

## Learning Goal: Thoughtful Expression (Written)

**Date:** Spring 2010

**What was assessed:** 116 student work products from ENG 201, FST 210, MUS 115, and PSY 105 (in-class essay exam responses and out-of-class term papers)

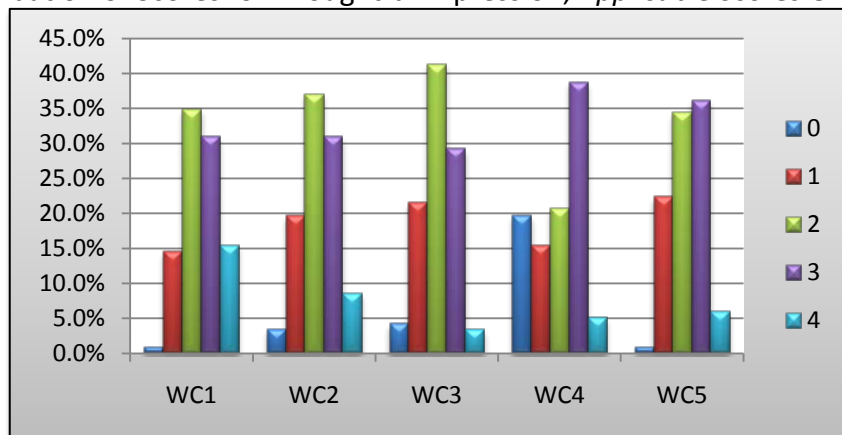
**How it was assessed:** AAC&U VALUE Written Communication rubric, by four faculty scorers

### Results:

#### Thoughtful Expression Score Results

	Benchmark				
	0	1	Milestones		Capstone
			2	3	4
WC1 Context of and Purpose for Writing	1 (.9%)	17 (14.7%)	44 (37.9%)	36 (31.0%)	18 (15.5%)
WC2 Content Development	4 (3.4%)	23 (19.8%)	43 (37.1%)	36 (31.0%)	10 (8.6%)
WC3 Genre and Disciplinary Conventions	5 (4.3%)	25 (21.6%)	48 (41.4%)	34 (29.3%)	4 (3.4%)
WC4 Sources and Evidence	23 (19.8%)	18 (15.5%)	24 (20.7%)	45 (38.8%)	6 (5.2%)
WC5 Control of Syntax and Mechanics	1 (0.9%)	26 (22.4%)	40 (34.5%)	42 (36.2%)	7 (6.0%)

#### Distribution of Scores for Thoughtful Expression, *Applicable Scores Only*



### Strength:

WC1 Context of and Purpose for Writing

### Weaknesses:

WC4 Sources and Evidence and WC3 Genre and Disciplinary Conventions

### Other findings:

- Significant differences between males and females on WC2 & WC5, with females scoring higher.
- Significant positive correlation between number of credit hours completed and WC2, WC3, and WC4.
- Significant differences between out-of-class assignments and in-class exam questions for WC1, WC2, and WC4 (out-of-class assignment scores higher) and WC5 (in-class exams higher).

### Discussion:

The median score for all five dimensions was 2 on the 4-level scale (with level 4 the expectation for UNCW graduates); 64% to 84% of students in these 100- and 200-level courses attained the milestone 2 score.

### Recommendations:

Additional exposure to the content of and rationale for the UNCW Learning Goals should be provided to increase faculty ownership and awareness of these Goals. To increase student exposure to the writing process, the Writing Intensive component of University Studies should be implemented by Fall 2012.