

**Literature, Journalism, Writing and Languages (LJWL)**  
**FELO Data, Written Communication: Fa2020 - Sp2021**

**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 1010 and WRI 1016 formerly WRI110 and WRI116). 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:**

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
WRI 110	Spring 2015	50	3.26	3.08	2.76	2.62	2.88
WRI 110	Spring 2016	82	3.46	3.22	3.04	3.18	3.05
WRI 110	Spring 2017	37	3.75	3.51	3.51	3.24	3.14
WRI 110	Fall 2017	66	3.47	3.35	3.30	3.41	3.30
WRI 110	Spring 2018	61	3.67	3.27	3.42	3.27	3.30
WRI 110	Fall 2018	57	3.64	3.49	3.33	3.47	3.20
WRI 110	Spring 2019	46	3.57	3.39	3.17	3.41	3.26
WRI1010	Fall 2019	56	3.63	3.34	3.29	3.45	3.05
WRI1010	Spring 2020	59	3.53	3.34	3.36	3.27	3.29
WRI1010	Fall 2020	43	3.79	3.51	3.47	3.60	3.49
WRI1010	Spring 2021	56	3.54	3.27	3.27	3.25	3.23
WRI 115	Fall 2013	8	3.25	3.25	2.63	3.38	2.75
WRI116	Spring 2013*	20	3.40	3.20	3.20	3.45	3.55
WRI116	Spring '13**	20	3.50	3.70	3.25	3.90	3.95
WRI116	Fall 2013	35	3.80	3.37	3.69	3.51	3.17

Course	Semester	N	Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
WRI116	Spring 2014	20	3.80	3.75	3.50	3.70	3.05
WRI116	Fall 2014	21	3.24	3.29	2.81	3.19	2.76
WRI116	Spring 2015	16	3.25	2.94	2.75	2.88	2.63
WRI 116	Spring 2016	30	3.83	3.67	3.30	3.77	3.20
WRI 116	Spring 2017	25	3.44	3.36	3.48	3.80	3.08
WRI 116	Fall 2017	12	3.58	3.42	3.17	3.67	3.08
WRI 116	Spring 2018	20	3.58	2.95	3.05	3.53	2.95
WRI 116	Fall 2018	7	3.86	2.71	3.29	3.86	3.00
WRI 116	Spring 2019	16	3.69	3.44	3.56	3.69	3.56
WRI1016	Fall 2019	13	3.38	3.08	2.77	2.85	2.77
WRI1016	Spring 2020	14	3.64	3.64	3.29	3.71	3.36
WRI1016	Fall 2020	14	3.93	3.71	3.43	3.86	3.57
WRI1016	Spring 2021	20	3.60	3.40	3.55	3.35	3.65
WRI120	Fall 2013	26	3.69	3.12	2.92	3.81	3.50
WRI120	Fall 2014	17	3.53	3.12	3.29	3.59	3.18
WRI120	Spring 2015	4	3.25	2.75	2.75	3.00	2.75

\* 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, though after a notable rise in scores fall 2020, a notable drop occurred in scores spring 2021. It was obviously during the year of Covid during which teaching modes changed. During fall semester, all classes were fully online and taught via Zoom while half way through spring semester the mode for some classes remained the same but others were taught f2f and students were highly stressed due to these changes.

#### Changes to be Made Based on Data:

No changes are being suggested.

#### Rubric Used:

See below

**WRITTEN COMMUNICATION VALUE RUBRIC**  
 for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**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.*

	<b>Capstone</b> 4	<b>Milestones</b> 3	2	<b>Benchmark</b> 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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).
<b>Content Development</b>	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.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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.

<p><b>Sources and Evidence</b></p>	<p>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</p>	<p>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</p>	<p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</p>	<p>Demonstrates an attempt to use sources to support ideas in the writing.</p>
<p><b>Control of Syntax and Mechanics</b></p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage.</p>