Literature, Journalism, Writing and Languages
Written Communication General Education Assessment
2018-2019

Learning Outcome:
1a. Written: Students will be able to effectively express ideas and information to others through written communication

Outcome Measure:
A common final exam is given to students in all sections of college composition (WRI 110, WRI 116 and WRI 120). A random sample of this exam is scored using the AAC&U Written Communication Value Rubric.

Criteria for Success:
Minimum average of 2.75 (out of 4) for each criteria on the Written Communication Value Rubric

Aligned with DQP Learning Areas (highlight one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:
In Fall 2014, the General Education Learning Outcomes were revised. Beginning in Spring 2015, data was gathered by taking a random sampling of students from all sections of each course. The scores below reflect averages of data collected.

Written Communication Value Rubric - Average Student Scores:

Course	Semester	N	Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Average
WRI 110	Spring 2013*	44	3.30	3.20	3.07	3.32	3.14	3.20
WRI 110	Spring 2013**	22	3.59	3.68	3.41	3.59	3.91	3.64
WRI 110	Fall 2013	165	3.61	3.42	3.39	3.45	2.92	3.36
WRI 110	Spring 2014	188	3.53	3.48	3.31	3.46	3.15	3.39
WRI 110	Fall 2014	150	3.51	3.17	3.26	3.24	3.39	3.31
WRI 110	Spring 2015	50	3.26	3.08	2.76	2.62	2.88	2.92
WRI 110	Spring 2016	82	3.46	3.22	3.04	3.18	3.05	3.19
WRI 110	Spring 2017	37	3.75	3.51	3.51	3.24	3.14	3.43
WRI 110	Fall 2017	66	3.47	3.35	3.30	3.41	3.30	3.37
WRI 110	Spring 2018	61	3.67	3.27	3.42	3.27	3.30	3.38
WRI 110	Fall 2018	57	3.64	3.49	3.33	3.47	3.20	3.43
WRI 110	Spring 2019	46	3.57	3.39	3.17	3.41	3.26	3.36
WRI 115	Fall 2013	8	3.25	3.25	2.63	3.38	2.75	3.05
WRI116	Spring 2013*	20	3.40	3.20	3.20	3.45	3.55	3.36
WRI116	Spring 2013**	20	3.50	3.70	3.25	3.90	3.95	3.66

Course	Semester	N	Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Average
WRI116	Fall 2013	35	3.80	3.37	3.69	3.51	3.17	3.51
WRI116	Spring 2014	20	3.80	3.75	3.50	3.70	3.05	3.56
WRI116	Fall 2014	21	3.24	3.29	2.81	3.19	2.76	3.06
WRI116	Spring 2015	16	3.25	2.94	2.75	2.88	2.63	2.89
WRI 116	Spring 2016	30	3.83	3.67	3.30	3.77	3.20	3.55
WRI 116	Spring 2017	25	3.44	3.36	3.48	3.80	3.08	3.43
WRI 116	Fall 2017	12	3.58	3.42	3.17	3.67	3.08	3.38
WRI 116	Spring 2018	20	3.58	2.95	3.05	3.53	2.95	3.21
WRI 116	Fall 2018	7	3.86	2.71	3.29	3.86	3.00	3.34
WRI 116	Spring 2019	16	3.69	3.44	3.56	3.69	3.56	3.59
WRI120	Fall 2013	26	3.69	3.12	2.92	3.81	3.50	3.41
WRI120	Fall 2014	17	3.53	3.12	3.29	3.59	3.18	3.34
WRI120	Spring 2015	4	3.25	2.75	2.75	3.00	2.75	2.90

* Pre-course writing assessment given on first day of class
** Post-course writing assessment completed of final composition paper

Conclusions Drawn from Data:
We continue to meet the criteria for success. Students who have complete WRI110 and WRI116 show strong outcomes in research and writing; WRI116 students performed especially well.

Changes to be Made Based on Data:
No changes are being suggested.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AA C&U *Association of American Colleges and Universities*

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.