

ROAD Update

Recap of the project

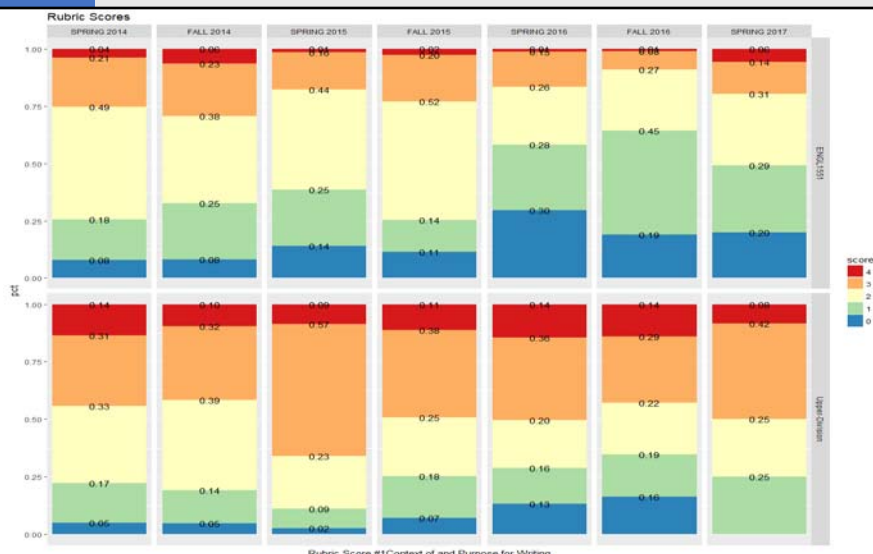
- Students upload papers to Banner from:
 - ENGL 1551
 - An upper-division course in the major
- Papers are scored using two rubrics:
 - Writing
 - Critical Thinking
- Analysis of the results

Youngstown State University General Education Writing Rubric

Adapted and Reprinted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities. Evaluators are encouraged to assign a zero to any work sample that does not meet level one performance. If a criterion is not meant to be a part of the assignment as indicated by the included prompt, then that trait will be marked 'N/A' (not applicable).

Writing	4 Capstone	3 Milestones	2 Milestones	1 Benchmark
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	Demonstrates detailed attention to and successful execution of a range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of conventions central to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and writing task.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and writing task.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and writing task.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers with few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

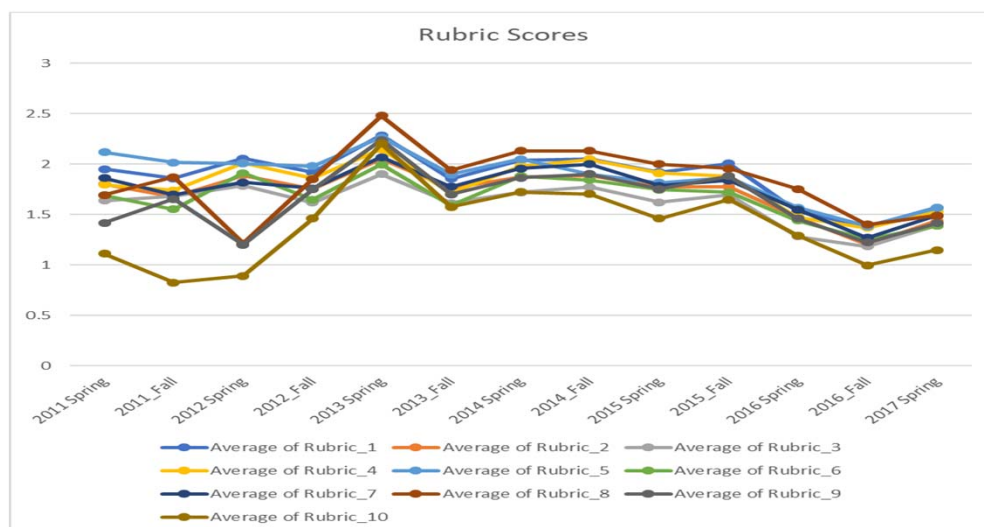
Writing	4 Capstone	3 Milestones	2 Milestones	1 Benchmark
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and the assigned task(s).



Ordinal Logit Results (unmatched sample)

- Meaningful and statistically significant:
 - High School GPA
 - English ACT
- Odds of scoring another level higher are greater for most upper-division courses
- Large differences between programs
 - Some issues with assignment expectations and quality

General Trends (ENGL 1551)

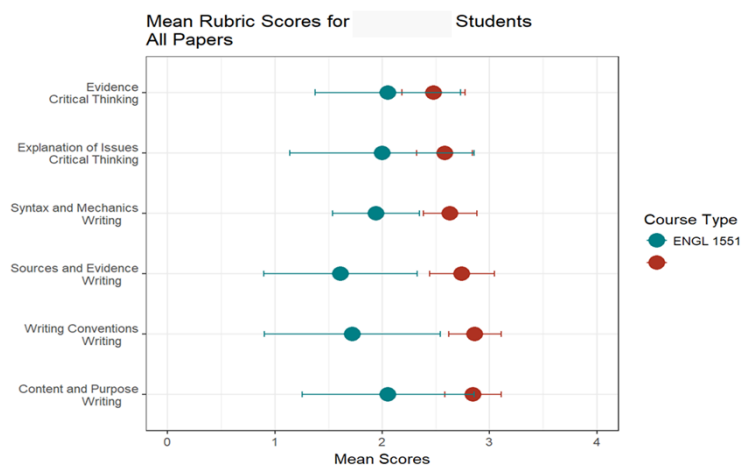


Why the downward trend?

- Potential reviewer differences?
 - We validate a subset of our scores
- College Credit Plus? (CCP)
 - Students are coming in with ENGL 1550 completed
 - ENGL 1550 is a TAG/OTM course so we must take it from any Ohio public institution
- Remediation Free Guarantee
 - English ACT 18 to enter ENGL 1550
- Waiving ENGL 1550
 - Students with ACT 28 or more

Upper-Division Results

- Noticeable gains for most programs over ENGL 1551
- Few programs (where we have enough data) meet or exceed expectations
 - Expectations based on curricular maps (2015)
- Matched sample results are similar to full-sample results for programs



Things to note

- Fewer students are taking ENGL 1550 at YSU.
- While YSU doesn't offer ENGL 1551 in CCP, other schools do offer the course.
- It is possible students will enter capstone courses without having written a significant paper with references since high school.
- Different expectations for different programs, but there are minimums we should expect for all graduates.

Writing Assessment Service

Targeted evaluation at the program level including the following:

- Norming session by the Writing Center for the department using the ROAD Writing Rubric
- Scoring session by the department using department papers uploaded to the ROAD
- Outside scores by trained ROAD reviewers for validation
- Analysis of results using covariates from Banner
- Recommendations for writing improvements based on results and the Framework for Success in Postsecondary Writing (WPA)

