

## Learning Goal: Thoughtful Expression (Written)

**Date:** Fall 2016 & Spring 2017

**What was assessed:** 236 work products from fourteen assignments in CSC 385, EDN 300, ENG 100, ENG 103, ENG 201, MGT 352, PBH 305, and UNI 101.

**How it was assessed:** by eight 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	77.0%	33.1%
WC 2 Content Development	70.5%	20.1%
WC 3 Genre and Disciplinary Conventions	76.3%	24.8%
WC 4 Sources and Evidence	50.4%	20.6%
WC 5 Control of Syntax and Mechanics	79.9%	18.3%

### Summary:

- Scores tended to be higher, based on the percentages of scores at levels three and four, for WC1 Context of and Purpose of Writing and WC3 Genre and Disciplinary Conventions.
- Scores were lowest (based on the percentages of level zero and one scores) on WC4 Sources and Evidence.
- WC2 Content Development and WC5 Control of Syntax and Mechanics did not have any scores at the zero score level.

### 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	71.1%	28.9%
WC 2 Content Development	68.0%	29.9%
WC 3 Genre and Disciplinary Conventions	72.2%	14.4%
WC 4 Sources and Evidence	82.0%	32.0%
WC 5 Control of Syntax and Mechanics	85.6%	26.8%

### Summary:

- Scores tended to be higher, based on the percentages of scores at levels three and four, for WC4 Sources and Evidence.
- However, there were two assignments, about half of the papers scored, for which WC4 was determined to be not applicable.
- On all dimensions majority of work products received scores at level two.
- Scores were lowest (based on the percentages of level zero and one scores) on WC2 Content Development.

### Analysis Across Course Levels:

There was no statistically significant difference in scores across student gender and ethnicity categories and between Honors students vs. work from non-Honors students and between scores from freshman-start students vs transfer students. There were no significant correlations between scores on rubric dimensions WC1, WC2, WC3, and WC5 and the total number of hours completed. WC4 Sources and Evidence was significantly correlated with the total number of hours completed (.200\*). There was no statistically significant difference in scores from upper- vs lower-division courses with the exception of WC4 Sources and Evidence, with work from upper division courses scoring higher. Comparing scores between University Studies components, there was a statistically significant difference in scores from Writing Intensive, Composition, and First Year Seminar on two dimensions: WC4 Sources and Evidence and WC5 Control of Syntax and Mechanics. On both dimensions, work from Writing Intensive courses scored highest, followed by Composition and then First Year Seminar.

For additional discussion of these findings, see the 2017 Annual Report at <http://www.uncw.edu/assessment/general/findings.html>.