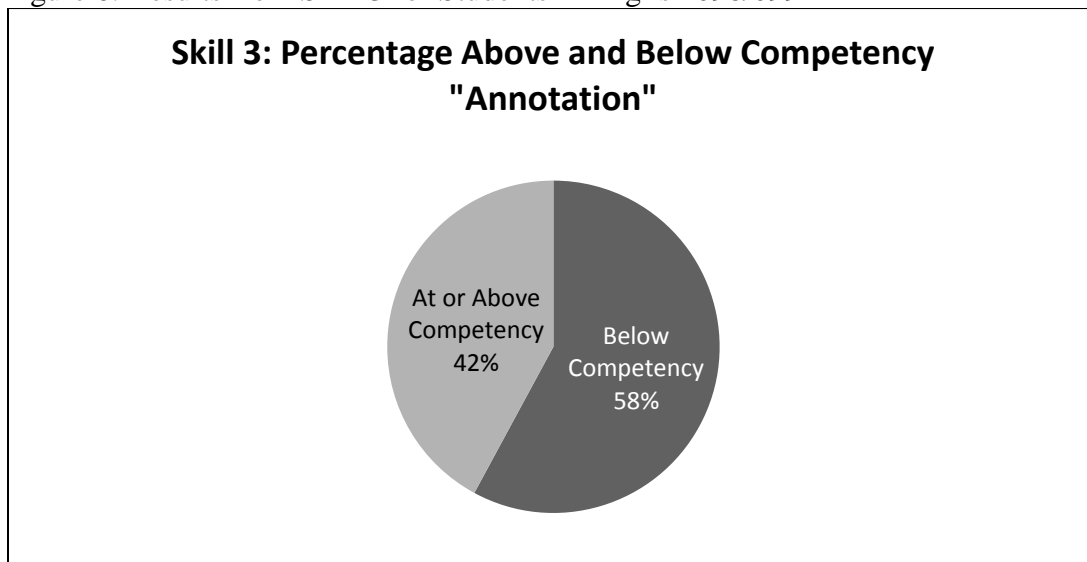Figure 5: Results from Skill 3 for Students in English 098/099

Figure 6: Results from Skill 3 for Students in English 098/099

<u>Results for Skill 4</u>

For Skill 4: "Outline: Restates in students' own words the main and supporting details of a text," a total of 19 students were assessed from English 098/099. Students in English 101 and 102 were not assessed on Skill 4. Percentages by competency level are listed below and displayed graphically in Figure 7. Based on these results, no students (0.0%) in English 098/099 were at or above competency for Skill 4 (See Figure 8).

English 098/099:

Beginning: 21%
Developing: 79%
Competent: 0%
Accomplished: 0%

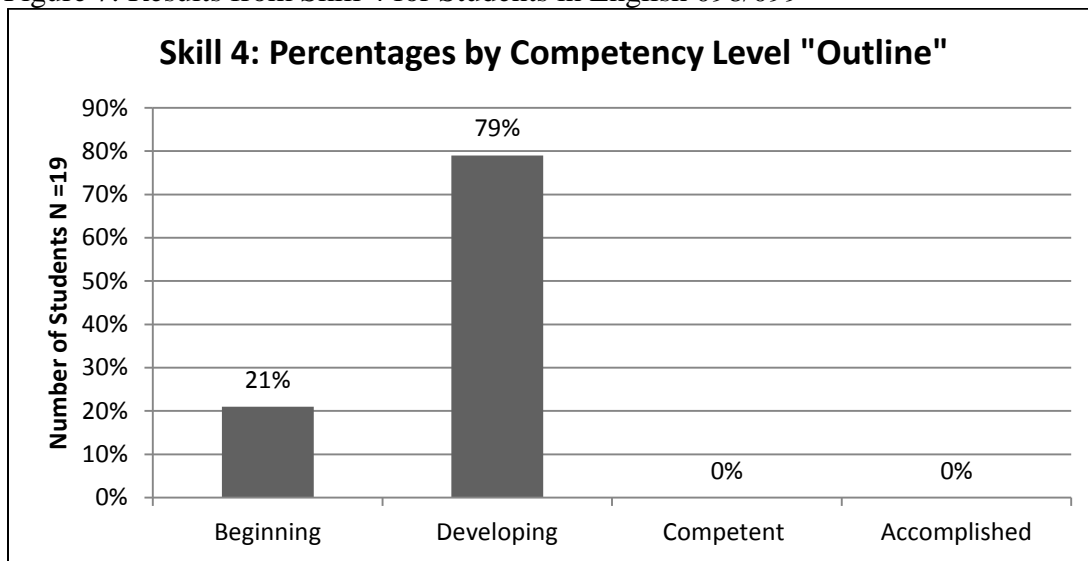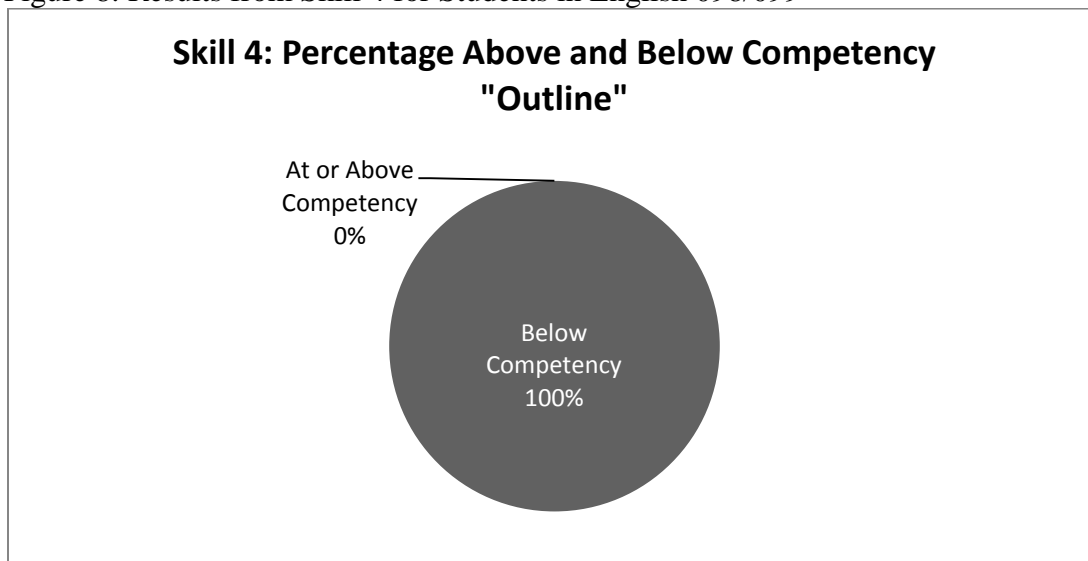Figure 7: Results from Skill 4 for Students in English 098/099

Skill 4: Percentages by Competency Level "Outline"

Figure 8: Results from Skill 4 for Students in English 098/099

Skill 4: Percentage Above and Below Competency "Outline"

Results for Skill 5

For Skill 5: "Task: Addresses the assigned topic," a total of 86 students were assessed: 19 from English 098/099, 45 from English 101, and 22 from English 102. Percentages by competency level are listed below and displayed graphically in Figure 9. Based on these results, 5% of students in English 098/099, 73% of students in English 101, and 59% of students in English 102 were at or above competency for Skill 5 (See Figure 10).

English 098/099:		English 101:		English 102:	
Beginning:	21%	Beginning:	5%	Beginning:	9%
Developing:	74%	Developing:	22%	Developing:	32%
Competent:	5%	Competent:	35%	Competent:	23%
Accomplished:	0%	Accomplished:	38%	Accomplished:	36%

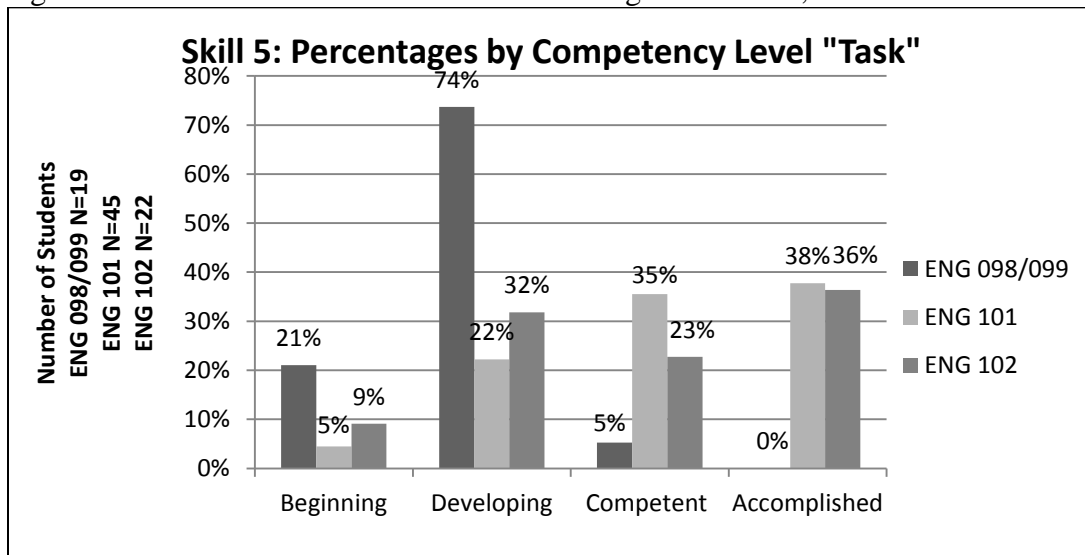Figure 9: Results from Skill 5 for Students in English 098/099, 101 and 102

Figure 10: Results from Skill 5 for Students in English 098/099, 101 and102
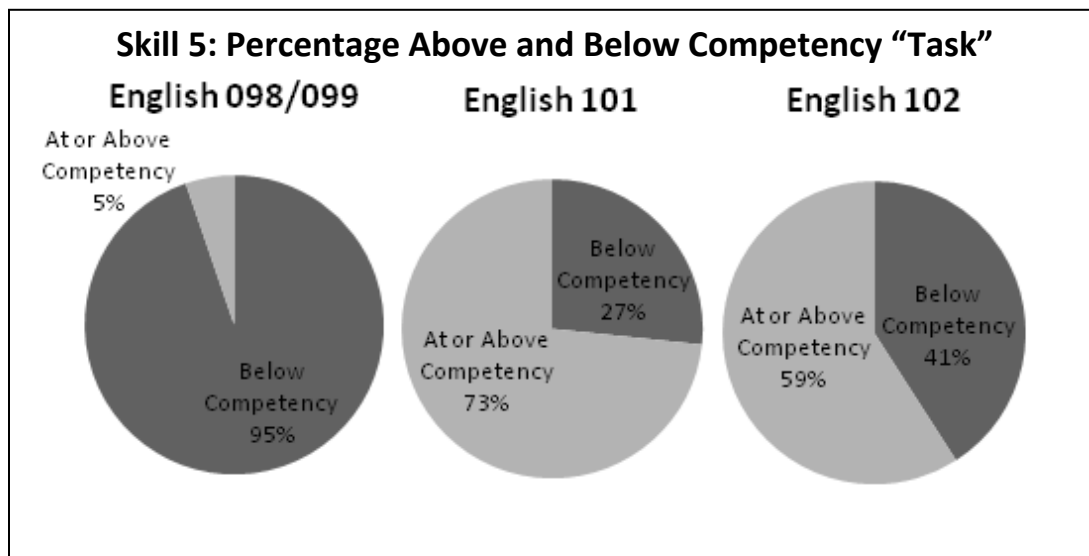
Results for Skill 6

For Skill 6: "Central Idea: Expresses a central idea or thesis," a total of 86 students were assessed: 19 from English 098/099, 45 from English 101, and 22 from English 102. Percentages by competency level are listed below and displayed graphically in Figure 11. Based on these results, 5% of students in English 098/099, 69% of students in English 101, and 64% of students in English 102 were at or above competency for Skill 6 (See Figure 12).

English 098/099:		English 101:		English 102:	
Beginning:	16%	Beginning:	2%	Beginning:	18%
Developing:	79%	Developing:	29%	Developing:	18 %
Competent:	5%	Competent:	18%	Competent:	27%
Accomplished:	0%	Accomplished:	51%	Accomplished:	37%

Figure 11: Results from Skill 6 for Students in English 098/099, 101 and 102

Figure 12: Results from Skill 6 for Students in English 098/099, 101 and102
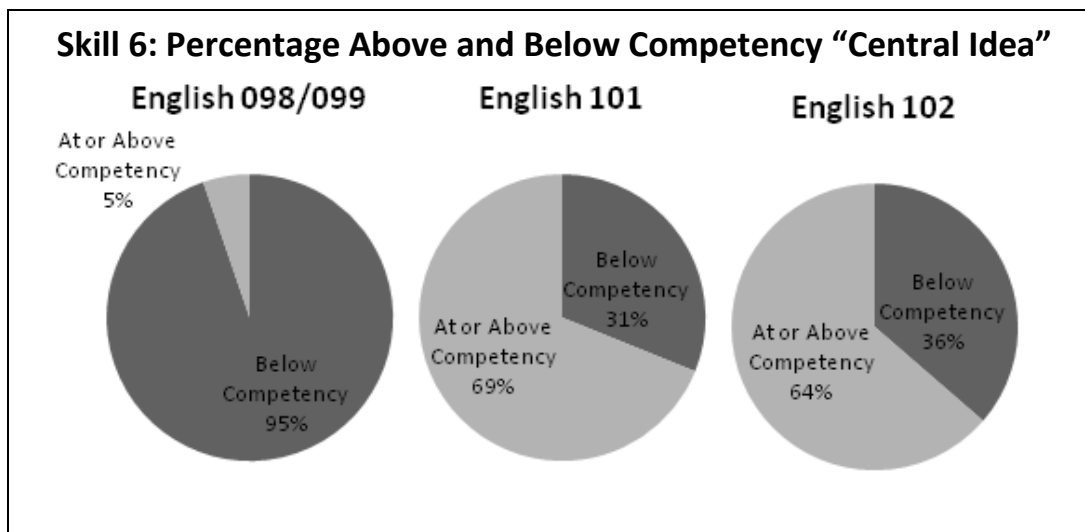
<u>Results for Skill 7</u>

For Skill 7: "Focus: Develops a sustained focus on the central idea," a total of 80 students were assessed: 19 from English 098/099, 39 from English 101, and 22 from English 102. Percentages by competency level are listed below and displayed graphically in Figure 13. Based on these results, 5% of students in English 098/099, 45% of students in English 101, and 64% of students in English 102 were at or above competency for Skill 7 (See Figure 14).

English 098/099:		English 101:		English 102:	
Beginning:	26%	Beginning:	11%	Beginning:	9%
Developing:	69%	Developing:	44%	Developing:	27%
Competent:	5%	Competent:	9%	Competent:	37%
Accomplished:	0%	Accomplished:	36%	Accomplished:	27%

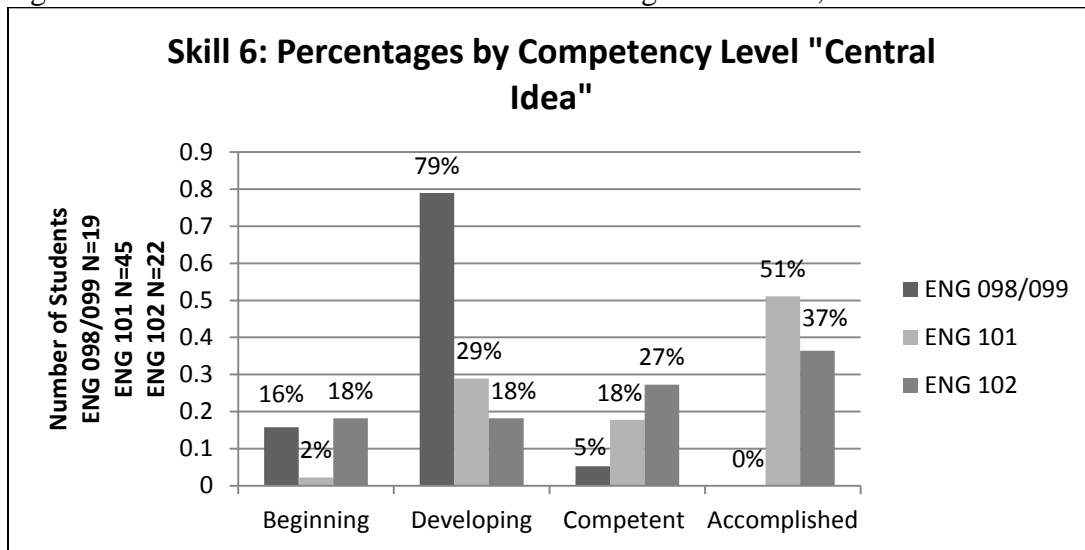Figure 13: Results from Skill 7 for Students in English 098/099, 101 and 102
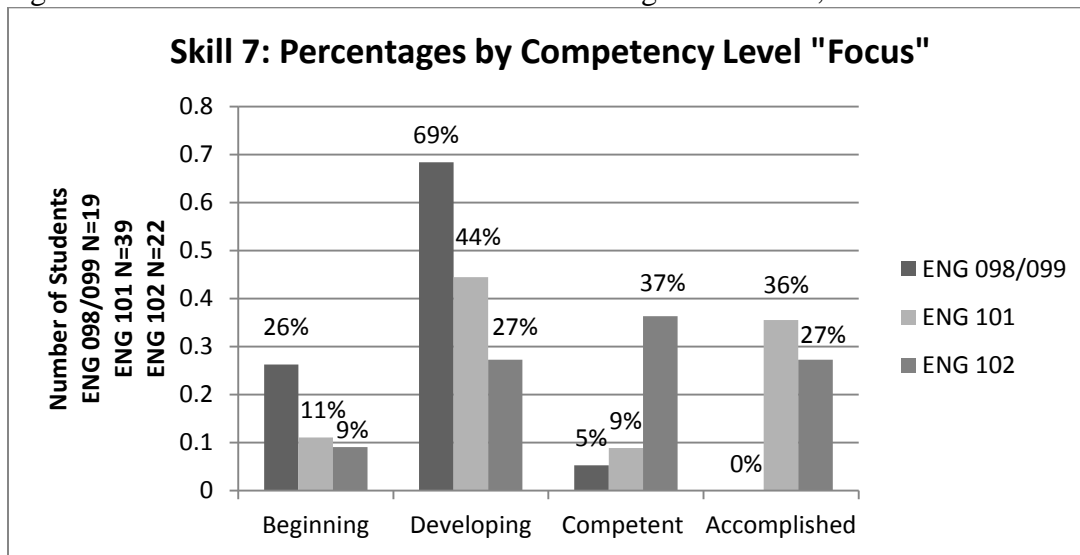
Figure 14: Results from Skill 7 for Students in English 098/099, 101 and 102
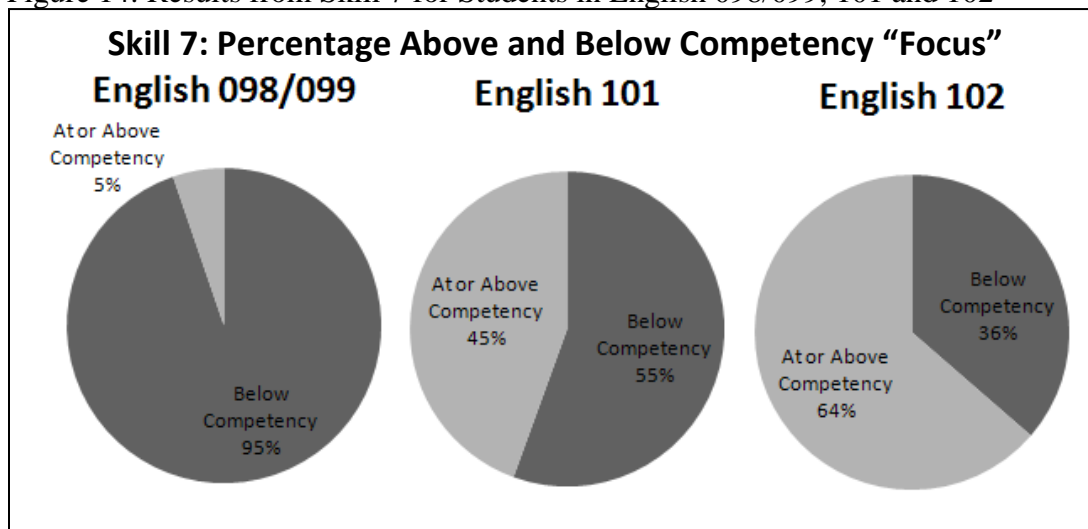
Results for Skill 8

For Skill 8: "Organization: Logically organizes supportive ideas around thesis," a total of 85 students were assessed: 18 from English 098/099, 45 from English 101, and 22 from English 102. Percentages by competency level are listed below and displayed graphically in Figure 15. Based on these results, 6% of students in English 098/099, 51% of students in English 101, and 64% of students in English 102 were at or above competency for Skill 8 (See Figure 16).

English 098/099:
    Beginning: 22%
    Developing: 72%
    Competent: 6%
    Accomplished: 0%

English 101:
    Beginning: 11%
    Developing: 38%
    Competent: 13%
    Accomplished: 38%

English 102:
    Beginning: 9%
    Developing: 27%
    Competent: 27%
    Accomplished: 37%

Figure 15: Results from Skill 8 for Students in English 098/099, 101 and 102
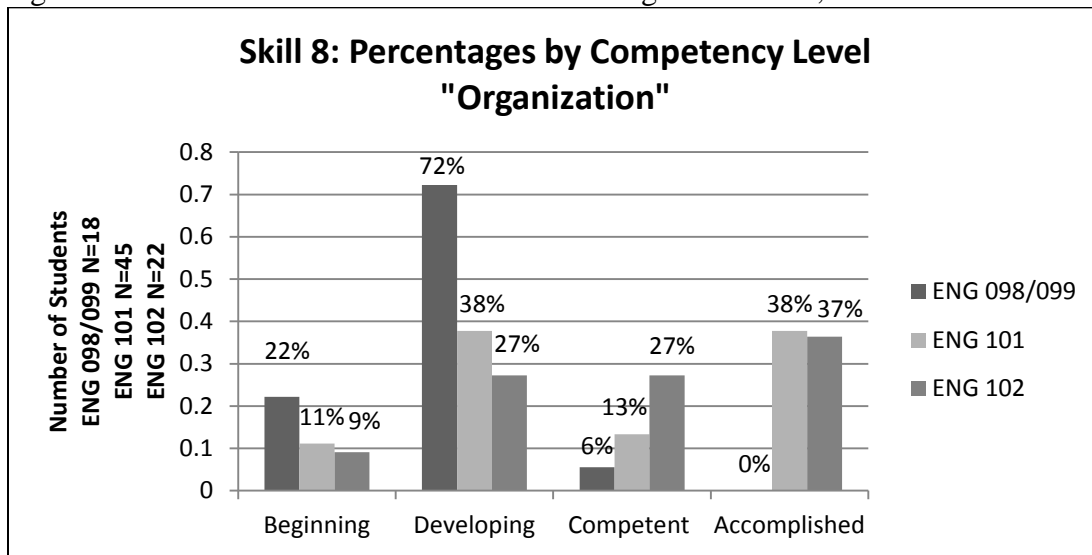
Figure 16: Results from Skill 8 for Students in English 098/099, 101 and 102
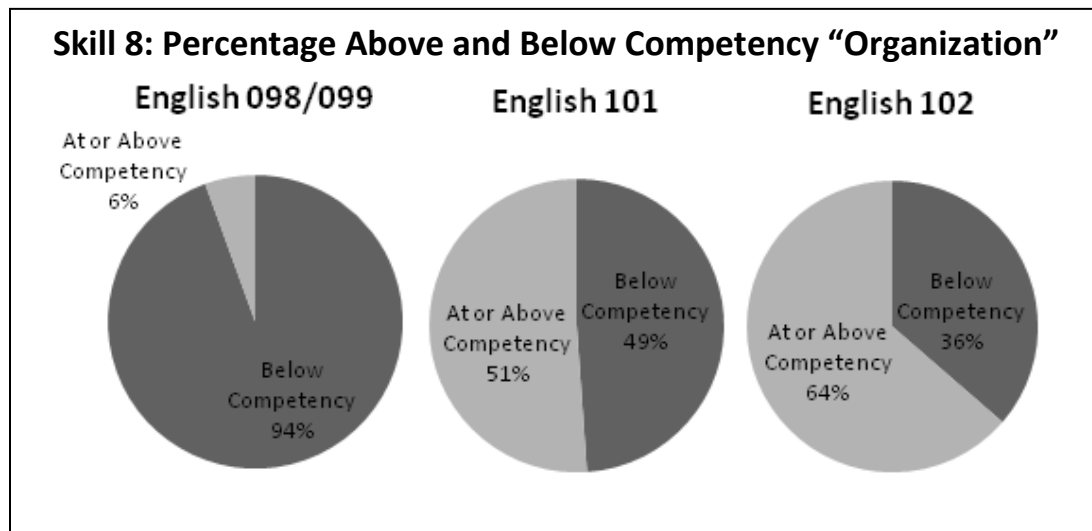
Results for Skill 9

For Skill 9: "Correctness: Uses correct diction, syntax, usage, and grammar and mechanics," a total of 34 students were assessed from English 101. Students in English 098/099 and 102 were not assessed on Skill 9. Percentages by competency level are listed below and displayed graphically in Figure 17. Based on these results, 35% of students in English 101 were at or above competency for Skill 9 (See Figure 18).

English 101:

Beginning: 21%
Developing: 44%
Competent: 21%
Accomplished: 14%

Figure 17: Results from Skill 9 for Students in English 101
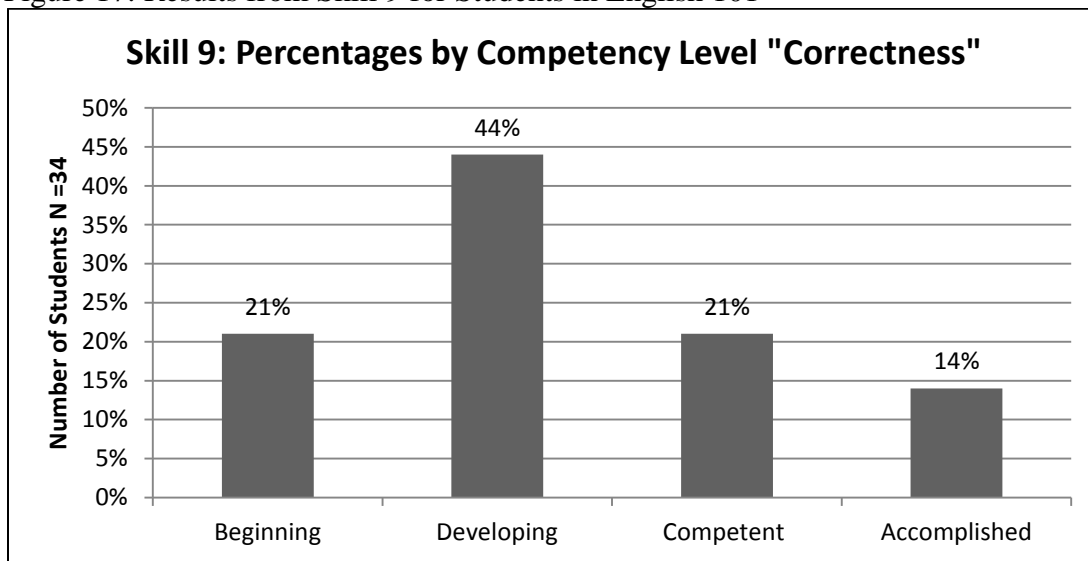
Figure 18: Results from Skill 9 for Students in English 101
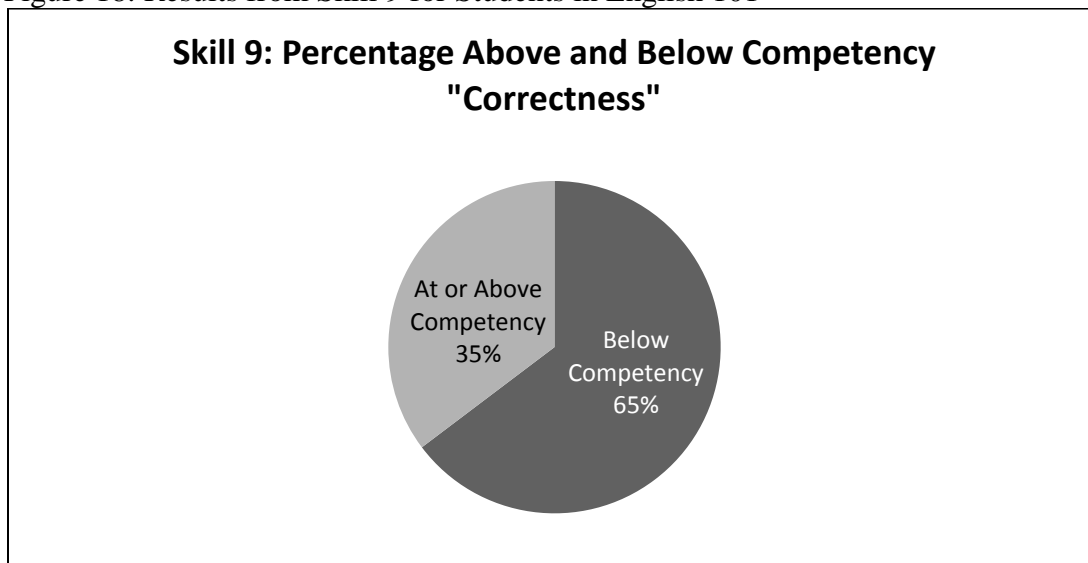
Results for Skill 10

For Skill 10: "Documentation: Documents sources of information using the accepted form," a total of 85 students were assessed: 19 from English 098/099, 44 from English 101, and 22 from English 102. Percentages by competency level are listed below and displayed graphically in Figure 19. Based on these results, 0% of students in English 098/099, 61% of students in English 101, and 46% of students in English 102 were at or above competency for Skill 10 (See Figure 20).

English 098/099:
- Beginning: 42%
- Developing: 58%
- Competent: 0%
- Accomplished: 0%

English 101:
- Beginning: 14%
- Developing: 25 %
- Competent: 47%
- Accomplished: 14%

English 102:
- Beginning: 27%
- Developing: 27%
- Competent: 14%
- Accomplished: 32%

Figure 19: Results from Skill 10 for Students in English 098/099, 101 and 102
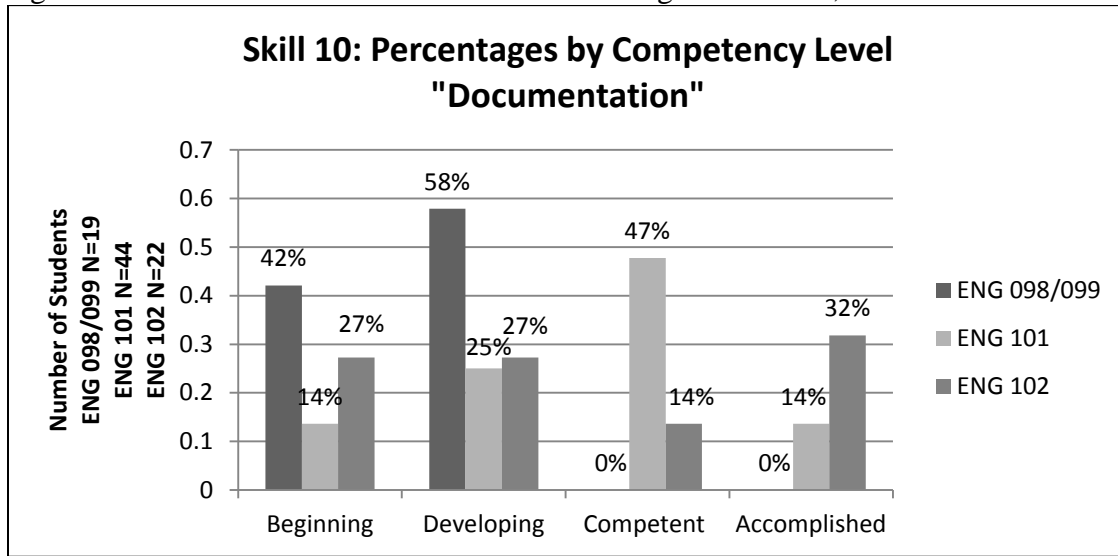
Figure 20: Results from Skill 10 for Students in English 098/099, 101 and 102
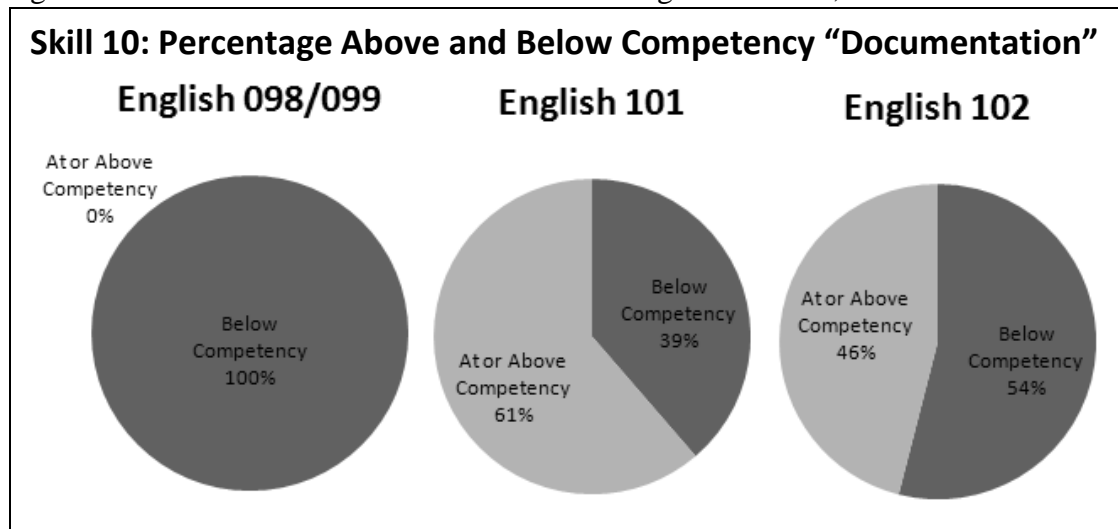
<u>Skill Results by Course</u>

English 098/099

        Figure 21 shows that, on the whole, very large percentages of students assessed in English 098/099 are performing below competency in all nine Effective Communication skills assessed. Over 90% of students scored below competency on seven of the nine skills. The highest percentage of students are at or above competency on Skill 3: **"Annotation,"** with 42%.

Figure 21: Results across skills for students in English 098/099
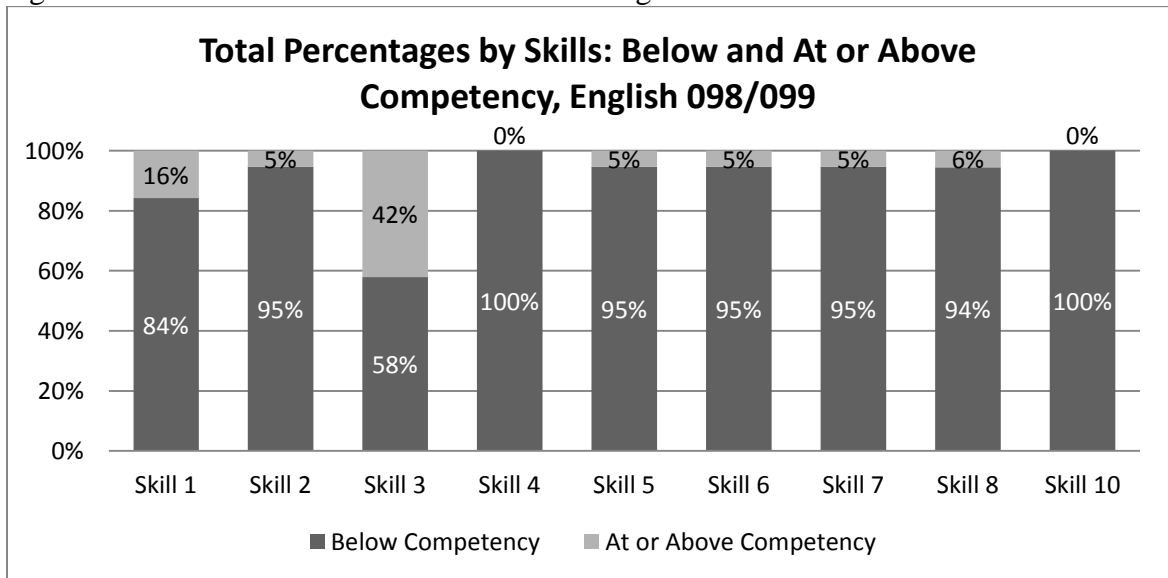
Total Percentages by Skills: Below and At or Above Competency, English 098/099

1.Summary 2. Paraphrase 3. Annotation 4. Outline 5. Task 6. Central Idea 7. Focus 8. Organization 9. Correctness 10. Documentation

English 101

Figure 22 shows that although the majority of students assessed in English 101 are performing at or above competency level in six of the eight Effective Communication skills assessed, less than two-thirds of students are performing at or above competency on four of these skills. The highest percentages of students are at or above competency on Skill 1: **"Summary,"** and Skill 2: **"Paraphrase,"** with at least 95% of students at or above competency, while the lowest number of students are at or above competency on Skill 9: **"Correctness"** at 35% and Skill 7: "**Focus**" at 44%.

Figure 22: Results across skills for students in English 101
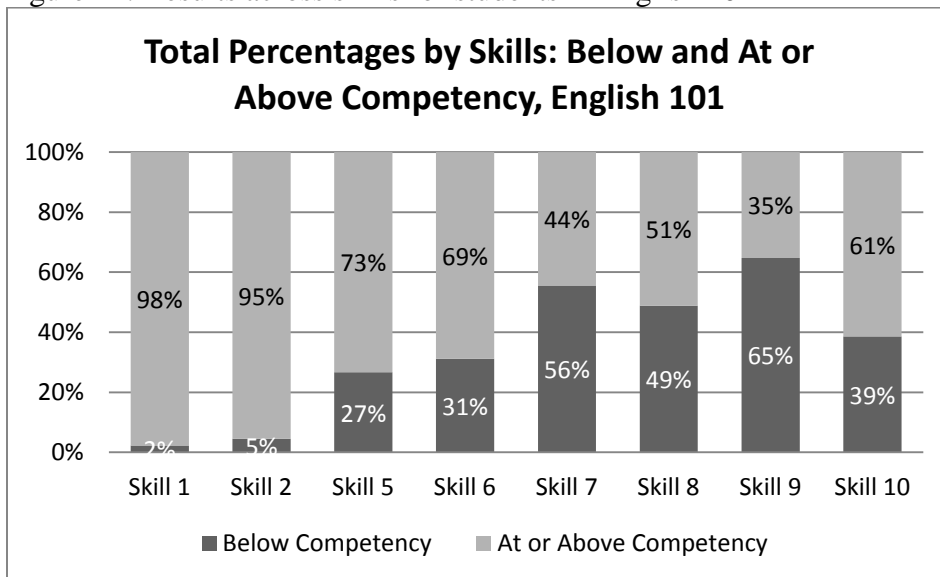
1.Summary 2. Paraphrase 3. Annotation 4. Outline 5. Task 6. Central Idea 7. Focus 8. Organization 9. Correctness 10. Documentation

English 102

Figure 23 shows that just under two-thirds of students assessed in English 102 are performing at or above competency level on four of the five of the Effective Communication skills assessed. The highest percentages of students are at or above competency on Skill 6: **"Central Idea,"** Skill 7: **"Focus,"** and Skill 8: **"Organization"** with 64% of students at or above competency in each, while the lowest number of students are performing at or above competency on Skill 10: **"Documentation"** at 45%.

Figure 23: Results across skills for students in English 102
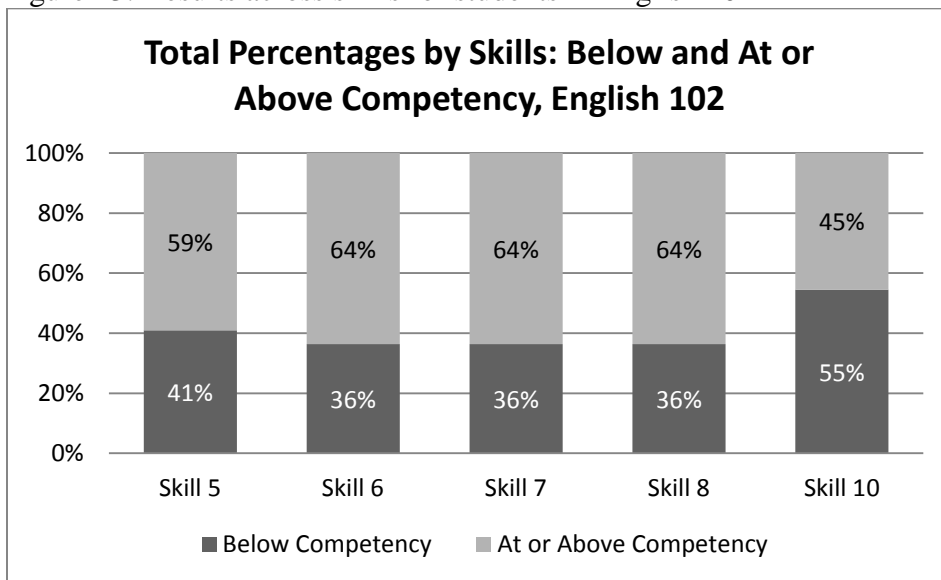
1.Summary 2. Paraphrase 3. Annotation 4. Outline 5. Task 6. Central Idea 7. Focus 8. Organization 9. Correctness 10. Documentation

Comparison of **Overall** Competency Scores by Course

 For the five skills on which all students were assessed (Task, Central Idea, Focus, Organization, and Documentation), a total of 86 students were assessed, 19 from English 098/099, 45 from English 101, and 22 from English 102. Percentages by competency level are listed below and displayed graphically in Figure 19. Based on these results, 0% of students in English 098/099, 62% of students in English 101, and 50% of students in English 102 were at or above competency **overall** for these five skills (See Figures 26 and 27).

English 098/099:		English 101:		English 102:	
Beginning:	26%	Beginning:	9%	Beginning:	14%
Developing:	74%	Developing:	29%	Developing:	36%
Competent:	0%	Competent:	27%	Competent:	14%
Accomplished:	0%	Accomplished:	35%	Accomplished:	36%

Figure 26
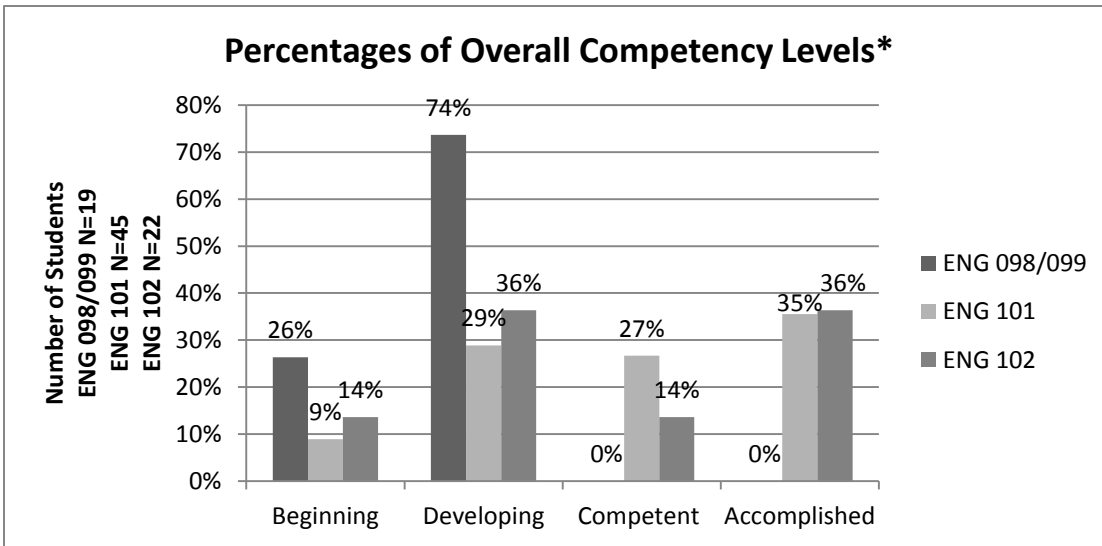
Figure 27
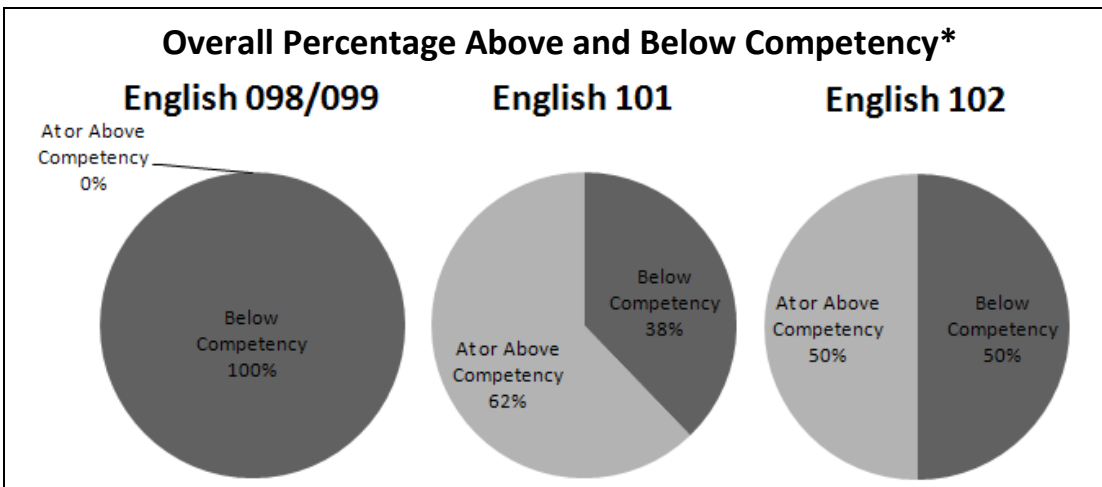
*Please note that percentages are based on the average scores computed for each student on the five skills for which all students were assessed. These skills are: Task, Central Idea, Focus, Organization, and Documentation.

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<u>Mean and Median Scores</u>

The table in Appendix B shows individual students' scores on each skill, as well as their overall competency. Each competency level was assigned a number, Beginning=1, Developing=2, Competent=3, and Accomplished=4. The average and median competency scores were calculated for each skill on the Effective Communication Rubric for all students from each course, and are shown in Table 1 below.

Table 1. Mean and median scores for each skill by Course

Skill	English 098/099		English 101		English 102	
	Mean Score	Median Score	Mean Score	Median Score	Mean Score	Median Score
1. Summary	1.95	2.00	3.75	4.00	*N/A*	*N/A*
2. Paraphrase	1.79	2.00	3.61	4.00	*N/A*	*N/A*
3. Annotation	2.26	2.00	*N/A*	*N/A*	*N/A*	*N/A*
4. Outline	1.79	2.00	*N/A*	*N/A*	*N/A*	*N/A*
5. Task	1.84	2.00	3.07	3.00	2.86	3.00
6. Central Idea	1.89	2.00	3.18	4.00	2.82	3.00
7. Focus	1.79	2.00	2.69	2.00	2.82	3.00
8. Organization	1.83	2.00	2.78	3.00	2.91	3.00
9. Correctness	*N/A*	*N/A*	2.29	2.00	*N/A*	*N/A*
10. Documentation	1.58	2.00	2.61	3.00	2.55	2.50
All Skills	**1.86**	**2.00**	**3.02**	**3.13**	**2.79**	**2.90**

Table 2. Score interpretation guidelines

Level	Score Range
Beginning	1.00-1.75
Developing	1.76-2.50
Competent	2.51-3.25
Accomplished	3.26-4.00

<u>Findings</u>

This assessment yields the following findings:

- o For the five skills on which all students were assessed, 62% of students in English 101 scored at or above competency overall while 50% of students in English 102 scored at or above competency overall

- o In English 101, almost 100% of the students assessed scored at or above competency in two skills: Summary and Paraphrase.

o The fact that students in English 102 were only assessed on five of the ten skills makes it difficult to assess overall Effective Communication skill levels as defined by the rubric. It also presents difficulties in assessing differences between skill levels at the English 101 and 102 levels. However, in comparing results on the five skills that were assessed in both English 101 and 102, higher percentages of English 102 students were at or above competency on two skills: Focus and Organization; whereas, higher percentages of English 101 students were at or above competency on the remaining three skills: Task, Central Idea, and Documentation.

o There is a possible discrepancy between the skills on the rubric and the student learning outcomes in English 101 and 102, since faculty did not feel they could assess students on certain skills on the rubric.

As stated earlier, findings show that students from English 098/099 scored substantially lower overall than students from English 101 and 102. This result is not surprising given that students from English 098/099 are not expected to be competent on the Effective Communication measures. The fact that students from English 101 scored higher than their counterparts in English 102 on Task, Central Idea, and Documentation could be explained by rater differences (see below). This also may demonstrate that the skills on the rubric correspond more closely to the student learning outcomes of English 101 than of English 102. (It should be noted that the rubric was created before the student learning outcomes were finalized. See Appendix D for student learning outcomes for all three courses.)

Other factors that contribute to the difficulty of interpreting the data presented in this report include:

- The small sizes of each of the three samples, 19 for English 098/099, 45 for English 101, and 22 for English 102, which make it difficult to generalize results

- The fact that all of the English 098/099 sections were taught by the same professor, all sections of English 101 were taught by the same professor, and yet another professor taught all sections of English 102 means that any score differences could be attributed to rater differences.

Future assessments would have improved reliability and validity if there were a larger sample size, more faculty participated in the assessment, and all students were assessed on the same skills. It is recommended that the rubric be revised in order to be both flexible enough for use in a variety of courses across the College, and aligned with course learning outcomes that have been developed.

COMMUNITY COLLEGE OF PHILADELPHIA
RUBRIC FOR ASSESSMENT OF EFFECTIVE COMMUNICATION

Students will be able to make a written, oral or visual presentation that demonstrates comprehension of any source of information and that addresses the assigned topic, expresses a thesis, develops a sustained focus on the central idea, organizes supportive ideas around the thesis, and uses correct diction, syntax, usage, grammar and mechanics.

Criteria	Beginning (1)	Developing (2)	Competent (3)	Accomplished (4)
Summary: Restates in student's own words main details of a text without opinions	Has no major supporting details, plagiarizes, includes opinions ☐	Has some major supporting ideas, excessive phrasing from original, no opinions ☐	Has most major supporting ideas, some phrasing from original, no opinions ☐	Has all major supporting ideas entirely in the student's own words, no opinions ☐
Paraphrase: The restatement of a text passage in students' own words without opinion	Does not show understanding of text, is plagiarized, leaves out most of original content, contains opinion, does not convey original meaning ☐	Shows partial understanding of text, includes mostly synonyms for original words, includes most of the original content, contains opinion, does not convey original meaning ☐	Is written almost entirely in the writer's own words, includes most of the original content of text, contains opinion, does not convey original meaning ☐	Shows clear understanding of text, is written entirely in the writer's own words, includes all the original content, does not contain opinion, conveys meaning of original ☐
Annotation: Detailed notes on a text	Is written only in full sentences, combines main and supporting ideas completely copied from the original, unknown words are not defined ☐	Is written only in full sentences, delineates few main from supporting ideas, does not include student's thoughts and connections to outside material, uses considerable phrasing from the original, unknown words are not defined ☐	Mixes notes and full sentences, delineates some main ideas from supporting ideas, does not include student's thoughts and connections to outside material, uses some phrasing from the original, some unknown words are not defined ☐	Is written in short notes, delineates all main ideas from supporting ideas, includes most of the content of the original, contains no opinion, conveys meaning of original, unknown words are defined ☐

Criteria	Beginning (1)	Developing (2)	Competent (3)	Accomplished (4)
Outline: Restates in students' own words the main and supporting details of text	Does not cover main ideas of original text, is written in phrases and sentences, does not distinguish main from supporting ideas, is paraphrased from original ☐	Covers all main ideas of original text, is written in phrases and sentences, somewhat distinguishes main from supporting ideas, is paraphrased from original ☐	Covers most main ideas of original text, is written mostly in phrases, mostly distinguishes main from supporting ideas, is paraphrased from original ☐	Covers all main ideas of original text, is written in phrases, completely distinguishes main from supporting ideas, is written in student's own words ☐
Task: Addresses the assigned topic	Addresses the topic in a very general nature or not at all ☐	Addresses the topic with limited specificity ☐	Addresses the topic in a specific, individual manner ☐	Addresses the topic creatively with unique individual insights ☐
Central Idea: Expresses a central idea or thesis	Implies a central idea or thesis through its content or not at all ☐	States in its introduction a central idea or thesis drawn directly from the language of the assignment ☐	States in its introduction a central idea or thesis that explores a logical relationship among parts of the assigned topic ☐	States in its introduction a sophisticated and well-reasoned central idea or thesis that clearly establishes an order for ideas in the body of support ☐
Focus: Develops a sustained focus on the central idea	Some or none of the parts develop the central idea ☐	Most parts develop the central idea ☐	All parts strengthen the focus of the central idea ☐	All parts deepen the focus of the central idea ☐
Organization: Logically organizes supportive ideas around thesis	Some or none supporting ideas relate to the central idea or thesis ☐	Most supporting ideas relate to the central idea or thesis ☐	All supporting ideas relate to the central idea or thesis ☐	All supporting ideas relate to and develop the central idea or thesis ☐
Correctness: Uses correct diction, syntax, usage, and grammar and mechanics	Many errors in expression ☐	Few errors in expression ☐	No errors in expression ☐	Exceptional use of diction, syntax, usage, grammar and mechanics in a polished style ☐
Documentation: Documents sources of information using the accepted form	Some or no sources are documented ☐	Some sources documented in accepted form ☐	Most sources documented in accepted form ☐	All sources documented in accepted form ☐

Appendix B

Individual Student Scores by Skill Level and Overall Competency Scores: English 098/099

	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 10	Overall*
Student 1	1	1	2	1	1	2	1	1	2	1.3
Student 2	2	2	3	2	2	2	2	2	2	2.1
Student 3	1	1	1	1	1	1	1	1	1	1.0
Student 4	3	2	3	2	2	2	2	2	2	2.2
Student 5	3	2	3	2	2	2	2	3	2	2.3
Student 6	2	2	2	2	2	2	2	2	2	2.0
Student 7	1	1	1	1	1	1	1	1	1	1.0
Student 8	2	2	3	2	2	2	2	2	2	2.1
Student 9	2	2	2	2	2	2	2	2	2	2.0
Student 10	2	2	2	2	2	2	2	2	1	1.9
Student 11	2	2	3	2	2	2	2	2	2	2.1
Student 12	2	2	2	2	2	2	2	2	1	1.9
Student 13	2	2	3	2	2	2	1	2	1	1.9
Student 14	2	2	3	2	2	2	2	2	2	2.1

	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 10	Overall*
Student 15	2	2	2	2	2	2	2	2	2	2.0
Student 16	2	2	3	2	2	2	2	2	1	2.0
Student 17	3	3	2	2	3	3	3	-	2	2.6
Student 18	2	1	2	2	2	2	2	2	1	2.0
Student 19	1	1	1	1	1	1	1	1	1	1.0

Note: Each competency score was assigned a number: Beginning=1, Developing=2, Competent=3, and Accomplished=4.

Note: Student scores were averaged across skill levels for Overall Competency Scores

Individual Student Scores by Skill Level and Overall Competency Scores: English 101

	Skill 1	Skill 2	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Overall*
Student 1	3	3	2	2	2	2	1	2	2.1
Student 2	4	4	4	4	4	4	2	-	3.7
Student 3	4	4	3	3	3	3	2	3	3.1
Student 4	4	4	2	2	1	1	3	1	2.3
Student 5	4	3	4	4	3	4	-	3	3.6
Student 6	3	3	3	3	2	2	2	3	2.6
Student 7	4	4	3	3	2	2	2	4	3.0
Student 8	3	3	3	3	2	2	-	2	2.6
Student 9	4	4	2	2	2	2	1	3	2.5
Student 10	3	3	2	2	2	3	1	3	2.4
Student 11	4	4	4	4	4	4	3	2	3.6
Student 12	3	2	2	3	2	2	-	1	2.1
Student 13	4	3	4	4	4	4	2	3	3.5
Student 14	4	4	3	3	3	3	2	3	3.1
Student 15	4	4	4	4	4	4	4	4	4.0
Student 16	4	4	4	4	4	4	2	3	3.6

	Skill 1	Skill 2	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Overall*
Student 17	3	3	2	2	2	2	2	4	2.5
Student 18	4	4	3	2	1	4	2	2	2.8
Student 19	4	4	4	4	4	4	-	3	3.9
Student 20	4	4	3	4	2	2	-	3	3.1
Student 21	4	4	3	4	2	2	2	2	2.9
Student 22	4	4	3	2	2	3	3	3	3.0
Student 23	4	4	4	4	4	4	4	4	4.0
Student 24	4	3	3	3	3	3	-	2	3.0
Student 25	4	4	4	4	4	4	4	2	3.8
Student 26	4	4	4	4	4	4	2	2	3.5
Student 27	4	4	4	4	4	4	4	4	4.0
Student 28	4	4	4	4	4	4	3	3	3.8
Student 29	4	4	4	4	4	4	3	3	3.8
Student 30	-	-	3	2	2	2	-	2	2.2
Student 31	3	3	1	2	1	1	1	3	1.9
Student 32	4	4	2	2	2	2	2	2	2.5

	Skill 1	Skill 2	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Overall*
Student 33	4	4	4	4	2	2	-	3	3.3
Student 34	3	3	2	2	2	2	1	2	2.1
Student 35	4	4	4	4	4	1	2	4	3.4
Student 36	4	4	3	4	4	4	3	3	3.6
Student 37	4	4	4	4	2	2	-	3	3.3
Student 38	2	2	3	4	2	2	1	1	2.1
Student 39	4	4	1	2	1	1	3	3	2.4
Student 40	4	4	3	4	4	4	2	3	3.5
Student 41	3	3	3	3	2	2	2	3	2.6
Student 42	4	3	2	1	1	1	-	1	1.9
Student 43	4	4	3	4	2	2	1	1	2.6
Student 44	4	3	2	2	2	3	-	1	2.4
Student 45	4	4	4	4	4	4	4	3	3.9

Note: Each competency score was assigned a number: Beginning=1, Developing=2, Competent=3, and Accomplished=4.

Note: Student scores were averaged across skill levels for Overall Competency Scores

Individual Student Scores by Skill Level and Overall Competency Scores: English 102

	Skill 5	Skill 6	Skill 7	Skill 8	Skill 10	Overall*
Student 1	2	1	2	2	2	1.8
Student 2	2	2	2	2	1	1.8
Student 3	4	4	4	4	4	4.0
Student 4	4	4	4	4	4	4.0
Student 5	2	2	1	1	1	1.4
Student 6	2	2	2	2	2	2.0
Student 7	4	4	4	4	4	4.0
Student 8	2	1	2	2	1	1.6
Student 9	4	4	4	4	4	4.0
Student 10	3	3	3	2	1	2.4
Student 11	3	3	3	3	3	3.0
Student 12	4	4	4	4	4	4.0
Student 13	1	2	3	3	3	2.4
Student 14	3	1	3	3	2	2.4
Student 15	4	4	4	4	4	4.0

	Skill 5	Skill 6	Skill 7	Skill 8	Skill 10	Overall*
Student 16	2	3	3	2	2	2.4
Student 17	3	3	2	3	3	2.8
Student 18	3	3	2	3	2	2.6
Student 19	4	4	3	4	4	3.8
Student 20	2	3	3	3	1	2.4
Student 21	4	4	3	4	3	3.6
Student 22	1	1	1	1	1	1.0
Note: Each competency score was assigned a number: Beginning=1, Developing=2, Competent=3, and Accomplished=4.						
Note: Student scores were averaged across skill levels for Overall Competency Scores						

Appendix C: Section by Section Results

Section by Section Results: Section 01, ENG 101

N=16	Beginning	Developing	Competent	Accomplished
Skill 1: Summary	0	0	3	13
Skill 2: Paraphrase	0	1	2	13
Skill 3: Annotation	-	-	-	-
Skill 4: Outline	-	-	-	-
Skill 5: Task	0	3	5	8
Skill 6: Central Idea	0	2	2	12
Skill 7: Focus	0	7	0	9
Skill 8: Organization	1	7	0	8
Skill 9: Correctness	2	7	2	2
Skill 10: Documentation	1	5	7	2

Section by Section Results: Section 02, ENG 101

N=15	Beginning	Developing	Competent	Accomplished
Skill 1: Summary	0	1	3	10
Skill 2: Paraphrase	0	1	6	7
Skill 3: Annotation	-	-	-	-
Skill 4: Outline	-	-	-	-
Skill 5: Task	0	4	6	5
Skill 6: Central Idea	0	6	2	7
Skill 7: Focus	0	10	2	3
Skill 8: Organization	0	7	4	4
Skill 9: Correctness	4	3	3	0
Skill 10: Documentation	3	3	8	1

Section by Section Results: Section 03, ENG 101

N=14	Beginning	Developing	Competent	Accomplished
Skill 1: Summary	0	0	3	11
Skill 2: Paraphrase	0	0	5	9
Skill 3: Annotation	-	-	-	-
Skill 4: Outline	-	-	-	-
Skill 5: Task	2	3	5	4
Skill 6: Central Idea	1	5	4	4
Skill 7: Focus	5	3	2	4
Skill 8: Organization	4	3	2	5
Skill 9: Correctness	1	5	2	3
Skill 10: Documentation	2	3	6	3

Section by Section Results: Section 04, ENG 102

N=11	Beginning	Developing	Competent	Accomplished
Skill 1: Summary	-	-	-	-
Skill 2: Paraphrase	-	-	-	-
Skill 3: Annotation	-	-	-	-
Skill 4: Outline	-	-	-	-
Skill 5: Task	2	2	4	3
Skill 6: Central Idea	2	2	4	3
Skill 7: Focus	1	3	4	3
Skill 8: Organization	1	3	4	3
Skill 9: Correctness	-	-	-	-
Skill 10: Documentation	2	4	2	3

Section by Section Results: Section 05, ENG 102

N=11	Beginning	Developing	Competent	Accomplished
Skill 1: Summary	-	-	-	-
Skill 2: Paraphrase	-	-	-	-
Skill 3: Annotation	-	-	-	-
Skill 4: Outline	-	-	-	-
Skill 5: Task	0	5	1	5
Skill 6: Central Idea	2	2	2	5
Skill 7: Focus	1	3	4	3
Skill 8: Organization	1	3	2	5
Skill 9: Correctness	-	-	-	-
Skill 10: Documentation	4	2	1	4

Section by Section Results: Section 06, ENG 098/99

N=19	Beginning	Developing	Competent	Accomplished
Skill 1: Summary	4	12	3	0
Skill 2: Paraphrase	5	13	1	0
Skill 3: Annotation	3	8	8	0
Skill 4: Outline	4	15	0	0
Skill 5: Task	4	14	1	0
Skill 6: Central Idea	3	15	1	0
Skill 7: Focus	5	13	1	0
Skill 8: Organization	4	13	1	0
Skill 9: Correctness	-	-	-	-
Skill 10: Documentation	8	11	0	0

Appendix D: Student Learning Outcomes for English 098, English 099, English 101 and English 102

English 098 - Fundamentals of Writing

Instruction and intensive practice in the development of academic reading and writing skills. Analysis of literary and non-fiction materials. Extensive practice in the writing process leading to the five paragraph essay. Study of advanced grammar. Some sections will be linked to other English courses. Some linked sections are designated "ESL" for non-native speakers of English. Credit will not be applied toward graduation. Prereq: "Pass" grade in ENGL 093 or ENGL 097 or placement.

Upon completion of this course students will be able to:

- Analyze a written assignment
- Demonstrate ability to complete various states of the writing process
- Complete essays of 400-500 words in various rhetorical modes
- Structure essays with paragraphs including an introduction, body and conclusion
- Compose essays with no constant pattern of verb errors or sentence boundary issues
- Evaluate effectiveness of their own writing via feedback from professor, peers and self

English 099 - Reading Improvement

Instruction and practice in developing strategies for college reading in fiction and non-fiction. Writing required. Some sections are designated for non-native speakers of English. Credit will not be applied toward graduation. Prereq: "Pass" grade in ENGL 083, or placement test.

Upon completion of this course students will be able to:

- Identify and evaluate genre, function and effectiveness of a text
- Annotate a variety of texts with marginal notes that identify main ideas and supporting details
- Discern word meaning via dictionary use, context clues and identification of word parts
- Paraphrase a short passage
- Summarize a complex text
- Evaluate own reading strategies for effectiveness

English 101 – English Composition I

First of a two-part sequence in English composition. This course requires the writing of academic essays of about 500 words which develop significant ideas in a sequence of well-organized paragraphs with a minimum of errors. Students are expected to use a variety of rhetorical patterns and respond in writing to assigned reading. Prerequisite: "Pass" grade in 098 or satisfactory score on the composition placement test.

Upon completion of this course students will be able to:

- Use appropriate rhetorical development (such as analysis, comparison/contrast, interpretation and argument) to respond to the central ideas of an assigned text
- Paraphrase sentences and short passages from reading texts
- Analyze a written assignment
- Develop essays of varying length and complexity that incorporate ideas from texts
- Use a variety of sentence patterns, indicating a generally mature style
- Evaluate effectiveness of their own writing via feedback from professor, peers and self to produce a rigorous revision
- Use vocabulary that conveys meaning accurately and appropriately for a college student

English 102 – English Composition II

English 102 is the second half of the two-course sequence in English composition. Students continue to improve their academic reading and writing skills and critically examine issues raised by course texts. Course materials and the topics of study may vary in subject matter from one instructor to another. Course activities facilitate independent library and Web-based research. Students' work culminates in a final research paper.

Upon completion of the course, students will be able to:

- Identify an information need and formulate a research question or thesis statement
- Demonstrate basic knowledge of how information is organized in order to locate, select, and access resources, using search tools such as databases, search engines, inter-library loan, etc.
- Evaluate resources based on the purpose of the information and its accuracy, credibility, authority, objectivity, and timeliness/currency
- Demonstrate effective use of information and accomplishment of specific objectives as assigned (i.e. research project, assignment, etc.)
- Use resources ethically and demonstrate understanding of the legal and policy issues associated with the use of information
- Initiate, develop and support a longer research paper or a series of shorter papers of increasing complexity on a significant topic that contains a coherent argument in support of a thesis statement

- Demonstrate academic reading and writing skills through completion of research paper assignments and analyses of written texts