

3-16-2011

2010 Entering Freshman Examination (CLA Performance Task) Report

Greg Sadler

Fayetteville State University, gsadler@uncfsu.edu

Follow this and additional works at: http://digitalcommons.uncfsu.edu/div_aa_wp

Recommended Citation

Sadler, Greg, "2010 Entering Freshman Examination (CLA Performance Task) Report" (2011). *Collegiate Learning Assessment Instructors' Reports*. Paper 37.

http://digitalcommons.uncfsu.edu/div_aa_wp/37

This Article is brought to you for free and open access by the Academic Affairs – Quality Enhancement Plan at DigitalCommons@Fayetteville State University. It has been accepted for inclusion in Collegiate Learning Assessment Instructors' Reports by an authorized administrator of DigitalCommons@Fayetteville State University. For more information, please contact mLawson@uncfsu.edu.

2010 ENTERING FRESHMAN EXAMINATION (CLA PERFORMANCE TASK) REPORT

Submitted to John Brooks, Director of University College,
by Gregory B. Sadler, Coordinator of Rising Junior Exam Project, September 30, 2010

1. Executive Summary:

The FSU Entering Freshman Examination in 2010 involved use of the Collegiate Learning Assessment (CLA). The process and the results for the Institutional CLA are summarized in this report.

A CLA Performance Task requires students to investigate and take a position on real-life-like situations. They must address another person's claims, argument, and position, and they must do so in reference to seven documents containing different types of information. The documents also contain a mixture of relevant and irrelevant, and reliable and unreliable, information. The examination is scored holistically using rubrics. It should be noted that the 2010 Entering Freshman Examination used a newer version of the CLA Rubric than the rubric used in the 2010 Rising Junior Examination. This will not present a problem since this cohort will be tested in Spring 2012 as Rising Juniors using the newer version of the rubric.

Using Title III funds, faculty were recruited to develop, administer, and grade the 2010 institutional CLA Performance Task exam (see appendix B). A Performance Task previously developed by the Philosophy faculty and used for the 2010 Rising Junior Exam (appendix C) was selected. For the make-up examination, which included a sizable proportion of Cross Creek Students, a different Performance Task developed by G. Sadler was used (see appendix D). The same grading rubric (appendix E) was used to score both sets of student responses.

Student performance on the institutional Entering Freshman Exam was quite weak (see Appendix A). Mean and median scores were low for the first group of students. They were somewhat higher, but still rather low for the second group, and the higher score is probably attributable to the high proportion of Cross Creek early College students in the group. These scores indicate significant weaknesses in Critical Thinking, Problem Solving, and Written Communication skills among our entering freshman students. Another measure (see sec. 5 below) which differentiates good, adequate, and two levels of inadequate performances indicates that in the first group who are representative of typical incoming freshmen, a very small portion perform well, a little more than one-eighth of the incoming class perform adequately, and the rest students exhibit less than adequate performances.

One primary goal has to be to change these numbers by ensuring that students develop and continue to use Critical Thinking, Problem Solving, and Written Communication skills in the curriculum at FSU. The CLA is one significant means not only for measuring student ability and development in these skills, but also as CLA in the Classroom, providing an approach for inculcating these skills.

Among the recommendations of this report are that FSU continue to use national and institutional CLA Performance Task exams for the Entering Freshman Examination. The processes involved in that effort (faculty selection and training, Performance Task development, administration, and grading) should be reviewed, and where necessary, be improved.

2. Narratives:

2a. Development of 2010 Entering Freshman Examination: Institutional CLA Performance Task

During the Summer I session, J. Brooks asked G. Sadler to take the Coordinator role in the Entering Freshmen Exam project. J. Brooks then sent an email to faculty and academic support staff (University College) potentially interested in participation in the Entering Freshmen Exam project on June 24, 2010. He proposed specifically:

1. that a CLA-like performance task and scoring rubric be created,
2. that a team of scorers meet to review the instrument and rubric,
3. that they assist with administration of the CLA, and
4. that they score the essays submitted.

The CLA Entering Freshmen Examination Project members met on August 12 for two main purposes. The first purpose was to inform the members that a new Generic Rubric had been developed for CLA Performance Tasks, to provide them with that rubric (members were emailed copies of the new Generic Rubric), and to familiarize the members with the new rubric. It was stressed to the members that although aligned with the older CLA rubric the new CLA rubric was substantively different in a number of ways, and that it was important that they study the new Rubric.

The second purpose of the meeting was to determine how to proceed with all of the steps of the project. After some discussion, it was decided by consensus that the Performance Task for the 2010 Entering Freshmen Examination would be the same the "Educational Corporation" Performance Task as the 2010 Rising Junior Examination. This would reduce the amount of work required by using a Performance Task familiar to many of the project members and eliminating the need to create a new Performance Task. In addition, freshmen would presumably not have encountered this "Educational Corporation" Performance Task.

The manner of grading was also decided. Two models were considered. The first model had been followed by the 2010 Rising Junior Examination graders, and consisted in having one member grade a student response, another member review the scores, and a third decide if there was a difference in scoring between the first and second grader. The second model had been followed by the University College graders of the 2009 Entering Freshmen Examination, and consisted in having two graders read and grade each student response, attempting to achieve consensus on scores, any deadlock being broken by a third member reviewing the student response and the proposed scores. It was decided to adopt the second model for the 2010 Entering Freshmen Exam project

Envisioning a make-up session for the entering freshmen who had missed the first examination, and also for the Cross Creek Community High School students, and concerned that some of the students who had take the exam might have discussed the Performance Task with their classmates who would be taking the make-up exam, J. Brooks asked G. Sadler if another faculty-developed Performance Task besides the "Educational Corporation" was readily available. G. Sadler supplied the "Prison Education" Performance Task which he had used in classes over the previous academic year, and then retired after the 2010 Summer I session.

2b: Administration of the Rising Junior Examination:

University College prepared copies of the “Educational Corporation” Performance Task documents and arranged for the Scenario to be entered into the Freshmen Commons 2010 Blackboard site, where students would type and submit their responses.

Administration of the Institutional Entering Freshman CLA Exam was carried out on August 21, 2010. J. Brooks provided information about procedures for proctoring and student check-in to the administrators prior to the examination. The following rooms were scheduled for CLA testing: LSA 125, Chick 134, 216A, and 216C; SBE 218, 221, 224, and 231.

Make-up sessions were scheduled for September 2, 2010, and were held in Chick 216 A, 216 B and 216 C. University College prepared copies of the “Prison Education” Performance Task documents and arranged for the Scenario to be entered into the Freshmen Commons 2010 Blackboard site

Roughly 629 students potentially could have taken the Entering Freshmen Examination on August 21; however only 290 students actually took the examination on that date. An additional 103 students took exams during the makeup session.

2c: Grading of the Rising Junior Examination:

Grading of the Institutional Rising Junior CLA Examinations took place in scheduled time-slots over the roughly two week period of September 7-17. During the sessions graders worked in pairs to score student responses, arriving at a consensus on the score as a means for assuring inter-grader reliability. If the two graders were not able to arrive at a consensus, then the project coordinator read the student response and decided in favor of one grader’s proposed scores. The coordinator also answered all graders’ questions about the newer CLA rubric or grading. The graders engaged in some degree of discussion about student responses as they were being graded.

3. University Resources Used In Development, Administration, and Grading:

Use of an Institutional CLA was not expensive to the University. Stipends for \$200 each (and an additional \$200 for the coordinator) for the 13 faculty involving in development, administration, or grading, totaled \$3000. Printing costs for 300 document packages, 390 student responses, and 400 answer sheets ran to approximately \$71.10.

The project also made good use of university resources already in place. Computer labs were used to administer the examinations and record the student responses in Blackboard. The faculty members employed in the project were drawn from a pool of those FSU faculty already trained and experienced in the CLA. University Testing Services was used as a resource to assist in administration of the Entering Freshman exam on both days.

Investing in a CLA Entering Freshmen Examination has provided some valuable results more than outweighing the costs. Three results are particularly noteworthy:

1) FSU has made a commitment to using CLA Performance Task examinations as a means of institutional assessment, and this year’s Entering Freshmen Examination results add to that growing database. In addition, we now have data which can be correlated to the Rising Junior and any other CLA Examinations given to that cohort of students.

2) Because there was wide participation in this CLA Performance Task by the 290 freshmen students who encountered it, it was able to be referenced and studied in the Freshmen Seminar classes.

3) This year’s Entering Freshmen CLA project has added to our stock of experience in what is involved in carrying out the processes involved in such a project. Reflection on those processes (cf. Feedback and Recommendations sections below) will place us further along on the “learning curve” in future CLA Examinations.

4. Data/Scores from 2010 Entering Freshman Exam:

Raw data (i.e. individual students scores) from the Institutional CLA Entering Freshman Exam is provided in appendix A. An abbreviated table of those results is provided here.

It should be mentioned that 6 out of the 290 students in the first group, for one reason or another, did not provide usable responses in the Blackboard interface. Likewise 3 out of the 103 students in the second group did not provide usable responses.

	Measure 1. Analytic Reasoning and Evaluation	Measure 2. Problem Solving	Measure 3. Persuasive Writing	Measure 4. Writing Mechanics	Average of All 4 Measures
Mean Score Group 1 (284 students)	2.059859155	2.095070423	2.112676056	2.19366197	2.115317
Median Score Group 1 (284 students)	2	2	2	2	2
Mean Score Group 2 (100 make-up and CC)	2.73	2.85	2.73	2.91	2.805
Median Score Group 2 (100 make-up and CC)	3	3	3	3	2.5
Mean Score Total	2.234666667	2.282666667	2.277333333	2.378666667	2.293333
Median Score Total	2	2	2	2	2.25

5. Interpretation of Data from 2010 Rising Junior Exam:

The CLA, graded using the newer generic rubric, scores answers qualitatively according a well-articulated rubric in 4 different skill areas: Analytic Reasoning and Evaluation, Problem Solving, Persuasive Writing, and Writing Mechanics. The scores for each component of the rubric may range from 1 to 6. 1 and 2 represent Emerging levels, 3 and 4 Developing levels, and 5 and 6 Mastering levels. Using the generic rubric, student responses consisting of essay answers to three questions are assigned overall scores in the skill areas.

5a. Preliminary Observations. The scores from this year’s Entering Freshmen Exam provide us with a picture of the range and average level of current abilities of our students in the skills tested as they are coming in “cold”. In general, those current abilities are unfortunately markedly low. The second group, which contained larger numbers of Cross Creek students, scored somewhat better than the first group which is primarily composed of traditional freshman students. Still the performance by the group including the Cross Creek students is for the most part just barely adequate.

The overall mean and median scores for each area provide some useful information.

The overall means for the entire Entering Freshman class are:

Analytic Reasoning and Evaluation	2.23466667
Problem Solving	2.28266667
Persuasive Writing	2.27733333
Writing Mechanics	2.37866667

All of these scoring areas are, for practical purposes, reflective of equally poor performances indicative of deficits in these skill areas in FSU's current class of incoming students. Taking away the second group, whose mean scores at least come close to the threshold of just barely adequate (3) performance, the average scores for the incoming Freshmen hover just above fairly poor (2) levels.

Looking at median scores confirms this picture. Median scores provide a picture of where the "center of gravity" is to be found in our sample, and clearly, for both the first group, and for the class as a whole, their performance and presumably levels of actual skills are uniformly low

Analytic Reasoning and Evaluation	2
Problem Solving	2
Persuasive Writing	2
Writing Mechanics	2

These low scores are not entirely surprising. Critical Thinking is not a part of many high-school curricula, despite the recommendation made in the APA Delphi report on Critical Thinking that it be incorporated into K-12 education. The low scores in Persuasive Writing are a direct reflection of a lack of Critical Thinking, since it is impossible to do well in that section of a CLA Rubric unless one can make arguments well. The Writing Mechanics score's parity with the other 3 scores might be attributed to the fact that many of the students wrote very short responses and thereby earned themselves the lowest grade possible since there was very little for the graders to judge by.

In any case, these low scores provide an accurate baseline against which later CLA scores of this cohort of students can be compared. Our incoming freshmen students come to us seriously lacking in basic skills. Later CLA measures will hopefully indicate the "value-added" by an FSU education.

5b. Another Measure and Implications. Another useful measure is to divide students into four groups:

- 1) Students who received a 1 score in any scoring areas on the rubric
- 2) Students who received a 2 score in any scoring areas on the rubric
- 3) Students who received all 3 and 4 scores in the scoring areas on the rubric
- 4) Students who received a 5 or 6 score in one or more scoring areas on the rubric.

These can be roughly understood as students with very poor, poor, acceptable, and good performance levels on the CLA. The data arranged according to this measure is summarized in the table below

	Students who received a 1 score in any scoring areas on the rubric	Students who received a 2 score in any scoring areas on the rubric, but no 1 score	Students who received all 3 and 4 scores in the scoring areas on the rubric	Students who received a 5 or 6 score in one or more scoring areas on the rubric.
First Group of 284 Students	126 (44.4%)	113 (39.8 %)	38 (13.3 %)	7 (2.5%)
Makeup and CC 100 Students	17 (17.0%)	41 (41.0%)	29 (29.0%)	13 (13.0%)
Total 384 Students	143 (37.2%)	154 (40.1%)	67 (17.4%)	20 (5.2%)

Several points are interesting to note about the data arranged according to this measure. First, this measure adequately picks out the proportion of our students who are doing quite well in the skills measured by a CLA Performance Task. The measure likewise picks out the class of students whose performance on the CLA is on the whole adequate, students whose skill areas demonstrate some weaknesses, and students whose performance is so poor as to indicate very significant skill deficits.

Second, it also allows us to get some glimpse of the proportions between the Entering Freshmen student body's performance levels in these skills. Unfortunately, this turns out to be much more skewed towards the low end than one would hope for. In fact, represented graphically, it is apparent that the majority of our Entering Freshmen is composed of weak performers on the CLA, students who are very likely deficient in Critical Thinking, Problem Solving, and Written Communication skills. The second group, composed largely of Cross Creek students, helps to bring up the scores to some degree. But, while that group has a somewhat more even distribution in comparison to the other group, it is still quite visibly tilted towards the side of below-adequate performance on the CLA (see charts).

Chart 1 graphs the numbers of students in each category. It can clearly be seen that, without the addition of group 2, the incoming freshman class would consist in very large proportion of students with poor levels of skills measured, and that the group of students with very substantial deficits would in fact be the largest proportion of the incoming class.

Chart 1: By numbers, each group

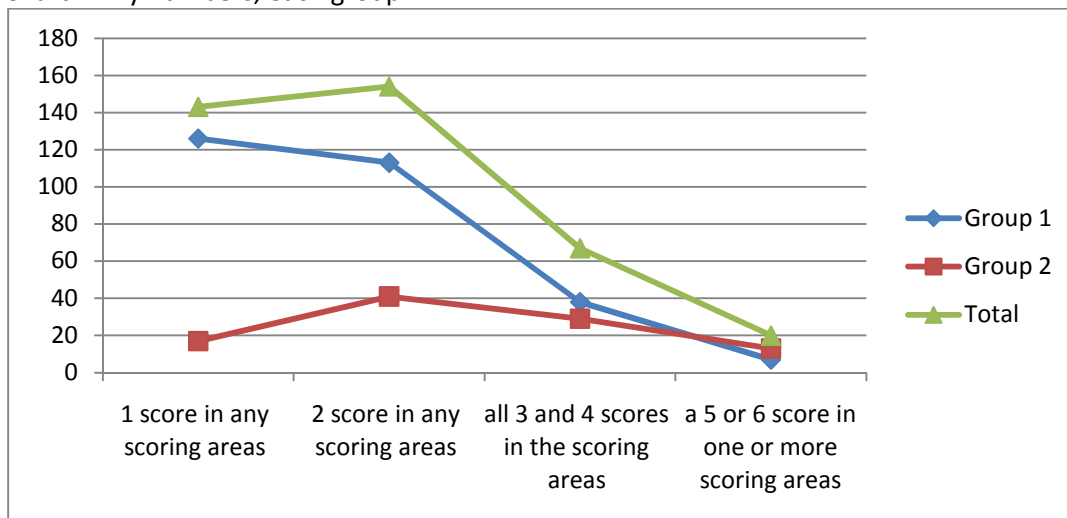
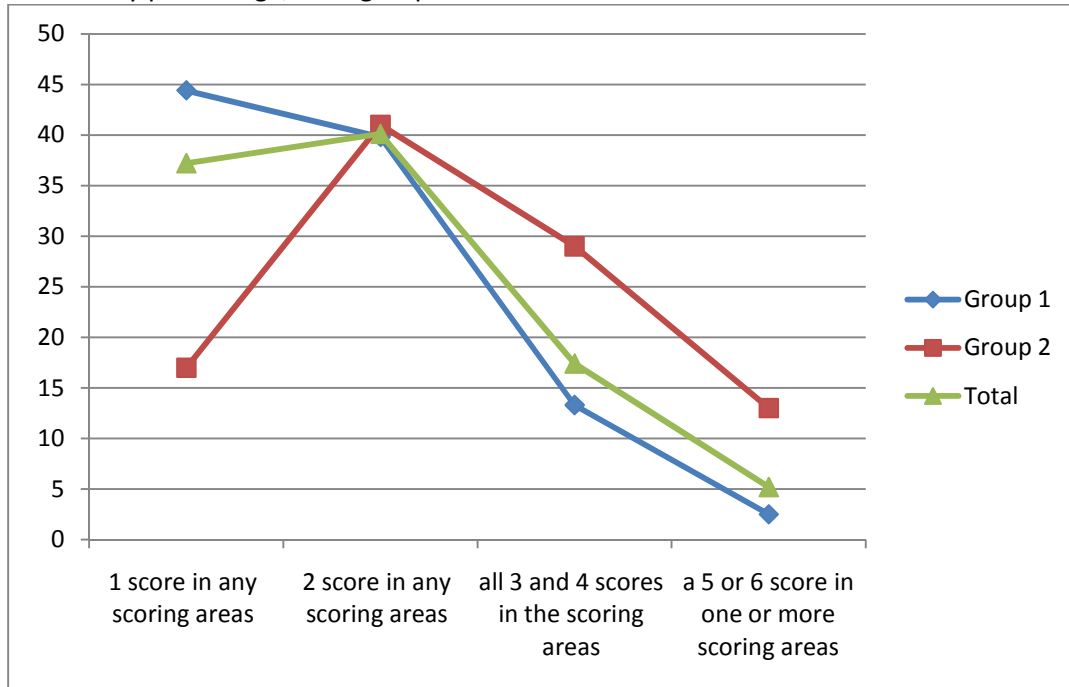


Chart 2, which looks to the percentages of students in each scoring group, reveals interesting similarities and differences. The percentage of students who have fairly low levels of skills measured is nearly the same for both groups. The differences lie in the much smaller percentage of students who have very low levels of skills in group 2, and in the less steep decline in group 2 as we move towards students who have adequate or high levels of skills.

Chart 2: By percentage, each group



6. Recommendations for Future Entering Freshman Examinations:

Recommendations pertaining to the Entering Freshmen Examination fall into three classes: those pertaining to continuation of using CLA Performance Tasks for the examination in the future; those pertaining to follow-up of the examination; and, those pertaining to the contracted faculty members of the project.

Use of institutional CLA Performance Tasks for future Entering Freshmen Examinations is highly recommended, for several reasons. First, it provides us with a directly comparable baseline for measuring the “value-added” of an FSU education for future cohorts of students when they take the currently in-place Rising Junior Examination and the (at this point, anticipated) QEP-mandated Existing Senior Examination. Second, the practice of reusing the CLA Performance Task used in the Rising Junior Examination from the previous academic year can be continued, providing a test for the Entering Freshman Examination at no cost. Third, as noted earlier, the costs to the university in using institutional CLA Performance Tasks are minimal, and there is a significant return on the investment.

Even if the scores were not as low as they are, coordinated follow-up with CLA Performance Tasks would be desirable. Given the distribution of scores, it is very clear that our students are arriving at FSU with fairly low levels in vital skills. Engagement with CLA Performance Tasks infused throughout the FSU curriculum would be one way to ensure that our students are afforded opportunities to improve their skills. The practice by University College Academic Support Specialists of referring to, discussing, and using the Entering Freshman Examination in their classes is highly commendable, and ought to be continued. Information about the Entering Freshman Examination Performance Task could be provided to other instructors who will deal with the incoming Freshman class (e.g., Writing and Critical Thinking instructors)

Lastly, many of the recommendations about faculty members made previously in the 2010 Rising Junior Examination report could be echoed here. It is evident that some process needs to be put in place to ensure that faculty members contracted to participate in the project are aware of their duties, familiarize themselves with all documents, and devote an adequate amount of time to the project to ensure that the work is being distributed fairly.

It would be advisable to do two things in particular. First, a list of specific duties of project members should be drawn up and provided to all faculty members from the beginning of the project, i.e. when they are being recruited for the project. Payment of the stipend should be made contingent upon meeting some performance standards (raising the amount of the stipend slightly might be considered, in order to provide greater incentive for performance). Second, if not all, at least the majority of the faculty members should be recruited before the end of the Spring Semester, so that there is adequate time over the summer for the faculty to be apprised of all of their duties and to follow through on them. A meeting should be scheduled during the week of the Bronco Kickoff, at which all of the well-prepared faculty members would be briefed of any developments and deliberate about any matters requiring determination (e.g. specific procedures for grading).

APPENDIX A: Scores from 2010 Rising Junior CLA Exam

Student	Analytic Reasoning and Evaluation	Problem Solving	Persuasive Writing	Writing Mechanics	Average
---------	-----------------------------------	-----------------	--------------------	-------------------	---------

GROUP 1

1	1	1	2	2	1.5
2	2	2	2	2	2
3	2	2	2	3	2.25
4	2	2	2	2	2
5	4	4	4	3	3.75
6	1	1	1	2	1.25
7	1	2	2	1	1.5
8	2	2	3	3	2.5
9	1	1	1	1	1
10	2	2	3	3	2.5
11	2	2	2	2	2
12	3	3	3	2	2.75
13	2	2	2	1	1.75
14	3	3	3	3	3
15	1	2	2	3	2
16	3	3	3	2	2.75
17	2	1	1	1	1.25
18	4	4	4	3	3.75
19	3	3	2	1	2.25
20	2	2	1	1	1.5
21	3	3	3	3	3
22	2	2	1	1	1.5
23	1	1	1	1	1
24	1	2	2	1	1.5
25					
26	4	3	4	3	3.5
27	2	3	2	2	2.25
28	2	1	1	1	1.25
29	1	2	2	2	1.75
30	2	1	2	2	1.75
31	1	1	1	1	1
32	4	5	5	6	5
33	2	1	2	3	2
34	2	1	1	2	1.5
35	2	2	2	3	2.25

36	1	2	1	2	1.5
37	3	2	1	3	2.25
38	1	1	1	1	1
39	4	3	3	3	3.25
40	1	1	1	2	1.25
41	1	1	1	1	1
42	3	1	2	1	1.75
43	2	1	2	2	1.75
44	1	2	2	3	2
45	1	1	1	1	1
46	2	2	3	2	2.25
47	1	1	2	2	1.5
48	5	5	5	4	4.75
49	2	2	2	2	2
50	1	1	2	2	1.5
51	1	1	1	1	1
52	1	1	2	1	1.25
53	1	2	1	1	1.25
54	1	1	1	2	1.25
55	1	1	1	1	1
56	1	1	1	2	1.25
57	2	2	3	3	2.5
58	1	1	1	2	1.25
59	3	3	1	1	2
60	2	2	1	2	1.75
61	2	3	2	2	2.25
62	3	3	3	3	3
63	2	2	2	2	2
64	2	2	2	1	1.75
65	3	2	3	3	2.75
66	1	2	2	3	2
67	2	2	3	3	2.5
68	1	1	1	1	1
69	2	2	3	3	2.5
70	1	1	2	2	1.5
71	2	1	2	3	2
72	2	2	2	3	2.25
73	3	3	4	3	3.25
74	1	1	1	1	1
75	2	2	2	3	2.25
76	2	2	1	2	1.75

77	1	1	1	1	1
78	2	2	1	1	1.5
79	2	2	3	3	2.5
80	3	2	3	1	2.25
81	3	2	3	2	2.5
82	2	1	1	3	1.75
83	2	2	3	1	2
84	3	3	3	4	3.25
85	1	1	1	2	1.25
86	2	2	2	1	1.75
87	2	3	3	3	2.75
88					
89	2	2	2	2	2
90	1	1	1	2	1.25
91	3	3	3	3	3
92	3	2	2	2	2.25
93	2	3	3	3	2.75
94	3	3	2	3	2.75
95	2	2	2	2	2
96	3	3	4	4	3.5
97	2	2	3	3	2.5
98					
99	1	2	2	2	1.75
100	2	2	3	3	2.5
101	2	2	3	2	2.25
102	2	2	3	3	2.5
103	1	1	1	2	1.25
104	2	2	2	2	2
105	1	1	2	3	1.75
106	2	3	2	2	2.25
107	2	2	2	2	2
108	1	2	1	1	1.25
109	2	3	3	4	3
110	4	3	3	2	3
111	2	2	3	3	2.5
112	2	2	2	3	2.25
113	2	2	2	2	2
114	4	5	5	5	4.75
115	3	3	4	2	3
116	2	2	2	2	2
117	1	1	1	1	1

118	3	4	2	4	3.25
119	2	2	2	2	2
120	2	2	2	2	2
121	2	2	2	3	2.25
122	2	2	2	3	2.25
123	2	3	2	2	2.25
124	2	2	2	2	2
125	1	2	2	2	1.75
126					
127	2	2	2	3	2.25
128	2	3	3	2	2.5
129	2	2	2	4	2.5
130	1	2	2	2	1.75
131	1	1	2	2	1.5
132	2	2	2	2	2
133	2	2	2	3	2.25
134	1	1	1	1	1
135	2	2	2	2	2
136	3	3	3	3	3
137	2	2	2	1	1.75
138	4	3	3	4	3.5
139	4	3	4	2	3.25
140	2	2	2	1	1.75
141	2	1	1	1	1.25
142	2	2	2	3	2.25
143	2	2	2	2	2
144	1	2	1	1	1.25
145	3	2	2	2	2.25
146	2	2	2	2	2
147	2	2	2	3	2.25
148	2	2	2	3	2.25
149	4	3	4	3	3.5
150	2	3	3	3	2.75
151	1	2	1	1	1.25
152	2	2	2	3	2.25
153	1	1	1	1	1
154	2	2	2	2	2
155	1	2	2	2	1.75
156	3	3	2	2	2.5
157	1	1	1	2	1.25
158	2	2	3	2	2.25

159	2	2	2	2	2
160	2	2	3	4	2.75
161	2	2	2	2	2
162	3	3	2	2	2.5
163	2	2	2	2	2
164	4	3	3	3	3.25
165	2	2	2	1	1.75
166	1	2	1	1	1.25
167	1	2	2	3	2
168	1	1	1	1	1
169	4	4	4	4	4
170	1	2	1	1	1.25
171	2	2	2	2	2
172	1	1	1	1	1
173	1	1	1	1	1
174	2	2	3	3	2.5
175	2	2	2	3	2.25
176	2	2	2	3	2.25
177	3	3	3	3	3
178	3	3	4	3	3.25
179	1	1	1	1	1
180	3	3	3	4	3.25
181					
182	3	3	3	4	3.25
183	2	2	1	1	1.5
184	1	2	2	1	1.5
185	3	2	2	2	2.25
186	1	1	1	2	1.25
187	2	2	3	3	2.5
188	2	2	1	1	1.5
189	3	2	2	1	2
190	2	2	2	1	1.75
191	1	1	1	1	1
192	3	3	4	3	3.25
193	2	1	1	1	1.25
194	3	2	2	2	2.25
195	1	2	1	1	1.25
196	4	4	4	4	4
197	2	2	1	1	1.5
198	1	1	1	1	1
199	2	1	2	1	1.5

200	2	2	2	2	2
201	1	1	1	1	1
202	2	2	2	2	2
203	1	1	1	1	1
204	1	2	2	1	1.5
205	3	2	3	3	2.75
206	1	1	1	2	1.25
207	2	2	2	2	2
208	2	2	3	2	2.25
209	2	2	2	1	1.75
210	1	2	1	2	1.5
211	3	3	3	2	2.75
212	1	2	1	1	1.25
213	1	2	2	2	1.75
214	2	2	2	2	2
215	3	3	3	3	3
216	2	2	1	3	2
217	3	2	2	2	2.25
218	3	2	2	2	2.25
219	2	2	2	2	2
220	2	2	2	1	1.75
221	2	1	1	2	1.5
222	5	4	4	4	4.25
223	5	4	4	3	4
224	2	2	2	2	2
225	1	1	1	2	1.25
226	4	4	5	4	4.25
227	2	2	2	2	2
228	2	2	2	2	2
229	3	2	1	2	2
230	2	2	2	2	2
231	2	2	1	2	1.75
232	2	2	2	2	2
233	2	2	2	3	2.25
234	2	2	2	2	2
235	2	2	2	3	2.25
236	1	2	2	1	1.5
237	3	4	4	4	3.75
238	3	3	2	3	2.75
239	3	3	3	3	3
240	2	3	2	3	2.5

241	2	2	2	2	2
242	2	2	2	3	2.25
243	2	2	2	2	2
244	1	2	1	1	1.25
245	3	4	3	4	3.5
246	2	2	3	2	2.25
247	1	2	1	2	1.5
248	1	1	1	1	1
249	3	3	3	3	3
250	1	1	1	1	1
251	1	1	1	1	1
252	1	2	1	2	1.5
253	2	3	2	3	2.5
254	3	2	3	3	2.75
255	3	3	3	4	3.25
256	2	2	2	2	2
257	4	4	3	4	3.75
258	1	2	2	2	1.75
259	2	2	2	2	2
260	1	1	1	1	1
261	1	2	2	1	1.5
262	4	4	4	3	3.75
263	2	2	3	3	2.5
264	3	3	4	4	3.5
265	1	1	1	1	1
266	1	1	1	2	1.25
267	4	4	4	3	3.75
268	2	2	2	2	2
269	3	2	3	3	2.75
270	2	2	2	3	2.25
271	2	2	2	1	1.75
272	1	2	2	2	1.75
273					
274	4	5	4	4	4.25
275	3	3	4	4	3.5
276	3	2	2	3	2.5
277	2	1	1	1	1.25
278	3	3	4	4	3.5
279	2	2	2	1	1.75
280	2	2	2	2	2
281	1	1	1	1	1

282	2	2	2	2	2
283	1	2	2	2	1.75
284	1	2	2	1	1.5
285	2	2	2	3	2.25
286	4	4	3	4	3.75
287	2	2	1	2	1.75
288	1	1	1	1	1
289	2	2	2	2	2
290	4	4	3	3	3.5
Average Group 1	2.059859155	2.095070423	2.112676056	2.19366197	2.115317
Median Group 1	2	2	2	2	2

GROUP 2

291	3	4	3	3	3.25
292	2	3	2	3	2.5
293	1	2	2	2	1.75
294	1	2	2	2	1.75
295	5	5	5	4	4.75
296	2	2	2	2	2
297	1	1	2	2	1.5
298	1	1	1	1	1
299	4	4	3	4	3.75
300	2	2	2	3	2.25
301	2	2	2	2	2
302	2	2	2	3	2.25
303	1	2	1	1	1.25
304	3	3	2	2	2.5
305	2	3	2	3	2.5
306	3	3	3	3	3
307	1	1	2	2	1.5
308	2	1	1	2	1.5
309	4	4	3	3	3.5
310	2	3	3	3	2.75
311	3	3	3	3	3
312	5	5	4	5	4.75
313	2	1	1	3	1.75
314	2	2	2	3	2.25
315	1	2	2	2	1.75
316	3	3	3	3	3
317	5	4	4	4	4.25
318	3	3	2	3	2.75
319	5	5	4	4	4.5
320	1	2	2	2	1.75
321	6	5	6	5	5.5
322	4	5	4	3	4
323	4	4	3	3	3.5
324	2	2	2	2	2
323	1	1	2	2	1.5
326	5	5	4	3	4.25
327	3	2	2	3	2.5
328	2	2	2	2	2
329					
330					

331					
332	4	4	4	4	4
333	3	3	3	3	3
334	4	4	4	4	4
335	2	2	2	2	2
336	5	5	4	4	4.5
337	4	5	4	4	4.25
338	2	2	2	1	1.75
339	5	6	6	5	5.5
340	3	2	3	3	2.75
341	3	3	3	3	3
342	1	2	2	2	1.75
343	2	3	3	2	2.5
344	3	3	4	4	3.5
345	2	2	2	3	2.25
346	3	3	3	3	3
345	3	2	2	3	2.5
348	1	1	2	3	1.75
349	4	4	4	4	4
350	3	3	3	3	3
351	2	3	2	2	2.25
352	3	3	2	2	2.5
353	5	5	5	4	4.75
354	3	2	2	2	2.25
355	4	4	3	3	3.5
354	4	4	4	3	3.75
357	2	3	2	3	2.5
358	2	3	3	3	2.75
359	2	2	3	3	2.5
360	1	2	2	2	1.75
361	2	2	3	3	2.5
362	2	2	2	3	2.25
363	2	2	2	3	2.25
364	5	5	5	4	4.75
365	3	3	2	3	2.75
366	2	2	3	3	2.5
367	2	2	2	2	2
368	1	1	1	1	1
369	4	5	4	4	4.25
370	2	2	3	3	2.5
370	3	4	3	3	3.25

372	2	3	2	3	2.5
373	2	2	2	2	2
374	2	2	2	2	2
375	2	2	3	3	2.5
376	3	2	3	3	2.75
377	2	2	2	3	2.25
378	2	3	3	3	2.75
379	3	3	3	4	3.25
380	3	3	3	3	3
381	2	2	3	3	2.5
382	4	4	3	3	3.5
383	3	3	3	3	3
384	1	2	2	3	2
385	3	4	3	3	3.25
386	4	4	4	4	4
387	2	2	2	2	2
388	4	3	2	4	3.25
389	3	2	2	2	2.25
390	3	2	2	3	2.5
391	3	3	2	3	2.75
392	3	3	3	3	3
393	3	3	4	5	3.75
Average Group 2	2.73	2.85	2.73	2.91	2.805
Median Group 2	3	3	3	3	2.5

Average Total	2.234666667	2.282666667	2.277333333	2.378666667	2.293333
Median Total	2	2	2	2	2.25

APPENDIX B: FACULTY INVOLVEMENT IN THE 2010 RISING JUNIOR EXAM PROJECT

Dates	Activity	Faculty Members Involved
August 12, 2010,	Meeting to determine what CLA Performance Task to use, go over new rubric	G. Rich, Joseph Osei, D. Phoenix-Neal, Z. Hinnant-Jones, D. Wilson, P. Hall, A. Muhammad, M. Orban, S. Brown, L. Wingfield, C. Jewell, A. Raines, C. Page, and G. Sadler
August 21, 2010	Administration of CLA Performance Task	G. Rich, P. Hall, G. Sadler, Z. Hinnant-Jones, J. Brown, E. Davis, D. Ebron, J. Johnson, T. Moore, A Raines, S. Shefton, L. Sparrow, S. Turner, C. Williams. (assisted by A. Moore, J. Council of FSU Testing Services)
September 2, 2010	Administration of CLA Performance Task (make-up)	A. Muhammad, G. Sadler, A. Raines, T. Anderson (assisted by A. Moore, J. Council of FSU Testing Services)
September 7-19, 2010	Grading of CLA Performance Task (last makeup exams)	G. Rich, Joseph Osei, D. Phoenix-Neal, Z. Hinnant-Jones, D. Wilson, P. Hall, A. Muhammad, M. Orban, S. Brown, L. Wingfield, and G. Sadler
Spring-Summer 2009	Produced and refined Prison Education Performance Task, adapted for makeup session of 2010 Entering Freshmen Exam Project	G. Sadler

APPENDIX C: “Educational Corporation” PERFORMANCE TASK

Scenario

School board officials in Millsboro, a small, rural, poor town in Morgan County, are concerned that public high school education in their town has become ineffective. The standardized test scores of their students do not compare favorably with those of other students in the state or with those in other states. To remedy the problem, the chairman of the school board, Janice Green, proposes an extensive academic support program, which will include instituting a tutoring center at the high school. In contrast, another member of the board, William Jones, wants to turn the high school over to a private contractor, College Bound, Inc.

To support his view, Mr. Jones puts forward three arguments. First, he says that Ms. Green’s proposal to add an academic support program will be counterproductive. His basis for this claim is a chart from a nearby school district showing a correlation between visits to school tutoring centers and low standardized test scores. This chart is document E.

Mr. Jones also says that the money that would be used for academic support programs could be better spent by bringing in College Bound, Inc., a private educational contractor, to run the school. He cites a newsletter from an educational society, the Educational Excellence Foundation, which endorses the program (document D). He also mentions a complimentary editorial in the local newspaper which quotes a recent graduate of a College Bound program and some expert testimony (document B).

Finally, Mr. Jones claims that statistical evidence supports the effectiveness of the College Bound program. He supports this claim with test score data from a suburban school district near the state capital, a district where College Bound, Inc., runs the high schools, both private and public. This data is summarized in documents C and F.

Questions

Ms. Green hires you as a consultant to determine the strengths and weakness of Mr. Jones's three arguments. To do this, answer the questions in 1, 2, and 3 below.

In answering the questions, **explain the reasons for your conclusions, and justify those conclusions by explicitly referring to the specific documents, data, and statements on which your conclusions are based.** Your answers will be judged not only on the accuracy of the information you provide, but also on how clearly the ideas are presented, how effectively the ideas are organized, and how thoroughly the information is covered. While your personal values and experiences are important, you should base your responses to the questions on the evidence provided in the documents.

1. Mr. Jones claims that academic support programs will be counterproductive. Using the documents provided, determine the strengths and/or limitations of his view on this matter. Based on the evidence, what conclusion should be drawn about Mr. Jones's claim? Why?
2. Mr. Jones claims that money would be better spent by turning the schools over to College Bound, Inc. Using the documents provided determine the strengths and/or limitations of his view on this matter. Based on the evidence, what conclusion should be drawn about Mr. Jones's claim? Why? Based on the evidence presented in the documents, is there any reason to prefer one solution over another? Why, or why not?
3. Mr. Jones claims that statistical evidence shows that College Bound is an especially effective educational system. Using the documents provided, determine the strengths and/or limitations of his view on this matter. Based on the evidence, what conclusion should be drawn about Mr. Jones's claim? Why?

Document A

Central State University

Department of Educational Leadership

January 15, 2008

Ms. Janice Green, School Board Chairperson
Millsboro Public Schools
1000 Book St.
Millsboro, SC 20021

Dear Ms. Green:

Last month you wrote to me asking for information about the Foundation for Excellence in Education. After consulting with my colleagues here and at other universities, I have found out the following:

The Foundation for Excellence in Education was founded in 2001 at Bunyan University. Its founder was Christine Brown.

- 3) Its stated mission is to improve education in the U.S.
- 4) Its aim is to improve education through strict classroom discipline, a self-esteem program, and computer instruction.
- 5) It sponsors programs each year at the national meeting for high school educators.
- 6) It publishes a newsletter, "Education News," once a year.
- 7) It is a non-profit organization.
- 8) Its main source of funding is College Bound, Inc.
- 9) Its board of directors is made up of business people and educators.

If you have further questions about the Foundation for Excellence in Education, please feel free to contact me.

Sincerely yours,

Eden Moore, Ed.D.
Chairperson
Department of Educational Leadership
Central State University
Broadview, SC

Document B

Millsboro News

Morning Edition

Monday, January 12, 2008

\$1.00

“What’s Best for Our Children” “Educating Our Children”
“College Bound, Inc. to the Rescue”

by Steven Jones

In the last years we have seen the standardized test scores of our high school students plummet to new lows. For years now, our students’ scores have been at the bottom or near the bottom in the state. Our citizens have been quick to blame our teachers, and our teachers have been quick to blame the tests or our students. In the meantime, the scores get worse. Our educational system seems incapable of solving this problem, and so I am proposing that we turn the high school over to a private educational contractor, College Bound, Inc.

Why do I propose this? First, I recently interviewed Fred Monroe, a recent Valedictorian at one of the College Bound high schools. He credited the College Bound program with helping him develop the skills he will need in college and after college. Also, my fellow journalist, sports writer Thomas Rollins, and I visited a College Bound run high school and observed first-hand the teaching methods at the school. We were both favorably impressed by the learning environment at the school. Students were quiet and well-disciplined. They never asked questions since the teaching was so clear. Anyone who tried to ask questions was punished for disrupting the lesson. They walked in straight lines in the halls. Both Thomas Rollins and I left the school convinced of the quality of education provided by College Bound.

It is true that some people have said that I am biased regarding this matter, since I am William Jones’s brother. But that charge is ludicrous. No one has proven it, and until they do, it should not be taken seriously. Let me assure you that I have made every effort to be objective in my investigations into this matter. My main concern is the good of our children. The evidence I have accumulated speaks for itself. First, you have the expert testimony from me and Thomas Rollins. This testimony is based on our first-hand observations of a College Bound program. And second you have the praises sung about the program by valedictorian Fred Monroe. And I am sure that other graduates of the program would agree with him as well.

We have little choice but to turn to College Bound for the good of our children.

Document C

Standardized Test Score Data from Capital County Schools, Correlated with Number of Years College Bound has Run School, and with Indexes of Achievement and Satisfaction

School	Average Percentile in Standardized Test Scores	Total Number of students	Number of Years run by College Bound	% of Students Graduating	% of Graduating Students going on to College
Bentley Preparatory*	85%	1000	5	98%	99%
Horace Mann H.S	60%	3000	3	95%	87%
Dewey Academy*	82%	2100	3	98%	100%
Capital City H.S.	52%	3500	2	85%	85%
Oak Lawn H.S.	60%	2800	1	83%	85%

School	Average Percentile in Standardized Test Scores	% of parents polled who approve of College Bound Running their School
Bentley Preparatory*	85%	90%
Horace Mann H.S	60%	95%
Dewey Academy*	82%	85%
Capital City H.S.	52%	80%
Oak Lawn H.S.	60%	60%

*= private school

Document D

Education News

from the Foundation for Excellence in Education

“College Bound, Inc., Changes Education for the Better in El Paso”

College Bound, Inc. is a private educational group that runs many high schools across the country. The College Bound approach to education involves strict classroom discipline with a self-esteem program and computer instruction wherever possible. The founder of the program, Christine Brown, says, “We help the students learn to respect others and themselves; along the way, they learn to believe in themselves as well.”

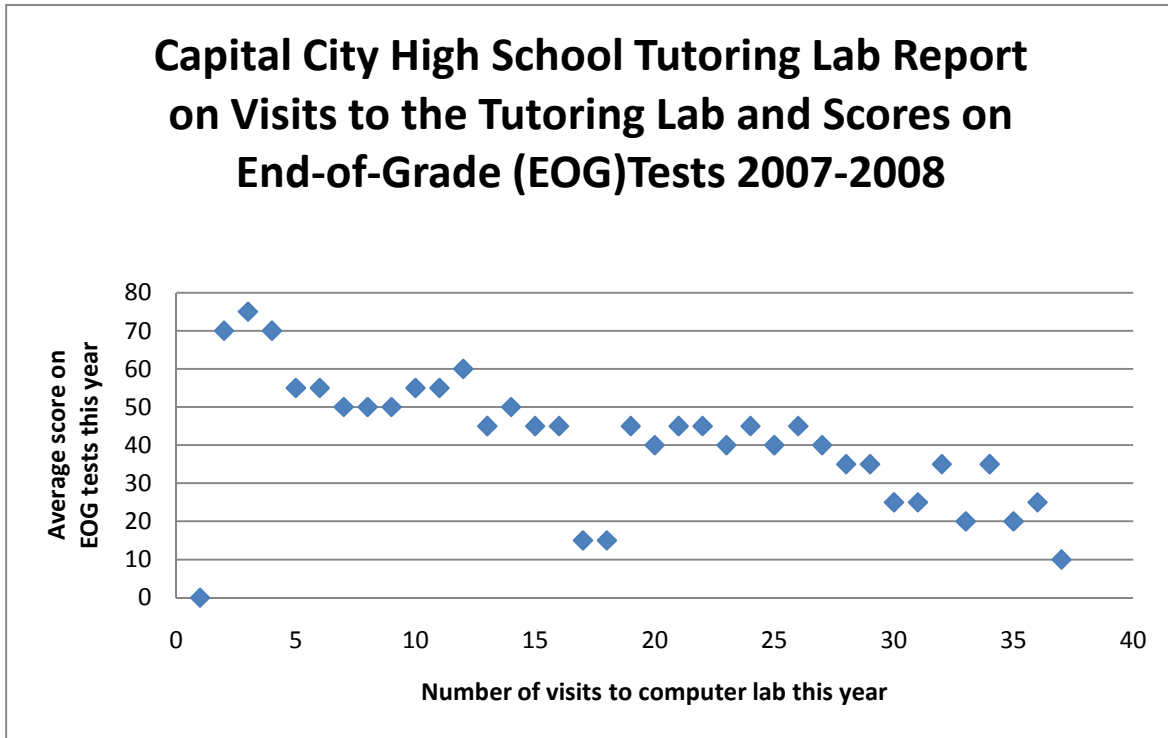
To determine the worth of College Bound programs, consider the case of a high school in El Paso. Five years ago the superintendent of schools there El Paso persuaded the school board to let College Bound run the new high school for immigrant non-English speaking students. The superintendent made the right choice in turning the new high school over to College Bound; as there is strong evidence that College Bound is doing an excellent job.

Results from experiments and standardized test scores support the effectiveness of College Bound’s educational programs. To test College Bound’s approach to teaching writing and reading, teachers at the school randomly divided tenth-grade students into two groups. Then for one month, they taught one group writing and reading using College Bound methods and the other group writing and reading using standard methods. At the end of the month, the teachers assigned an essay. They were pleased with the results. They unanimously agreed that the essays written by the students taught by College Bound methods were much better than the essays written by the students in the other group. Such an experiment provides a solid scientific basis for the effectiveness of the College Bound approach to education.

Standardized test results provide further support for College Bound’s approach. For the last three years, the test scores of students whose last high school math class was Pre-calculus or Calculus have increased steadily.

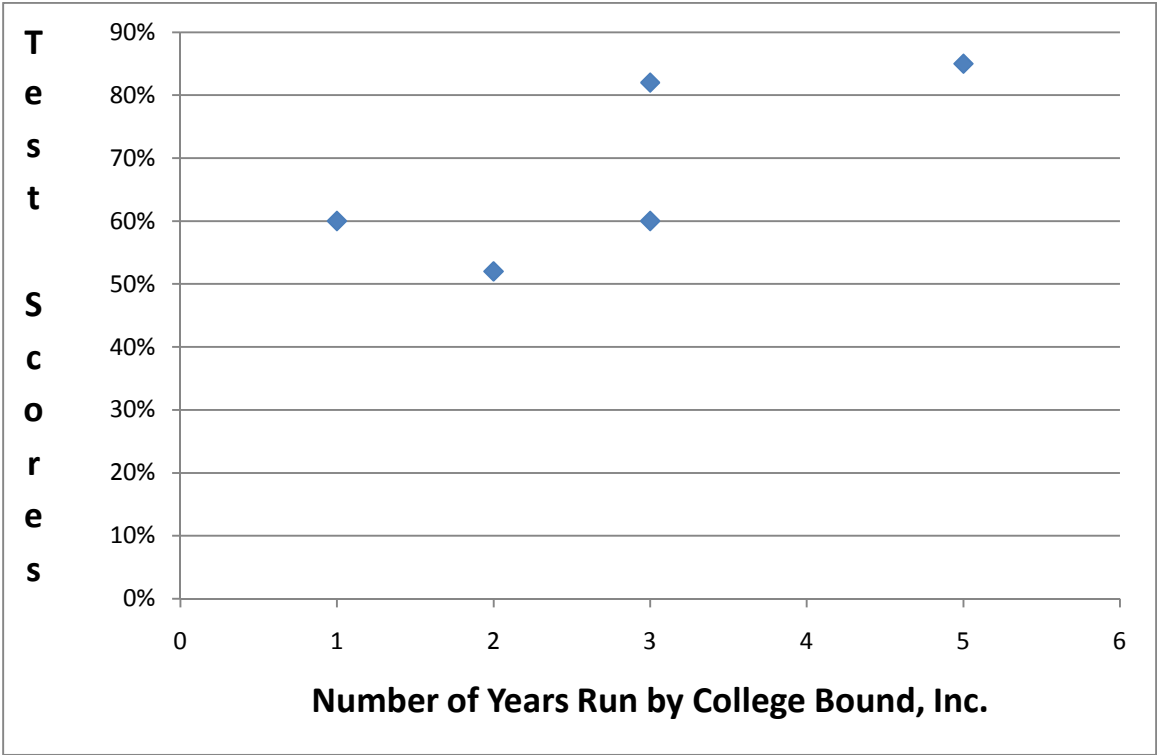
From such data, it is clear that the College Bound approach to education is a success. Results from experiments and standardized tests provide strong evidence of its effectiveness. As a result, we at the Foundation for Excellence in Education give the College Bound program our highest recommendation.

Document E



Document F

School Average Test Scores correlated with Number of Years Run by College Bound, Inc.



Document G

Educational Research Abstracts: ERAO Search

Search ID: far37quar/zz.12
Search Date: October 17, 2008
Terms: Test Scores, Tutoring, College Bound

3 Items Found

Author(s): Noter, S.L.

Locator: 2007, Apr, J. Ed Stud. 78 (3), 128-53

Abstract: This study focused on 17 high schools that had been turned over to and subsequently administered by the private corporation College Bound, Inc. during the last seven years. All of the schools were located in suburbs of medium to large cities, and they were studied in order to determine whether College Bound, Inc. demonstrably improved student performance on educational measures such as standardized tests. Nearly all of the schools had significantly improved test scores after 3 years of administration by College Bound, Inc.

Author(s): Walsh, E & Faraki, G.

Locator: 2006, May, Sec. Ed. Trends 3 (3), 78-109

Abstract: 15 high schools in lower-income inner city or rural areas which were taken over and administered by 3 private corporations, College Bound, Inc., Salamanca Educational Corp., and Educational Discipline. This study examined standardized test scores from the four years prior to and the four years subsequent to the private corporation taking over each school. There was significant improvement in three of the schools, marginal improvement in six of the schools, and no improvement or lower scores in the remaining six. The improvement or lack of improvement was equally distributed among the three different corporations.

Author(s): Kazantakis, N.

Locator: 2006, Jan, J. Tut. and Tech., 45-56

Abstract: A review was conducted of 70 high schools that had been considered for being turned over to private corporations in the last ten years. All of the schools had low standardized test scores and failed to meet mandated score levels at least twice. 45 of the schools were turned over to 12 different private educational corporations. In the remaining 25 schools, new programs, ranging from tutoring centers, to peer mentoring, to multi-track course offerings were instituted. The majority of both groups of schools saw improvements in test scores over the first three years. The degree of improvement varied considerably from school to school. There was no demonstrable correlation between degree of improvement and the particular private corporation selected. There was also no demonstrable correlation between degree of improvement and the additional programs put in place.

APPENDIX D: “Prison Education” PERFORMANCE TASK

Scenario:

Recidivism (former inmates committing new crimes and returning to prison) is a major concern for the Department of Corrections (DOC) and for the citizens of Red State. Prison education plays an important role in reducing recidivism. Currently, inmates in Red State prisons are eligible to earn both Associate (A.A.) and Bachelor (B.A.) degrees.

Bernadette Greis (one of the DOC Board of Overseers) proposes making significant changes in the general Education Plan for the Red State DOC. She advocates two major changes. First, inmates would be restricted to earning degrees in Business or Information Technology. Second, the B.A. program would be eliminated, and inmates would be restricted to earning Associates degrees.

Greis makes three main arguments in favor of her proposal.

First, she argues that recidivism will be lowered even more by changing the Education Plan: “The more likely the released inmates are to find good jobs, the less likely they will commit further crimes. This is supported by the very low number of graduates with Business A.A. degrees who have been rearrested.” She also refers to a chart showing that groups of released inmates with higher rates of finding jobs have lower recidivism rates. And, she refers to a research brief by the Institute for Prison Education Reform, which shows that inmates earning Business degrees in Blue State greatly reduced recidivism.

Second, she argues that making these changes will save Red State and the DOC money over the long run: “Lower recidivism means fewer people coming back to prison. This means less people in our prisons in the future, and that means less tax money will get spent on prisons.”

Third, she argues that the changes to the Post-Secondary Education Plan will make the DOC’s Education policy less unpopular among Red State citizens, citing a recent article in the Chapville Gazette: “Red State citizens resent inmates being provided with a free education in prison. It’s their money being spent on educating these prisoners. We should do what will make the most taxpayers happy.”

Questions

You are an advisor to the Commissioner of the Red State Department of Corrections. The Commissioner has asked you to give your views on a recent proposal by Bernadette Greis. He would like you to determine the strengths and weakness of Ms. Greis’s three arguments. To do this, answer the questions in 1, 2, and 3 below.

In answering the questions, **explain the reasons for your conclusions, and justify those conclusions by explicitly referring to the specific documents, data, and statements on which your conclusions are based.** Your answers will be judged not only on the accuracy of the information you provide, but also on how clearly the ideas are presented, how effectively the ideas are organized, and how thoroughly the information is covered.

While your personal values and experiences are important, you should base your responses to the questions on the evidence provided in the documents.

1. Ms. Greis claims that recidivism will be further lowered by changing the Education Plan. Determine the strengths and/or limitations of her position on this matter. Based on the evidence, what conclusion should be drawn about her claim? Why?
2. Ms. Greis claims that making these changes will save Red State and the DOC money over the long run. Determine the strengths and/or limitations of her position on this matter. Based on the evidence, what conclusion should be drawn about her claim? Why?
3. Ms. Greis claims that the changes to the Post-Secondary Education Plan are needed, because they will make the DOC’s Education policy less unpopular among Red State citizens. Determine the strengths and/or limitations of his view on this matter. Based on the evidence, what conclusion should be drawn about Ms. Greis’ claim? Why?

Document A

Education Facts: A Yearly Summary of Education Data

December 3, 2009 Issue

Red State Prison Secondary and Post-Secondary Education

Prisoners in Red State are provided with a number of educational opportunities. For those who do not have a high-school diploma, G.E.D. training and testing is provided by State employees. State instructors also teach vocational, anger-management, and parenting classes. Post-secondary (College and University) education is provided on-site by outside employees.

Currently, 10 Universities and Colleges in Red State operate Extended Education degree programs in Red State prisons. Inmates are eligible for the same Red State college grants as any other low-income residents, providing them 8 semesters of free education.

Inmates can earn Associate Degrees (A.A.) in two years, and Bachelor Degrees (B.A.) in four years. The majority of the degrees currently offered by the participating colleges and universities are in various Liberal Arts (e.g. History, Religious Studies, Psychology, or English) or General Studies with minors in these areas. Some A.A. programs offer Business or Information Technology.

Inmates receive a one year time-cut in their sentence for completing the A.A and a two year time-cut for completing the B.A. The time cut for Bachelors is in addition to the one for the Associates, giving a graduating inmate a total of 3 years off his or her sentence.

In the last two decades, Red State has been very committed to prison education for good reasons. The cost of housing prisoners (approximately \$55,000 per prisoner per year) is a major concern. Post-secondary education in prisons has been shown to have marked effects in lowering recidivism rates, thus decreasing the number of prisoners in the system.

Red State is also able to provide college education to prisoners very cheaply, since the participating Colleges and Universities pay professors' salaries and other major costs. The DOC only provides the buildings, custodial staff, and the students' office supplies.

Document B

Chapville Gazette

Morning Edition

WEDNESDAY, June 20, 2009

\$1.50

Prison Graduation a Sign of Success

By RALPH OLSEN

CHAPVILLE | Marlon Dice describes himself as “a man who has become part of the solution”

Thursday, Dice, 52, an inmate at Chapville Correctional Facility (Red State) serving a sentence for robbery and assault, received his Bachelor’s degree in General Studies, with minors in English and Psychology from Torkelson University during a ceremony in the prison gymnasium. He is one of 220 offenders incarcerated at Chapville earning college credits. 120 of those inmates are currently working towards their Associate degree, while the rest of them are working towards their Bachelors.

Wednesday’s ceremony for the 46 inmates who graduated included the promise of new beginnings for those in the program coordinated by Torkelson University, carried out in Red State prisons. 20 professors teaching in the prisons, and Torkelson University president Jacques Materas were at the ceremony to wish the graduates well.

In his speech, Materas said that the prison students were taking steps to improve their lives both in and out of prison. “Education is a gift you give yourselves and your loved ones.”

For Namar Doxley, 28, who received his associate's degree at the ceremony, his family shares in the honor. They drove 6 hours to attend the graduation. “My mom and sister helped me in lots of ways, encouraging me when I got down. They helped pay for my classes too, when my grant ran out.”

Inmates who qualify for the prison college education program pay their college costs by taking advantage of Red State grants for low-income college students, or they rely on loans, their savings, or their family members.

Not everyone was as happy about the graduation. “I don’t see why these guys get to take classes for free when I’ve got to pay for my kids’ state college tuition myself,” said one guard. “It isn’t fair to reward these people for committing crimes when the rest of us have to work for a living.” Other local citizens voiced similar complaints. “Those bums get three squares a day, and now they get college too,” said one local taxpayer. “What a racket! This has got to be costing us millions.” In option polls, many other citizens have expressed similar disapproval of prisoners being afforded nearly-free college education.

Document C: Official Recidivism Data, 2007

Class of Inmates	% of inmates finding employment within 3 months	Number of inmates who reoffended (rearrested within 3 years)	Total Number of inmates in class	General Rate of Recidivism (rearrested within 3 years)
Inmates Released After No College Education	45%	1,830	3,000	57%
Inmates Released After Earning A.A. in Liberal Arts	70%	156	1,200	13%
Inmates Released After Earning A.A. in Business/ I.T.	75%	22	200	11%
Inmates Released After Earning B.A. in Liberal Arts	88%	36	600	6%

Source: Red State DOC records

College/ University	General Recidivism Rate for inmates who graduated from that college/ university	Number of inmates currently earning Business/ I.T. degrees
Torkelson University (offers A.A. and B.A.)	10%	0
Northwest College (offers A.A. and B.A.)	8%	30
Grace University (offers A.A. only)	8%	110
Eastern Red State University (offers A.A. only)	12%	80

Source: Red State DOC records

Document D

RESEARCH BRIEF

The Institute for Prison Education Reform

Business Training Pays off For Prisoners on the Outside

For the last seven years, Decapolis University has been offering Business and Business Information Technology degrees to prisoners incarcerated in the Blue State Department of Corrections. Many inmates have worked through the demanding classes, earning Associates and Bachelor degrees before their release back into society. By any measure, the educational program has been a resounding success.

To this date, 1770 inmates have earned their A.A. and 1,230 earned their B.A. from Decapolis. Of these, 55% reported that they had found jobs or started their own businesses directly utilizing skills they had mastered while earning their business degrees. Another 35 % reported being gainfully employed in some other venue. Only 8% of the graduates of Decapolis University's Business and Business Information Technology prison degree programs were rearrested in the first three years after their release.

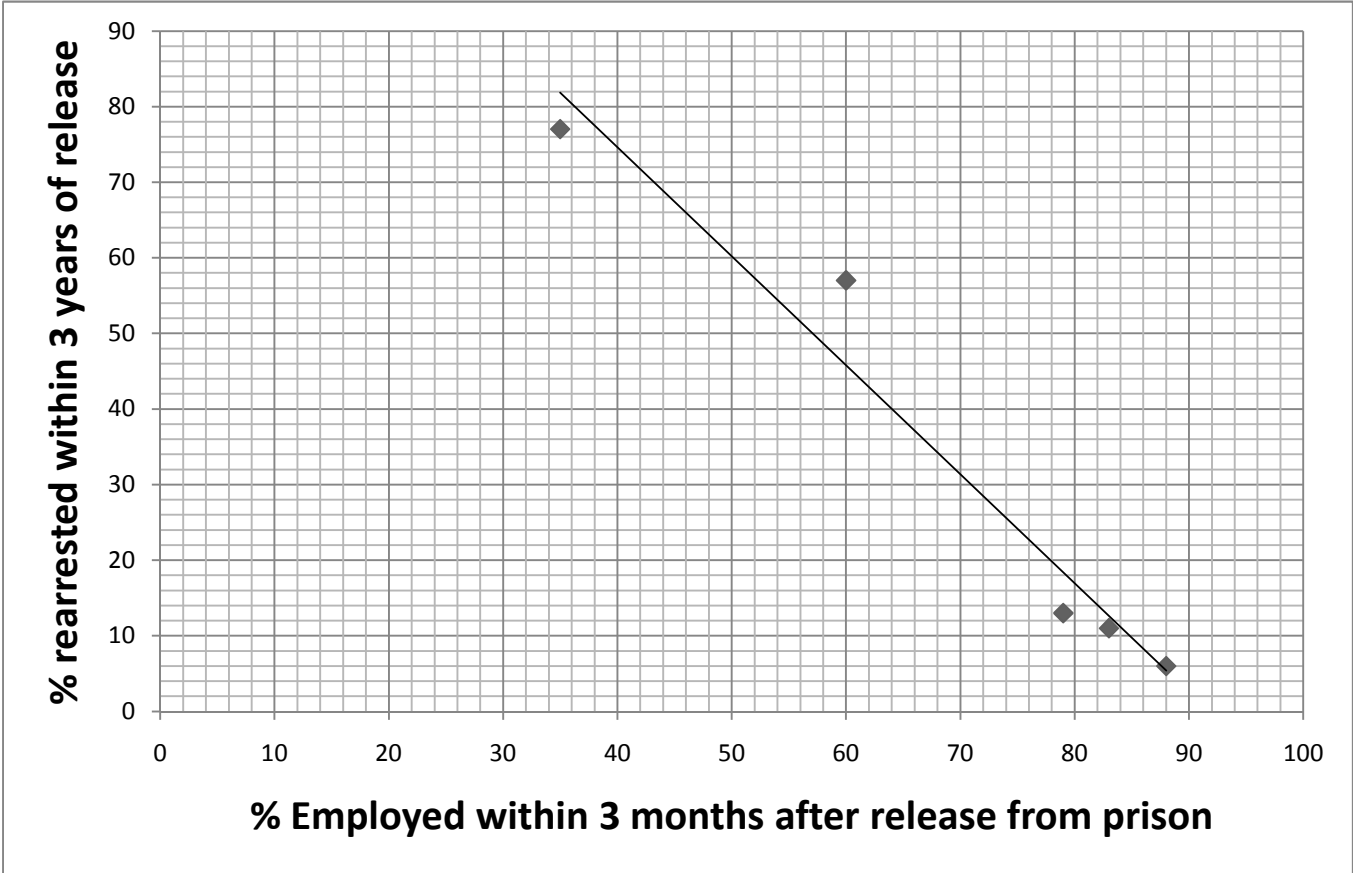
Although Blue State pays most of the costs of the degrees, the program has a high degree of support among citizens, since it demonstrably reduces recidivism. Citizens polled were also much more favorable on the whole to prisoners earning Business degrees than degrees in any other field.

Decapolis University deliberately designed its prison education program for high effectiveness. Students must qualify to enter the program by having clear disciplinary records for three years prior to application. Once admitted to the program, they take eighteen credits per semester in a curriculum of rigorous classes. Professors from the Decapolis University are offered salary incentives to teach in Blue State prisons, paid partly by the state and partly by the University.

Prison students do more than study academic subjects in the classroom. Three additional programs are integral parts of a Decapolis Business education. First, students participate in "Total Package" workshops, covering subjects such as grooming, business and office etiquette, and salesmanship. These are supported by mock interviews and business interactions.

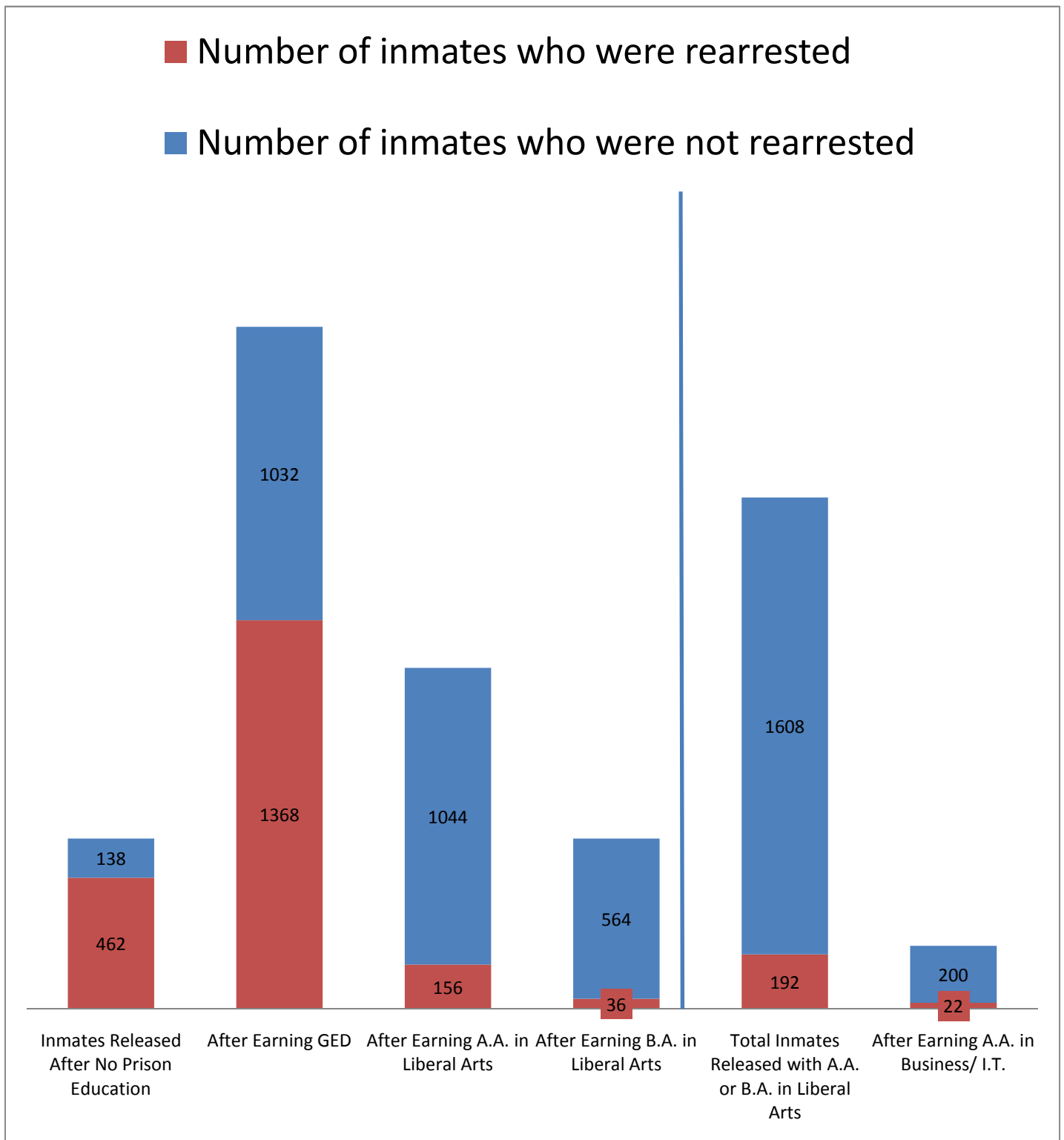
Second, to satisfy B.A. requirements each student researches and develops three full business plans. Last, while still in prison working on their degrees, students are placed in correspondence with businesses, the Chamber of Commerce, and volunteer business leaders from the county they will be released to.

Document E



Document F

Numbers of Red State Inmates who were or were not rearrested within 3 years after release.



Document G

Educational Research Abstracts: ERAO Search

Search ID: lagre333/zz.12
Search Date: September 17, 2009
Terms: Prison Education, College, Recidivism

3 Items Found

Author(s): Taylor Jones

Locator: 1994, Educ. Trend., 8:3, 315-338

Abstract: One controversial aspects of correctional education is postsecondary education. Citizens are typically unhappy at prisoners being offered collegiate educations at state expense while the public struggles to meet ever-increasing costs of higher education. This article addresses the most common objections to PSCE education, refutes those arguments, and demonstrates the wide-ranging positive results, reasons for success, and multidimensional benefits of such programs for the entire society.

Author(s): Nosebond, E. & Thyroid, G.

Locator: 2006, Crim. Soc. Theory 3 (3), 98-112

Abstract: Students from 32 College and University prison education programs in 7 state DOCs were tracked for 5 years after release from prison. General trends strongly correlating degree of prison education with lowered recidivism rates were observed. Lowered rates of recidivism did not vary greatly from program to program within the same state, but different states had higher or lower general rates of recidivism.

Author(s): Adler, M.

Locator: 2009, Paid. Proj., 78-85

Abstract: Prisoners being released in ten states were studied in order to find out whether degree of educational attainment, and subject studied, correlated with likelihood of employment after incarceration. Prisoners released after earning their GED in prison were 15% more likely to be employed than those lacking a high school diploma or GED. Prisoners released after earning an A.A. were 12% more likely than those with a GED. Prisoners released after earning a B.A. were 35% more likely than those with an A.A. There was no demonstrable correlation between likelihood of employment and subject studied.

APPENDIX E: GENERIC CLA RUBRIC
CLA GRADING RUBRIC: NEW VERSION

Analytic Reasoning & Evaluation

Interpreting, analyzing, and evaluating the quality of information. This entails identifying information that is relevant to a problem, highlighting connected and conflicting information, detecting flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited

Emerging		Developing		Mastering	
Level 2	<ul style="list-style-type: none"> Identifies very few strengths and weaknesses of arguments presented in the Document Library (salient features of objects to be classified) Disregards or misinterprets much of the Document Library. May restate information” as is” Does not make claims about the quality of evidence and presents some unreliable evidence as credible <p style="text-align: center;">2</p>	Level 4	<ul style="list-style-type: none"> Identifies a few strengths and weaknesses of all major arguments presented in the Document Library (salient features of all objects to be classified) Briefly demonstrates accurate understanding of important Document Library content, but disregards some information Makes a few accurate claims about the quality of evidence <p style="text-align: center;">4</p>	Level 6	<ul style="list-style-type: none"> Identifies most strengths and weaknesses of all major arguments presented in the Document Library (salient features of all objects to be classified). Provides original analysis that draws on several relevant resources Demonstrates accurate understanding of a large body of information from the Document Library. Explicitly and accurately evaluates the quality of much of the evidence. <p style="text-align: center;">6</p>
Level 1	<ul style="list-style-type: none"> Does not identify strengths and weaknesses of arguments presented in the Document library (salient features of objects to be classified) or provides no evidence of analysis Disregards or severely misinterprets important information Does not make claims about the quality of evidence and bases response on unreliable evidence <p style="text-align: center;">1</p>	Level 3	<ul style="list-style-type: none"> Identifies a few strengths and weaknesses of arguments presented in the Document Library (salient features of objects to be classified) Disregards important information May restate information” as is” Makes very few claims about the quality of evidence and may present some unreliable evidence as credible <p style="text-align: center;">3</p>	Level 5	<ul style="list-style-type: none"> Identifies several strengths and weaknesses of all major arguments presented in the Document Library (salient features of all objects to be classified) Demonstrates accurate understanding of much of the Document Library content. Makes accurate claims about the quality of evidence <p style="text-align: center;">5</p>

Problem Solving

Considering and weighing information from discrete sources to make decisions (draw a conclusion and/or propose a course of action) that logically follow from valid arguments, evidence, and examples. Considering the implications of decisions and suggesting additional research when appropriate

Emerging		Developing		Mastering	
Level 2	<ul style="list-style-type: none"> Provides or implies a decision, but very little rationale is provided or it is based on unreliable evidence <p><u>When applicable</u></p> <ul style="list-style-type: none"> Briefly proposes a course of action, but some aspects do not follow logically from the conclusion May recognize the need for additional research. Any suggested research is vague or would not adequately address unanswered questions <p style="text-align: center;">2</p>	Level 4	<ul style="list-style-type: none"> Provides a decision and credible evidence to back it up. Possibly does not account for credible, contradictory evidence. May attempt to discount alternatives <p><u>When applicable</u></p> <ul style="list-style-type: none"> Proposes a course of action that follows logically from the conclusion. May briefly consider implications Recognizes the need for additional research. Suggests research that would address an unanswered question <p style="text-align: center;">4</p>	Level 6	<ul style="list-style-type: none"> Provides a decision and a solid rationale based on credible evidence from a variety of sources. Weighs other options, but presents the decision as best given the available evidence <p><u>When applicable</u></p> <ul style="list-style-type: none"> Proposes a course of action that follows logically from the conclusion. Considers implications Recognizes the need for additional research. Recommends specific research that would address most unanswered questions <p style="text-align: center;">6</p>
Level 1	<ul style="list-style-type: none"> Provides no clear decision or no valid rationale for the decision <p><u>When applicable</u></p> <ul style="list-style-type: none"> Does not propose a course of action that follows logically from the conclusion Does not recognize the need for additional research or does not suggest research that would address unanswered questions <p style="text-align: center;">1</p>	Level 3	<ul style="list-style-type: none"> Provides or implies a decision and some reason to favor it, but the rationale may be contradicted by unaccounted for evidence. <p><u>When applicable</u></p> <ul style="list-style-type: none"> Briefly proposes a course of action that in some respects may not follow logically from the conclusion. May recognize the need for additional research. Any suggested research tends to be vague and would not adequately address unanswered questions <p style="text-align: center;">3</p>	Level 5	<p>Provides a decision and a solid rationale based largely on credible evidence from a variety of sources and discounts alternatives</p> <p><u>When applicable</u></p> <ul style="list-style-type: none"> Proposes a course of action that follows logically from the conclusion. May consider implications Recognizes the need for additional research. Recommends specific research that would address some unanswered questions <p style="text-align: center;">5</p>

Persuasive Writing

Presenting ideas as part of organized and logically cohesive arguments. Elaborating on ideas with supporting details that expound upon and strengthen the writer's positions (e.g. explaining how evidence bears on the problem and highlighting especially convincing evidence)

Emerging		Developing		Mastering	
Level 2	<ul style="list-style-type: none"> Provides limited, invalid, overstated, or very unclear arguments. May present information in a disorganized fashion or undermine own points. Any supporting details tend to be vague, irrelevant, inaccurate, or unreliable (e.g. based entirely on writer's opinion). Sources of information are often unclear 	Level 4	<ul style="list-style-type: none"> Organizes response in a way that makes the writer's argument and logic of those arguments apparent but not obvious. Provides several valid supporting details and cites sources of information 	Level 6	<ul style="list-style-type: none"> Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments Provides valid and comprehensive supporting details for each argument and clearly cites sources of information
2		4		6	
Level 1	<ul style="list-style-type: none"> Does not develop convincing arguments. Writing may be disorganized and confusing Does not provide supporting details 	Level 3	<ul style="list-style-type: none"> Provides limited or somewhat unclear arguments. Presents relevant information in each response but that information is not woven into arguments. Provides a few supporting details some of which are valid. Sources of information are sometimes unclear 	Level 5	<ul style="list-style-type: none"> Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments Provides valid supporting details for each argument and cites sources of information
1		3		5	

Writing Mechanics

Facility with the conventions of Standard Written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage)

Emerging		Developing		Mastering	
Level 2	<ul style="list-style-type: none"> • Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors • Consistently writes sentences with similar structure and length, and some may be difficult to understand • Uses limited vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear 	Level 4	<ul style="list-style-type: none"> • Demonstrates good control of grammatical conventions with few errors • Writes well-constructed sentences with some varied structure and length • Consistently uses vocabulary that clearly communicates ideas, but lacks variety 	Level 6	<ul style="list-style-type: none"> • Demonstrates outstanding good control of grammatical conventions • Writes well-constructed, complex sentences with varied structure and length • Displays adept use of vocabulary that is precise, advanced, and varied
2		4		6	
Level 1	<ul style="list-style-type: none"> • Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge • Writes sentences that are repetitive or incomplete, and some are difficult to understand • Uses limited vocabulary. Uses some vocabulary inaccurately or in a way that makes meaning unclear 	Level 3	<ul style="list-style-type: none"> • Demonstrates fair control of grammatical conventions with frequent minor errors • Writes sentences that read “natural” but tend to have similar structure and length • Generally uses vocabulary that clearly communicates ideas but lacks variety 	Level 5	<ul style="list-style-type: none"> • Demonstrates very good control of grammatical conventions • Consistently writes well-constructed sentences with varied structure and length • Uses varied vocabulary that effectively communicates ideas
1		3		5	