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| Assessment Plan | Written Communication |
| Definition | Analyze and use writing conventions appropriate to different audiences. |
| Outcome(s) | Students will be able to create and deliver writing appropriate to audience, purpose, and context. |
| Goal(s) | To assess and collect additional data for understanding of faculty and students’ perceptions of writing and the teaching/learning of the outcome. |
| Method(s) | Written communication is specifically addressed in the outcomes of ENGL 165 (a required Foundation level course) and ENGL 265 (the course for transfer students who bring in credit for ENGL 165). Written communication is also a component of select Pillar and Perspective courses, as well as required in the capstone Symposium course, CTZN 410, which all students take at Longwood.  The WC rubric was created based on the written communication outcome and collaboratively with the Speaking Coordinator for Civitae. In 2019-2020, the WC rubric was used to score papers at the Pillar level. In 2020-21, assessment was used to determine if 1) the rubric fit all levels of student performance from Pillar to Symposium and 2) what the raters’ interpretation of the rubric was. The results demonstrated a need for further collection of data regarding faculty and students’ perceived understanding of writing and the outcome. This approach of recording student and faculty perception is supported by Adler-Kassner & Wardle’s (2015) work on threshold concepts in composition. An ambitious collection of data would look like the entire list included below. We will be collecting only what is bolded.  Text analysis   * College students' revision strategies * **WI syllabi review: types of writing assignments; drafts required or**   **optional; number of pages of formal writing and informal writing; characteristics of a good syllabus**  Focus Groups   * College seniors' perceptions of the WI requirement * College students' experiences in their first WI course within gen ed * College students' experiences related to writing and learning in the major and out of the major * **Faculty beliefs about and characteristics of good student writing in Civitae**   **Statistical Analysis**   * **WI class sizes, number of sections, Civitae Core categories that lack writing** * **Grades in writing classes from Foundation to Symposium courses**   **Surveys**   * **Developing end-of-semester course evaluation questions in WI courses for student perceptions and self-reports related to**   **the WI outcomes**   * **Faculty perceptions and self-reports on teaching WI courses** * **Faculty development workshop evaluations**   Direct Assessment   * Student writing achievement in composition courses with juried assessment |
| Schedule of data collection | With changes in the Civitae Director and the Writing Coordinator, the 2021-22 collection of data based on the bolded choices above was delayed. The year 2022-2023 is a combination of collecting and analyzing focus group and survey data and planning professional development for spring 2023 based on the collected data of the previous cycles 2019-23. Implementation strategies and data collection will occur over the next two cycles. |
| Communication of findings | Once the writing assessment team completes their evaluation of the focus groups, the statistical analysis and the surveys, the Director of Core Curriculum, the Civitae Writing Coordinator, and staff of the Office of Assessment and Institutional Research at Longwood will report and disseminate the findings to the instructors of writing, the Core Curriculum Committee, and chief academic officers at the end of spring semester 2023. Discussion among the faculty members who participated in written communication instruction and the members of the Core Curriculum Committee will focus on:   * Summarizing the findings on faculty, student responses as well as the statistical analysis of class size and grades. * Identifying the area(s) in need of improvement with the outcome and the rubric. * Developing strategies for future WI implementation |
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