

## Learning Goal: Thoughtful Expression (Written)

**Date:** Fall 2018

**What was assessed:** 87 work products from seven course sections in CSC 105, ENG 201, THR 165, NSG 415, PSY 355.

**How it was assessed:** by four faculty members using the AAC&U Written Communication VALUE rubric

### Results: Lower Division

Lower-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
WC 1 Context of and Purpose of Writing	91.7%	50.0%
WC 2 Content Development	83.3%	22.9%
WC 3 Genre and Disciplinary Conventions	83.3%	22.9%
WC 4 Sources and Evidence	83.3%	37.5%
WC 5 Control of Syntax and Mechanics	91.7%	41.7%

### Summary:

- Scores were highest (based on the percentage of scores at levels 3 and 4) on WC1 Context of and Purpose for Writing (50.0%).
- Scores were lowest (based on the percentage of scores at levels 0 and 1) for WC2 Content Development, WC3 Genre and Disciplinary Conventions, and WC4 Sources and Evidence. All three dimensions had 16.7% of scores in the level 0 to level 1 range. Of these three dimensions, only WC3 had any 0 scores.

### Results: Upper Division

Upper-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
WC 1 Context of and Purpose of Writing	100%	89.8%
WC 2 Content Development	97.4%	79.5%
WC 3 Genre and Disciplinary Conventions	97.4%	74.4%
WC 4 Sources and Evidence	99.9%	79.4%
WC 5 Control of Syntax and Mechanics	94.9%	71.8%

### Summary:

- Scores were highest (based on the percentage of scores at levels 3 and 4) for upper-division work on WC1 Context of and Purpose for Writing (89.8%).
- The lowest-scoring dimension, based on the percentage of level 0 and level 1 scores, was WC5 Control of Syntax and Mechanics. There were no 0 scores on this dimension though about one in 20 papers received a level 1 score.

### Analysis Across Course Levels:

There was no statistically significant difference in scores across race and ethnicity groups, Pell grant vs. non-Pell grant recipients, high school type (e.g. public, private, homeschool, adult diploma), and courses taught by tenure-line vs non-tenure line faculty. The numbers of Honors students and Isaac Bear students were too small for statistical hypothesis testing. There were significant differences in scores in the following:

- Gender: females scored higher than males on WC1, WC2, and WC4
  - Transfer status: freshman-start students score higher than did transfer students on one dimension, WC1
  - Rural vs. non-rural home county: students from rural counties scored higher on WC2 and WC5.
  - Class level (freshman through senior): seniors scored higher than the other three class levels on all Written Communication dimensions except for WC5
  - Lower division vs upper division courses: scores in upper-division classes were higher on all dimensions of the Written Communication rubric
- GPA, SAT scores, and ACT scores were not significantly correlated with scores on any Written Communication rubric dimension. Scores on all the Written Communication rubric dimensions were significantly positively correlated with all the other Written Communication rubric dimensions.

For additional discussion of these findings, see the 2019 Annual Report available at <http://www.uncw.edu/assessment/general/findings.html>.