

## **Communication:**

### Written:

272 artifacts collected from:

Humanities

Soc Sci

Health

Math/Sci

CET

Business

Student Affairs

70 artifacts selected for assessment proportionally. All above divisions represented in sample. 2 teams of 2 faculty each assessed 35 artifacts each according to Writing rubric.

## **Results:**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<b>Ideas are well formulated and clarified</b>	8	33	25	4	59% adequate or above		
<b>Appropriate language is employed</b>	11	33	23	3	63% adequate or above		
<b>Organization is clear, logical and suitable for the assignment</b>	13	22	20	16	49% adequate or above		
<b>Standard grammar and punctuation are utilized</b>	7	17	24	22	34% adequate or above		

## **Impressions & Concerns:**

- Some wonderful assignments which included writing that we had the opportunity to read. The students really responded to real life application of concepts. Some even mentioned that they wished all their assignments were designed to apply skills to real life situations.
- We found that the term “essay” is interpreted differently across the college – e.g. single paragraph essay questions, multiple-page essays. Our Writing rubric may not address all the forms of writing that we expect of students.
- It would be interesting to know how many of the students whose work was assessed had completed Composition I. (Comp I is a prerequisite to very, very few courses.) If the students have taken Composition I, then it is clear that there has been a lack of carry over of their writing skills as almost no students scored 3 or 4 in all four categories which is what would be expected of MCC graduates. (note: care was taken to collect artifacts from classes that were predominantly populated with students taking their last 15 credits prior to graduation; thus it is likely that a majority of the students whose writing was evaluated had taken Comp I)
- Further collaboration between English faculty and faculty in other disciplines who assign writing assignments might help all of us, students included, to develop a common language and set of expectations around their writing.
- For the most part, substandard writing.
- We need some holistic score apart from the various criteria to assess the general quality of the writing because highs in some areas do not reflect the quality of the whole and give a false impression of the overall quality of the artifacts if they are just averaged in altogether. The individual criteria give a good sense of general strengths and weaknesses in certain areas but threes and fours in any one or even three criteria do not necessarily mean adequate writing if any other criteria is low. In my opinion, the artifact would have to have threes and fours in all four criterion to be adequate