Annual Assessment Report
Writing
Annual Assessment Report
Department/School: LJML
Assessment period: (2014-15)

Assessment Plan Description:

1. Expanded Statement of Purpose or Program Mission Statement: See LJML Assessment Wheel

Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

2. Program Learning Outcomes (PLOs): See LJML Assessment Wheel

In order to express the ways in which the Writing Program's learning outcomes support WASC Core Competencies, members of the section worked to revise and update those PLOs for the 2013-14 report. No changes were made to the PLOs in 2014-15.

3. Curriculum Map: See LJML Assessment Wheel

No changes were made to the Curriculum Map.

4. Multi-Year Assessment Plan: See LJML Assessment Wheel

Per the Multi-Year Assessment Plan approved during the 2011-12 term, the Writing Section evaluated PLOs 1, 5, and 6 collecting data from the workshop courses and internships for PLO 5 and WRI 420 for PLOs 1 and 6. In addition, Writing majors are strongly encouraged to complete the ETS exam to measure their competency in quantitative reasoning and critical thinking.

Assessment Activities: This section will be completed annually for each PLO measured during this Academic Year (as described in your Multi-Year Assessment Plan).

5. Evidence—Methods of Assessment and Criteria for Success: See LJML Assessment Wheel

PLO 1 measures writing proficiency as evidenced by the senior portfolio. Success will be 100% of the students scoring at least a 11 of 16 on the Written Communication Value Rubric (the "Sources and Evidence" category was omitted) and 80% of the students scoring 14 of 16.

PLO 5 measures engagement with writing and editorial processes through participation with campus publications and external internships. The criteria for success is that campus publications are produced in a timely way and with such quality that the consumers of the media are pleased and the internship directors indicate that the internships are successful.

PLO 6 measures oral proficiency as evidenced by the oral presentation of the writer's work in WRI420 Advanced Writing Workshop. Success will be 100% of the students scoring at least 12 of 20 on the Oral Communication Value Rubric total score and 80% of the students scoring 15 of 20.

The senior portfolios and oral presentations were reviewed by a senior writing professor and the department chair.

6. Evidence—Summary of Data collected:

PLO 1—The evidence indicates that the PLO was met at the 80% threshold and nearly met at the 100% threshhold. Not surprisingly, Writing majors display great proficiency in their written work.

PLO 5—The evidence indicates that the PLO has been met by those who participated in the production of the *Driftwood, Point,* and *Mariner*. However, in the future, a more sophisticated measurement is needed beyond participation and production. Some external reviewer should be engaged to judge the quality of the product.

PLO 6—The evidence indicates that the target were met at the 80% threshold but not at the 100% threshold.

7. Use of Evidence—Use of Results: See LJML Assessment Wheel

The evidence is quite preliminary, so it would be unwise to make too much of the evidence at this point. But it is encouraging that all the PLOs were met at the 80% threshold.

Written Communication Value Rubric   Reviewer1

	Student 1	Student 2	Student 3	Student 4	Student 5
Context and Purpose for Writing	4	4	4	4	4
Content Development	4	4	4	4	4
Genre and Disciplinary Conventions	4	4	4	4	4
Sources and Evidence	NA	NA	NA	NA	NA
Control of Syntax and Mechanics	4	4	4	4	3
Total	16	16	16	16	15

Reviewer2

	Student 1	Student 2	Student 3	Student 4	Student 5
Context and Purpose for Writing	3	3	4	3	3
Content Development	3	4	4	3	3
Genre and Disciplinary Conventions	3	4	4	4	3
Sources and Evidence	NA	NA	NA	NA	NA
Control of Syntax and Mechanics	3	3	3	3	2
Total	12	14	15	13	11

Oral Communication Value Rubric   Reviewer1

	Student 1	Student 2	Student 3	Student 4	Student 5
Organization	4	3	3	3	3
Language	3	4	3	4	3
Delivery	3	3	3	3	3
Supporting Material	3	3	3	3	3
Central Message	3	3	3	3	3
Total	16	16	15	16	15

Reviewer2

	Student 1	Student 2	Student 3	Student 4	Student 5
Organization	3	3	2	2	3
Language	3	3	3	3	3
Delivery	2	2	2	2	3
Supporting Material	3	2	2	2	3
Central Message	3	3	3	3	3
Total	14	13	12	12	15