

Learning Goal: Thoughtful Expression (Written)

Date: Spring 2009

What was assessed: 50 student work products from MAT 151, ENG 201 and ENG 314

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

Results:

Thoughtful Expression Score Results

	Average of two evaluators MAT 151	Average of two evaluators ENG 201	Average of two evaluators e-portfolios ENG 314
Context of and purpose for writing	mean=2.8 median=3 mode=3 n=30	mean=2.1 median=2.5 mode=3 n=4	mean=2.8 median=3 mode=3 n=16
Content development	mean=2.7 median=3 mode=3 n=30	mean=2.3 median=2 mode=2 n=4	mean=2.5 median=2 mode=2 n=16
Genre and disciplinary conventions	mean=2.5 median=3 mode=3 n=30	mean=2.8 median=3 mode=3 n=4	mean=2.2 median=2 mode=3 n=16
Sources and evidence	Not applicable	mean=2.3 median=2.5 mode=3 n=4	mean=1.8 median=2 mode=1 n=16
Control of syntax and mechanics	mean=2.5 median=3 mode=3 n=15	mean=3 median=3.5 mode=4 n=4	mean=2.5 median=2 mode=2 n=16

Discussion:

This pilot assessment effort was designed to test the assessment *process and tools*, not to assess student learning. No conclusions can be drawn about levels of student learning from these limited findings. If, however, these were data collected from sufficiently large samples, some interesting—and perhaps actionable—observations could be made. For illustrative purposes only, the MAT 151 students and the ENG 314 students were strongest in the same skills (understands context, audience and purpose that is responsive to the assigned task) and weakest in the same skills, of the ones measured in both cases (uses genre and disciplinary conventions to organize and present ideas). Sources and Evidence were deemed not applicable to the MAT 151 written solutions for calculus problems.

Recommendations:

Implementation from this point forward should use the final AAC&U VALUE rubrics that have been posted online. These differ from those used in this pilot (the Spring 2009 drafts).

Instructors should be aware in advance that student work will be collected from their course so that 1) they know what rubric will be used, 2) they can make any necessary adjustment to courses learning goals, 3) they can inform students by way of first-day handout of the expectations and planned assessment activity, 4) they can match the design of the assignment to be assessed with the relevant learning goal, and 5) there is sufficient time to adapt the rubric to the discipline if necessary.