

UNIVERSITY WRITING PROGRAM ASSESSMENT REPORT

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General education assessment is a new responsibility of the Accreditation Liaison Officer (ALO), but one that the Office of Undergraduate Education has embraced as an important method for measuring the extent to which the university's goals for general education are being met. In preparation for recent accreditation requirement changes in WASC, the Office of Undergraduate Education created a working group to identify key learning outcomes for general education at UCR and how to best assess those learning outcomes.

Our intention had been to assess two components of general education: (1) the University Writing Program, which is intended to give UCR undergraduate students essential skills in written communication, and (2) the newly-designed thematic alternative to campus breadth requirements. This report summarizes the University Writing Program Assessment.

University Writing Program Summary

The Undergraduate Writing Program (UWP) consists of three lower-division English writing courses. Most students entering UC are required to take the Analytical Writing Placement Examination (AWPE) to determine the introductory English course into which they should be placed.¹ This exam is scored on a scale (1-6) by individuals across California who have been trained on the AWPE rubric (see Appendix A). Readers are trained on the AWPE rubric through a norming session. This session requires all readers to read through sample essays, score them along the rubric, and discuss their rationale for their ratings in the event of discrepancies. This process helps to ensure consistency in scoring essays. Essays are read by two independent readers and scores are added together, resulting in a possible score of 2-12. Scores of 6 and below are

¹ Students entering with AP credit or sufficiently high SAT scores are not required to take this placement exam.

considered failing while scores of 8 or above are considered passing. Essays resulting in a score of 7 (one passing and one failing score from each reader) are reread by a third reviewer.

Students receiving passing scores are placed into an English course in the UWP sequence (English 1A, 1B, or 1C). Students receiving failing scores are placed into one of four preparatory English courses (Basic Writing 3, English 4, 5, 1PA). These courses are designed to prepare students to enter the UWP sequence. Students who score exceptionally low on the AWPE are placed into Basic Writing 3. This course can only be taken credit/no credit. Students who pass this course must then pass English 4 with a C- or better before moving on to English 1A. Students with AWPE scores of 5 or 6 are typically placed into English 5. In fall 2009, the University Writing Program designed a pilot course for students who were placed into English 5. This pilot course is a more intensive version of the first course in the University Writing Program Sequence, English 1A, and is called English 1PA. Students in any of these four courses are required to write a final essay at the conclusion of the course. These final essays use similar topic prompts to those used for the Analytical Writing Placement Examination.

We conducted two sets of analysis for assessment of the University Writing Program to satisfy the assessment of our general education writing communication learning outcome: 1) an analysis of the preparatory English courses and 2) an analysis of the final course required in the UWP sequence. This final course can be taken in the form of English 1C, offered by the University Writing Program, or a writing-intensive "writing-across-the-curriculum" (W) course offered by one of the academic programs on campus.

Preparatory English Study

We sampled AWPE and final exam essays for a set of 20 randomly selected students who took a preparatory English course in the fall quarter of 2011. English 5 contained only 17 students and we were able to gather essays for 15 of those students. This study includes a total of 150 essays: AWPE and final essays for 20 students in Basic Writing 3, English 4, and English 1PA

and AWPE and final essays for 15 students in English 5. Students in the sample were similar to students taking fall 2011 preparatory English courses (see Tables 1-3).²

Essays were read by a team of 10 trained English department lecturers and faculty at UCR. Readers were randomly assigned essays for students who did not take a course they taught in the fall quarter to avoid scoring bias. All essays were scored using the AWPE rubric (see Appendix A). Cantwell and UWP Director John Briggs held a norming session prior to scoring to ensure all readers were using the same standards in scoring essays. To establish reliability, all readers were assigned the same four unidentified essays. We achieved an alpha reliability of .97 in scoring, indicating high agreement among the readers. As with AWPE scoring, readers scored each essay 1-6. Each essay was read by two readers. Essays that were awarded a 3 and a 4 or showing a discrepancy of 2 or more points between readers were read by a third reader.

For the purposes of this analysis, we averaged the scores of AWPE and final exam essays across the 2 or 3 reviewers who read the essays. Table 4 shows the average scores for AWPE and final exam essays. AWPE essays ranged from a score of 1 to a score of 4 and final exam essays ranged from a score of 1.33 to a score of 5. To determine if English Preparatory courses improved students' writing ability, we compared the mean score of the AWPE essays to the mean score of the final exam essays across the whole sample and within each course. All courses show a significant increase in average essay score. The average score for AWPE essays in Basic Writing 3 was 2.13 and the average score for final exam essays was 2.81. The average score for AWPE essays in English 4 was 3.03 and the average score for final exam essays was 3.36. The average score for AWPE essays in English 5 was 3.32 and the average score for final essays was 3.93. The average score for AWPE essays in English 1PA was 3.33 and the average score for final essays was 3.79.

² Basic Writing 3 is taken credit/no-credit so the average final grades will appear to be below a C-average (2.0).

While all courses show a significant increase in scores between AWPE and final exams, average final examination scores were still below average, according to the AWPE rubric. If we examine change in the percentage of students who earned a 4 or higher (satisfactory) on their final essay, we see large increases as well. In the total sample, only 12% of entering students earned a 4 or higher on their AWPE essay from readers. This number increased to 44% earning a satisfactory mark on their final essays. These increases are evident across courses, but the percent of students earning satisfactory scores on their final essays were still somewhat low. Recall that students who pass Basic Writing 3 must move on to English 4 before they are able to take English 1A. After completing Basic Writing 3, these results indicate that 25% of students earned a satisfactory score while in English 4 35% of students earned a satisfactory score. The 75% of students who did not earn a satisfactory score in Basic Writing 3 will have another quarter of writing preparation before beginning the university writing program sequence. However, over 50% of students in English 5 and English 1PA received a 4 or higher on their final essay.

Figure 1 compares the percent of students who earned a 4 (satisfactory) on the AWPE and final essay for each of the preparatory English courses. The results indicate that preparatory English courses do improve students' writing ability as indicated by a significant increase in the average score between AWPE essays and final exam essays. It should be noted that while there was a significant increase in scores, the mean score for final exam essays was still below a 4, the minimum passing score on a placement essay. This suggests that some of our students who pass preparatory English courses may not be prepared to pass English 1A.

Final Writing Course Study

Approximately 50 percent of UCR students are not required to take preparatory English, because they test above the preparatory English level. All students at UCR must complete the University Writing Program, a sequence of three English 1 courses. Students may enter the sequence in English 1A, English 1B, or English 1C depending on their English preparation in high school. UCR also allows students to take a writing-across-the-curriculum (W) course in

place of English 1C. W courses are courses offered in a variety of departments and are designed to be writing-intensive to meet the English 1C requirement. In 2011-2012, seven W courses were offered along with sections of English 1C. The following analysis has two goals: 1) to survey the state of students' writing at the conclusion of W and 1C courses and 2) to establish whether W courses prepare students comparably to 1C courses.

We randomly sampled 20 final exam essays from six W courses and English 1C offered over 2011-2012. Course specific information is masked in this report. A total of 140 essays were reviewed by readers for this analysis. Students included in our sample are similar in demographics and average grades compared to students in each course (see Tables 5-7).

The University Writing Program has a set of learning outcomes:

1. Read critically and write analytically with rhetorical awareness of audience, purpose, and genre conventions in various settings;
2. Conduct research (including memory search, field research, library, and Internet research) and learn how to document sources;
3. Use the complete composing process recursively, from invention to proofreading;
4. Analyze and interpret texts;
5. Develop adequate thesis statements and focusing ideas;
6. Hone effectively organized arguments and expositions, elaborating those statements and ideas with appropriate evidence and reasoning.
7. Choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English;
8. Develop a critical awareness of their own thinking and writing processes;
9. Learn to write in a range of contemporary situations in the academy and beyond.

We worked with the director of the University Writing Program to develop a rubric that would be easily used by readers and would test as many of these learning outcomes as possible (see Appendix B). The rubric contains six statements, each relates to one or more of the learning outcomes listed above. Learning outcomes 3 and 9 were difficult to operationalize in a rubric

designed to evaluate a single final exam essay and are therefore not tested here. Both learning outcomes would require tracking students' writing over time.³ The rubric also includes a set of categories used to evaluate students' proficiency along each learning outcome. The scores range from 1-6, similar to the AWPE rubric. This rubric was designed so that a score of 1-3 would be considered unsatisfactory and scores of 4-6 would be considered satisfactory.

A team of seven trained English lecturers read this sample of essays. All essays were randomly assigned to two readers to guard against scoring bias. We held a norming session whereby we read through sample essays as a group, scored them according to the rubric, and discussed any differences in scoring preferences to ensure uniformity in scoring. Categories showing a difference of two points between readers' scores were rescored by a third reader. Scores were averaged across two or three readers, depending on the number of individuals who read the essay. Four unidentified papers were read by all readers to establish inter-rater reliability.

The following measures were included in the rubric: critical thinking, research, analysis, focus, organization, and style. Each of these variables are described in Appendix B. Training led to high agreement among readers in the scoring of each of the six variables included in this analysis. The alpha reliability scores (indicating inter-rater reliability) of the variables were as follows: critical thinking .85; research .87; analysis .84; focus .82; organization .81; and style .74. Results are presented for the whole sample and by courses. Overall, UCR students taking W and 1C courses were reaching passing or near passing scores on all of the learning outcomes. The mean score across the sample on each learning outcome ranged from a low of 3.8 to a high of 4.1. Since a mean score can be easily skewed by a few very high scoring students, we also present the percentage of students who achieved a score of 4 or above on each learning outcome. A score of 4 or above is considered satisfactory achievement of each learning outcome (see Tables 8-13).

Since W courses are used in place of English 1C for students opting to enroll in a W course, the University Writing Program was interested in understanding whether students in these

³ We plan to evaluate students' writing over time in future assessments.

courses were earning comparable scores on all learning outcomes. If all students earned similar scores in learning outcomes, it would mean that W and 1C courses are comparable in the curriculum, as expected. To examine these differences, we used mean comparison t-tests for each learning outcome (see Table 14). We found no significant differences between W and 1C courses across all learning outcomes. W and 1C courses also showed similar levels of satisfactory achievement, earning a score of 4 or higher, across all learning outcomes.

Figure 2 displays a comparison of the percent of students who earned a 4 (satisfactory) or higher for each of the six areas discussed above for W and 1C courses. This chart also shows the percentage of students within that group who earned a 5 or 6 (higher proficiency). Our results indicate that students completing the University Writing Program are achieving satisfactory scores in critical thinking and focus. The UWP will need to work with faculty to improve curriculum and student practice to yield higher scores in research, analysis, organization, and style. In particular, we will need to work with Course D to improve research scores, Course E to improve style scores, and Course F to improve organization scores. Our comparison of W courses to 1C courses showed that students in the two forms of the final writing course achieved comparable scores in learning outcomes of interest, indicating that the W courses are adequate substitutes for English 1C.

Conclusion

Overall, the results indicate that students who take preparatory English courses improve their writing skills. While students who take English preparatory courses show improvement in their writing skills between when they took the AWPE exam and their final exam, less than half of the students earned what would be considered a passing mark on their final essay scored by our readers. This suggests that while improvement is evident, most students may not be prepared to achieve a level of proficiency in the English 1 writing program sequence.

We find that W courses are comparable to 1C courses. The analysis of English 1C and W courses indicates that students are teetering on satisfactory achievement after completing the

course sequence. Averages on each of the six indicators hovered near 4 (satisfactory). We would expect that students completing the final course in the writing sequence to produce averages closer to 5 and 6. Less than 60% of students were able to earn passing marks on research, organization, and style. This suggests the program should focus on improving those areas specifically. We found considerable variation across courses in domain scores. This indicates that UWP may wish to generate a set of more precise standards for courses. It should be noted that almost 70% of the students taking English 1C or a W course are upper classmen. The writing sequence is a set of lower division courses meant to be taken early in students' careers. We will need to investigate why many students are waiting to complete this sequence when it would be far more timely and likely also far more beneficial for them to complete the sequence as freshmen or sophomores.

APPENDIX A

The University of California ELWR Scoring Guide (Used in the AWPE Statewide Reading)

IN HOLISTIC READING, raters assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent two hours of reading and writing, not a more extended period of drafting and revision.

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

A 5 paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

A 3 paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

<http://www.ucop.edu/sas/awpe/process.html#guide>

APPENDIX B
Rubric for Use in WASC Reviews

- 1. Reads critically and writes analytically with rhetorical awareness of audience, purpose and genre conventions in various settings. [Critical Thinking]**
 - 6 Shows a command of discipline-specific methods of inquiry and presentation
 - 5 Clearly understands discipline-specific methods of inquiry and presentation
 - 4 Acceptable understanding of discipline-specific methods of inquiry and presentation
 - 3 Weak or inconsistent understanding of discipline-specific methods of inquiry and presentation
 - 2 Seriously deficient understanding of discipline-specific methods of inquiry and presentation
 - 1 No evident understanding of discipline-specific methods of inquiry and presentation

- 2. Conducts research (including memory search, field research, library and Internet research) and learns how to document sources; [Research]**
 - 6 Impressive evidence of research ability and use of sources and/or course texts
 - 5 Clear evidence of research ability and use of sources
 - 4 Acceptable evidence of research ability and use of sources
 - 3 Weak evidence of research ability and use of sources
 - 2 Seriously deficient evidence of research ability and use of sources
 - 1 No evidence of research ability and use of sources

- 3. Analyzes and interpret texts; [Analysis]**
 - 6 Insightful and/or original approach that succeeds impressively, taking account of various aspects of the topic and different perspectives
 - 5 Persuasive and coherent treatment of a substantial topic
 - 4 Acceptable analysis and adequate treatment of what is at least a relevant topic
 - 3 Weak or inconsistent analysis and inadequate treatment of what is at least a partly functional topic
 - 2 Seriously defective analysis that might also involve an inappropriate topic
 - 1 No evident analysis, perhaps accompanied with no identifiable topic

- 4. Develops adequate thesis statements and focusing ideas; [Focus]**
- 6 Commanding focus and superior sense of the whole
 - 5 High degree of focus
 - 4 Acceptable sense of focus, sometimes marginally so
 - 3 Weak or inconsistent sense of focus
 - 2 Seriously deficient sense of focus
 - 1 No evident focus
- 5. Honors effectively organized argument and expositions, elaborating those statements and ideas with appropriate evidence and reasoning. [Organization]**
- 6 Impressively organized and elaborated argument or exposition, with resourceful use of evidence and reasoning
 - 5 Well-organized and elaborated argument or exposition, with good choice of evidence and clear reasoning
 - 4 Adequately organized and elaborated argument or exposition, with acceptable use of evidence and reasoning
 - 3 Weak or inconsistent organization, often with an inadequate use of evidence and reasoning
 - 2 Seriously lacking in organization, typically with defective evidence and faulty reasoning
 - 1 No evident organization, elaboration, or reasoning
- 6. Chooses words of sufficient precision, controls sentences of reasonable variety, and observes the conventions of written English. [Style]**
- 6 A mature style, usually with sophisticated sentences and observation of the conventions of written English
 - 5 A less fluent and less complex style, but one whose writer can choose words accurately, vary sentences effectively, and observe the conventions of written English
 - 4 A satisfactory style, one that shows its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English
 - 3 Unsatisfactory. The prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.
 - 2 The writing shows serious weaknesses at the sentence level, ordinarily of several kinds. Its prose is characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.
 - 1 Severe difficulties in writing conventional English. The paper often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

Table 1. ELWR Course Final Grade Comparison

Course	Sample		Population		Min	Max
	Mean (SD)	N	Mean (SD)	N		
All courses	2.20 (1.08)	73	2.10 (0.87)	1565	0.00	4.00
BSWT003	1.50 (1.54)	20	1.43 (1.50)	221	0.00	3.00
ENGL004	2.07 (0.61)	20	2.14 (0.64)	1116	0.00	3.70
ENGL005	2.77 (0.85)	15	2.56 (1.05)	17	0.00	3.70
ENGL01PA	2.64 (0.39)	18	2.50 (0.62)	211	0.00	4.00

*p<.05

Table 2. ELWR AWPE Comparison

Course	Sample		Population		Min	Max
	Mean (SD)	N	Mean (SD)	N		
All courses	5.45 (0.96)	75	5.44 (0.89)	1528	2	6
BSWT003	4.25 (1.12)	20	4.22 (1.02)	217	2	6
ENGL004	5.85* (0.37)	20	5.58* (0.72)	1084	2	6
ENGL005	5.87 (0.35)	15	5.88 (0.33)	17	5	6
ENGL01PA	5.95 (0.22)	20	5.97 (0.20)	210	4	6

*p<.05

Table 3. Demographics Comparison

Course	Sample		Population	
	N	%	N	%
Class Level				
Freshman	74	98.7%	1553	98.3%
Sophomore	1	1.3%	21	1.3%
Extension	0	0.0%	6	0.4%
Sex				
Female	40	53.3%	859	54.4%
Male	35	46.7%	721	45.6%
TOTAL	75		1580	

Table 4. Comparison: AWPE essay score to Final essay score

Course	AWPE Essay				Final Exam Essay				N
	Mean (SD)	% Pass	Min	Max	Mean (SD)	% Pass	Min	Max	
All courses	2.91* (0.08)	12.0%	1.00	4.00	3.44 (0.10)	44.0%	1.33	5.00	75
BSWT003	2.13* (0.57)	0.0%	1.00	3.00	2.82* (1.03)	25.0%	1.33	4.50	20
ENGL004	3.02* (0.54)	15.0%	2.33	4.00	3.36* (0.57)	35.0%	2.33	4.00	20
ENGL005	3.32* (0.44)	13.3%	2.50	4.00	3.93* (0.73)	66.7%	2.50	5.00	15
ENGL01PA	3.25* (0.62)	20.0%	2.00	4.00	3.79* (0.73)	55.0%	2.00	5.00	20

*p<.05

Fig 1: Percent of Students Earning a 4 or Higher

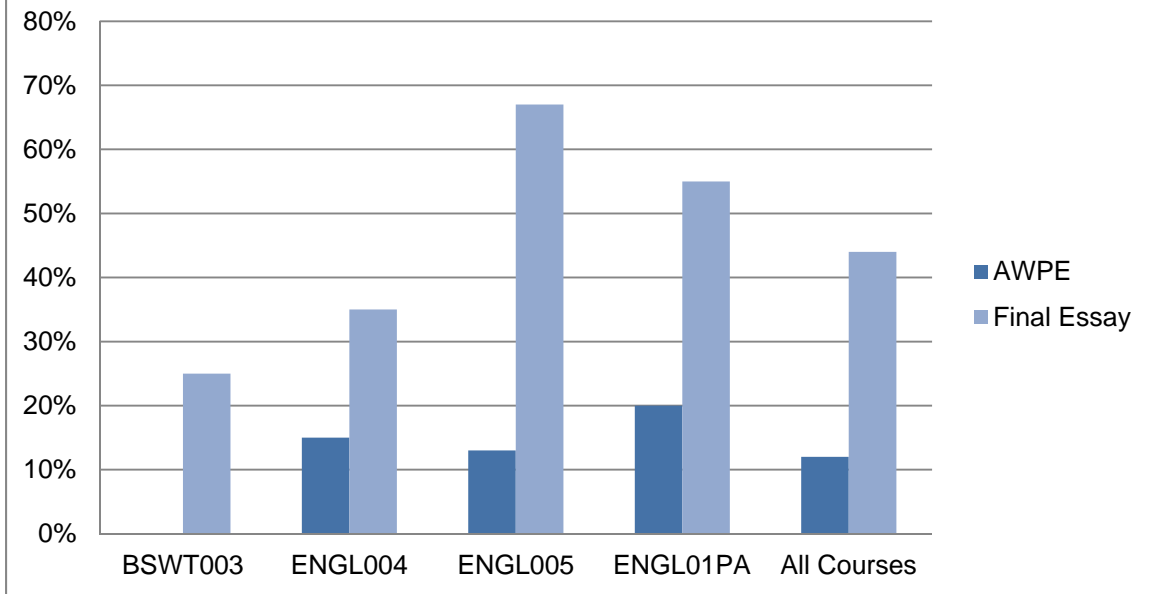


Table 5. UWP Course Final Grade Comparison

Course	Sample		Population		Min	Max
	Mean (SD)	N	Mean (SD)	N		
All courses	2.94 (0.82)	140	2.88 (0.82)	2681	0.00	4.00
Course A	2.98 (0.91)	20	3.19 (0.74)	172	0.00	4.00
Course B	2.77 (0.65)	20	2.73 (0.58)	275	0.00	4.00
Course C	2.94 (0.57)	20	2.79 (0.78)	473	0.00	4.00
Course D	2.98 (0.59)	20	2.76 (0.93)	263	0.00	4.00
Course E	2.95 (0.92)	20	2.92 (0.58)	182	0.00	4.00
Course F	2.89 (1.27)	20	3.01 (1.23)	95	0.00	4.00
ENGL001C	3.06 (0.66)	20	2.92 (0.82)	1221	0.00	4.00

*p<.05

Table 6. UWP AWPE Comparison

Course	Sample		Population		Min	Max
	Mean (SD)	N	Mean (SD)	N		
All courses	6.60 (1.62)	99	6.61 (1.57)	1880	2.00	12.00
Course A	7.90 (2.08)	10	6.99 (1.63)	70	4.00	11.00
Course B	7.06 (1.56)	17	6.72 (1.60)	180	3.00	10.00
Course C	6.38 (1.26)	13	6.73 (1.52)	321	2.00	12.00
Course D	6.08 (1.80)	13	6.58 (1.74)	157	2.00	10.00
Course E	6.35 (1.37)	17	6.42 (1.43)	151	3.00	10.00
Course F	6.36 (1.45)	14	6.54 (1.53)	81	3.00	10.00
ENGL001C	6.33 (1.63)	15	6.56 (1.57)	920	2.00	11.00

*p<.05

Table 7. Demographics Comparison

Course	Sample		Population	
	N	%	N	%
Class Level				
Freshman	10	7.1%	187	6.6%
Sophomore	46	32.9%	647	22.9%
Junior	60	42.9%	1406	49.8%
Senior	24	17.1%	582	20.6%
Extension	0	0.0%	2	0.1%
Sex				
Female	88	62.9%	1528	54.1%
Male	52	37.1%	1295	45.9%
Ethnicity				
African American	13	9.3%	228	8.1%
Asian	31	22.1%	1099	38.9%
White	25	17.9%	462	16.4%
Hispanic	65	46.4%	931	33.0%
Native American	1	0.7%	7	0.3%
Other	2	1.4%	28	1.0%
Unknown	3	2.1%	69	2.4%
TOTAL	140		2824	

Table 8. Critical Thinking Scores N=140

Course	Mean (SD)	% Pass	Min	Max
All courses	4.18 (0.60)	82.9%	2.0	5.5
Course A	4.46 (0.55)	90.0%	3.3	5.3
Course B	4.34 (0.46)	95.0%	3.5	5.0
Course C	4.20 (0.44)	90.0%	3.5	5.0
Course D	3.90 (0.50)	80.0%	2.5	5.0
Course E	4.02 (0.71)	70.0%	2.0	5.5
Course F	4.13 (0.60)	75.0%	3.0	5.5
ENGL001C	4.18 (0.78)	80.0%	2.5	5.5

Table 9. Research Scores N=140

Course	Mean (SD)	% Pass	Min	Max
All courses	3.85 (0.75)	56.4%	1.5	6.0
Course A	3.92 (0.61)	60.0%	2.5	5.0
Course B	4.08 (0.81)	65.0%	3.0	6.0
Course C	3.85 (0.71)	60.0%	2.5	5.0
Course D	3.66 (0.54)	30.0%	3.0	5.0
Course E	3.58 (0.88)	55.0%	1.5	5.5
Course F	4.15 (0.71)	70.0%	3.0	5.5
ENGL001C	3.70 (0.83)	55.0%	2.0	5.0

Table 10. Analysis Scores N=140

Course	Mean (SD)	% Pass	Min	Max
All courses	3.88 (0.62)	60.7%	2.0	5.0
Course A	4.12 (0.69)	65.0%	3.0	5.0
Course B	4.05 (0.54)	75.0%	3.0	5.0
Course C	3.88 (0.72)	65.0%	2.0	5.0
Course D	3.88 (0.48)	75.0%	2.5	4.5
Course E	3.59 (0.58)	45.0%	2.5	4.7
Course F	3.88 (0.69)	50.0%	3.0	5.0
ENGL001C	3.79 (0.58)	50.0%	2.5	5.0

Table 11. Focus Scores N=140

Course	Mean (SD)	% Pass	Min	Max
All courses	4.03 (0.62)	70.7%	2.5	5.5
Course A	4.18 (0.78)	75.0%	2.5	5.5
Course B	4.18 (0.52)	80.0%	3.0	5.0
Course C	4.00 (0.51)	70.0%	3.0	5.0
Course D	4.10 (0.53)	80.0%	3.0	5.0
Course E	3.98 (0.60)	70.0%	3.0	5.0
Course F	3.93 (0.60)	55.0%	3.0	5.0
ENGL001C	3.87 (0.78)	65.0%	2.5	5.0

Table 12. Organization Scores N=140

Course	Mean (SD)	% Pass	Min	Max
All courses	3.88 (0.68)	57.9%	2.5	6.0
Course A	4.05 (0.76)	60.0%	3.0	5.5
Course B	4.08 (0.71)	60.0%	3.0	6.0
Course C	3.99 (0.45)	75.0%	3.0	5.0
Course D	3.80 (0.64)	60.0%	2.5	5.0
Course E	3.69 (0.70)	55.0%	2.5	5.0
Course F	3.75 (0.72)	40.0%	2.5	5.0
ENGL001C	3.78 (0.72)	55.0%	2.5	5.5

Table 13. Style Scores N=140

Course	Mean (SD)	% Pass	Min	Max
All courses	3.73 (0.82)	54.3%	1.5	5.5
Course A	4.03 (0.98)	60.0%	1.5	5.5
Course B	3.83 (0.63)	60.0%	2.0	5.0
Course C	3.73 (0.45)	55.0%	2.5	4.5
Course D	3.52 (0.82)	50.0%	1.5	4.5
Course E	3.23 (0.74)	30.0%	2.0	4.5
Course F	4.01 (0.83)	70.0%	2.0	5.5
ENGL001C	3.78 (0.88)	55.0%	2.0	5.0

Table 14. Comparison: W scores to 1C scores

Course	W scores N=120				1C scores N=20			
	Mean (SD)	% Pass	Min	Max	Mean (SD)	% Pass	Min	Max
Critical Thinking	4.18 (0.57)	83.3%	2.00	5.50	4.18 (0.78)	80.0%	2.50	5.50
Research	3.87 (0.73)	56.7%	1.50	6.00	3.70 (0.83)	55.0%	2.00	5.00
Analysis	3.90 (0.63)	62.5%	2.00	5.00	3.79 (0.58)	50.0%	2.50	5.00
Focus	4.06 (0.59)	71.7%	2.50	5.50	3.87 (0.78)	65.0%	2.50	5.00
Organization	3.89 (0.67)	58.3%	2.50	6.00	3.78 (0.72)	55.0%	2.50	5.50
Style	3.72 (0.82)	54.2%	1.50	5.50	3.78 (0.88)	55.0%	2.50	5.50

*p<.05

Fig 2: Percent of Students Earning 4 or Higher

