May 30, 2023

To: Committee on Assessment
From: Department of English
RE: Writing Level 1 Capacity Assessment

The W1 capacity is under the assessment purview of the Department of English. The following members of the department met on Wednesday, May 10, 2023, to assess this year's outcome: Hope Coulter, Ty Jaeger (chair), Toni Jaudon, Margo Kolenda-Mason, Kristi McKim, Felipe Pruneda Sentíes, Celeste Reeb, and Dorian Stuber.

This year we assessed Learning Goal 4.
> *Writing: Mechanics & Style*—To write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style.

The following data is drawn from Fall 2022 and Spring 2023 courses.

Direct Assessment
Submitted by instructors in response to the Mechanics & Style learning goal.

High achieving	115	29.5%
Competent	181	46%
Needs improvement	82	21%
Unsatisfactory	11	3%
Can't assess	1	.2%
Total	390	99.7%*

*percents may not total 100% due to rounding

The major tool for direct assessment was submitted, graded essays. Instructors also drew on their knowledge of ungraded drafts and revision work.

Indirect Assessment
Submitted by students on Course/Instructor Feedback forms in response to the statement: "This Writing Level 1 course has enhanced my ability to write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style."

Strongly Agree	141	54%
Agree	83	32%
Neutral	25	9.6%
Disagree	5	2%
Strongly Disagree	6	2%
Total	260	99.6%*

*percents may not total 100% due to rounding

Analysis
W1 instructors directly assessed 76% of their students as achieving "competent" or "high achieving" in for the Mechanics & Style learning goal. 86% of students self-assessed to "agree" or "strongly agree" with the statement that their "W1 course improv[ed] their ability to write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style."

In Assessment Committee response to last year's report, "The committee wanted clarification on whether or not students see the rubric that you use to assess them." All share the W1 learning goals, but approaches vary when it comes to sharing the rubric. Some W1 instructors who do share the rubric with students, use it as an evaluation tool for writing and revision. Other instructors design assignments that address the learning goals while not visibly presenting the learning goals rubric.

All present agreed that the language of assessment, especially as it appears in committee-written learning goals rubric like the one we use, lacks the grace and style we would hope to see in student writing. While the learning goals rubrics make useful tools for assessing student writing, the language contained within the rubric is less effective as a tool to teach (or model) writing.

The W1 Committee discussed how we each teach mechanics and style, and while some of us use "capsule workshops" or other sentence level exercises, we primarily teach mechanics and style on the page (i.e., the instruction is individualized).

Conclusion
The department is satisfied with its accomplishment of this learning goal.