Institutional Learning Outcome
University Written Communication Assessment Project

Presented to ILO Subcommittee March 7, 2016

2014-15  1  2015-16
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Academic Programs and Graduate Studies
Assessment Comparisons

**2014-15**
- 6 Faculty participated (no CEAS)
- 67 artifacts (x 2 assessments)
- 64% Assessments completed
- Norming for student work

**2015-16**
- 8 faculty participated all colleges represented)
- 74 artifacts (53 x 2 assessments; 21x1 assessment)
- 87% Assessments Completed
- Standard setting for student work
- 7 assessors same as prior year
### Written Communication Rubric

**Fall 2014**

**Written Communication Rubric for Written Communication Assessment Project Fall 2014**

**Developed by Written Communication Faculty Learning Community 2013-2014**

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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| Preparation of Ideas: Purpose and Audience awareness | Demonstrates an adequate understanding of purpose and audience | Demonstrates an incomplete understanding of purpose and audience | Requires a minimal development of ideas | Failed to develop ideas 

**Central Thinking Skills: Analysis and Evaluation**

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<tbody>
<tr>
<td>Demonstrates a valid and credible source oriented in the discipline and appropriate supporting evidence</td>
<td>Uses valid and credible source oriented in the discipline and appropriate supporting evidence</td>
<td>Uses some valid and credible source oriented in the discipline and appropriate supporting evidence</td>
<td>Uses some valid and credible source oriented in the discipline</td>
<td>Uses some valid and credible source oriented in the discipline</td>
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### Spring 2015

**CSUEB Written Communication Rubric Spring 2015**

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<tr>
<td>Use of discipline specific Evidence Based Practices</td>
<td>Demonstrates clear structure and a range of forms and is easy to follow</td>
<td>Demonstrates clear structure and a range of forms and is easy to follow</td>
<td>Demonstrates an understanding of audience</td>
<td>Lacks structure and transitions and is difficult to follow</td>
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**Evidence Adequate support Qualitative & Quantitative Analysis**

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<tr>
<td>Uses a variety of sources that are both quality and reliable</td>
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**Communication Mechanics: Grammar, Punctuation, and Spelling**

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<tr>
<td>Uses correct use of grammar, spelling &amp; punctuation</td>
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**Presentation of Supportive Ideas**

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<tr>
<td>Presents ideas and evidence that clearly support purpose, thesis, or controlling idea</td>
<td>Uses somewhat varied sentence structure and demonstrates appropriate language choices</td>
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</tr>
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Assessment Results

2014-15

Rubric Analysis
CSUEB Written Communication Rubric (ILO)

- **Presentation of Ideas: Purpose** and audience awareness (Thesis)
  - Possible: 4.00
  - Actual: 3.24

- **Critical Thinking Skills**
  - Assess & Evaluating Quantitative
  - Possible: 4.00
  - Actual: 3.22

- **Evidence: Adequate support** Qualitative &/or Quantitative
  - Possible: 4.00
  - Actual: 3.24

- **Style & Mechanics: Sentence Structure; Language;Ens-Grammar**
  - Possible: 4.00
  - Actual: 2.85

Average Score per Criteria

2015-16

Rubric Analysis
CSUEB ILO Written Communication_05-15

- **Statement of purpose, thesis or controlling idea**
  - Possible: 4.00
  - Actual: 2.02

- **Audience awareness**
  - Possible: 4.00
  - Actual: 3.15

- **Organization, cohesion, and clarity**
  - Possible: 4.00
  - Actual: 2.88

- **Presentation of supporting ideas**
  - Possible: 4.00
  - Actual: 2.02

- **Language usage, sentence structure**
  - Possible: 4.00
  - Actual: 2.84

- **Mechanics: grammar, punctuation and spelling**
  - Possible: 4.00
  - Actual: 2.83

Average Score per Criteria
Statement of Purpose (n=74)

- Course 1 (n=11): 2.45
- Course 2 (n=10): 3.30
- Course 3 (n=12): 3.04
- Course 4 (n=11): 3.18
- Course 5 (n=11): 2.80
- Course 6 (n=10): 3.30
- Course 7 (n=9): 3.00

Institutional Mean (3.01)
Competent Rubric Score (3)
Organization Cohesion and Clarity (n=74)

- Course 1 (n=11): 2.50
- Course 2 (n=10): 3.10
- Course 3 (n=12): 2.71
- Course 4 (n=11): 2.86
- Course 5 (n=11): 2.55
- Course 6 (n=10): 2.94
- Course 7 (n=9): 3.22

Institutional Mean: 2.83
Competent Rubric Score: 3
Presentation of Supporting Ideas (n=74)

Course 1 (n=11) Course 2 (n=10) Course 3 (n=12) Course 4 (n=11) Course 5 (n=11) Course 6 (n=10) Course 7 (n=9)

Institutional Mean (2.80) Competent Rubric Score (3)
Language Usage and Sentence Structure (n=74)

Course Mean

Institutional Mean (2.77)

Competent Rubric Score (3)
Mechanics, Grammar, Punctuation & Spelling (n=74)

Course 1 (n=11): 2.36
Course 2 (n=10): 2.80
Course 3 (n=12): 2.79
Course 4 (n=11): 2.86
Course 5 (n=11): 2.59
Course 6 (n=10): 3.15
Course 7 (n=9): 3.06

Institutional Mean (2.79)
Competent Rubric Score (3)
Writing ILO: Rater Consistency across Domains

Statement of Purpose Audience Awareness Organization, Cohesion & Clarity Presentation of Supporting Ideas Language Usage & Sentence Structure Mechanics, Grammar, Punctuation & Spelling

0 point difference 1 point difference 2 point difference 3 point difference
University
Written Communication Assessment Project
2014-15 1 2015-16

Questions?
Future Considerations

• How do we get a better random sample of courses?
• What is the appropriate benchmark for the institution?
• How uniform are assignment instructions and structure (scaffolded vs non-scaffolded assignments?)