

## Themes CSUEB ILO Written Communication Faculty Assessor Feedback, April 2024

Faculty representing each of the five academic colleges assessed student work from ILO Written Communication assignments after receiving comprehensive calibration and assessment training. Experienced at this work, most of these faculty have assessed ILO student work for at least six years, have led assessment training, and have also led and participated in other faculty curriculum and assessment committees.

### There was a range of suggestions to improve student learning for written communication

“Asking for more writing means giving feedback, which is time consuming, but I do think that is the best way to improve student writing.”

- “Provide students with information about how to find credible and relevant sources is important, and be clear about the expectations for providing supporting evidence.”
- “Refer students to SCAA, the Online Writing Lab, spell/grammar check, the free version of Grammarly (or other writing aids), and providing avenues for additional help with writing (like instructor and peer review).”
- “GEOC annually reviews its learning outcomes for many GE areas and the stronger we can link GE and ILO assessment, the better.”
- “Emphasize the importance of more opportunities for students to practice writing, and potentially coordinate with SCAA or other University programs as an out-of-the-classroom support for students, especially for revisions and proofreading.”
- “AI is becoming part of our society, and we should be discussing ways in which we should/can approach it in our learning environments.”
- Asking for more writing means giving feedback on writing, which is time consuming, but I do think that is the best way to improve student writing.”
- “Encourage students to write multiple drafts. There were a good number of artifacts I felt would have scored better if they’d clearly gotten more feedback in advance, either from peers or the faculty member.
- “I suggest that the ILO Subcommittee present a memo to the [Writing Skills Subcommittee](#) (WSS) of CIC to fine-tune learning outcomes for [University Writing Requirement](#) (UWR) outcomes to better align with the [ILO Written Communication rubric](#) (e.g. presentation of supporting ideas)”The ILO Subcommittee can take an active role by sending faculty scheduled to instruct a UWR (W) writing course an elective [Written Communication Assignment guide](#).”

**“Presenting of Supporting Ideas” had the most assessor feedback and lowest scores compared to other criteria with 90% of students meeting or exceeding competency.**

“I thought that students could improve more on the supporting evidence. I think this needs to be an important aspect of written communication given the unfortunate trajectory of mass media and disinformation. Students will need to be better trained to use “good” evidence to support their statements and this may be more challenging in the future.”

- “Presentation of supporting ideas was, perhaps, the most difficult category to assess, especially when students were using external references, but not citing them properly throughout the artifacts.”
- “Maybe one that is missing (and this didn’t come up for all the assignments I assessed) is that there isn’t an area to score/assess the use of citations. This could possibly fit under ‘presentation of supporting ideas’ but it didn’t always fit there.”
- For ‘presentation of supporting ideas’ - how can this be emphasized in a multi-disciplinary way that achieves the support many written assignments need? In some cases we saw support through critical analysis of ideas, others were cited sources. This is a range, but sometimes it was lacking throughout - maybe something that is emphasized in the assignment instructions maybe?”
- “There was a range of ways students presented supporting ideas, some with citations and some without much (or any) acknowledgment of the work of other authors or other types of evidence.”

**Consistent with every previous ILO assessment conducted, clear instructions consistently resulted in stronger student work.**

“The better the assignment instructions are at guiding students, the better they perform on the assessment.”

- “Clear and detailed instructions result in better student work, especially when the instructor provides a structure for students to follow.”
- “The better the assignment instructions are at guiding students, the better they perform on the assessment.”
- “Clear instructions lead to better essays.”
- “The better and clearer the instructions, the better the student papers.”
- “Good instructions usually resulted in good student work.”

**The ILO Written Communication Rubric worked well for assessor scoring**

“The revised rubric is good; it is easy to understand and to use for scoring student work.”

- “I thought that the rubric worked well.”
- “Overall, the rubric is easy to follow and apply.”
- “I think the revised rubric is clear and easy to use.”
- “I found the rubric easy to use to assess.”
- “I think it is perfect and easy to use. If anything, we may want to revisit the levels if the scores continue to be high. Especially with AI (like Chat GPT), how can we improve the students' writing more?”

**The internal assessment platform worked well with some suggestions for improvement**

- “In the future, if each assessor were to have their own spreadsheet, independent of the others, it could potentially prevent problems.”
- “The platform is easy to use and well designed.”
- “I agree about the hyperlink for the course folder being provided on the sheet only once.”
- “I think the number of hyperlinks can be reduced.”
- “What should we assess in a chat GPT world? Any criteria we overlook or is redundant/obsolete?”