<u>Literature, Journalism, Writing, and Languages (LJWL)</u>
FELO Data, Written Communication: Fa2022 - Sp2023

<u>Learning Outcome 1a:</u>
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 criterion 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 & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & 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
WRI1010	Fall 2021	51	3.37	3.04	3.24	3.00	3.12
WRI1010	Spring 2022	64	3.56	3.30	3.31	2.97	3.14
WRI1010	Fall 2022	285	3.37	3.06	3.00	3.00	2.94
WRI1010	Spring 2023	208	3.48	3.35	3.30	3.39	3.29
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
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
WRI1016	Fall 2021	20	3.30	3.20	3.10	2.95	3.10
WRI1016	Spring 2022	20	3.65	3.25	3.20	2.95	3.20
WRI1016	Fall 2022	60	3.79	3.68	3.50	3.59	3.55
WRI1016	Spring 2023	26	3.31	3.52	3.58	3.63	3.44

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

Conclusions Drawn from Data:
For the 2022-23 year, the minimum criteria for success (a minimum average of 2.75 for each criterion on the Written Communication Value Rubric) was exceeded for both WRI 1010 and WRI 1016. We opted to assess all WRI 1010 and WRI 1016 students in both the Fall 2022 and Spring 2023 semesters, given the internal changes in our assessment infrastructure, and the increased sample size may alter the comparison of this year's scores to previous years. The Fall 2022 WRI 1010 scores saw a slight but not significant dip in the average from the previous year, which we anticipated due to the difficult adjustment to in-person instruction for many first-year students coming out of Covid. On the other hand, Fall 2022 WRI 1016 scores saw a slight increase from previous years. Spring 2023 scores for WRI 1010 then rebounded as students grew accustomed to classroom instruction, and Spring 2023 scores for WRI 1016 remained consistent.

Changes to be Made Based on Data:
Changing programmatic structures make it difficult to ensure the reliability of assessing a standard essay exam across all sections of composition, and we suggest a revised assessment measure for this learning outcome moving forward.