

Written Communication Competency

Assessment Update, Draft
Spring 2015

Prepared by:

Faculty Senate Academic Outcomes Assessment Committee
Planning, Assessment & Analysis

How we assess the Written Communication competency?

Indirect Evidence



How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Writing clearly and effectively

Very much Quite a bit Some Very little

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

	None	1-2	3-5	6-10	11-15	16-20	More than 20 papers
Up to 5 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between 6 and 10 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 pages or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Millersville's Senior Exit Survey, 201314 to 201415

How much did your W courses emphasize the following:

- articulating ideas clearly in writing -Select-
- evaluating and integrating appropriate sources into formal written work -Select-
- applying inferences or causalities to informal written works -Select-
- using critical reasoning strategies to develop content -Select-

Direct Evidence

AACU's Written Communication Rubric

Millersville's Written Communication Rubric

WRITTEN COMMUNICATION VALUE RUBRIC

Definition: Written communication is the development and achievement of ideas in writing. Written communication includes language skills such as writing, editing, proofreading, and revising. Written communication also includes developing and delivering oral presentations and oral reports. Written communication also includes developing and delivering oral presentations and oral reports.

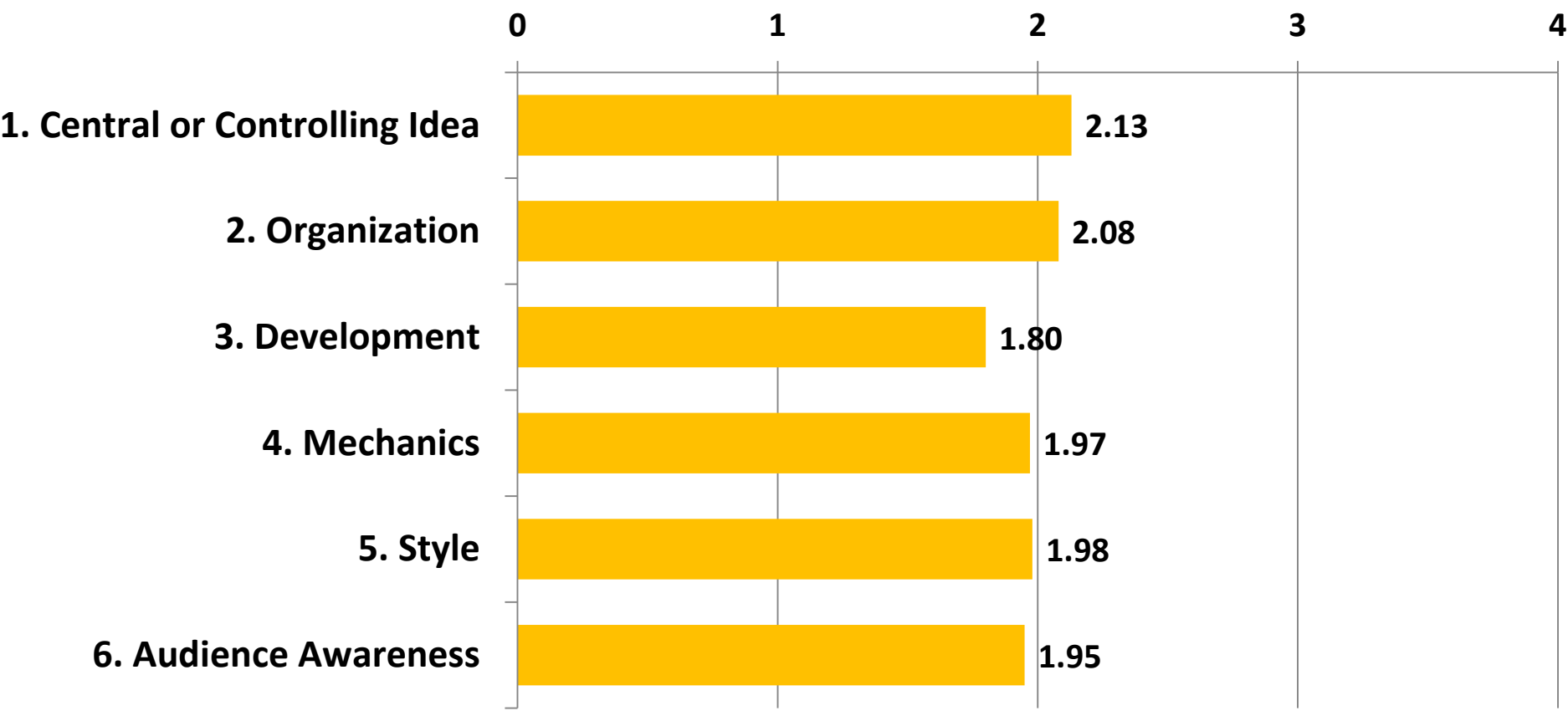
Category	1	2	3	Benchmark
Content and Purpose for Writing	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.
Content Development	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.
Organization and Structure	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.
Style and Evidence	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.

Writing Rubric

Category	1	2	3	Benchmark
Content and Purpose for Writing	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.	Communicates a thorough understanding of content, audience, and purpose that includes all elements of the task, and focuses on the assignment's goals and objectives.
Content Development	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.
Organization and Structure	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.	Organizes ideas in a clear and logical manner, and uses appropriate transitions to connect ideas and paragraphs. The organization is clear and logical, and the transitions are effective.
Style and Evidence	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.	Uses appropriate, relevant, and credible information to develop a clear and focused thesis statement, and develops the thesis through the body of the text.

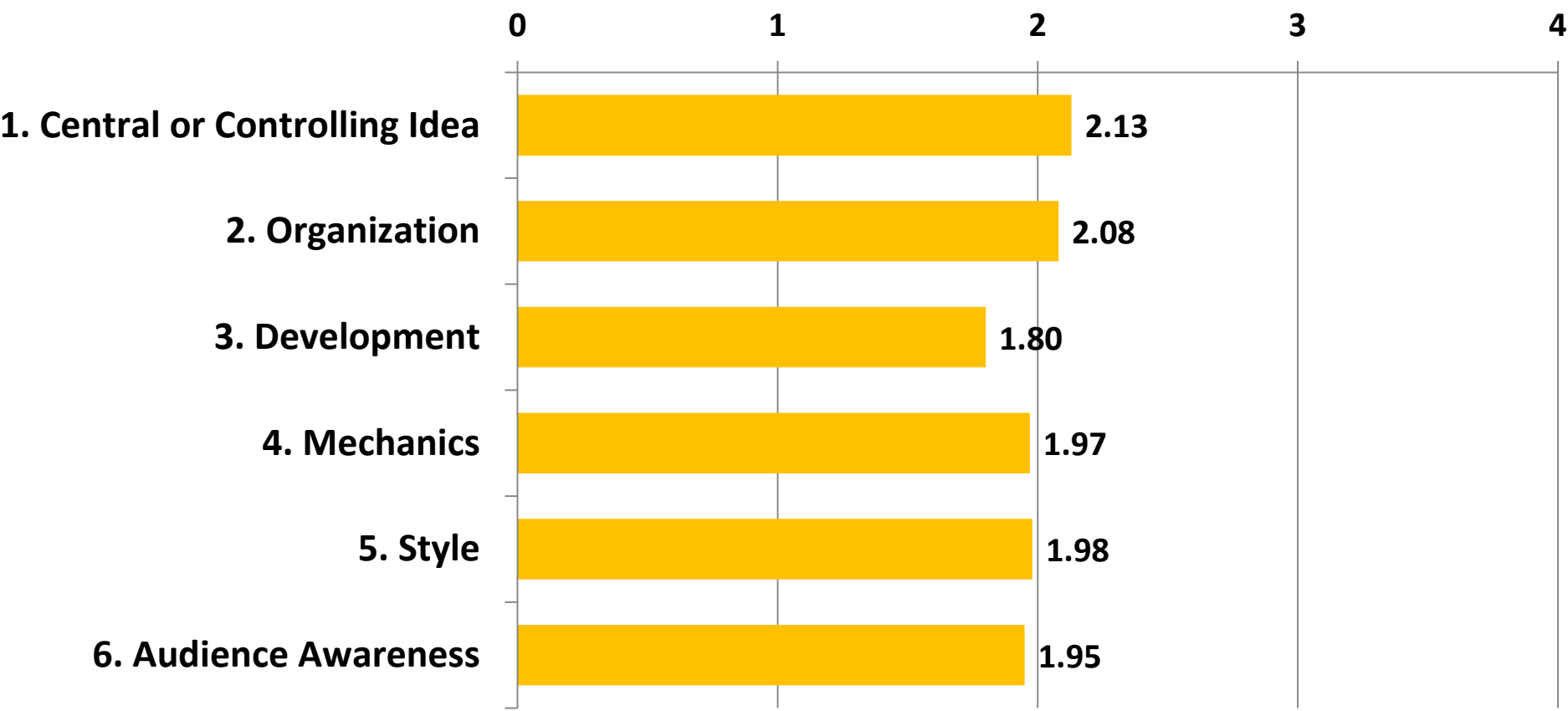
Millersville Written Communication Rubric Freshmen Assessment (2014-15)

Overall score: 1.99



Millersville Written Communication Rubric Assessment (Spring 2014)

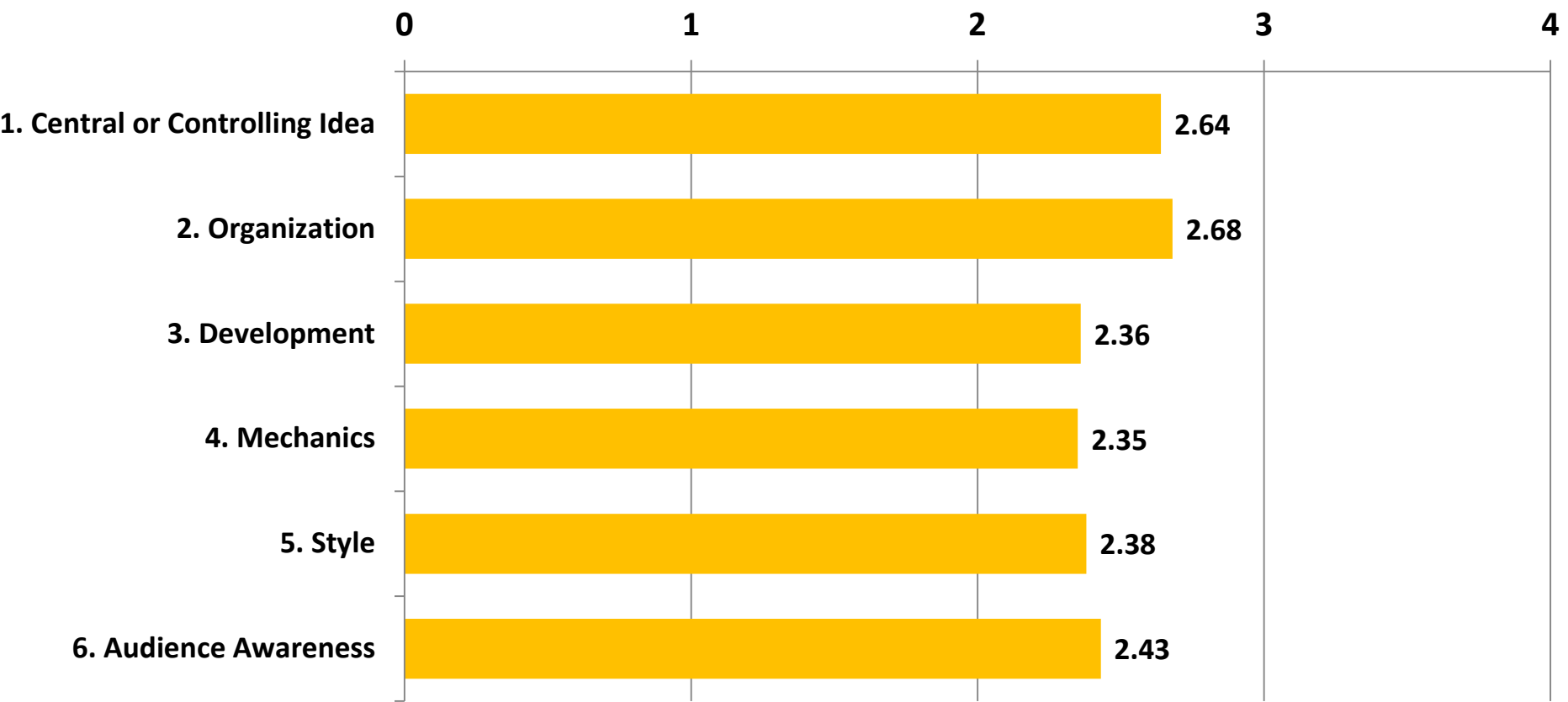
Overall score: 2.47



AACU Written Communication Rubric Assessment (Fall 2012)

Overall score: 2.49

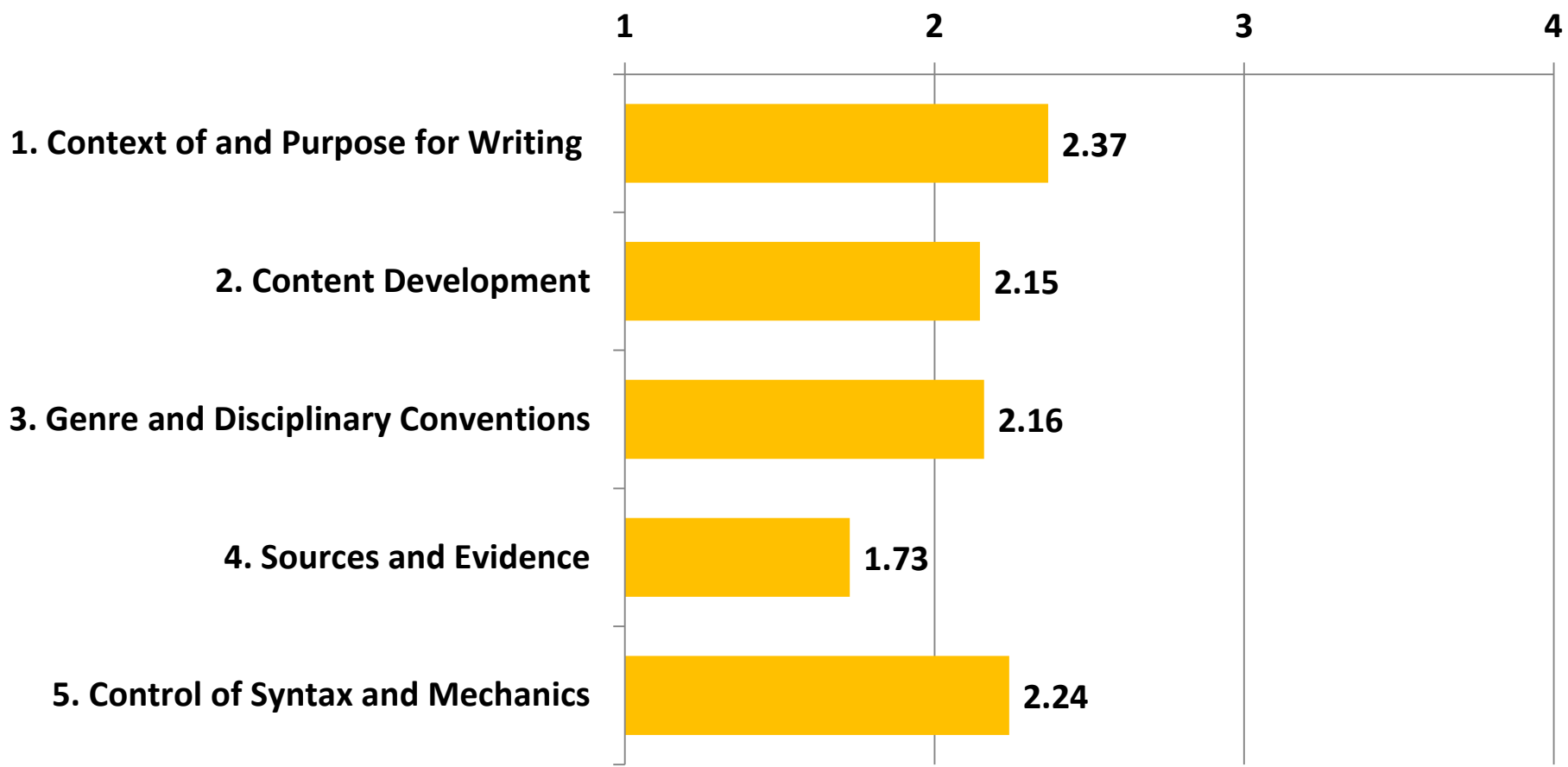
1=Benchmark, 2&3=Milestones, 4=Capstone



AACU Written Communication Rubric Assessment (Spring 2010 Analysis)

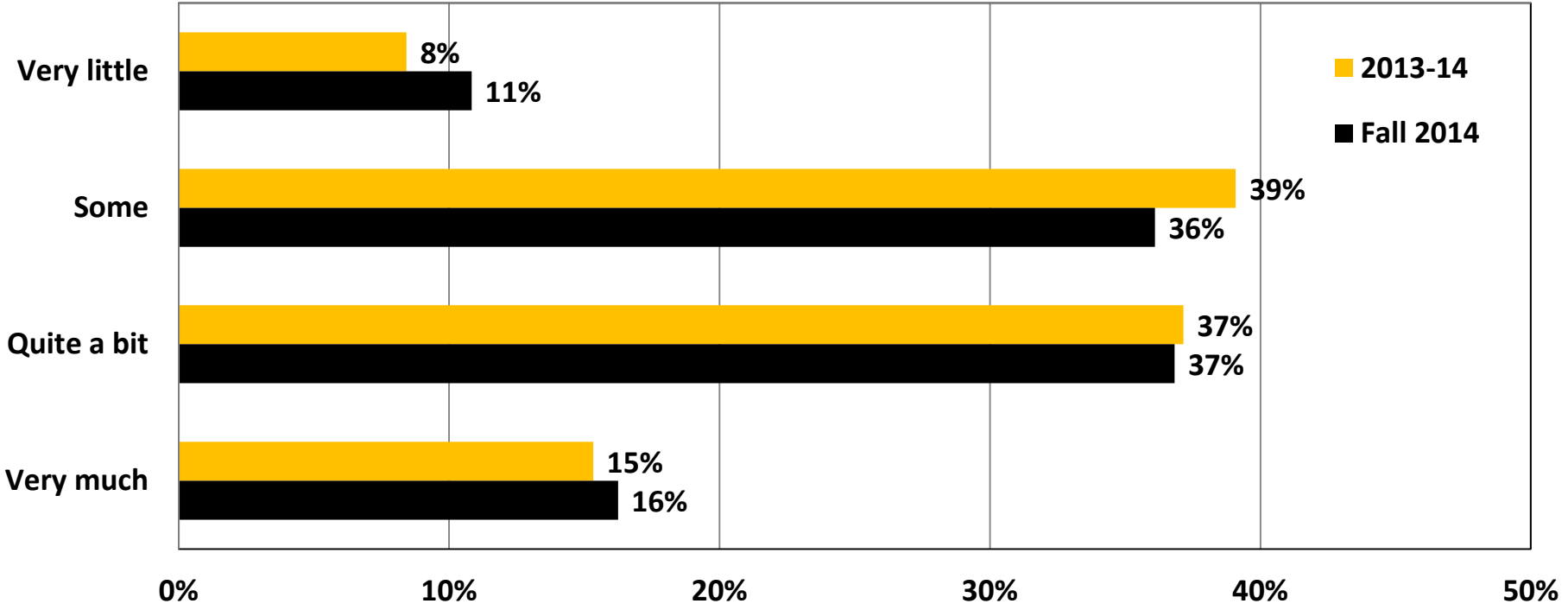
Overall score: 2.14

1=Benchmark, 2&3=Milestones, 4=Capstone



How much did your experience in W courses contribute to your ability to write clearly and effectively?

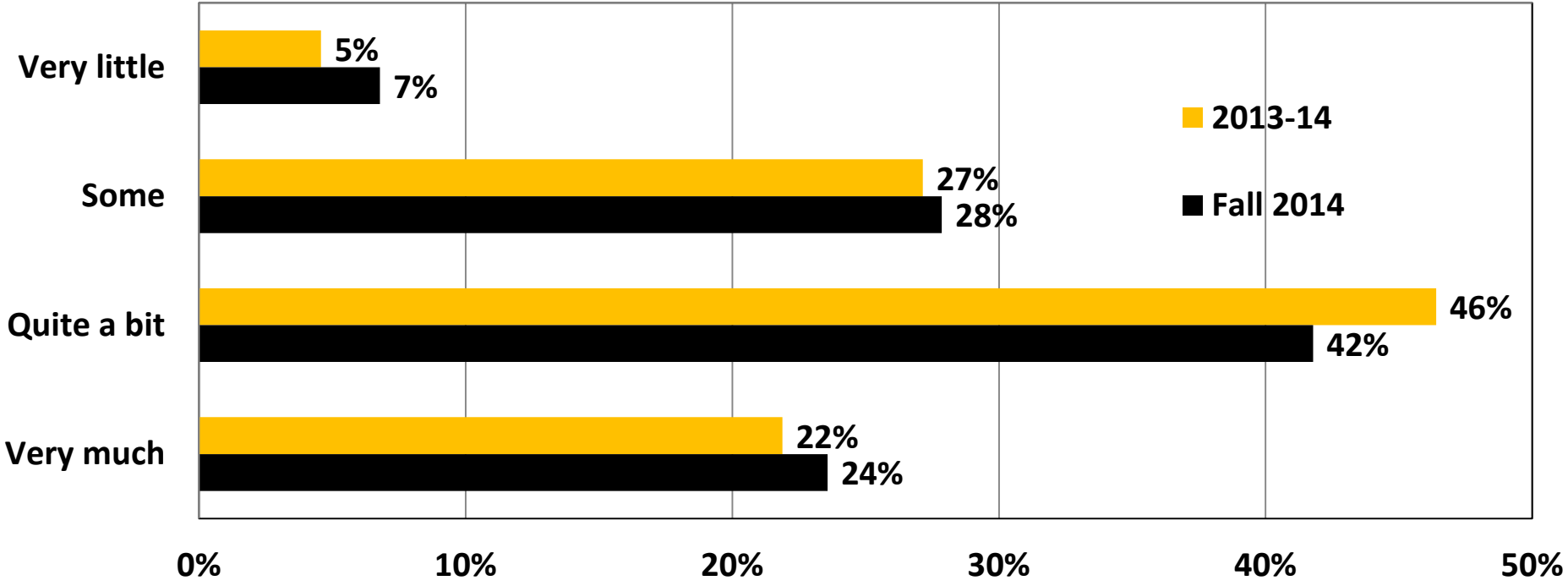
Senior Exit Survey



(2013-14 graduating seniors; n=721)
(Fall 2014 graduating seniors; n=277)

How much did your W courses emphasize articulating ideas clearly in writing?

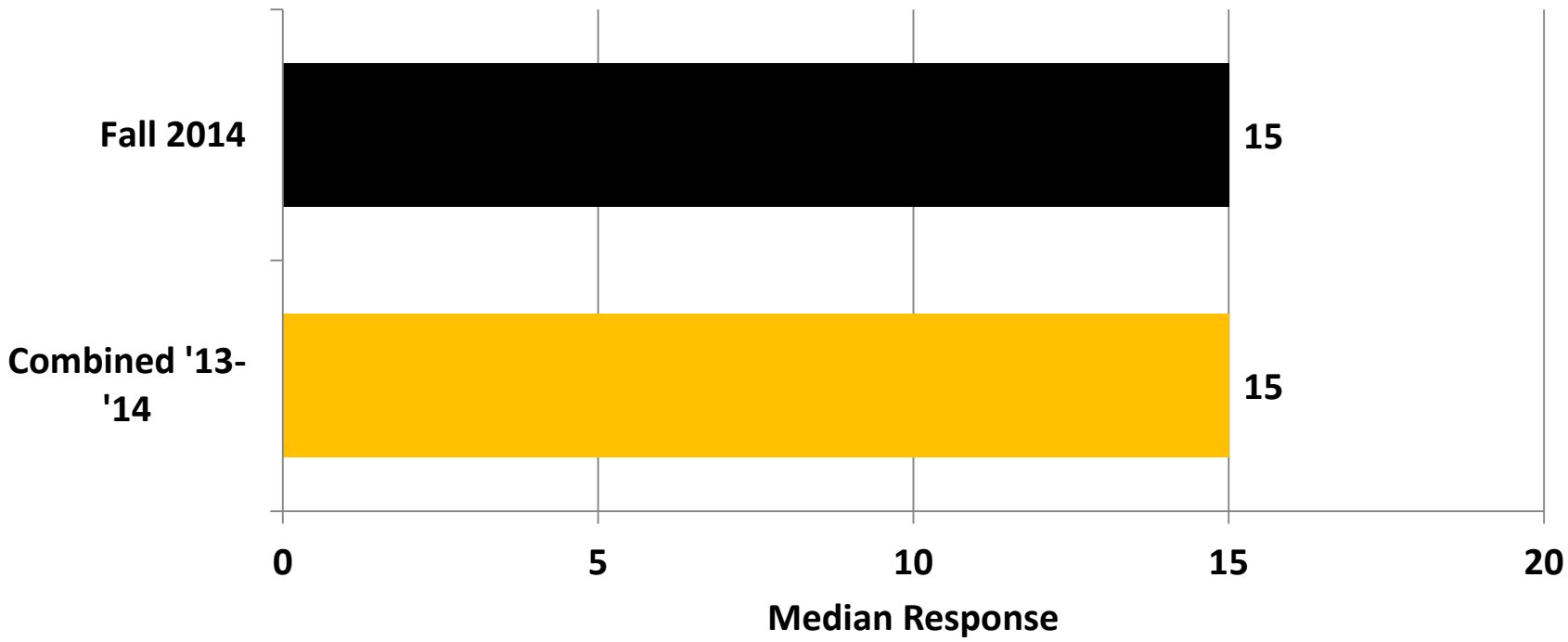
Senior Exit Survey



(2013-14 graduating seniors; n=721)
(Fall 2014 graduating seniors; n=277)

How many pages of writing did you have to do in your W courses?

Senior Exit Survey



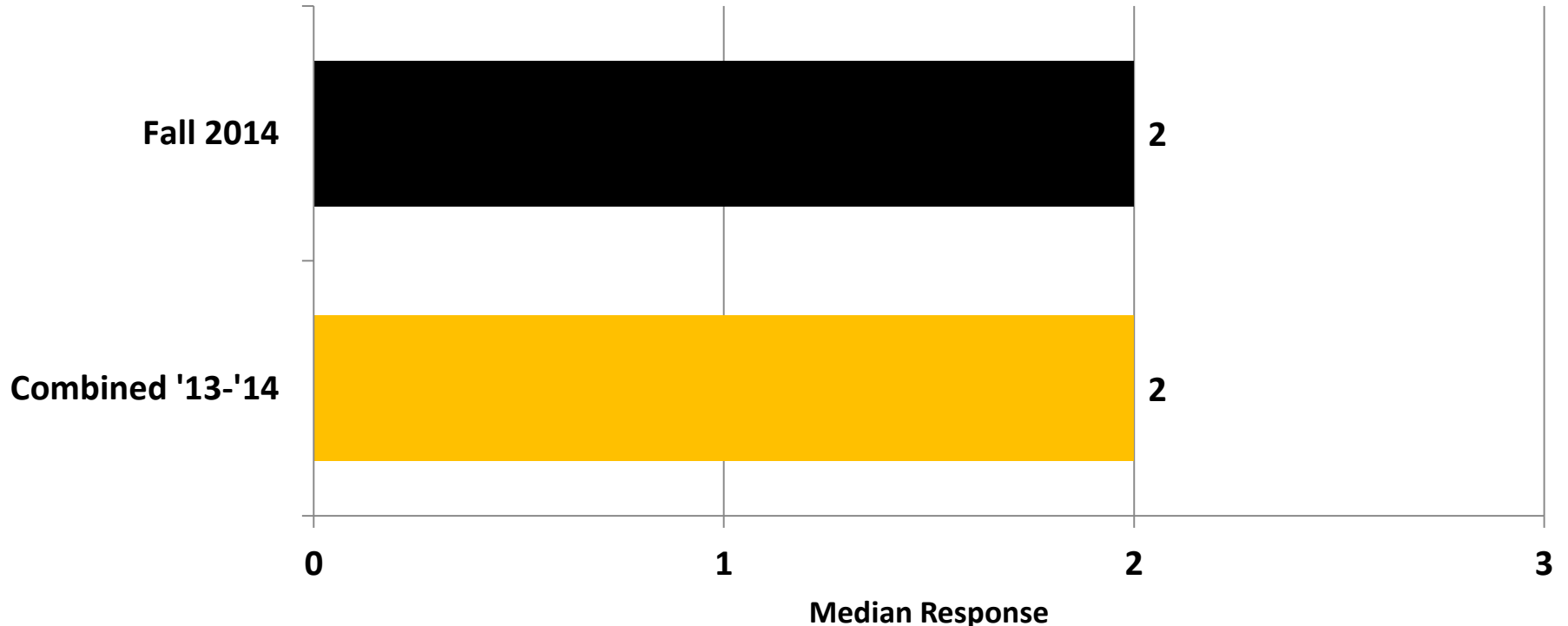
Note: Median reported due to skewed responses (reduce impact of outliers)

(n=721 graduating seniors, 2013-14)

(n=277 graduating seniors, fall 2014)

How many times per writing assignment were you required to revise your paper?

Senior Exit Survey



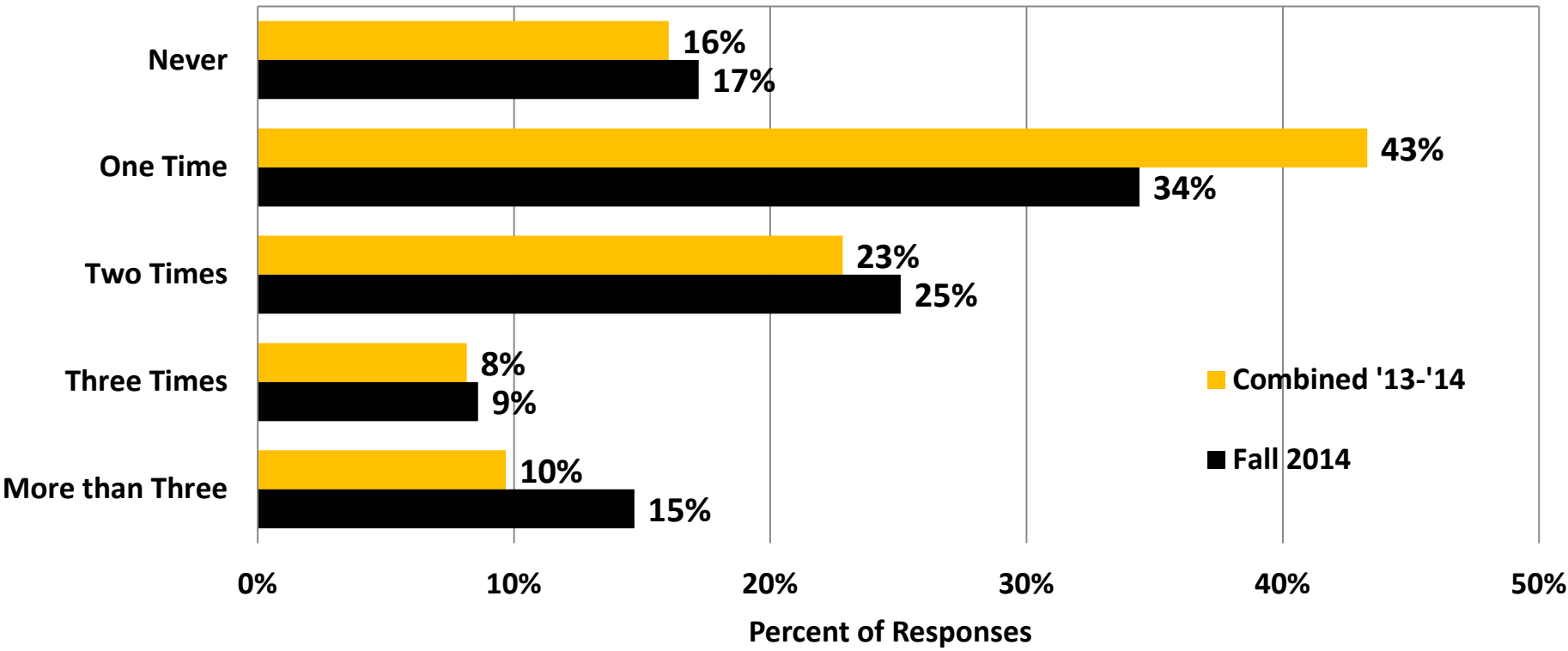
Note: Median reported due to skewed responses (reduce impact of outliers)

(n=721 graduating seniors, 2013-14)

(n=277 graduating seniors, fall 2014)

As part of your W course requirement, how many times per assignment did you peer review other students' papers?

Senior Exit Survey



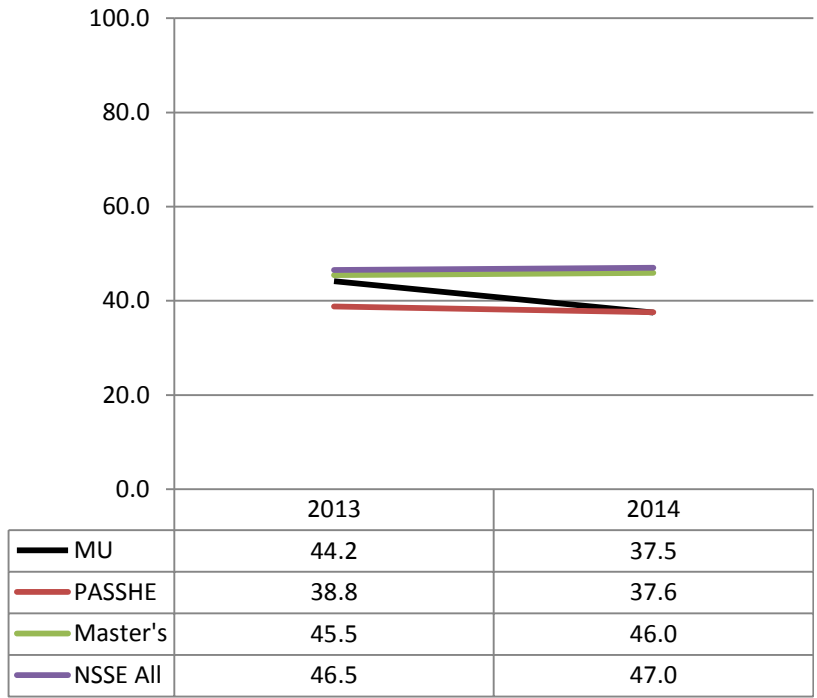
(n=721 graduating seniors, 2013-14)

(n=277 graduating seniors, fall 2014)

Estimated number of assigned pages of student writing during the year (not just in a W course)

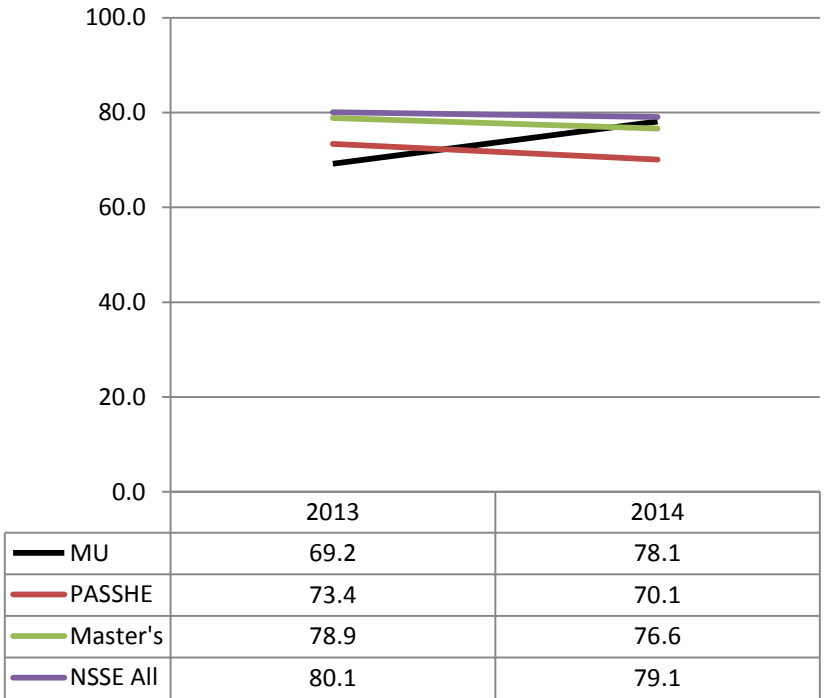
NSSE

Number of pages



Freshmen

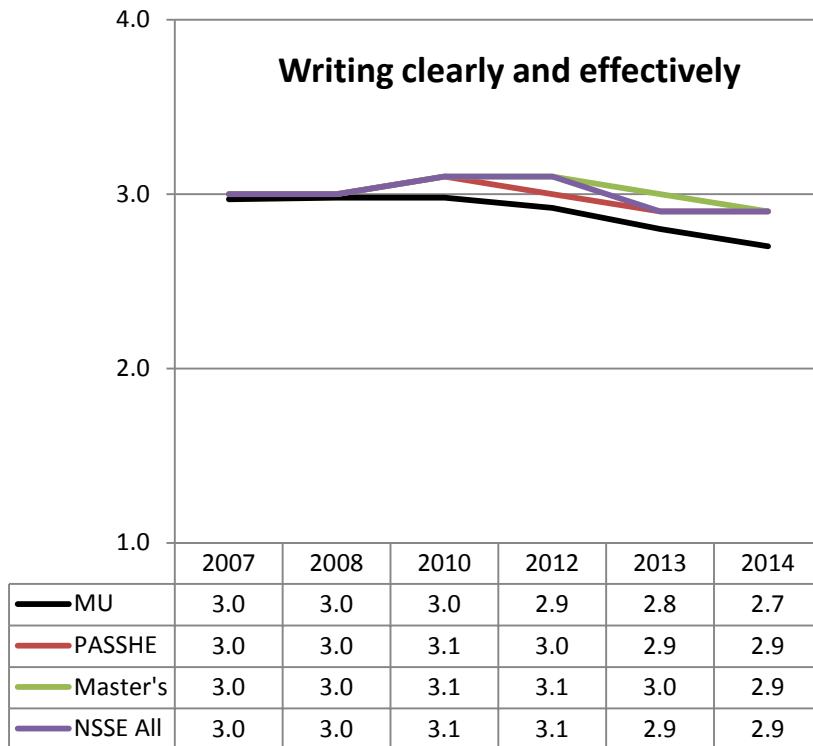
Number of pages



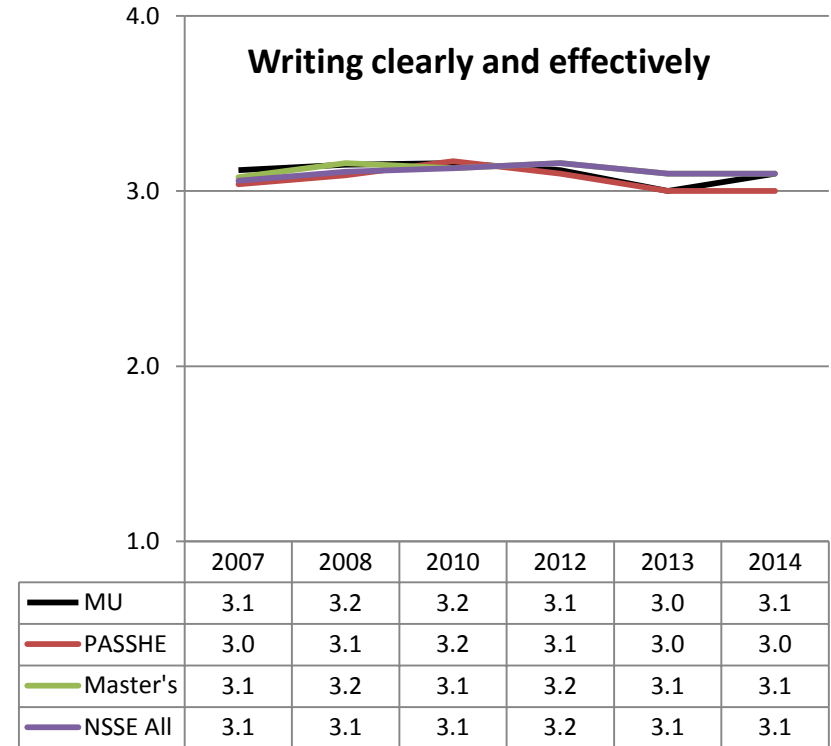
Seniors

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

NSSE



Freshmen



Seniors