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.

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

---

**Rubric Score Chart**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong>&lt;br&gt;Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
Assessment

Curricular Improvements

Curricular Mapping and Assignment Inventory

Analysis and Recognition of Deficiencies