Assessment Summary for CW

2012-2013

General Education Goal Assessed
Communication Skills
Course(s)
Courses in the Spring 2013 that have a CW designation.
Course Objective
Develop, compose, organize, revise, and edit their own writing Develop ability to define a thesis
Focus of the Assessment
This assessment served as an overall assessment of CW. The assessment activities outlined this year were designed to serve as a "snapshot" of writing in CW courses at Juniata College for the Spring 2013 semester and identify global strengths and areas for improvement for student writing in CW courses. Because the freshmen class for this current year will be the first cohort to receive instruction in the revised CW courses, this committee decided that it would be beneficial to repeat these same assessment procedures for this class when they are juniors in the Spring 2015 semester to see if any changes in global strengths or areas of improvement can be identified related to the change to CW courses.
How did you collect your data (method and tools)?
A total of 51 courses with a CW designation were offered during the Spring 2013 semester. For four of these courses, the papers submitted were not written in the English language, and thus were excluded from this assessment. As a result, a total of 47 CW courses were possible for inclusion in this assessment. Requests for faculty to submit electronic copies of the final versions of papers (without any performance feedback or professor edits included) to the email account JCCWCommittee@gmail.com were sent at the start and conclusion of the semester. A total of 162 papers from 12 courses (26% of CW courses offered Spring 2013) were submitted. All of the papers were stripped of any identifying information (student, professor, course name), identified with a research number, and saved on a shared drive for general education assessment. The names of student and course name and number were collected and saved in a separate database to enable further analysis of the results (e.g., number of CW course for the particular student). Student names were removed from the database once information regarding prior CW experience was obtained. During the Fall 2012 semester, the CW committee generated a 6-category, 6-point rubric designed to assess the outcomes of CW courses based on the CW designation criteria (the rubric is included at the end of this document). During the Fall 2012 and Spring 2013 semesters, the committee reviewed a variety of papers with the rubric to 1) revise the rubric as necessary, and 2) develop reliability of ratings. Of the 162 papers submitted, 86 were randomly selected for review. Each paper was reviewed by 2 independent raters on the rubric.

Type of Data (qualitative, quantitative, both & indicate if direct or indirect methods)

Direct Measures: Student papers were scored on a 6-point rubric (0-Unacceptable, 1-Basic , 2-Developing, 3-Satisfactory, 4-Proficient, 5-Advanced). Scores 0-2 were labeled as unacceptable/not passing and scores 3-5 were labeled as acceptable/passing. The scores for each paper on the six categories of the rubric (Focus/Clarity; Development/Depth, Coherence/Organization, Style, Grammar/Mechanics, Research) were summed across categories.

Indirect Measures: Two institutional assessment tools – the Senior Survey (2005-2012) and NSSE (2006-2011) – were reviewed. Items related to writing were analyzed.
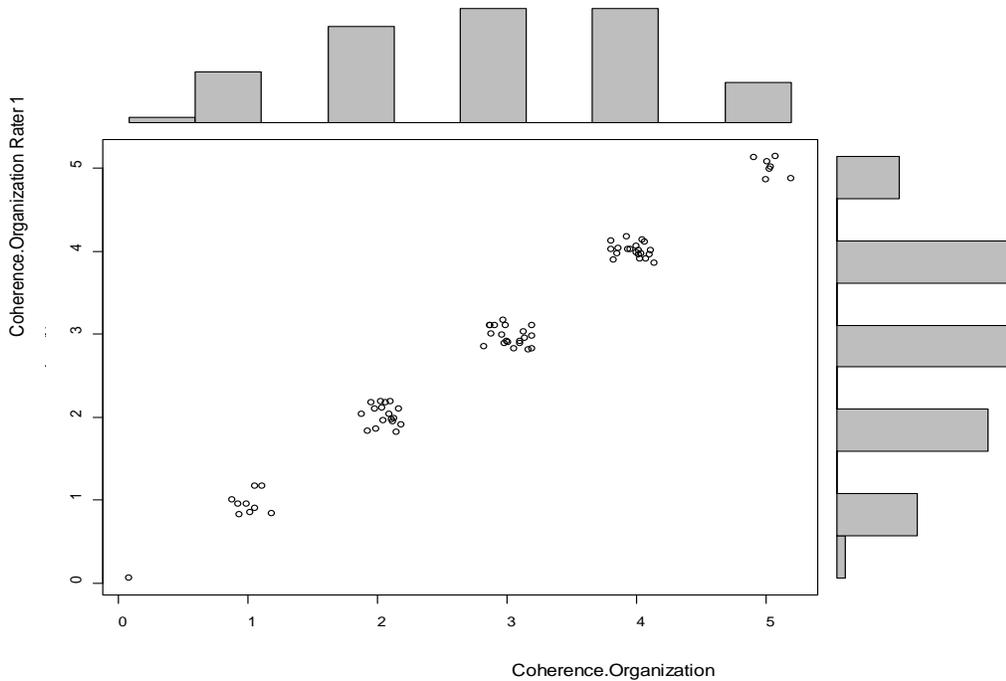
Outline the results of the assessment:

The papers reviewed reflected a wide range of writing genres. The papers ranged in length from 1-16, with an average length of 7 pages. Types of papers in the analysis included: narrative non-fiction, lab reports, business memos, mathematical proofs, literature reviews/research papers, news stories, and argumentative essays.

Although we spent a notable amount of time discussing the structure of the rubric and the ratings within each of the categories as well as practicing the application of the rubric across different types of student written work, interrater reliability was low.
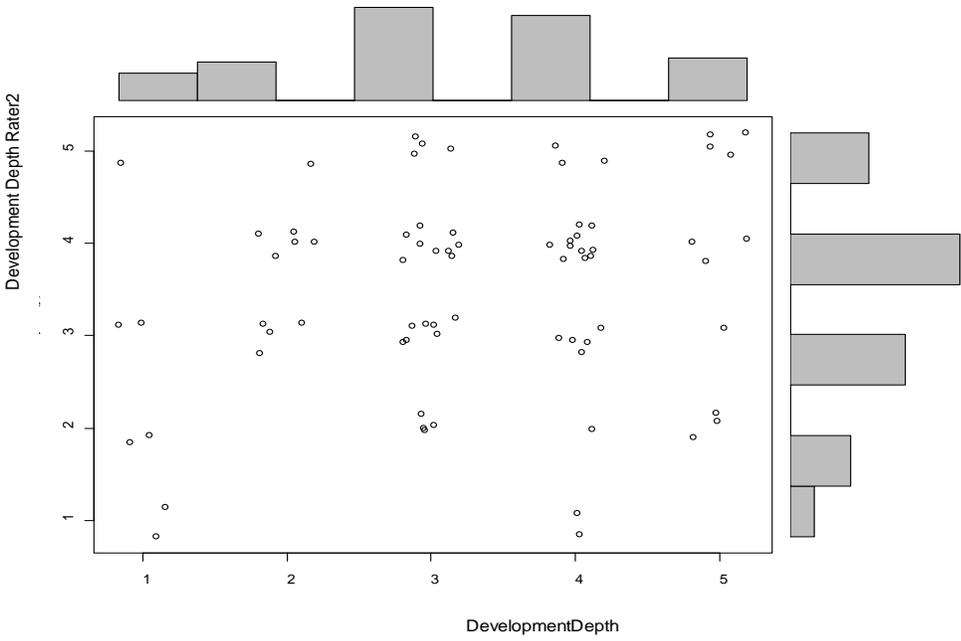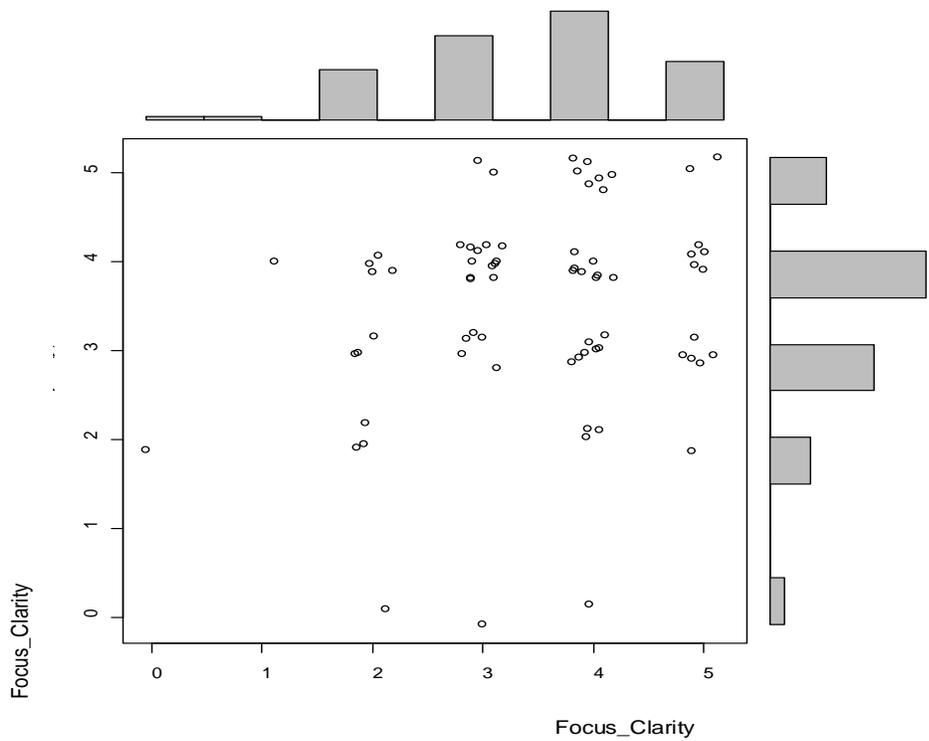
Inter-rater reliability coefficients

Item	Kappa	Kappa weighted	Polychor	Pearson
Development Depth	0.083	0.096	0.1	0.067
Research	0.003	0.011	0.03	0.04
Grammar	-	-	0.086	0.016
Style	0.2	0.25	0.36	0.29
Coherence	0.099	0.023	-0.107	-0.115
Focus	-0.06	0	0.14	0.039

If we had perfect agreement, our data on each rubric category would have looked like this:
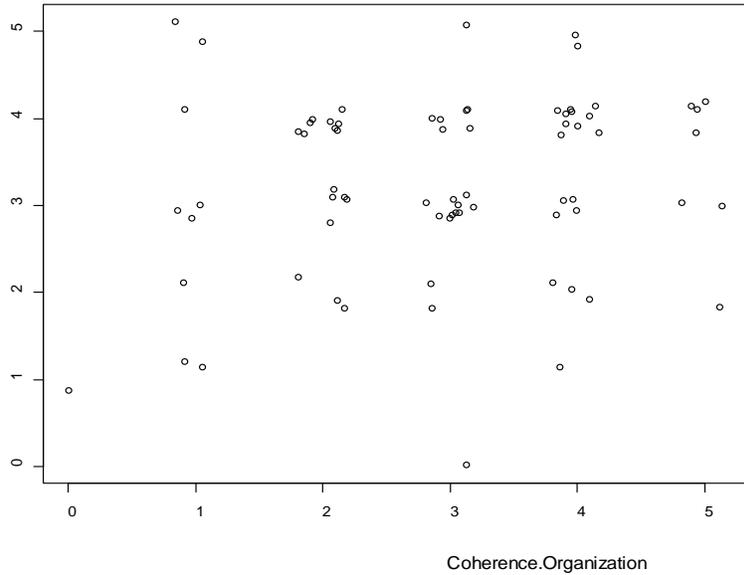

The histograms for each competent of the rubric for Rater 1 and Rater 2, provide us with the range of ratings across raters and papers. Note that for papers that received two ratings on a rubric category (e.g., 3 or 4), for data analysis, the lower number was included in these analyses. In addition, items that received a N/A rating (4 papers for Focus/Clarity, 27 papers for Research) were not included in the descriptives or calculation of reliability. Inter-rater reliability aside, the papers in general were above satisfactory in most individual categories, albeit that about half (52%) were passing in all categories.

At the paper level, for each rubric category, because of the problems with inter-rater reliability, averaging the ratings between Rater 1 and Rater 2 "muddies" the data, but is provided here for general context of where overall ratings fell for each rubric category (interpret with caution).
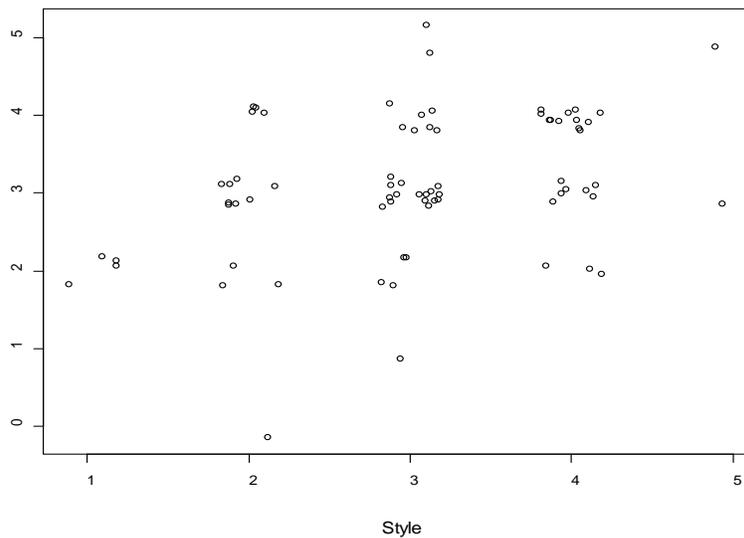
Focus/Clarity		
Rater 1 Average	Rater 2 Average	Average (SD)
3.439	3.458	3.45 (0.86)

Development/Depth		
Rater 1 Average	Rater 2 Average	Average (SD)
3.41	3.23	3.32 (0.88)

Coherence/Organization		
Rater 1 Average	Rater 2 Average	Average (SD)
3.24	2.98	3.11 (0.87)

Style		
Rater 1 Average	Rater 2 Average	Average (SD)
3.14	3.05	3.09 (0.76)

Grammar/Mechanics		
Rater 1 Average	Rater 2 Average	Average (SD)
3.21	3.24	3.23 (0.71)

Research		
Rater 1 Average	Rater 2 Average	Average (SD)
3.42	3.37	3.39 (0.66)

The frequency of difference scores (e.g., Rater 1 score – Rater 2 score) on categories of the rubric ranged from 0-13.

CWMore$Sumdiff

Difference Scores

Rubric Category	Mean	SD
Coherence/Organization Difference	1.05814	0.998289
Development/Depth Difference	1.034884	0.926063
Focus/Clarity Difference	1.197674	1.060741
Grammar/Mechanics Difference	0.872093	0.823143
Research Difference	1	0.970143
Style Difference	0.744186	0.738616

Inter-rater reliability aside, the papers in general were above satisfactory in most individual categories, albeit that only half (52%) were passing in all categories. Note that this passing rate is calculated with the NA ratings included. When the pass rate was calculated with NA's omitted, the rate dropped to 45% passing in all categories. In either case, 34% of the ratings failed the papers in 2 or more categories. The mean and median for the total score was 19 (out of possible 30)

The committee reflected that these differences in rating reliability, although problematic from a research standpoint, likely reflect the "grading landscapes" that students face. This raises the question of how discrepancies in feedback and grading may influence students' writing skill development across the curriculum, as is evident from the review of these data, not all graders will rate something as passable while others will. Overall, 52% of papers were rated as passing (e.g., receiving a rating of three or above on the rubric). A more careful examination of those papers, which were rated passing by one rater but not the other, may provide more insight into this issue.
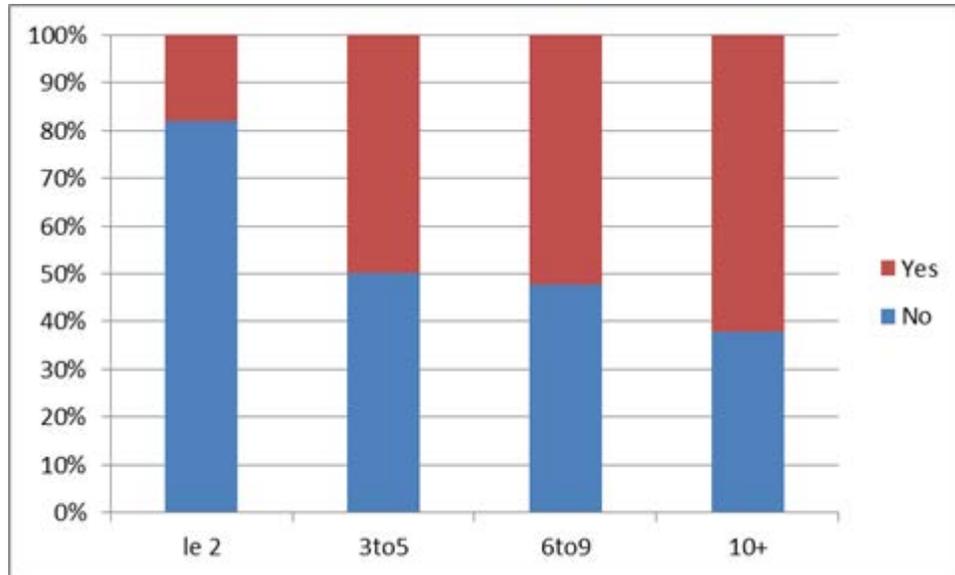
Papers with most discrepancies in ratings and page length

Paper Number	Page Length		Paper Number	Page Length
154	13		15	8
58	8		6	9
72	9		162	3
40	8		91	1
57	9		119	2
3	9		111	3
115	4		34	9
93	2		36	6
30	8			

Spearman's Correlation on categories of the Rubric reflects a positive relationship between ratings on the categories of the rubric. Notably focus and clarity had a fairly low correlation with grammar and mechanics whereas development depth and coherence were more highly correlated at 0.78.

Spearman's Rank Order Correlation for the 86 sample papers by rubric items. (All correlations are significant at the 0.01 level. Highest correlation is bold)	Coherence Organization	Development Depth	Focus Clarity	Grammar Mechanics	Research	Style
Coherence Organization	1.00	**0.78**	**0.71**	0.47	0.57	0.65
Development Depth	**0.78**	1.00	**0.71**	0.49	**0.63**	0.64
Focus Clarity	0.71	0.71	1.00	0.39	0.50	0.54
Grammar Mechanics	0.47	0.49	0.39	1.00	0.55	**0.67**
Research	0.57	0.63	0.50	0.55	1.00	0.58
Style	0.65	0.64	0.54	**0.67**	0.58	1.00

In the following graph, the red (Yes) sections of the bar graph represent the percent of papers that scored at 70% or greater on the rubric. In looking at how length of paper contributed to outcomes on the rubric, it was found the papers that were less than two pages in length fared much worse on this rubric than those in the 3-5, 6-9 and 10+ page ranges.

Length of paper in pages

To understand how GPA, the number of CW courses taken, gender of student, and year in school relate to outcomes on the rubric, we used proportional odds logistic regression which estimates the impact of input variable such as GPA on the probability of the moving from a lower category to a higher category. We present effect plots of these regressions as they are easier to interpret than the parametric output.

GPA effect plot

So a student with a GPA of a 3.0 has about a 10% probability of scoring a 1 or lower, a 36% chance of scoring a 2 or lower, an 80% of scoring a 3 or lower, and about 100% chance of a 4 or lower. So the green area above the GPA is the chance of the getting a 3 on style is 80-36 or 44% chance of getting a 3. So a student with a 2.5 GPA has about a 10% chance of getting a 4 or 5 whereas a 4.0 student had a 60% chance of getting a 4 or 5 on the item here (Style).

GPA effect plot

5 4 3 2 1 0

StyleFact (probability)

GPA

NumofCWCourses effect plot

5 4 3 2 1 0

StyleFact (probability)

NumofCWCourses

QscienceRater effect plot

5 4 3 2 1 0

StyleFact (probability)

NotQ   Q

QscienceRater

GPA effect plot

5 4 3 2 1

ResearchFact (probability)

GPA

NumofCWCourses effect plot

5 4 3 2 1

ResearchFact (probability)

NumofCWCourses

QscienceRater effect plot

5 4 3 2 1

ResearchFact (probability)
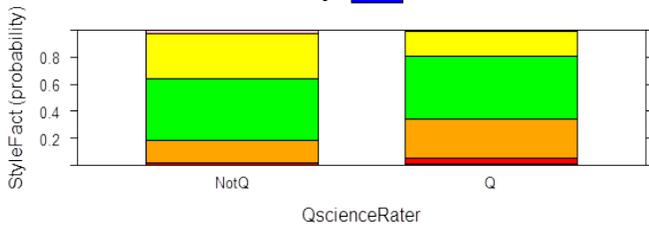
NotQ   Q

QscienceRater

GPA effect plot

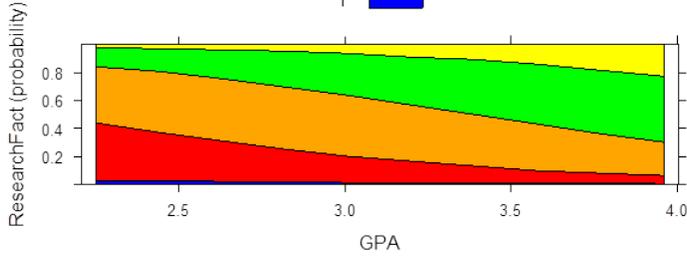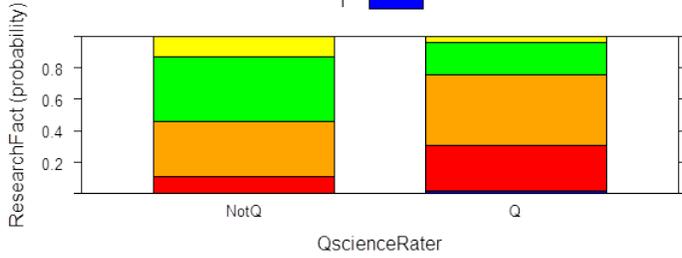**NumofCWCourses effect plot**
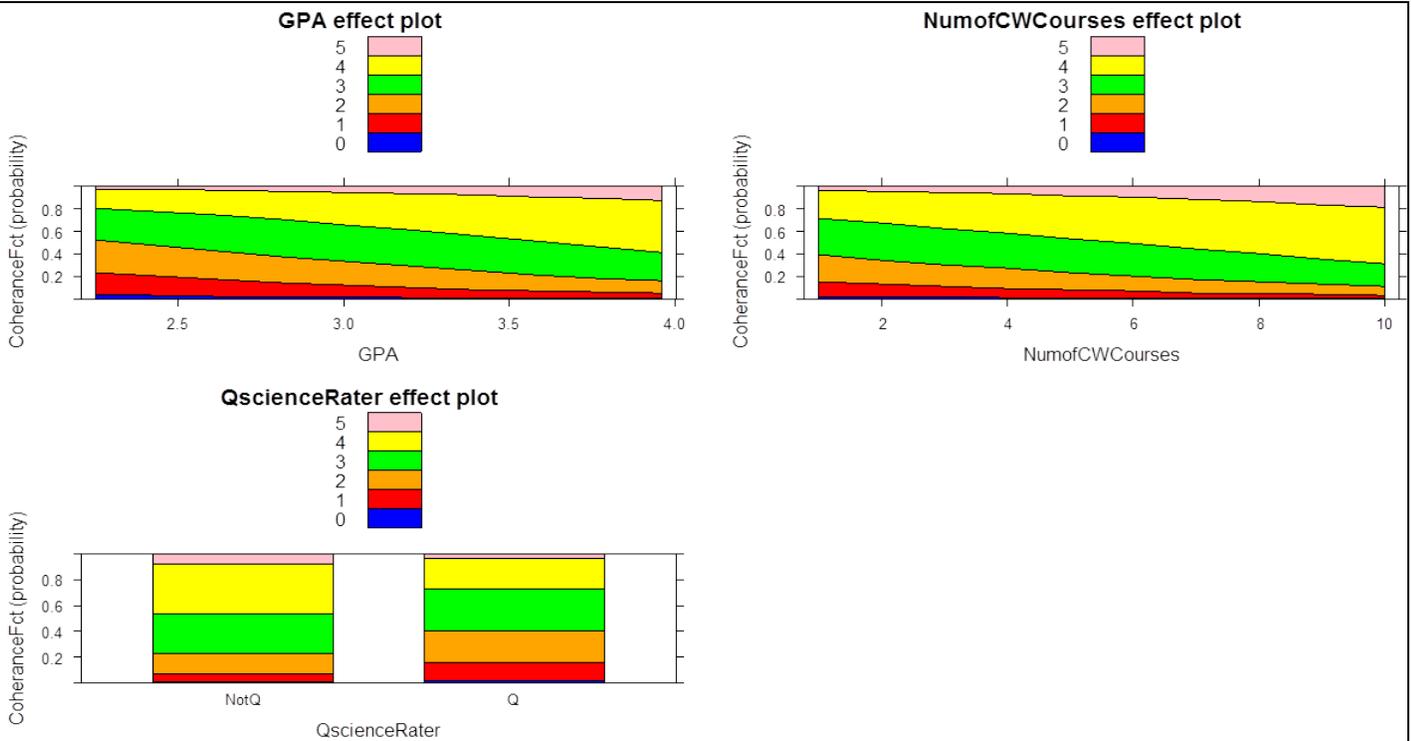
QscienceRater effect plot

CoheranceFct (probability)

GPA

NumofCWCourses

NotQ   Q

QscienceRater

GPA
GPA was significantly related to all rubric items. This expected result gives us confidence that the rubric was measuring at least some level of talent.

Number of courses taken
A linear regression analysis showed no significant relationship between the number of courses taken and the total items with a 3 or higher from the rubric ratings. We followed this up with Poisson regression techniques more appropriate for count data and the result remained.

We followed this with proportional odds regression models on the ratings for each of the individual items. Only Style had positive and significant relationship with the total number of courses taken.

We then repeated the analysis for all the individual rubric items and none had positive and significant results in the linear model. The Poisson model confirmed these results.

We then ran the proportional odds logit model for number of courses and the individual rubric items and both style and development.

Gender
We also ran proportional odds models for gender and found no items that passed the .05 thresholds.

Year in School.
We found that year in school at time of assessment was significant for Focus, Development, and Research rubric category ratings.

Combined Controlling for GPA
When we controlled for GPA, we found that an increasing number of CW courses lead to statistically significant increases in Coherence and Organization (p=0.029) and was marginally significant (p=0.067) for focus.

From, this data we can discern that students have a high probability (75% or higher) of achieving a "passing score" on the above rubric categories by the 4th or 5th course (e.g., score of at least 3 or higher on the rubric) and getting a score of 4 or higher after the 8th course. This demonstrates that this model of writing instruction can be effective. However, it may also suggest that our efficiency may be in question. That we see these differences in performance only after controlling for GPA is suggestive that this approach is not effective for all students. The lack of significance across four of the rubric items suggests high variability in the success.

Indirect Measures:

Senior Survey
- **2012**
  - **Questions:**
    - **During college have you:**
      - **Taken a class that required one or more 10+ page papers?**
      - **Taken a class that required multiple short papers?**
      - **Revised papers to improve your writing?**
    - **Rate yourself on the following: Writing Ability**
  - The senior class wrote a similar amount of 10+ page papers as the comparison college. They also took a class that required multiple short papers just as frequently as the comparison colleges. However, the seniors revised papers more frequently and occasionally than comparison colleges, the comparison colleges revised them frequently and not at all. The senior class also rated their writing abilities similarly to the comparison colleges.
- **2011**
  - **Question:**
    - **How often do you: Write effectively?**
  - The senior class rated that they sometimes wrote effectively more often than those at comparison colleges. However, seniors at comparison colleges identified that they wrote more effectively more often than Juniata seniors.
- **2010**
  - No items on writing effectiveness were on the survey 2010.
- **2009**
  - **Question:**
    - **Rate yourself on the following: Writing Ability**
  - The senior class had more above average writers than the comparison colleges, whereas the comparison colleges had slightly more in the highest 10% and below average categories.
- **2008**
  - No items on writing effectiveness were on the survey 2008
- **2007**
  - **Question:**
    - **How often do you: Write Effectively?**
  - The senior class rated that they sometimes wrote effectively more than the comparison colleges, but the comparison colleges wrote that they wrote effectively more often.
- **2006**
  - **Question:**
    - **How often do you: Write Effectively?**
  - This year it was found that senior students felt they were writing more effectively than they had before the year had started.
- **2005**
  - **Question:**
    - **How often do you: Write Effectively?**
  - The senior class reported writing more effectively than those at the comparison colleges.

Unfortunately, the senior surveys have changed throughout the years. It can be identified, however, that the senior class reported always writing more effectively than the comparison colleges to only sometimes writing more effectively. However, in 2012, the senior class reported similar writing abilities as the comparison colleges.

NSSE

- **2011**
    - **Questions:**
        - **How often have you:**
            - **Prepared two or more drafts of a paper of assignment before turning it in?**
            - **Worked on a paper or project that required integrating ideas or information from various sources?**
        - **Record the number of written papers or reports of 20 pages or more.**
        - **Record the number of written papers or reports between 5 and 19 pages.**
        - **Record the number of written papers or reports of fewer than 5 pages.**
        - **How often do you: Write clearly and effectively?**

    - Overall, Juniata students prepared more two+ drafts of a paper than their colleagues; the freshmen wrote significantly more drafts than the seniors. The Juniata students were also more likely to work on a paper or project that required integrating ideas or information from various sources more frequently than the comparison colleges. Juniata students have written more papers that are fewer than five pages in length than the comparison colleges. The comparison colleges reported writing more papers greater than 20 pages. The Juniata students self-reported writing more effectively than the comparison colleges' students.

- **2008**
    - **Questions:**
        - **How often have you:**
            - **Prepared two or more drafts of a paper of assignment before turning it in?**
            - **Worked on a paper or project that required integrating ideas or information from various sources?**
        - **Record the number of written papers or reports of 20 pages or more.**
        - **Record the number of written papers or reports between 5 and 19 pages.**
        - **Record the number of written papers or reports of fewer than 5 pages.**
        - **How often do you: Write clearly and effectively?**
    - Overall, Juniata students prepared more two+ drafts of a paper than those at comparison institutions. The freshman reported writing significantly more drafts than the seniors. The Juniata students were also more likely to work on a paper or project that required integrating ideas or information from various sources more frequently than the comparison colleges. Juniata students have written more papers that are fewer than 20 pages, whereas the comparison colleges have written more papers that are twenty or more pages in length. Juniata students reported writing more effectively than those at the comparison colleges.

- **2006**
    - **Questions:**
        - **How often have you:**
            - **Prepared two or more drafts of a paper of assignment before turning it in?**
            - **Worked on a paper or project that required integrating ideas or information**

- **Record the number of written papers or reports of 20 pages or more.**
- **Record the number of written papers or reports between 5 and 19 pages.**
- **Record the number of written papers or reports of fewer than 5 pages.**
- **How often do you: Write clearly and effectively?**
  - Overall, Juniata students prepared more two+ drafts of a paper than their colleagues; the freshman wrote significantly more drafts than the seniors. The Juniata students were also more likely to work on a paper or project that required integrating ideas or information from various sources more frequently than the comparison colleges. Juniata students have written a significant amount more papers fewer than five pages than the comparison colleges. However, Juniata seniors and the comparison colleges have written more papers greater than twenty pages than the Juniata freshmen. The Juniata students reported writing more effectively than the comparison colleges.
- **There were no surveys for 2012, 2010, 2009, or 2007.**

  The NSSE data from 2006, 2008, 2011 shows Juniata students consistently report writing more drafts for their papers than the comparison colleges, particularly freshmen Juniata students. Findings from these surveys show a consistency in Juniata students writing significantly more papers with fewer than five pages. However, Juniata students used to write significantly more papers fewer than twenty pages. The comparison colleges have consistently written more 20 or more page papers.
  Also, on the NSSE, Juniata students consistently report writing papers that integrate ideas more than the students at comparison colleges. In addition, Juniata students routinely reported that they write more clearly and effectively than their peers at comparison institutions. This finding is not consistent with the data gathered from the senior surveys, which had more variable data on self-report of writing effectiveness over the years.

Discuss how the results tie to other information and/or data (e.g., indirect institutional data, etc.)

In reviewing the outcomes of the direct assessment of student writing, connections were made to the CIC-DQP assessment completed 2011-2013. For this assessment, faculty and graduating senior students were asked to gauge the level of understanding and importance of the DQP profile language. Outcomes identified that both faculty and students highly ranked in importance "error free prose". Consequently, based on this perceived importance of "error free prose", it might be assumed that this is the focus of instruction and feedback in writing. The grammar/mechanics ratings on the rubric assessment, however, were not significantly different than the other rubric categories.

Analysis: How do you interpret the results? What does it mean?

This assessment was designed to be a 'snapshot' view of writing in CW courses at Juniata in the 2012-2013 academic year. It was focused on developing a baseline of student writing skills in CW courses by which we can compare at a future date (expected spring 2015 when the first class who has received all CW instruction in the 'newly' passed form). In addition, it was hoped to identify specific problem areas (e.g., research, focus/clarity, development/depth), which could be used to inform our CW training for CW instructors. The rubric was designed to be applicable to the broad range of formats of writing assignments across CW courses.

At the conclusion of the scoring session, the committee discussed and identified top concerns for student writing (not in rank order) in the areas of: 1) appropriate application of resources (e.g., overreliance on the use of direct quotes); 2) level of analysis/ generation of depth to explore ideas throughout the work; 3) ability to connect ideas in a logical, coherent manner (within paragraphs and throughout papers); and 4) ability of students to create and express their own voice in writing. Consequently, it was expected that ratings on the rubric in the areas of 1) research; 2) development/depth; 3) coherence/organization; and 4) style would be lower than the other categories. Contrary to expectations, ratings across the areas of the rubric were within similar ranges. These data do not identify a particular 'area' of improvement in student writing that might inform writing instruction or teacher training.

Issues with inter-rater reliability on the rubric as well as the fact that the papers reviewed were from only 26% of CW courses in the Spring 2013 semester give pause to over interpretation of the data. In general, however, we can glean that the papers reviewed were above satisfactory in most individual categories, albeit that about half (52%) were passing (i.e., receiving a score of 3 or above) in all categories. Note that this is all data, the reliability removed papers that received ratings of not applicable on categories of the rubric. The pass rate of 52% for all categories was calculated with NA's omitted from pass calculation (i.e. NA counted as passing changing that drops the all satisfactory rate to 45%). In either case, 34% of the ratings failed the papers in 2 or more categories. The mean and median for the total score was 19 (out of possible 30).

The committee reflected that these differences in reliability, although problematic from a research standpoint, likely reflect the grading landscapes that students face. This raises the question of how discrepancies in feedback and grading may influence students' writing skill development across the curriculum. As is evident from the review of these data, not all graders will rate something as passable while others will. A more careful examination of those papers, which were rated passing by one rater but not the other, may provide more insight into this issue.

In terms of focus of writing instruction, different disciplines and/or faculty may emphasize different aspects of writing. Consequently, students may be receiving a broad array of instruction as well as feedback on approaches to writing and editing their work across their CW courses. This raised the broader question of does this facilitate or hinder the development of effective writing skills? A difficult question to explore. The correlation of GPA to outcome on the rubric reflects that our rubric was able to discern some aspect of quality or ability in global student performance. In addition, the number of CW courses taken was positively correlated with higher ratings in the rubric areas of Style and Development/Depth. When we controlled for GPA, we found that increasing the number of CW courses lead to statistically significant increases Coherence/ Organization and was marginally significant for Focus/Clarity. This gives some support for our curriculum model for CW, albeit the efficiency of the model may not be as expected. Support for the curriculum modification for CW courses to increase direction instruction of writing, opportunities to practice skill building, and feedback for revision of writing, may lead to increased writing performance in the years ahead. Application of this assessment method in 2016 would help to answer that question. Our indirect measures of student writing (i.e., NSSE and Senior Survey data) consistently reflect that our students, particularly first year students, write more drafts of papers than our comparison institutions. In addition, our students consistently report writing more papers that require the integration of ideas from numerous sources and more papers that are between 5-19 pages than our comparison institutions.

Differences in disciplinary writing influence instruction and consequently the type of assignments that students are being asked to complete. The format and length of assignments reviewed by this rubric did influence outcomes. For example, papers that were two pages or less were rated much lower than those of three or more pages. Removing the papers with two or less pages from the data set would change our overall outcomes. Although it was hoped that we would be able to generate a rubric that could effectively be applied to gauge quality across a broad array of writing assignments, the identification of poor outcomes for short papers questions our success.

Because the data did not clearly identify uniform deficits in student writing across CW courses on campus, the committee thought that surveying the faculty as to what categories of the rubric (e.g., Development/Depth, Style, Research) are the areas of most concern. Specifically, what do they see as writing needs of their students? Survey data such as this would be helpful in identifying instructional needs in writing across campus.

Surprises? Other information?

At the conclusion of the scoring session, the committee discussed areas of difficulties identified in the papers, and with application of the rubric.
Concerns about the rubric included:

1) A need to include a category of NA. For some areas, NA was the most appropriate option, but that category did not exist. It was added as a result of discussions that occurred during the scoring of the essays, but is not officially included on the rubric.
2) We established the rankings for acceptable (3-5) and non-acceptable (0-2). Is the language under each category necessary? Did it assist with or detract from reliability of ratings? Many raters stated that when they had difficulty scoring a particular area on the rubric, they had to go back to the "macro" level and think about where the writing in that particular category fell between a 0-5 score.
3) Some of the types of papers submitted were difficult to score on the rubric. The most difficult were non-thesis focused writings – accounting analysis papers that were based on the interpretation of spreadsheet, mathematical proofs, and narrative journals.
4) Difficulty with rating the Thesis/Focus category was noted. Raters said that the rubric does not gauge the quality of the thesis, rather more emphasis is placed on whether or not the thesis exists and is developed. In addition, some papers were noted to have focus, but no thesis. Consequently, it was noted that accuracy of ratings in this category may be of concern.
5) The papers reviewed were divorced from the assignment directions. Consequently, at times it was difficult to identify if concerns about the writing reflected problems with the paper or were problems the result of the decontextualization of the paper from the course and/or assignment.
6) Differences in standard practices in academic disciplines in terms of range and type of resources were also noted. This difficulty is linked with the decontextualization of assignments outlined in point #5.
7) Strength of introductory paragraphs and conclusions was not reflected on the rubric. Some members of the group felt this was reflected in the Development/Depth category. Future development of the rubric may want to more thoroughly review this issue. Similarly, there is not explicit rating for paragraph structure. Should this be flushed out more? The development/depth category reflects the shaping of the work as a whole, but does not clearly identify how well individual paragraphs are written.

At the conclusion of the essay scoring meetings, the committee discussed areas of difficulty identified in the student essays. Frequent difficulties observed in the papers included:

1) Problems with how students use resources. It was noted that many over-relied on using direct

      quotes (paragraphs consisted of stringing together numerous direct quotes).
2) Students' limited abilities in generating original ideas or analysis of information. Hence, the writing relied on presenting others' analysis or over-presented evidence (e.g., the string of quotes identified in concern with #1) in substitution for analysis of the evidence.
3) Problems with structure (whole paper and paragraph). Committee members noted that students lacked clear connection between ideas within paragraphs as well as between paragraphs. This led to a discussion of the importance of the development of papers – having students fully develop the introduction, body, and conclusion.
4) Students limited ability to present their own, original voice in writing.

Based on the analysis of the data and synthesis of information, what are next steps? Be sure to include an explicit timeline for next steps.

Based on the outcomes of this assessment, next steps for CW include:

1) Develop a structure for disseminating and discussing these results with the campus community (Fall 2013). This will help to continue to facilitate a dialogue about teaching writing as well as evaluating student writing on campus.
2) Examine the effectiveness of CW training for those that teach CW courses. In continuing CW training, we need to more systematically examine if this approach is effective in enhancing CW instruction. As we implement this approach, it is important to consider the focus of the training workshops. Although the data from this review did not identify specific areas to target for instruction, it does provide some information on student writing in CW courses today. Carol Peters and Hannah Bellwoar will continue to offer full-day workshops and mini-skills sessions to increase instructor skills in teaching writing (workshop planned for Aug 2013 and ongoing).
3) In Spring 2015, recollect CW papers and apply this same rubric and see if there are any changes in ratings across rubric categories. The replication of this research process could help to shed light on the effectiveness and efficiency of our new CW curriculum requirements. (Spring 2016, Assistant Provost, Director of Institutional Research and Director of CWS)

Other method of assessment of effective writing skill development:
1) The incoming class of 2017 had 100% completion rate of the intake essay. This could be analyzed and used to establish a baseline of student writing skills. When these students are juniors (Spring 2016) collecting similar essays to the intake essays and assessing them in the same method will help to identify gains in student writing across their three years at Juniata.

Based on the outcomes of this assessment, considerations for general education assessment include:
1) Continue discussions with faculty through SoTL activities, assessment work groups, and faculty meetings about the sharing of student work for assessment purposes. The low participation rate of CW courses significantly limits the generalization of these data.
2) The CW papers were reviewed divorced from the assignment directions. Consequently, at times it was difficult to identify if concerns about the writing reflected problems with the student writing or were problems stemming from the decontextualization of the paper form the course and/or assignment. Future assessment processes may want to include assignment directions.

3) This was a time and labor intensive process. The dialogue among the committee members was valuable. The committee discussed, however, involving training students to help analyze the data. This may be a beneficial experience for both committee members and students and may help to broaden the interpretation of the data by gaining student perception writing and writing instruction at Juniata.

Committee Members
Kathryn Westcott, Carlee Ranalli, Carol Peters, Hannah Bellwoar, Will Dickey, Donna Weimer, John Mumford, Michael Beamer, Neil Pelkey, Nicole Smale '13 (Juniata Associate for General Education)

RUBRIC FOR CW ASSESSMENT						
OUTCOMES	0-UNACCEPTABLE	1- BASIC UNACCEPTABLE	2- DEVELOPING UNACCEPTABLE	3- SATISFACTORY ACCEPTABLE	4 -PROFICIENT ACCEPTABLE	5-ADVANCED ACCEPTABLE
FOCUS CLARITY	Essay has no thesis (though it may have a topic).	Evidence is different from thesis stated.	Presents a thesis about a single topic, but the thesis is not entirely clear.	Presents a thesis about a single topic, but it is only partially developed throughout the essay.	Writing has a clear thesis which is developed throughout the essay	Presents a clear thesis about a given topic. Fully develops one clear main idea throughout the essay.
Development/Depth	Does not develop simple ideas in the work.	Asserts simple ideas in some parts of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
COHERENCE ORGANIZATION 1. Logical flow/order of paragraphs 2. Integration of ideas – making connections between ideas explicit 3. Audience awareness/ context	Does not demonstrate attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) but does not make explicit connections between ideas.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) and makes connections between ideas most of the time throughout the essay.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Uses transitions to make explicit connections between ideas.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Uses transitions to make explicit connections between ideas.
	0-UNACCEPTABLE	**1-** BASIC UNACCEPTABLE	**2-** DEVELOPING UNACCEPTABLE	3-SATISFACTORY ACCEPTABLE	4 -PROFICIENT ACCEPTABLE	5-ADVANCED ACCEPTABLE

Comments:

STYLE Variety in sentence structure, word choice; voice	Can't understand a darn thing!	Uses language that often impedes meaning.	Uses language that occasionally impedes meaning.	Uses straightforward language that generally conveys meaning to readers with clarity.	Uses expressive and well-chosen language that generally conveys meaning to readers.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency.
GRAMMAR/ MECHANICS Sentence level errors – spelling, punctuation, subject/verb agreement	WTH?	Excessive errors in grammar and/or mechanics that detract from the overall readability of the writing	The writing includes numerous errors in grammar and/or mechanics	The writing includes some errors in grammar and/or mechanics	The writing has minimal errors in grammar and/or mechanics	The writing is error free
RESEARCH organize, present, analyze evidence, use of resources	Uses no sources or citations of sources in the writing.	Uses few and/or inappropriate sources.	Tries to use credible and/or relevant sources with variety to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates adequate use of credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing