

# ROAD Update

Spring 2019

# 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

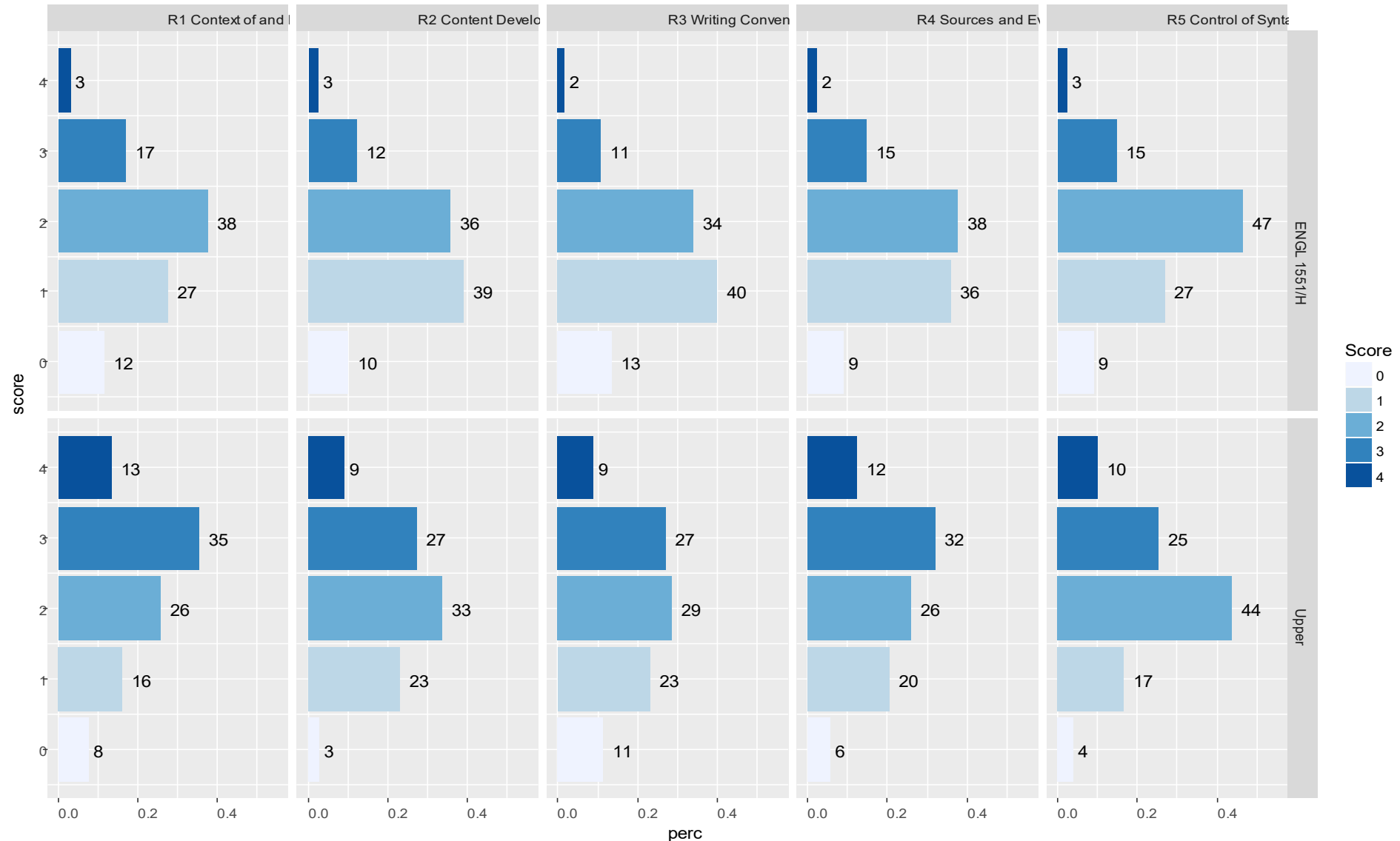
# Comparison with AAC&U Multi-State Collaborative

- <https://www.aacu.org/OnSolidGroundVALUE>
- 2015-2016 Demonstration Year
- Writing, Critical Thinking, and Quantitative Literacy
- 2-year Institutions (see link for list)
  - 840 student artifacts (Critical Thinking)
  - 919 student artifacts (Writing)
  - 45 credit hours + completed
- 4-year Institutions (see link for list)
  - 2,056 student artifacts (Critical Thinking)
  - 1,936 student artifacts (Writing)
  - 90 credit hours + completed

## Differences with YSU's ROAD

- YSU was not part of the collaborative
- YSU has approximately 4k artifacts for 2012-2018
- Somewhat different collection points
- YSU currently only has Writing and Critical Thinking
- YSU Pilot for Quantitative Literacy in Fall 2019

# YSU Writing (2012-2018)

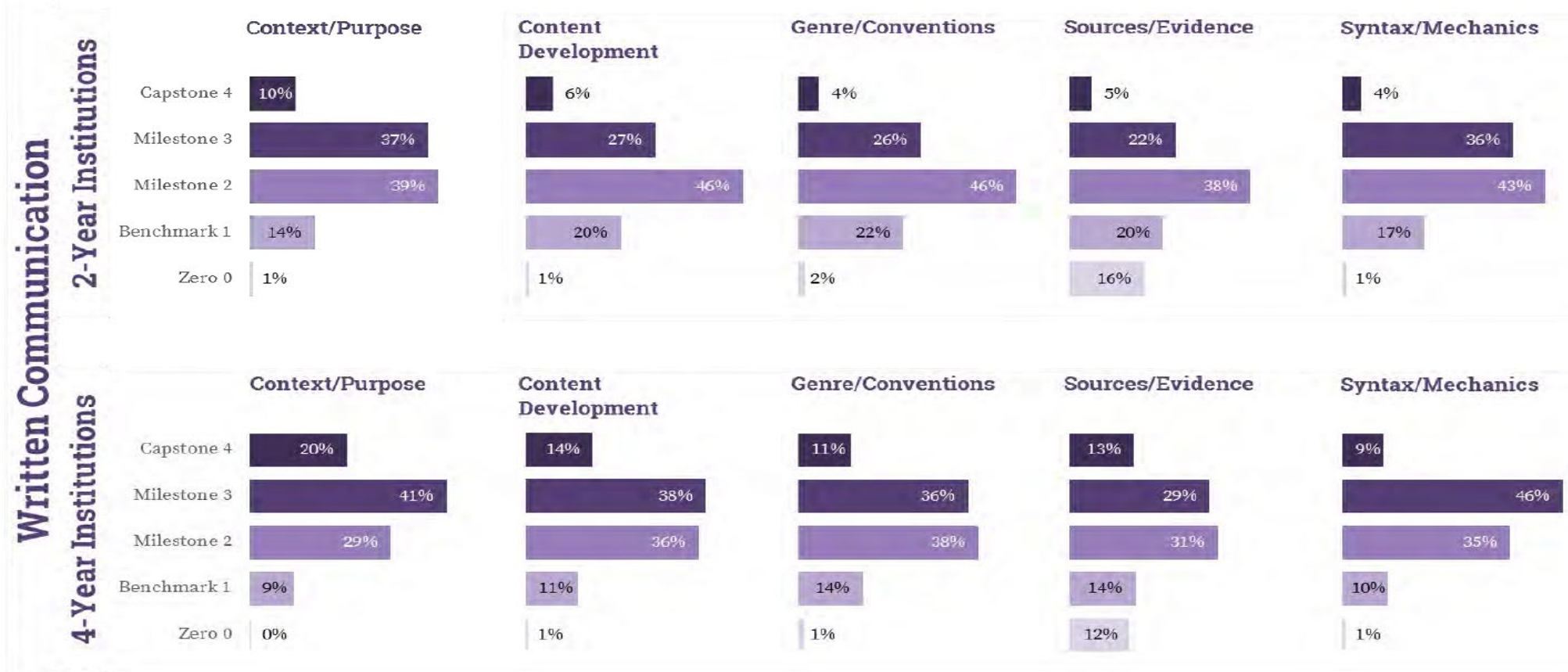


# Multi-state Collaborative

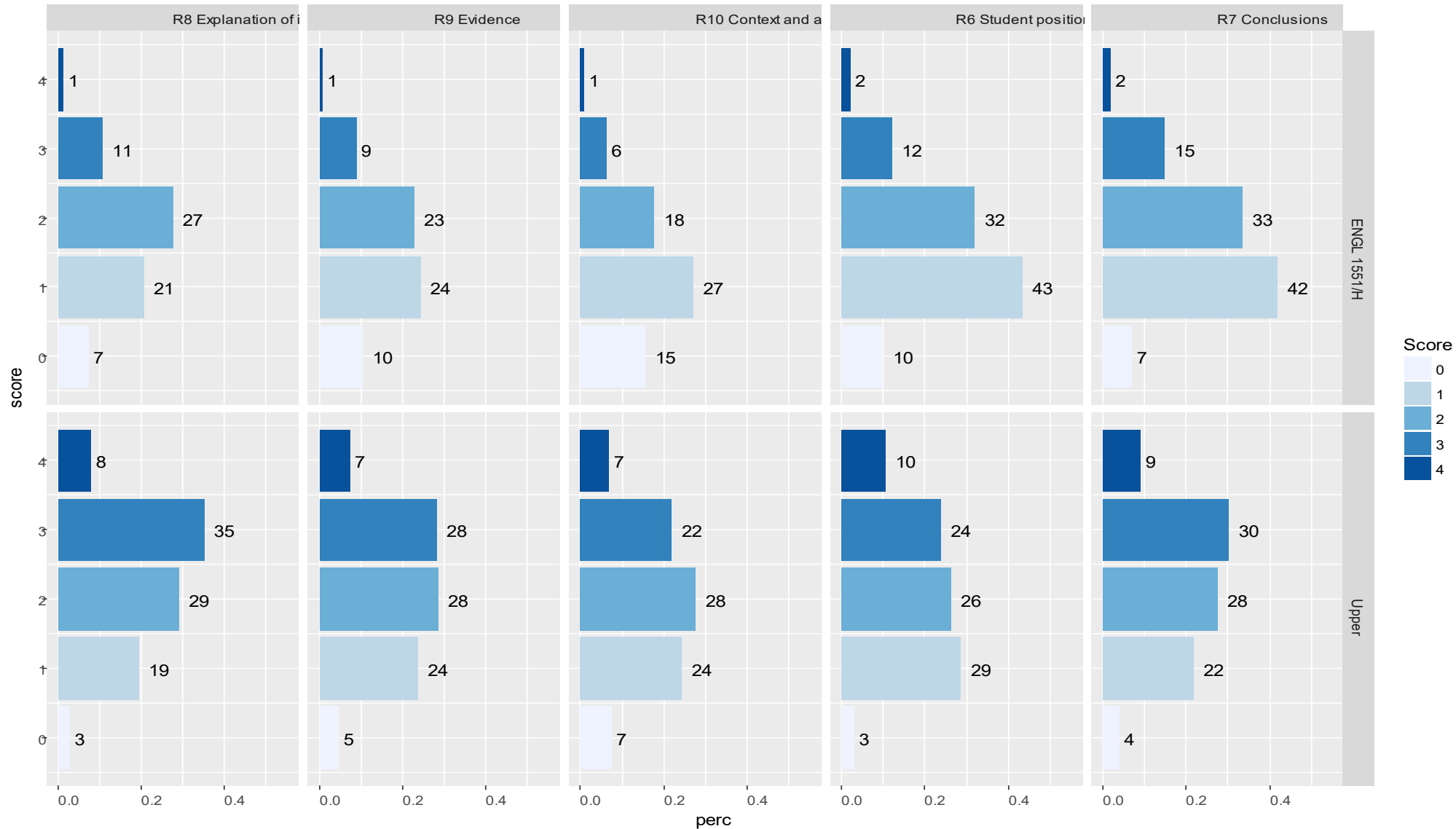
<https://www.aacu.org/OnSolidGroundVALUE>

## Results for the Multi-State Collaborative: 2015-2016 Demonstration Year

75% Completion (2-Year Institutions = 45+ Credit Hours; 4-Year Institutions = 90+Credit Hours)



# YSU Critical Thinking (2012-2018)

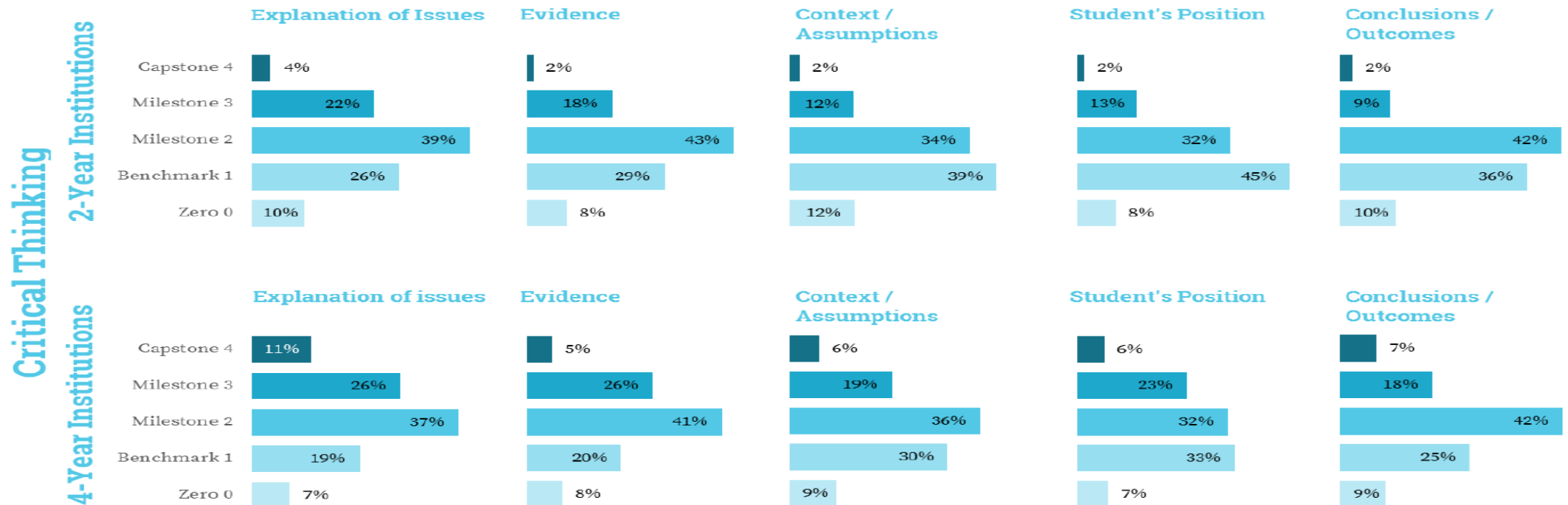


# Multi-state Collaborative

<https://www.aacu.org/OnSolidGroundVALUE>

## Results for the Multi-State Collaborative: 2015-2016 Demonstration Year

75% Completion (2-Year Institutions = 45+ Credit Hours; 4-Year Institutions = 90+ Credit Hours)



# Other YSU Analysis

- 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
- Trend Analysis
  - Slight downward trend over the last few years



# 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)