Definitions:
S-GET (Student General Education Testing): Institutional level facilitated by Academic Review Committee
Course-level: Facilitated by Assessment Committee

* If yes, complete AGE Assessment Action Plan.

AGE Assessment Report – Writing (WR)

Competency: WR
Contact Person: Gary Schmitz
Type of Assessment: X S-GET ___ Course Level
Assessment Period: 2014-15
Date of Report: March 31, 2015; Nov. 23, 2015
Assessment Number:

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Results

Fall 2014 In house exam: Report link Once we collected essays from various instructors in various disciplines, collated them, made packets, and read them in order to conduct a “calibration session” so trained readers would read them accurately, we concluded that the writing competency definition and outcomes (particularly numbers two, three, and four) were written with a course in mind, for students at the end of a course sequence – that sequence being English 101 and 102. They were not written with an assignment in mind – yet a single assignment from a student is all we have been given to work with, and a single assignment cannot measure outcomes one, two and three. In addition, unless the instructions specifically require research, that assignment cannot measure outcome four. We also found that oftentimes the assignment

Conclusions

As our writing competency definition and outcomes are currently written, the current parameters given by Academic Review (create no obstacles to graduation for students, test only students with 45+ credits, provide students no motivation to give a good effort, do not allow students to be assessed while in a composition or literature course) make it impossible to genuinely assess student writing. There seem to be two choices: 1. Change the parameters so students’ writing competency can be assessed against the definition and outcomes as they are currently written. 2. Change the College’s writing competency so it can be measured more accurately using the current parameters set by Academic Review.

Action Plan Needed? *

No
Instructions were not written with our writing outcomes in mind, which put the students at a disadvantage as far as demonstrating the competency outcomes listed above. Thus, the pilot project taught us that the only way to genuinely and legitimately assess student writing in regards to our writing competency definition and outcomes would be to have the English discipline read and score student portfolios assembled over the course of English 101 and 102 and including the research paper written in 102.

Winter 2015 – ACT CAAP exam

### November 23, 2015 Report

ACT CAAP Writing (Essay) Test requiring two argumentative essays, 59 SC4 students using the parameters set by the Academic Review committee, and found the following:

- Essay 1 national mean: 3.2
- Essay 1 SC4 mean: 3.2
- Essay 2 national mean: 3.1
- Essay 2 SC4 mean: 2.9
- Composite score national mean: 3.1
- Composite score SC4 mean: 3.1

Nature of the prompts used ("Write a letter . . . arguing for or against") meant that writing competency outcomes #2 and #3 could not be measured using this test.

Supplemental information from ACT CAAP such as sub-scores not purchased limiting amount of information available.

**Overall,** students scored near to the national average.

Students did not fare as well on the second essay as they did on the first. Might suggest that persistence is an issue for SC4 students.

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