

## Learning Goal: Thoughtful Expression (Written)

**Date:** Fall 2013

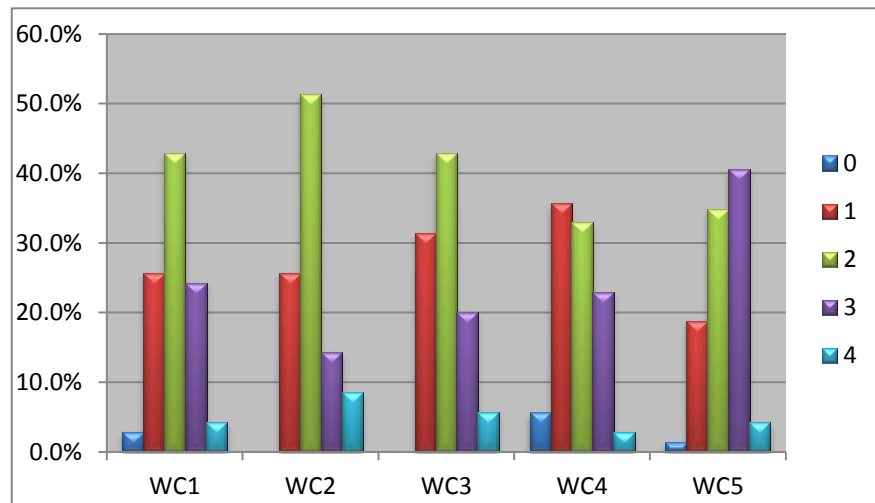
**What was assessed:** 70 student work products from ENG 103 (Composition) and UNI 101 (First Year Seminar)

**How it was assessed:** Eight faculty scoreres using the AAC&U VALUE Written Communication rubric

**Results:** Thoughtful Expression (Written) (N=70)

Lower-Division Courses		
Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
WC1 Context of and Purpose for Writing	71.4%	40.0%
WC2 Content Development	74.3%	22.9%
WC3 Genre and Disciplinary Conventions	68.6%	25.7%
WC4 Sources and Evidence	58.6%	25.7%
WC5 Control of Syntax and Mechanics	79.7%	44.9%

**Distribution of scores:**



### Results by Dimension

WC1 Context of and Purpose for Writing: Just under one quarter of the work products scored a 3, while three work products scored a 4

WC2 Content Development: No work products scored a zero in this dimension. The majority of work products scored a 2, one in seven work products scored a 3, while six of the seventy work products scored a 4

WC3 Genre and Disciplinary Conventions: Thirty of the work products scored a 2, one in five work products scored a 3, while four work products scored a 4

WC4 Sources and Evidence: This dimension had the highest number of zero-level scores (4 scored a 0). The majority of the products scored a 1 or 2. Otherwise, just under one quarter of the work products scored a 3 and 2 work products scored a 4

WC5 Control of Syntax and Mechanics: Over one third of the work products scored a 2, four in ten work products scored a 3, and three work products scored a 4

### Overall Results

- The majority of papers met the lower-division benchmark level 2 for all dimensions of the rubric
- Student achievement was highest on WC5 Control of Syntax and Mechanics
- Student achievement was lowest on WC4 Sources and Evidence
- Dimensions WC5, WC2, and WC1 showed the highest percentage of work products meeting the lower-division benchmark