

General Education Assessment: 5-Year Report

Objective: 1

Department: English and Philosophy

**Representative to Objective Review Committee: Dr. Lydia Wilkes, Composition
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Course(s): ENGL1101 and 1102

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Introduction

Because Objective 1 enters the five-year cycle for reports after only two years of GERC assessment, this report covers the period 2015-2017. The assessment plan for Objective 1 set forth a review of the competencies on a rotation, one or two of the competencies being evaluated each year. Included within this two-year period are assessments of competencies 4 and 5 (2015-16) and competency 3 (2016-17). An additional 2016-17 assessment was performed specific to dual-enrollment delivery of ENGL1101 and focused on competencies 2 and 6. Full assessment reports are kept on file in the department's Box files and can be made available to the GERC on request. The department also retains the raw data for assessment in Box.

Objective 1 Competencies

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
2. Adopt strategies and genre appropriate to the rhetorical situation.
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
5. Address readers' biases and assumptions with well-developed evidence-based reasoning.
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
7. Read, interpret, and communicate key concepts in writing and rhetoric.

2015-16 Assessment of Competencies 4 and 5

Means of assessment

Survey: Teachers of ENGL1102 responded to a survey evaluating their students' academic writing and critical reading abilities and student confidence in those skills. These surveys paralleled each other so that the same questions on writing competencies were addressed. While many of the questions on the survey pertained to Competencies 4 and 5, some of the questions pertained to other competencies. We received 192 responses from an estimated 950 students in all ENGL1102 sections. We received 23 surveys from 25 teachers sent the survey. (See Appendix A.)

Direct assessment of essays: The Director of Composition used a random number generator to select four faculty from differing teaching groups (tenured faculty, full-time lecturers, graduate teaching assistant) to send e-texts of student papers from six students, three from an early assignment and three from an assignment directly focused on a research and argument topic. Assignment guidelines and/or prompts were required as well. Each of these students was selected by a random number generator. The 24 essays were then read by English faculty serving on the department’s Composition Committee and scored using a rubric developed for competencies 4 and 5 based on the VALUE rubric. (See Appendix B.)

Results: Survey

Survey Concerning Competency 4/5 Skills

	% Students with high confidence in this skill (A answers)	% Teachers confident the majority of students have achieved this skill (A answers)
<i>Identify the range of steps and explain the process of analyzing expository and argumentative prose.</i>	46	30
<i>Identify and explain the range of disciplinary, ideological, and rhetorical perspectives that characterize academic writing.</i>	43	22
<i>Analyze and interpret expository and argumentative prose.</i>	62	74
<i>Explain and demonstrate the ability to synthesize perspectives and arguments using a range of primary and secondary sources.</i>	61	26

(See Appendix C for survey results mainly pertinent to other objectives.)

In general, students tended to be more optimistic about their writing competencies than were their instructors. Notable from the survey results pertinent to Objectives 4 and 5 is the students’ own relative lack of confidence in being able to explain the interpretive process in reading academic prose and being able to identify and explain the perspectives of academic prose from disciplinary, ideological, or rhetorical points of view. On the other hand, students were more confident that they can analyze and interpret prose, generally speaking, and

their teachers agreed. In regards to being able to synthesize primary and secondary sources in their own writing, students had a much higher level of confidence than did their teachers.

The survey results point to areas that could be even more specifically emphasized in teaching of ENGL1102: step-by-step source analysis, source synthesis, and rhetorical analysis of source assumptions and contexts.

Results: Student Work

Student Work Scored against Rubric (4 excellent; 3 good; 2 adequate; 1 limited)

Competency: Skill	Early Assignment Average	Late Assignment Average	Overall Average
4: Synthesis of sources	2.02	2.42	2.22
4: Summary/paraphrase	2.20	2.45	2.33
5: Use of evidence/argument	2.03	2.52	2.28
5: Use of information/research	2.10	2.72	2.40
6: Conventions of citation	1.95	2.45	2.20
1: Overall fluency	2.77	2.73	2.75

Scoring of the randomly selected student work samples revealed that students were performing on balance adequately early in the semester, with the exception of their ability to follow conventions of academic citation. Early in the semester their overall writing fluency was the best quality in their work, suggesting that they had brought into the course some of the principles of writing taught in the pre-requisite course, ENGL1101. (Survey results also reflect their confidence in writing principles and processes taught in 1101; see Appendix C, Competencies 1 and 7.) Students’ late semester work showed growth in all areas except writing fluency, which remained at the same level. By late semester, students on balance had achieved a more-than-adequate level of skill in Competencies 4 and 5 and had brought up their citation skills to match their Competency 4/5 skills.

Because the scores for competencies in research and argument hovered between "adequate" and "good" even for the essays that were written at the end of the semester, the Director of Composition re-read some of these essays, both early and late, as a check on the evaluative process. Those essays receiving the lower scores revealed the greatest student challenges with synthesizing material from differing sources of information, suggesting that the skill of synthesis could be even more specifically pinpointed in teaching of ENGL1102.

The scoring of student work bears out at least some of the confidence expressed by students in the survey. The difference between student perception and teacher perception, as expressed in the survey, may rest in part on interpretation of the survey questions. A student doing more-than-adequate (C+/B- level) work may feel confident and satisfied with that result, while a teacher may interpret performance at a higher level (B+/A) as achievement of a skill.

2016-17 Assessment of Competency 3

Means of assessment

Direct assessment of essays: All teachers of ENGL1102 were asked to provide a late-semester essay, including any pre-drafting work, by the fourth student in each section's class list. The Director of Composition and two faculty scored the essays against an adaptation of the VALUE rubric pinpointing Competency 3 skills. (Appendix D.) Results were compiled in the aggregate and by categories of course delivery. The latter category of analysis was used because it was not a variable examined in the previous assessment.

Results

Scoring of the student work samples revealed that students were performing on balance adequately or better in their late semester work. By completion of their late-semester essays, 83% of the students sampled had produced work scored greater than 2.0 overall. The average overall score was 2.74.

The sample for dual enrollment was too small (N=1) to draw conclusions about that mode of delivery, although the one sample collected was quite a good one (overall score 3.25). Although the sample for online delivery was also small (N=3), the low scores (average 1.97 with only one of three students performing adequately) suggest that online delivery of ENGL1102 may not be as effective as in-seat delivery. No significant variation is evident among the categories of teachers of ENGL1102 (tenure-track, lecturer, adjunct). The lowest percentage of students performing better than adequately is in the first skill assessed, information access. This skill pertains to source search strategies and appropriateness and relevance of information sources.

Student Work Scored against Competency 3 Rubric (4 excellent; 3 good; 2 adequate; 1 limited)

Delivery Method	Information Access Ave. score % >2	Use of Source Material	Multiple Ideas/ Perspectives	Appropriate to Rhetorical Context	Overall Score
In-seat, TT faculty (8 samples)	2.88 63%	2.86 88%	2.94 88%	2.92 88%	2.87 88%
In-seat, lecturer (15 samples)	2.83 60%	2.49 53%	2.80 73%	2.78 67%	2.74 87%
In-seat, adjunct (3 samples)	3.11 67%	3.00 67%	3.11 100%	3.11 100%	3.08 100%
Dual enrollment (1 sample)	2.67 100%	3.67 100%	3.33 100%	3.33 100%	3.25 100%
Online (2 adjunct, 1 TT) (3 samples)	1.44 33%	2.00 33%	2.00 0%	2.11 67%	1.97 33%
Overall average	2.76 60%	2.63 63%	2.81 77%	2.80 77%	2.74 83%

2016-17 Assessment of Dual-enrollment Delivery of ENGL1101, focusing on Competencies 2 and 6

Means of assessment

Direct assessment of essays: Student essays were solicited from all dual-enrollment teachers with an ENGL 1101 assignment during the first or second trimester and first semester of AY16-17. A representative sample of teachers responded with 6-9 randomly selected student essays, with the number of essays depending on how many sections the teacher had taught during the period being assessed. Teachers were asked for essays by students occupying certain numbers on the roster (e.g., 2, 4, 8) to randomize data. If that student did not complete the assignment, the teacher was asked to send the next student's writing.

Faculty serving on the department's Early College Program Assessment Committee scored the essays against a rubric focused on Competencies 2 and 6, breaking down skills as follows:

- Essay shows consideration of audience and purpose, as defined by the assignment or by default (e.g., the teacher).
- Essay is organized and unified.
- Thesis is present and appropriately placed or implied for the genre and is developed with evidence over the course of the essay.
- Claims are supported by examples and/or a variety of rhetorical strategies.
- Integrates sources (summary, paraphrase).
- Correctly documents sources (MLA or APA).

Scoring followed the categories "exemplary," "proficient," "developing," and "beginning," corresponding to the 4/3/2/1 categories used in the on-campus assessments.

Results

Assessment results show that 1101 students in the Early College Program are most proficient at considering audience and purpose (67%), supporting claims with evidence and/or using a variety of rhetorical strategies (62%), and integrating sources (62%). Students are also more proficient than not at organizing and unifying essays (56%) and presenting a thesis appropriate to the genre (54%).

Students are not proficient at correctly documenting sources in MLA or APA. It is important to note that students are citing sources, just not correctly, so this is a matter of correctness rather than one of academic integrity. Only 38% were rated "proficient," with no ratings of "exemplary." Meanwhile, 59% were developing this competency. Among those developing, more were "developing" (44%) than "beginning" (14%). Two percent of responses found "insufficient evidence" to rate this criterion.

Grade Distribution in the Composition Sequence

For this report we have compiled average Fall 2016 and Fall 2017 grades in the courses within the Composition Sequence (ENGL1122 and 1123, ENGL1101 and 1101P, and ENGL1102; see Appendix E). The data reflect the overall success of our students who do not withdraw from the courses: 1122 grades averaging in the B- (good) range and 1123 grades in the B+ (good) range; 1101 and 1101P grades in the C+ to B- (adequate to good) range; and 1102 grades in the B- (good) range. The grade averages also align with our on-campus assessment data, in which student performance as scored against rubrics was in the high-adequate to low-good range. The data also point to grade inflation in dual-enrollment sections. The 2016-17 assessment of dual-enrollment essay samples revealed students performing in the proficient range in most skills, a result similar to the on-campus assessment results. But both 1101 and 1102 sections taught in dual enrollment averaged nearly one grade higher than on-campus sections.

Actions Taken in Response to the Assessments

Results were analyzed by the department's Composition and Early College Assessment committees, which made the following recommendations. Recommendations are communicated to English faculty at department meetings and to adjuncts, dual enrollment teachers, and graduate teaching assistants at workshops.

- In ENGL1102, teach research and discipline-specific conventions early and often at the start of the semester, rather than introduce these conventions later in the semester.
- In ENGL1102, introduce early and often examples of primary and secondary research, including models for source synthesis.
- In ENGL1102, explore ways of improving student development of source search and source evaluation skills.
- In ENGL1102, continue to develop skills of peer review and editing.
- Further assess and consider the appropriateness of and methods for online delivery of ENGL1102
- In ENGL1101 dual-enrollment sections, communicate expectations about documentation styles more clearly to dual-enrollment adjuncts, including the recent changes to MLA Style.
- Further assess ENGL1101 on-campus and dual-enrollment sections for grading consistency.

Modifications to Assessment Processes based on the Assessments

- The Composition Committee plans to revise the student and faculty surveys to eliminate or provide explanations of some of the composition-rhetoric terminology that even faculty might find difficult to follow. Surveys should be conducted earlier in the semester to improve return rate.
- The Composition and Early College Assessment committees plan to norm the group of raters evaluating the randomly selected essays.
- The Composition Committee plans to systematize the assessment process with a chart explaining the tasks associated with assessment, so that key individuals (within the committee and staff) are given responsibilities for gathering faculty surveys, for setting up student surveys, for collecting randomly selected papers, for evaluating these sample essays, and for tabulating the various data collected.
- The Composition and Early College Assessment committees plan to more closely coordinate their efforts.
- The Composition Director has turned up inconsistencies in utilizing the VALUE rubric with the Objective 1 competencies and will be working with the Composition and Early College Assessment committees to revise accordingly. In the process, the most-recently added, seventh, competency will be more completely incorporated into the assessment plan and separate rubrics developed for ENGL1101 and ENGL1102.

Overall Conclusions

After having completed ENGL1102, students perform on average above adequately in all skills defined in the Objective 1 competencies 3, 4, and 5. Assessment results have helped the department pinpoint some areas for more focused work regarding source searching, source criticism, source synthesis, and source citation. In ENGL1101, as delivered via dual-enrollment, source documentation especially needs some clarification and grade inflation should be addressed. For ENGL1102, online delivery deserves further examination for its efficacy.

Questions B and C

Do you see any incongruities between the learning outcomes and the spirit of the objective? If so, how would you suggest the learning outcomes be modified?

No. The current general education Objective 1 at ISU is identical to the SBOE policy statement for Written Communication. Our English faculty in composition/rhetoric serve on the state disciplinary committee for this objective and have been directly involved in crafting it. If modifications are to be made, that should be at the state level and via the state disciplinary committee, where composition/rhetoric specialists from across the state's institutions of higher education assemble.

Do you believe that the objective currently serves an optimal role in the broader general education program? If not, how could its contribution be improved?

This is a key objective in general education, and student mastery of academic writing is crucial for their success in coursework across the university. Based on current assessment results, we see the ENGL1101/1102 courses, and the related ENGL1101P and ENGL1122/1123 courses, as working well, with students performing on average above adequately in all skills defined in the Objective 1 competencies 3, 4, and 5 by the time that they have completed ENGL1102. The department's only concern regarding Objective 1 is that HONS1101 may not meet the list of competencies as well as do the ENGL1101/1102 courses, which have been developed by composition/rhetoric specialists with the Objective 1 competencies in mind.

Appendix A: Surveys of Students and of Faculty

Student Survey

This is a knowledge survey rather than a “test.” There are no right or wrong answers. By completing this survey at the end of English 1102, students will do the following:

- be made aware of the goals of the course,
- be prepared to address the issues that are most relevant to the success of 1102 students, and
- be able to evaluate their success in the course in terms of their ability to articulate how they have developed their understanding and competencies aimed at meeting course goals and expectations.

Read each statement carefully and then choose a response based on the following instructions:

Mark A as response to the question if you feel confident that you could address the issue or answer the question completely for test purposes.

Mark B as response to the question if you can truly address or answer at least 50% of it or know precisely where you could quickly (30 minutes or less) get the information.

Mark C as response to the question if you can't address the issue or don't know the answer or are not confident you could find the information to address or answer it completely.

Reading academic texts critically:

1. Identify the range of steps and explain the process of analyzing expository and argumentative prose.
 - A.
 - B.
 - C.
2. Identify and explain the range of disciplinary, ideological, and rhetorical perspectives that characterize academic writing.
 - A.
 - B.

- C.
- 3. Analyze and interpret expository and argumentative prose.
 - A.
 - B.
 - C.

Understanding and practicing writing as a process:

- 4. Explain prewriting and identify a range of prewriting strategies you use.
 - A.
 - B.
 - C.
- 5. Explain drafting and identify drafting strategies you use.
 - A.
 - B.
 - C.
- 6. Explain the importance of giving and receiving feedback, relative to an author's purpose and audience concerns.
 - A.
 - B.
 - C.
- 7. Explain the process of both giving and receiving peer feedback.
 - A.
 - B.
 - C.
- 8. Explain the revision process and identify the importance of revision to effective writing.
 - A.
 - B.
 - C.

Use of appropriate research methods:

9. Explain the differences between primary and secondary sources and offer examples of each.
- A.
 - B.
 - C.
10. Demonstrate how to gather material from both primary and secondary sources.
- A.
 - B.
 - C.
11. Explain sound evaluation and analysis of primary and secondary sources in a variety of media, including print, online, and broadcast.
- A.
 - B.
 - C.
12. Explain and demonstrate the ability to synthesize perspectives and arguments using a range of primary and secondary sources.
- A.
 - B.
 - C.

Produce edited prose demonstrating the range of competencies consistent with effective written English in an academic setting:

13. Explain the concept of “thesis” in the context of academic writing.
- A.
 - B.
 - C.
14. Develop and support theses through thorough considerations of multiple perspectives on significant issues.
- A.
 - B.
 - C.

15. Identify and explain a variety of rhetorical strategies for a range of audiences and purposes.

- A.
- B.
- C.

16. Use a variety of rhetorical strategies for a range of audiences and purposes, chiefly for persuasion and argument.

- A.
- B.
- C.

17. Demonstrate an understanding of summary, paraphrasing, quotation, and appropriate documentation styles.

- A.
- B.
- C.

Control mechanical conventions of written English for academic purposes.

- A.
- B.
- C.

18. Proofread and edit writing to conform to accepted standards for academic writing in English.

- A.
- B.
- C.

Faculty Survey

This is a survey of the knowledge you believe your students are gaining by completing English 1102. There are no right or wrong answers, rather your opinion of the progress your students have made toward attaining the learning outcomes for English 1102, as articulated by the department. By completing this **anonymous** survey at the end of the semester, instructors will provide curricular feedback to the department.

Read each statement carefully and then choose a response based on the following instructions:

Mark A as response to the question if you feel confident that a majority of your students could address the issue or answer the question completely for course purposes.

Mark B as response to the question if you feel a majority of your students could truly address or answer at least 50% of it or know precisely where they could quickly (30 minutes or less) get the information.

Mark C as response to the question if you feel a majority of your students can't address the issue or don't know the answer or are not confident they could find the information to address or answer it completely.

Student abilities to read academic texts critically:

1. Students can identify the range of steps and explain the process of analyzing expository and argumentative prose.
 - A.
 - B.
 - C.

2. Students can identify and explain the range of disciplinary, ideological, and rhetorical perspectives that characterize academic writing.
 - A.
 - B.
 - C.

3. Students can analyze and interpret expository and argumentative prose.
 - A.
 - B.

- C.

Student abilities to understand and practice writing as a process:

4. Students can explain prewriting and identify a range of prewriting strategies.

- A.
- B.
- C.

5. Students can explain drafting and identify drafting strategies.

- A.
- B.
- C.

6. Students can explain the *importance* (the why) of giving and receiving feedback, relative to an author's purpose and audience concerns.

- A.
- B.
- C.

7. Students can explain the *process* (the how) of both giving and receiving peer feedback.

- A.
- B.
- C.

8. Students can explain the revision process and identify the importance of revision to effective writing.

- A.
- B.
- C.

Student abilities to use appropriate research methods:

9. Students can explain the differences between primary and secondary sources and offer examples of each.

- A.

○ B.

○ C.

10. Students can demonstrate how to gather material from both primary and secondary sources.

○ A.

○ B.

○ C.

11. Students can explain sound evaluation and analysis of primary and secondary sources in a variety of media, including print, online, and broadcast.

○ A.

○ B.

○ C.

12. Students can explain and demonstrate the ability to synthesize perspectives and arguments using a range of primary and secondary sources.

○ A.

○ B.

○ C.

Student abilities to produce edited prose demonstrating the range of competencies consistent with effective written English in an academic setting:

13. Students can explain the concept of “thesis” in the context of academic writing.

○ A.

○ B.

○ C.

14. Students can develop and support theses through thorough considerations of multiple perspectives on significant issues.

○ A.

○ B.

○ C.

15. Students can identify and explain a variety of rhetorical strategies for a range of audiences and purposes.

- A.
- B.
- C.

16. Students can use a variety of rhetorical strategies for a range of audiences and purposes, chiefly for persuasion and argument.

- A.
- B.
- C.

17. Students can demonstrate an understanding of summary, paraphrasing, quotation, and appropriate documentation styles.

- A.
- B.
- C.

18. Students can control mechanical conventions of written English for academic purposes.

- A.
- B.
- C.

19. Students can proofread and edit writing to conform to accepted standards for academic writing in English.

- A.
- B.
- C.

Appendix B: VALUE Rubric

VALUE Rubric: Writing, Research and Logic

***Used as basis of 2015-16 scoring**

	Excellent	Good	Adequate	Limited
ENGL 1102	<i>Student has achieved the outcome and makes critical judgments related to relevance and application</i>	<i>Student has achieved the outcome and consistently applies it</i>	<i>Student has entry-level awareness of content to be covered</i>	<i>Student lacks fundamental knowledge and concepts</i>
Research Skills				
*Information Access	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly and retrieves information that lacks relevance and quality.
*Organization Of Research Methods	Demonstrates ability to effectively and consistently manage the research process as it applies to source material and incorporates up-to-date source materials to further the purpose of own work.	Adequately manages the research process and uses relevant and up-to-date source materials to support own work.	Tracks, organizes and incorporates generally appropriate source material in often mechanical ways. Documentation may be inconsistent.	Demonstrates little understanding of how to choose, incorporate, and document source materials.

Rhetorical Knowledge

*Synthesis of Reading	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Consistently identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.
*Summary and Paraphrase	Demonstrates skillful and strategic ability to present information and arguments, using a variety of techniques (such as, but not limited to, paraphrase, synthesis, and quotation).	Uses appropriate strategies but may be incorporating them mechanically. Attribution is consistent.	Relies heavily on one strategy – such as direct quotation – to incorporate source material. Incorporation is mechanical and attribution is inconsistent.	May unintentionally plagiarize in an effort to paraphrase or summarize. Attribution may be incorrect or non-existent.
Writing Strategy	Demonstrates excellent ability to strategically apply writing strategies appropriate to the rhetorical situation.	Demonstrates burgeoning grasp of a variety of rhetorical situations and how to address them in writing.	Demonstrates weak understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.	Demonstrates little to no understanding of variations in rhetorical situations. Chooses incorrect modes and/or language.
*Logic and	Effectively implements argumentative techniques that result in	Anticipates readers' biases or assumptions and responds with some	Demonstrates basic understanding of using evidence to support	Demonstrates little to no understanding of evidence-based argumentation

Argument	well-developed evidence-based arguments.	recognized argumentative strategies.	argument while anticipating readers' concerns.	and how to address readers' concerns.
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Knowledge of Conventions

Style and Mechanics	Demonstrates complex understanding of rhetorical situations and uses audience- and purpose-appropriate voice and tone. Syntax, grammar, and punctuation follow accepted conventions.	Consistently chooses rhetorically appropriate mode, tone, and voice. Makes minimal errors in syntax, grammar, and punctuation.	Demonstrates inconsistency in choice of rhetorical presentation. Errors in tone, voice, syntax, grammar, and punctuation may be numerous.	Demonstrates little understanding of appropriate rhetorical choices. Shows weak grasp of conventions of grammar and punctuation.
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*Writing Process	Uses variety of writing approaches; shows revision and proofreading. A real attention to style and audience.	Uses common writing approaches; shows some revision and proofreading, but may have some typing or syntactical errors.	Uses basic writing mode or approach with little variation; shows errors that could be fixed with some proofreading. May show some basic revision.	Rough draft with little attention to proofreading or revision.
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Appendix C: 2015-16 Survey Results for Competencies Other than 4 and 5

	% Students with high confidence in this skill (A answers)	% Teachers confident the majority of students have achieved this skill (A answers)
<i>#1 Control mechanical conventions of written English for academic purposes.</i>	78	43
<i>#1 Proofread and edit writing to conform to accepted standards for academic writing in English.</i>	80	35
<i>#2 Identify and explain a variety of rhetorical strategies for a range of audiences and purposes.</i>	56	43
<i>#2 Use a variety of rhetorical strategies for a range of audiences and purposes, chiefly for persuasion and argument.</i>	65	43
<i>#3 Develop and support theses through thorough considerations of multiple perspectives on significant issues.</i>	80	39
<i>#3 Demonstrate how to gather material from both primary and secondary sources.</i>	70	52
<i>#3 Explain useful evaluation and analysis of primary and secondary sources in a variety of media, including print, online, and broadcast.</i>	67	41

#6 <i>Demonstrate an understanding of summary, paraphrasing, quotation, and appropriate documentation styles.</i>	79	74
#7 <i>Explain the differences between primary and secondary sources and offer examples of each.</i>	67	35
#7 <i>Explain prewriting and identify a range of prewriting strategies you use.</i>	83	83
#7 <i>Explain drafting and identify drafting strategies you use.</i>	85	74
#7 <i>Explain the importance of giving and receiving feedback, relative to an author's purpose and audience concerns.</i>	81	61
#7 <i>Explain the process of both giving and receiving peer feedback.</i>	87	57
#7 <i>Explain the revision process and identify the importance of revision to effective writing.</i>	78	65
#7 <i>Explain the concept of "thesis" in the context of academic writing.</i>	89	96

Appendix D: Rubric for Competency 3

Value Rubric: Competency

Used as Basis of 2016-17 Scoring

Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.

	Excellent	Good	Adequate	Limited
ENGL 1102	<i>Student has achieved the outcome and makes critical judgments related to relevance and application</i>	<i>Student has achieved the outcome and consistently applies it</i>	<i>Student has entry-level awareness of content to be covered</i>	<i>Student lacks fundamental knowledge and concepts</i>
Use Inquiry-Based Strategies to Conduct Research				
Information Access	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly and retrieves information that lacks relevance and quality.
Use of Source Material	Demonstrates ability to effectively and consistently manage the research process as it applies to source material and incorporates up-to-date	Adequately manages the research process and uses relevant and up-to-date source materials to support own work.	Tracks, organizes and incorporates generally appropriate source material in often mechanical ways. Documentation may be inconsistent.	Demonstrates little understanding of how to choose, incorporate, and document source materials.

	source materials to further the purpose of own work.			
Multiple and Diverse Ideas and Perspectives				
	Thoroughly incorporates, analyzes, and engages multiple and diverse ideas and perspectives.	Consistently identifies own and others' assumptions and several relevant contexts when presenting a position.	Includes and engages at least two different ideas and/or perspectives in a cursory manner.	Includes no ideas and perspectives other than the author's. May gesture toward the existence of other ideas and perspectives, but neither includes nor engages them.

Appropriate to Rhetorical Context				
	Demonstrates complex understanding of rhetorical situations and uses voice and tone appropriate for the audience, purpose, and genre.	Consistently makes rhetorically appropriate choices. Shows understanding of audience, purpose, and genre for this composition.	Demonstrates inconsistency in choice of rhetorical presentation. Indicates some awareness of audiences, genre, and purpose for this composition.	Demonstrates little understanding of appropriate rhetorical choices. Shows little to no awareness of audience, purpose, and genre for this composition.

Appendix E: Grades in the Composition Sequence

Course/Semester	Fall 2016	Fall 2017
	Average of grades earned	Average of grades earned
ENGL1122	2.98	2.70
ENGL1123	3.23	3.27
ENGL1101P	2.24	2.45
ENGL1101 on campus	2.58	2.69
ENGL1101 dual enrollment	3.54	3.27
ENGL1102 on campus	2.72	2.78
ENGL1102 dual enrollment	No data	3.69