

# Annual Assessment Report

## Writing

### Annual Assessment Report

Department/School: LJML

Assessment period: (2013-14)

Changes indicated in red text.

#### 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. Those revisions are indicated in bold below, have been moved into the academic catalog, and are as follows:

#### **WRITING (with Bloom's & WASC Core Included)**

*Students who complete the program will be able to*

1. Apply (**Application**) creative and advanced skills in various forms and genres of writing, **demonstrating critical thinking and quantitative reasoning appropriately.** [Written Communication, Critical Thinking, Quantitative Reasoning]
2. Demonstrate (**Knowledge, Comprehension, Application**) knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts. [Written Communication]
3. Demonstrate (**Knowledge, Comprehension**) knowledge of major literary-theoretical perspectives and terminology. [Critical Thinking]
4. Develop (**Application**) connections between the literature and language studied and the contemporary world. [Critical Thinking]
5. Engage (**Application**) in writing and editorial processes through campus publications and external internships. [Written Communication, Critical Thinking, Quantitative Reasoning]
6. **Present (Synthesis, Evaluation) creative work to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.** [Oral Communication]

### WASC Core Competencies

Written Communication, Oral Communication, Information Literacy,  
Qualitative Reasoning/Literacy, Critical Thinking

### BLOOM'S TAXONOMY

Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

#### 3. Curriculum Map: See LJML Assessment Wheel

As a result of the work done to revise the Writing Section's PLOs in light of WASC Core Competencies and the request of the Institutional Effectiveness Committee, the section's comprehensive Curriculum Map has been refined both to align with the new content of the PLOs (including a new outcome) and demonstrate more clearly where students' work is expected to represent introductory, developmental, and mastery level performance. This work will provide more specific guidance in terms of identifying and constructing assessment points at the various levels of the curriculum. These revised CLOs and the updated Curriculum Map (See Assessment Wheel Curriculum Map) are included with this report. **One recommendation of this report is that members of the Writing Section must determine where to formally assess the new PLO 6 in a revision of the Multi-Year Assessment plan as well as determining how the removal of WRI220 as part of prioritization process will be addressed in other course content.**

#### 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 PLO 4 via the upper division writing courses Writing 315 – Advanced Composition and Writing 345 – Editing in conjunction with the Journalism Section. The data collected from Writing 315 will be discussed below and can be seen in attached documentation.

In terms of Writing 345, no assessment measure has been provided the Writing Section by the Journalism Section, making specific analysis impossible at this point. Anecdotally, the seven Writing majors enrolled in the Fall 2013 Writing 345 course performed at or above the level of their classmates. This will be the only comment on the course in this report. **As a result, it is the recommendation of this report that members of the Writing and Journalism sections work more closely in the 2014-15 academic year to produce data collection methods in the courses where they share student assessment duties.**

**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

First, the assessment of PLO 4 occurred in the Fall 2013 semester before the final update of the Writing Section's PLOs had been approved. As a result, it is necessary to clarify the language of the Outcome being assessed. PLO 4 read as follows: "Students who complete the program in writing will be able to develop connections between the literature and language studied and the contemporary world." To measure this, an object assessment was employed as part of the Advance Composition course requirements. The members of the section selected this class as it is focused on writing expository and creative texts for a general audience that combine the students' life experiences and

research they do on particular topics. The assessment was given in the middle of the term and allowed for both individual and group assessment. Success was judged via a minimum standard as well as in comparison to the scores of classmates. The specific results of the assessment are discussed below and the data collection form for Writing 315 is included with this report (see Assessment Wheel Annual Reports). **It is the recommendation of this report that the members of the Writing Section select a subjective measure to evaluate students' grasp of PLO 4 along with an attendant rubric for the assessment of such an assignment.**

**6. Evidence—Summary of Data collected:** See LJML Assessment Wheel

In summary, the data collected from Writing 315 indicates two things: that in all but very select cases, students are meeting the goals of PLO 4 at a more than adequate level and that they are doing so as a cohort in a fairly uniform manner. The assessment employed was a 100-point objective review of their learning with a minimum proficiency of a 70 percent score on the test. Of the 17 students enrolled in the course, 13 were Writing majors. Those 13 students posted an average score of 82.7 out of 100 possible points with one student scoring a class high of 93/100 and another producing a low of 67/100. Only one student failed to achieve minimum competency based on the assessment and most surpassed the minimum by at least 10 points. In general, the data indicates that Writing majors are successfully integrating the notions of PLO 4 by the time they reach Writing 315, which indicates that the work being done to introduce and explore it is working effectively at this point. **However, it would strengthen the Writing section's ability to assess their mastery of this Outcome if a subjective measure that required students to demonstrate their understanding in a work of their own, which is the reason for the above recommendation for the creation of such a measurement.**

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

In the sense of an objective means of measurement, it is clear based on the data collected in the 2013-14 academic year that students are effectively demonstrating their understanding of PLO 4. What is equally clear is that more work needs to be done to round out how students are being assessed. This should take the form of a subjective measure being created and implemented in Writing 315 when the course is assessed in the next cycle as well as a closer working relationship between Writing and Journalism in regards to creating an assessment and data collection method for Writing 345. Beyond that, it would appear that the approaches to helping students achieve the goals of PLO 4 are working effectively at this point and do not need further refining at this time.