Written Communication Competency

ASSESSMENT BRIEF UPDATE

2015 TO 2018

Updated annually by Faculty Senate AOAC, General Education Coordinator, CAE, and Planning, Assessment, & Analysis
How is Written Communication Defined?

The General Education Program Governance & Policies document specifies

• writing (W) and
• advanced writing (AW) course competencies.

Upon successful completion of a Writing “W” course, students will be able to:

i. Articulate ideas clearly in writing
ii. Demonstrate the ability to find, evaluate and integrate appropriate sources into formal written work
iii. Apply inferences or causalities to informal written works
iv. Use appropriate critical reasoning strategies in developing content

Upon successful completion of an Advanced writing course, students will be able to:

i. Demonstrate flexibility in applying the writing process to a variety of communication contexts
ii. Understand rhetorical situations and multicultural contexts and respond to the demands of both in the preparation of texts
iii. Demonstrate enhanced fluency and distinctiveness in writing style
iv. Apply rhetorical principles to real-world situations in the academy, at work, and in the community
v. Effectively employ technologies to create and support texts
How is Written Communication Assessed?

In the general education program, Written Communication is assessed by both direct and indirect evidence.

<table>
<thead>
<tr>
<th>Measures</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>264</td>
<td></td>
<td>109</td>
<td>student artifacts scored</td>
</tr>
<tr>
<td></td>
<td>student</td>
<td>artifacts scorer</td>
<td>artifacts</td>
<td>scored</td>
</tr>
<tr>
<td>Lower division courses</td>
<td>ESCI 222, HIST 105, SOWK 102, UNIV 103</td>
<td></td>
<td></td>
<td>ENGL 110, UNIV 103</td>
</tr>
<tr>
<td>Upper division courses</td>
<td>BIOL 462, BIOL 467, COMM 326, ESCI 328, ESCI 443, GEOG 343, HIST 406, ITEC 392, PSYC 311, SOWK 322, SOWK 431</td>
<td></td>
<td></td>
<td>Being collected</td>
</tr>
<tr>
<td>National Survey of Student Engagement</td>
<td>not collected</td>
<td>305 First-Years 395 Seniors</td>
<td>not collected</td>
<td>Being collected</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>817 seniors</td>
<td>934 seniors</td>
<td>847 seniors</td>
<td>Being collected</td>
</tr>
<tr>
<td>Alumni Job Placement Survey (~1 yr out)</td>
<td>751 alumni</td>
<td>622 alumni</td>
<td>688 alumni</td>
<td>To be collected fall 2019</td>
</tr>
<tr>
<td>Internship Field Supervisor Feedback</td>
<td>340 students</td>
<td>336 students</td>
<td>338 students</td>
<td>Being collected</td>
</tr>
</tbody>
</table>
Comparison of Freshmen and Senior *Perceptions* of Written Communication

[Experience contributed to your knowledge, skills, and personal development where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much]

### FIRST-YEAR STUDENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>MU</th>
<th>PASSHE</th>
<th>Master's</th>
<th>NSSE All</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>2.8</td>
<td>2.9</td>
<td>3.0</td>
<td>2.9</td>
</tr>
<tr>
<td>2014</td>
<td>2.7</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
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<td>2.7</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>2017</td>
<td>2.8</td>
<td>2.9</td>
<td>2.9</td>
<td>2.8</td>
</tr>
</tbody>
</table>

### SENIORS

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<tr>
<td>2013</td>
<td>3.0</td>
<td>3.0</td>
<td>3.1</td>
<td>3.1</td>
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<tr>
<td>2017</td>
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**NOTE:** Per National Survey of Student Engagement offered respective spring semesters. Master’s includes peers at Master’s-level publics and privates (per Carnegie Classification). National includes all peers at all four-year institutions participating during the time period.
Comparison of Senior & Alumni *Perceptions* of Written Communication

[Experience contributed to your knowledge, skills, and personal development where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much]

**SENIORS AT GRADUATION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Writing clearly and effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3.18 (n=817)</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.14 (n=934)</td>
</tr>
<tr>
<td>2017-18</td>
<td>3.22 (n=847)</td>
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**ALUMNI 6 TO 10 MONTHS OUT**

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<td>3.09 (n=751)</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.10 (n=622)</td>
</tr>
<tr>
<td>2017-18</td>
<td>3.15 (n=688)</td>
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</table>

[Senior perceptions per Senior Exit Survey administered last two weeks before commencement.]

[Alumni perceptions per Alumni Job Placement Survey administered about six to ten months after commencement.]
Internship Field Supervisor Feedback on Written Communication

The student is able to write clearly and effectively in a professional environment.

[Percent scoring 5 & 4, where 5=Definitely, 3=Somewhat, and 1=Not at all]

[Per cent scoring 5 & 4, where 5=Excellent, 3=Fair, and 1=Unacceptable]

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<th>201718</th>
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<td>96.7%</td>
<td>83.0%</td>
<td>87.0%</td>
<td></td>
</tr>
<tr>
<td>85.0%</td>
<td>83.6%</td>
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Student Performance per Written Communication Rubrics

[where 4=advanced; 3=Proficient; 2=Basic; 1=Minimal, 0=Not evident/Deficient]

W1. Central or Controlling Idea
- 1XX: 2.37
- 2XX: 2.17
- 3XX: 2.83
- 4XX: 2.99

W2. Organization
- 1XX: 2.09
- 2XX: 2.58
- 3XX: 2.93
- 4XX: 2.98

W3. Development
- 1XX: 1.98
- 2XX: 2.25
- 3XX: 2.57
- 4XX: 2.94

W4. Mechanics
- 1XX: 2.28
- 2XX: 2.33
- 3XX: 2.72
- 4XX: 2.89

W5. Style
- 1XX: 2.06
- 2XX: 2.33
- 3XX: 2.65
- 4XX: 2.84

W6. Audience Awareness
- 1XX: 2.03
- 2XX: 2.97
- 3XX: 2.89

Overall Mean Scores: 1XX=2.13, 2XX=2.33, 3XX=2.77, 4XX=2.92
EXECUTIVES identification of gaps in recent graduates’ preparedness on key learning outcomes. [National Survey]

Among business execs:

- Critical thinking/analytical reasoning
- Apply knowledge/skills to real world
- Communicate effectively in writing
- Self-motivated
- Communicate effectively orally
- Able to work independently
- Able to work effectively in teams
- Ethical judgment/decision-making
- Able to analyze/solve complex problems
- Find, organize, evaluate info: multiple sources
- Solve problems w/people of diff. backgrounds
- Able to innovate/be creative
- Able to work with numbers/stats
- Stay current on changing tech
- Proficiency in foreign language

* 8-10 ratings on a 0-to-10 scale

HIRING MANAGERS identification of gaps in recent graduates’ preparedness on key learning outcomes. [National Survey]

Among hiring managers:

Apply knowledge/skills to real world
Self-motivated
Communicate effectively orally
Critical thinking/analytical reasoning
Able to work independently
Ethical judgment/decision-making
Able to work effectively in teams
Able to analyze/solve complex problems

Communicate effectively in writing
Find, organize, evaluate info: multiple sources
Solve problems w/people of diff. backgrounds
Able to innovate/be creative
Stay current on changing tech
Able to work with numbers/stats
Proficiency in foreign language

* 8-10 ratings on a 0-to-10 scale

In your small group, discuss the follow:

1) What does the evidence demonstrate?
   - Does the assessment evidence presented demonstrate added value? How?
   - Are students gaining skills as presented in these results?

2) Are you satisfied with results?
   - If so, what learning experiences contribute to the achievement of the competency?
   - If not, how might we make improvements to the learning experiences?

3) Share highlights of your discussion with the larger group.