

Learning Goal: Thoughtful Expression (Written)

Date: Spring 2011

What was assessed: 80 student work products from ENG 201 and WMS 210(out-of-class papers)

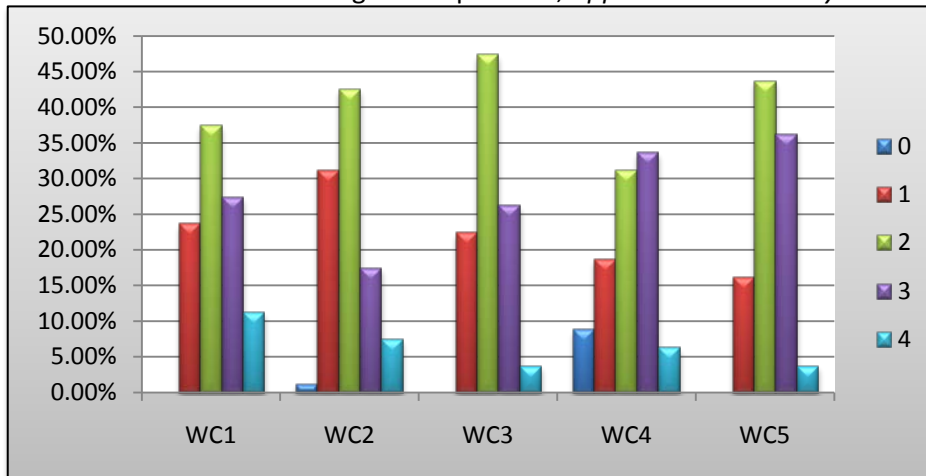
How it was assessed: AAC&U Written Communication VALUE rubric, by twelve faculty scorers

Results:

Thoughtful Expression Score Results

	Benchmark				
	0	1	2	3	4
WC1 Context of and Purpose for Writing	0 (0%)	19 (23.8%)	30 (37.5%)	22 (27.5%)	9 (11.3%)
WC2 Content Development	1 (1.3%)	25 (31.3%)	34 (42.5%)	14 (17.5%)	6 (7.5%)
WC3 Genre and Disciplinary Conventions	0 (0%)	18 (22.5%)	38 (47.5%)	21 (26.3%)	3 (3.8%)
WC4 Sources and Evidence	7 (8.8%)	15 (18.8%)	25 (31.3%)	27 (33.8%)	5 (6.3%)
WC5 Control of Syntax and Mechanics	0 (0%)	13 (16.3%)	35 (43.8%)	29 (36.3%)	3 (3.8%)

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



Strengths:

WC1 Context of and Purpose for Writing and WC4 Sources and Evidence

Weakness:

WC2 Content Development

Other findings:

- UNCW hours was negatively correlated with WC1 (-.224*), WC2 (-.289**), and WC4 (-.237*)
- No statistically significant differences in the means, medians, or distributions of the two course groups were found.

Discussion:

It is important to note that assignments were chosen for assessing Information Literacy as the main criterion. Therefore, a few of the assignments, such as the annotated bibliography for two sections of ENG 201, provided more difficult products with which to assess Written Communication, especially the Content Development dimension. Nonetheless, 68% to 84% of students in these 200-level courses attained the milestone 2 score.

Recommendations:

Develop a central information site for faculty regarding the UNCW learning goals. Emphasize desirability of including relevant learning outcomes on syllabi. Work to define achievement levels across undergraduate experience.