

## WRITING ASSESSMENT PLAN 2013-14

Guidelines Drawn from Assessment Manual (pp. 31-38)

### I. Key Assignments (2013-14 Assessment Focus in Red/Bold)

- a. Objective Assessment – Terminology PLO 2 (Writing 321, 322, 323)
- b. Subjective Assessment – Creative Work PLO 2 (Writing 321, 322, 323)
- c. Objective Assessment – Examination PLO 3 (Literature 250)
- d. Objective Assessment - Examination PLO 4 (Writing 315 – In development/Writing 345)**
- e. Subjective Assessment PLO 4 – Creative/Performative Work (In development/Writing 315 and 345)**
- f. Objective Assessment – Work Product PLO 5 (Writing 215, 216, 217, 470)
- g. Subjective Assessment – Supervisorial Performance Review PLO 5 (Writing 215, 216, 217, 470)
- h. Assessment Measures for PLO 6 needed.

### Senior Portfolio (Summative Evaluation in Writing 420 focused on PLO 1)

- a. Original Work in Major and Secondary Forms
- b. Critical Foreword or Afterword
- c. Revision of Previous Work
- d. Sample Cover Letter
- e. Reading List

PLO	WASC CORE COMPETENCY	SELECTED COURSES	KEY ASSIGNMENT	IN PORTFOLIO	INDIRECT OR DIRECT MEANS OF ASSESSMENT	FORMATIVE OR SUMMATIVE
1	Written Communication, Critical Thinking, Information Literacy, Quantitative Reasoning	WRI420	Final Portfolio	Y	Direct	Summative
2	None	WRI321, 322, 323	Objective Exam	Possibly	Direct	Summative
2	None	WRI321, 322, 323	Creative Work	Possibly	Direct	Summative
3	None	LIT250	Objective Exam	No	Direct	Summative
4	None	<b>WRI315, 345</b>	<b>Objective Exam</b>	<b>No</b>	<b>Direct</b>	<b>Summative</b>
4	None	<b>WRI315, 345</b>	<b>Creative/Performative Work</b>	<b>No</b>	<b>Direct</b>	<b>Summative</b>
5	None	WRI215, 216, 217, 470	Work Product	No	Direct	Summative

5	None	WRI215, 216, 217, 470	Supervisory Review	No	Direct	Summative
6	Oral Communication	Developing	Developing	Developing	Developing	Developing
1-6	WC, CT, IL, QR, OC	Program	Alum Survey	No	Indirect	Summative

**Other Key Assessments:** We also send out a **Writing/Journalism Program Survey** that indirectly assesses the entire Writing Program. This survey goes out annually to graduating seniors and periodically to alumni from the past decade or so.

**II. Rubrics for Key Assignments:** [University Assessment Plan and Program Review](#)

COURSE and/or KEY ASSIGNMENT	LOADED IN LIVE TEXT	RUBRICS (AAC&U OR LOCAL ONES)	INDIRECT OR DIRECT	FORMATIVE OR SUMMATIVE
Final Portfolio	N	Local (Developing)	Direct	Summative
Subjective Assessments Creative Works	N	Local	Direct	Summative
Subjective Assessments Performative Works	N	Developing	Direct	Summative
Work Product Assessments	N	Developing	Direct	Summative

**III. Criteria for Success: Performance Targets**

(See 2011-12, 2012-13 Annual Assessment Reports)

KEY ASSIGNMENT	CRITERIA OF SUCCESS
Objective Assessments	Minimum Proficiency Standards
Subjective Assessments	Evaluation via Rubric w/ Minimum Proficiency Expectation

**IV. Summary of Data Collected from Key Assignments:**

**When:**

Based on the three-year assessment cycle, data is collected in the following courses and methods.

**Year 1:** PLO 1 is evaluated in the Writing 420 capstone course via a final portfolio that acts as a summative collection of students' best creative and critical work along with other functional documents. The final portfolio has been reviewed and assessed individually, but as the course was made a capstone experience in the 2013-14 academic year, more uniform methods of assessment are under development for collecting institutional data in the next assessment cycle (2014-15). That data is compared within the cohort and will be compared across cohorts moving forward.

PLO 5 is evaluated in Writing 215, 216, 217, and 470. As part of these courses, students are producing work for both campus publications and an internship in a professional writing environment. That work is assessed by both the student's site supervisor and the on-campus internship coordinator. A rubric for the on-campus evaluation should be created. Also, their

performance is formally evaluated by their site supervisor at the end of the term. That data is compared within the cohort and will be compared across cohorts moving forward.

**Year 2:** PLO 2 is evaluated in Writing 321, 322, 323 via objective and subjective measures. In all three courses, students' understanding of the outcome is assessed objectively via a component of an exam in the course. That data is compared within the cohort and will be compared across cohorts moving forward. Additionally, creative assignments offer the material for subjective assessment using standardized local rubrics created by the members of the Writing section.

PLO 3 is evaluated in Literature 250 via an objective measure that is part of the course's final exam. That data is compared within the cohort of writing majors, against the performance of students from other majors taking the same exam, and will be compared across cohorts moving forward.

**Year 3: PLO 4 is currently being evaluated in Writing 315 and 345, though the measures for that assessment are in need of further development and refining. An objective measure exists and has been applied in Writing 315 in the Fall 13 semester. That data is compared within the cohort and will be compared across cohorts moving forward. No such measure was made available for Writing 345 in the current assessment cycle. A subjective measure needs to be developed for both 315 and 345, as has been formally recommended as part of the 2013-14 Annual Assessment Report.**

#### **V. Analysis of Assessment Data, Review Results and Conclusions:**

*How shared with department, program faculty, staff, students to determine necessary action? How summarized in Annual Assessment Report? How describe system for storing, managing, and accessing data?*

**The data and results of the 2013-14 assessment work will be shared with the department via department meeting, as well as being posted to the departmental assessment wheel on the university's Web site. It will also be made available at the opening department meeting for the coming academic year. At that meeting, members of the writing section will use the data to discuss any changes that need to be made as a result of the insights it provides. Also, the elements of the assessment process that need further development will be explored then and through the rest of the year.**

#### **VI. Determine Improvements, Revisions, and Planned Changes to Curriculum and Program Based on Assessment Information (Recursive Revisions in Assignments, Outcomes, and/or Curricular Maps, Surveys):**

*What Improvements Made (APC Proposals)? How Results Disseminated and to Whom? How Are Results Reviewed? How Implications of Results Discussed?*

**The data and results of the 2013-14 assessment work will be used moving forward to evaluate curricular and resource needs in relation to the Writing section. In general, the consensus regarding what the data indicates is that the Writing major is functioning well and that students are grasping the program's stated outcomes. As such, no major changes have been deemed necessary. That data will continue to be a part of the regular conversations between the section members and with the other members of the department at large.**

#### **VII. Student Involvement in Creating and Using Measurement Tools:**

**In terms of what needs development in the short term, this element of the assessment process for the Writing section is most in need of immediate attention. It is the recommendation of this report that the Writing section forms a student advisory panel to discuss student perception of the major assignments and assessment measures of the program.**

#### **VIII. CLOs in Syllabi:**

- Listed/Posted/Communicated to Students in course syllabi (ongoing in various formats in course syllabi; see WRI 420 sample below)
- Aligned to PLOs and DLOs in course syllabi (ongoing in various formats in course syllabi; see WRI 420 sample below)
- NOTE: All CLOs have been aligned to PLOs
- CLOs are posted on our Assessment Wheel at [Student Learning Outcomes](#)

#### **IX. Course Assignments Align to CLOs**

- Aligned to PLOs in course syllabi (ongoing in various formats in course syllabi; see WRI 420 sample below)
- Aligned to DLOs in course syllabi (ongoing in various formats in course syllabi; see WRI 420 sample below)

#### **From the Writing 420 Syllabus:**

##### **PROGRAM LEARNING OUTCOMES**

*Students will be able to:*

1. apply creative and advanced skills in various forms and genres of writing;
2. demonstrate knowledge of the conventions and terminology of creative and advanced writing within literary and non-literary texts;
3. demonstrate knowledge of major literary-theoretical perspectives and terminology;
4. develop connections between literature and language studied and the contemporary world;
5. and, engage in writing and editorial processes through campus publications and external internships.

##### **COURSE LEARNING OUTCOMES (CLOs)**

**All of these outcomes will be assessed as part of the final portfolio (PLOs 1-5) and course presentations/exams (PLO 6).**

*Students who complete WRI420 will be able to:*

1. identify targeted aspects of the writing craft in the works of professional fiction, poetry, script, and creative nonfiction writers; (PLO 1, 4)
2. apply workshop techniques for constructive criticism of peers and in turn take criticism and use it to improve their own work; (PLO 3, 5)
3. craft original creative work, developing one's own writer's voice while using descriptive and evocative language, the show-don't-tell method, revision, and an advanced awareness of professional creative writer's strategy and reader perception; (PLO 1, 4)
4. apply professional writing and formatting techniques in a portfolio of work suitable for grad school or writing career applications; (PLO 5)
5. identify and present teaching methods for advanced writing techniques to others via peer groups and presentations. (PLO 2, 3)