

Essential Studies Learning Goal Assessment

Written Communication Spring 2024

Written Communication

- Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
- Full AAC&U rubric is available on [ES Assessment website](#)
- Five rubric aspects:
 - Context of and Purpose for Writing
 - Context Development
 - Genre and Disciplinary Conventions
 - Sources and Evidence
 - Control of Syntax and Mechanics

Data Collection Processes

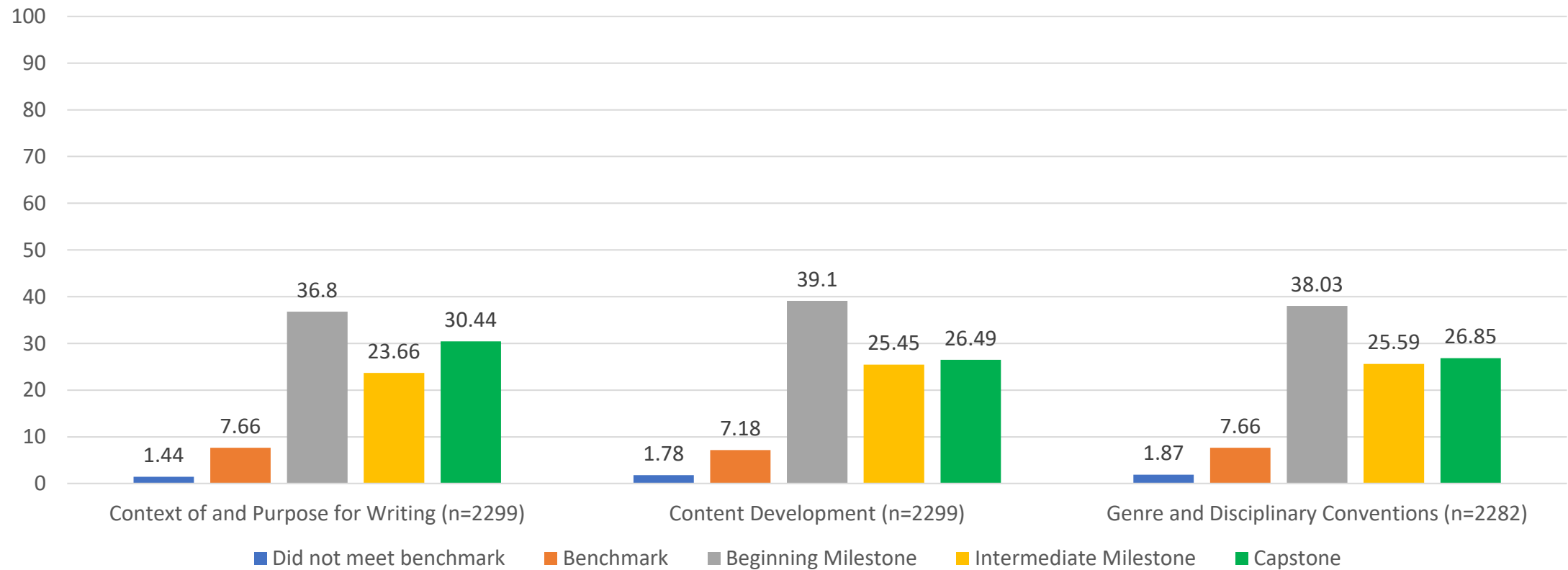
- All instructors teaching written communication-validated ES courses during the Spring 2024 semester were asked to provide their assessment data for at least four rubric aspects at the end of the semester. They attended training or viewed the recorded session on how to use the rubric for assessment within their course prior to the course beginning.
- We currently do not collect assessment data in SPEA courses.

Data Collection

- We collected 49 separate reports for Spring 2024 that included a total of 2320 students from all 7 colleges providing undergraduate programs and 26 different departments.
 - Each college had multiple departments represented
- Thirty-four reports were from courses delivered in an on campus or hybrid format and 17 reports were from courses delivered online.
- Forty-three reports were from upper-division courses (300, 400, and 500) and 8 reports were from lower-division courses (100 and 200).

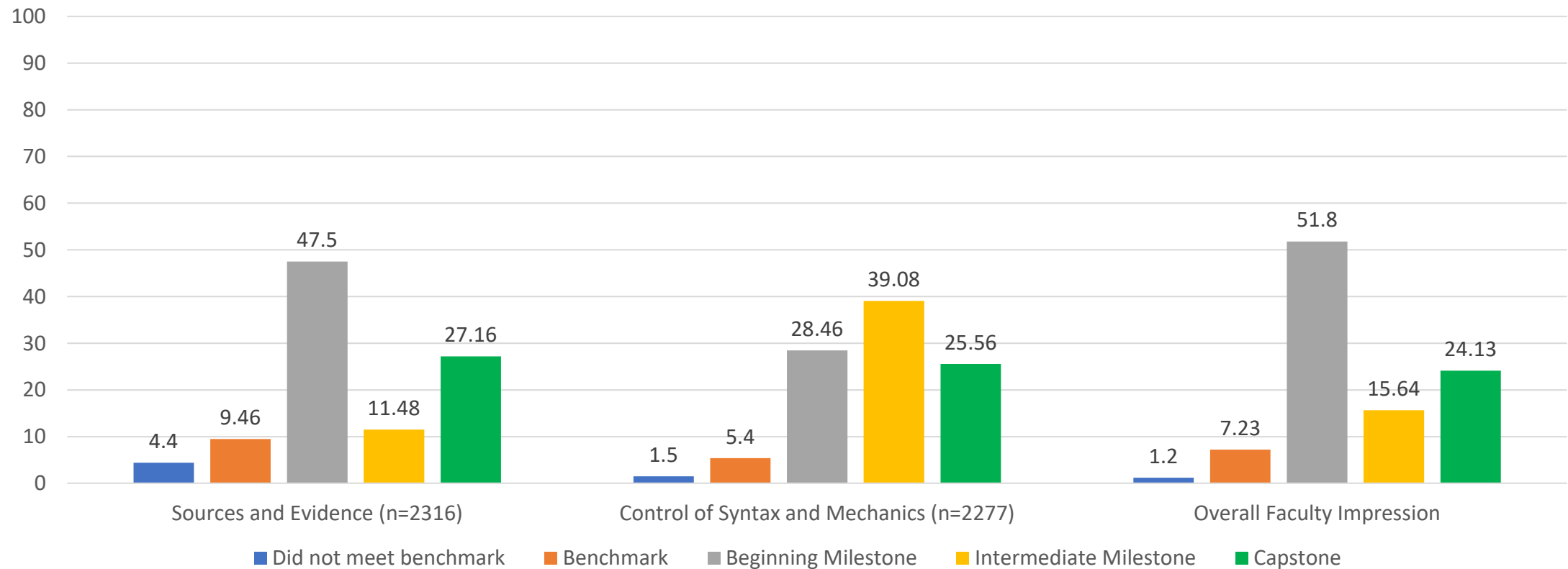
Written Communication ES Assessment

Percent Reported for all Participants (N = 2320)



Written Communication ES Assessment

Percent Reported for all Participants (N = 2320)

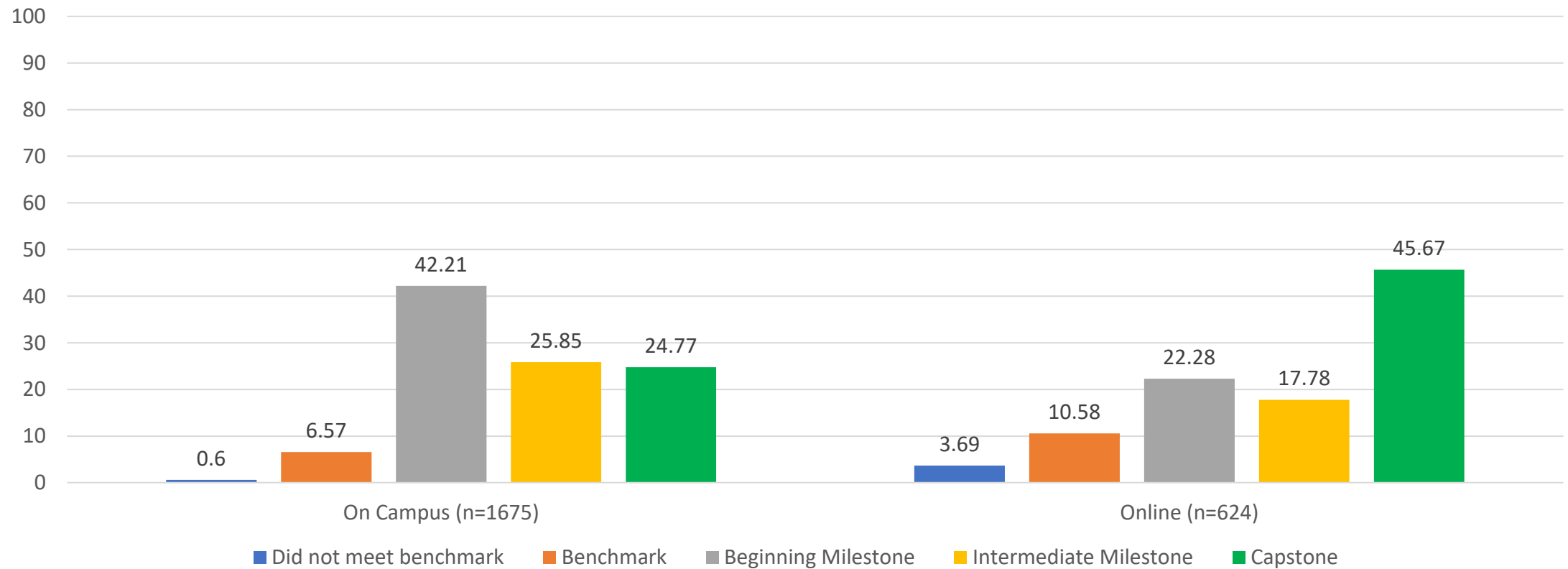


Overall Findings

- Overall, students did best with control of syntax and mechanics.
- Students struggled most with sources and evidence.
- Instructors' perceptions of the overall construct tended to be slightly lower than what was reported.
 - They indicated the belief that more students were at the beginning milestone level than what was reported for any area.

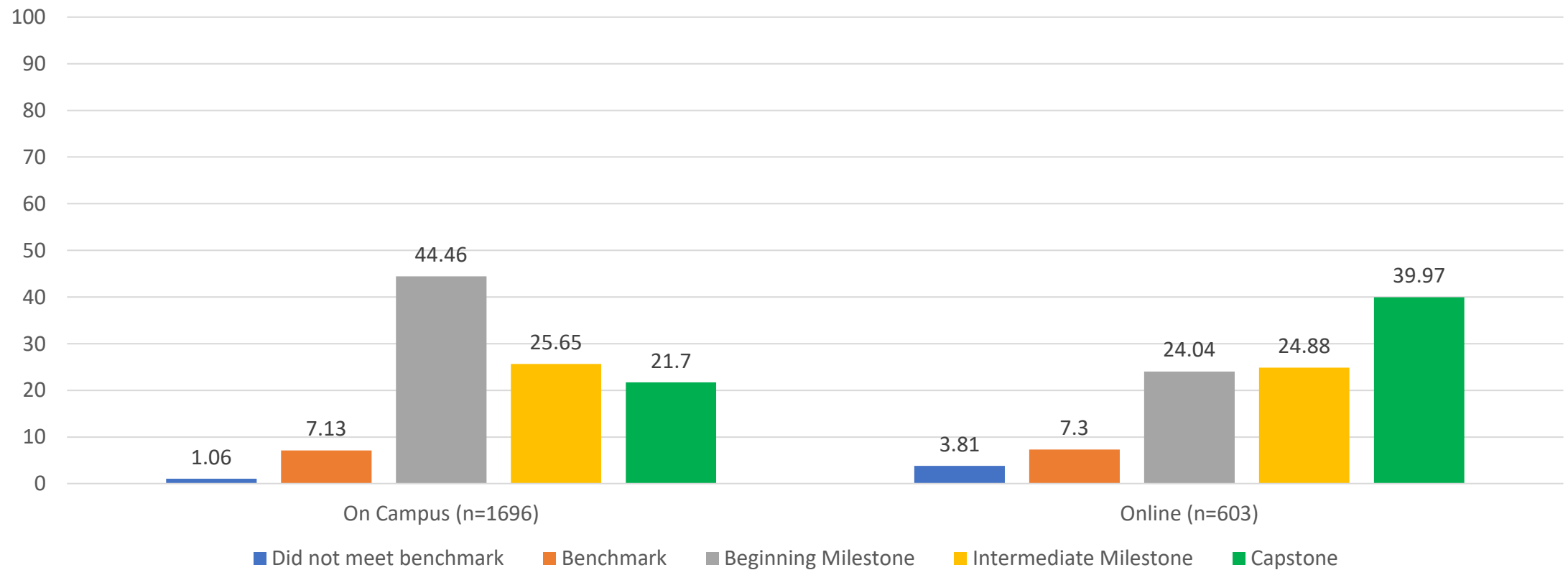
Context of and Purpose for Writing: On Campus and Online

Percent Reported for all Participants (N = 2299)



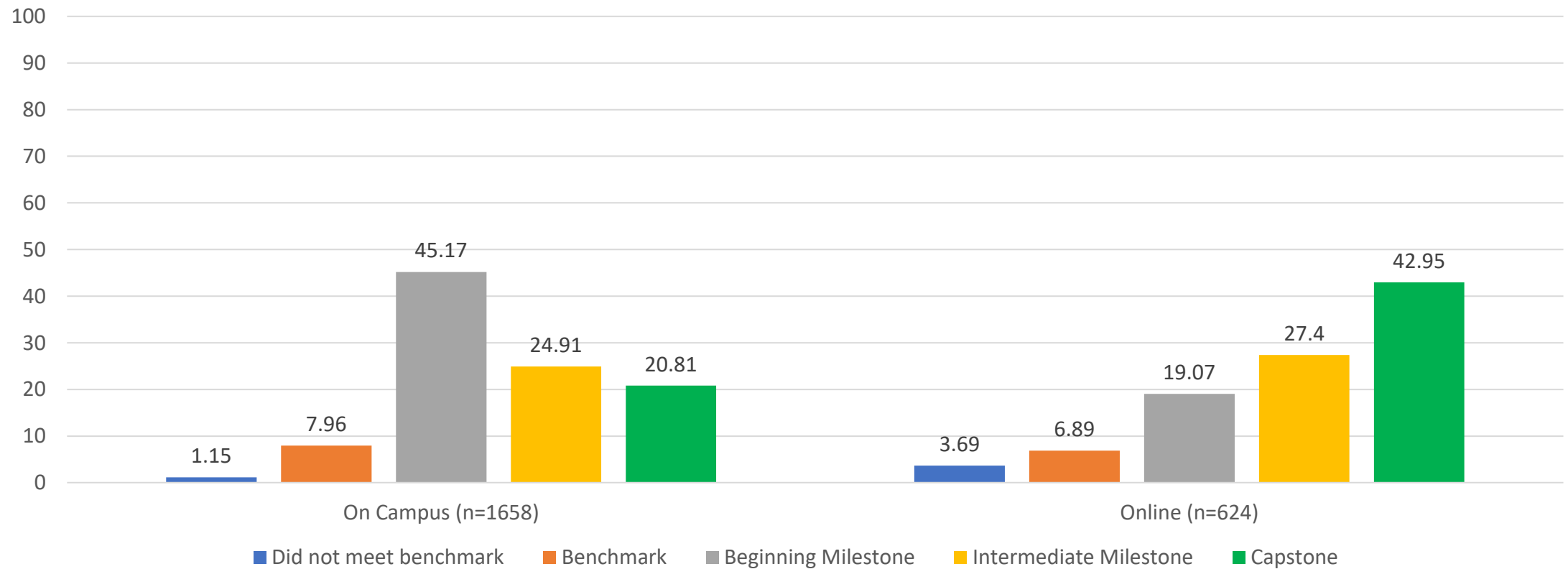
Content Development: On Campus and Online

Percent Reported for all Participants (N = 2299)

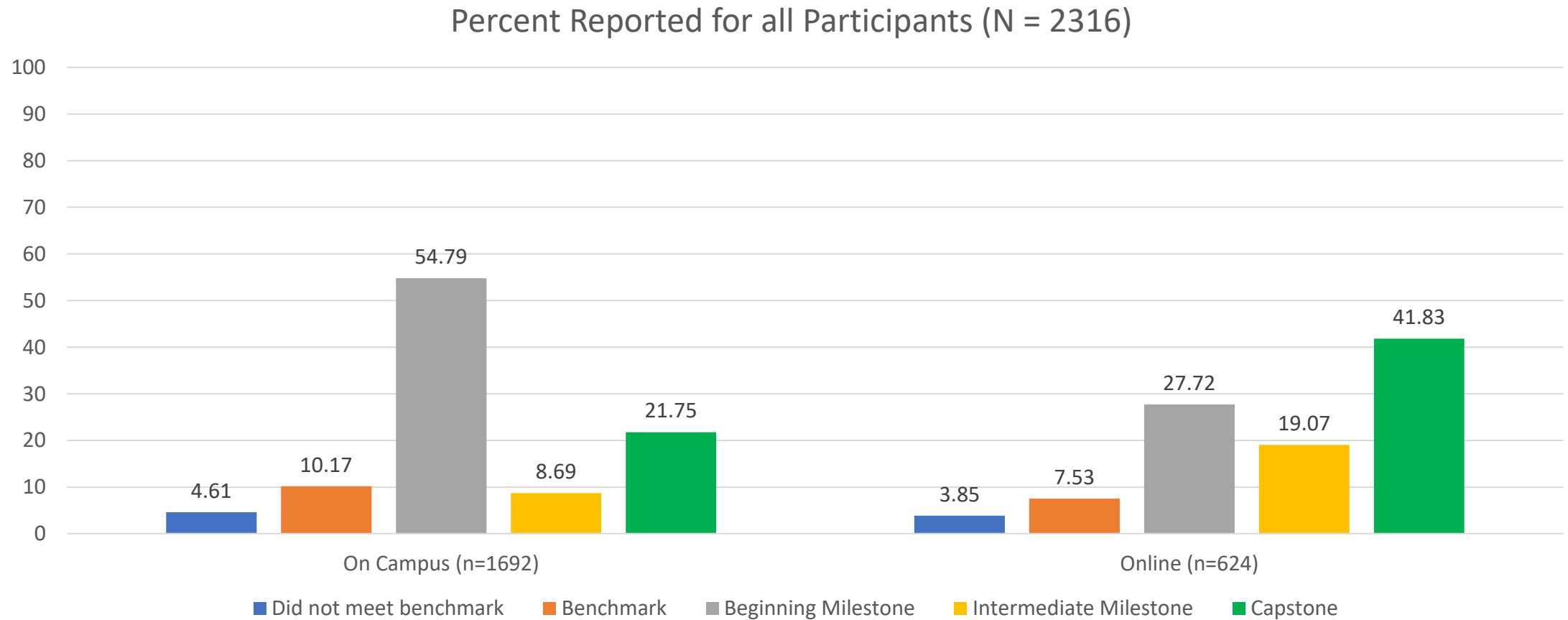


Genre and Disciplinary Conventions: On Campus and Online

Percent Reported for all Participants (N = 2282)

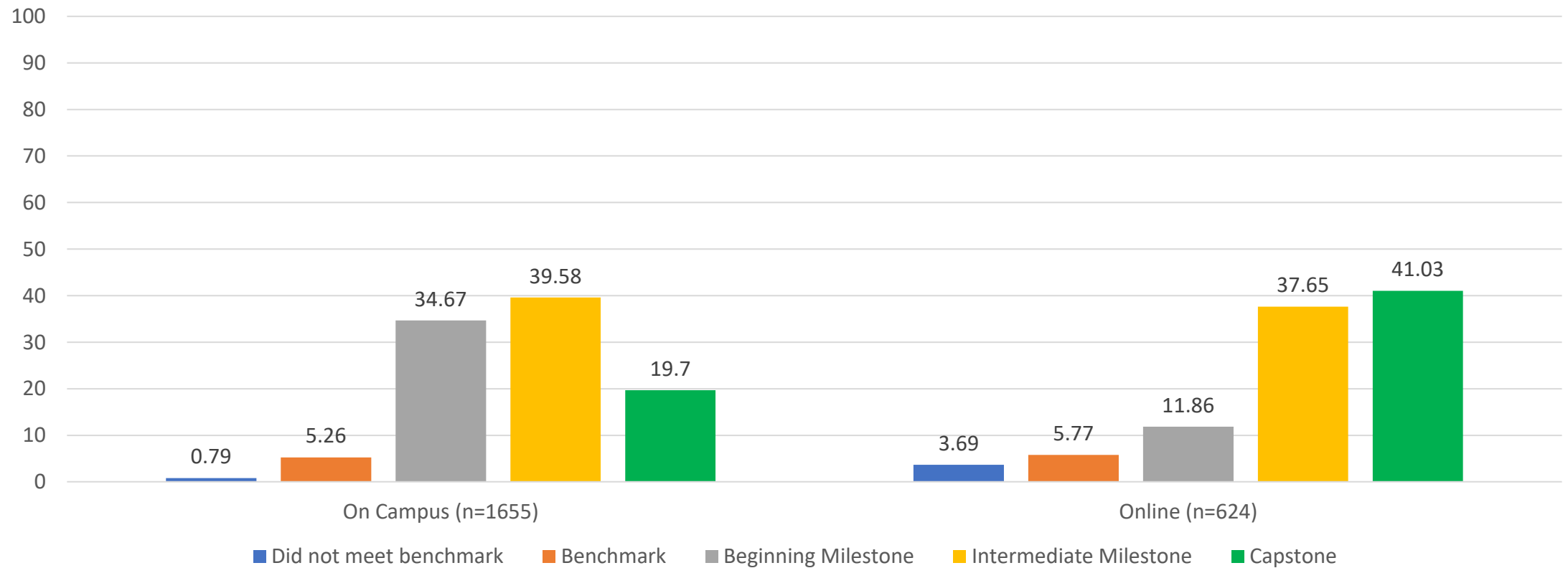


Sources and Evidence: On Campus and Online



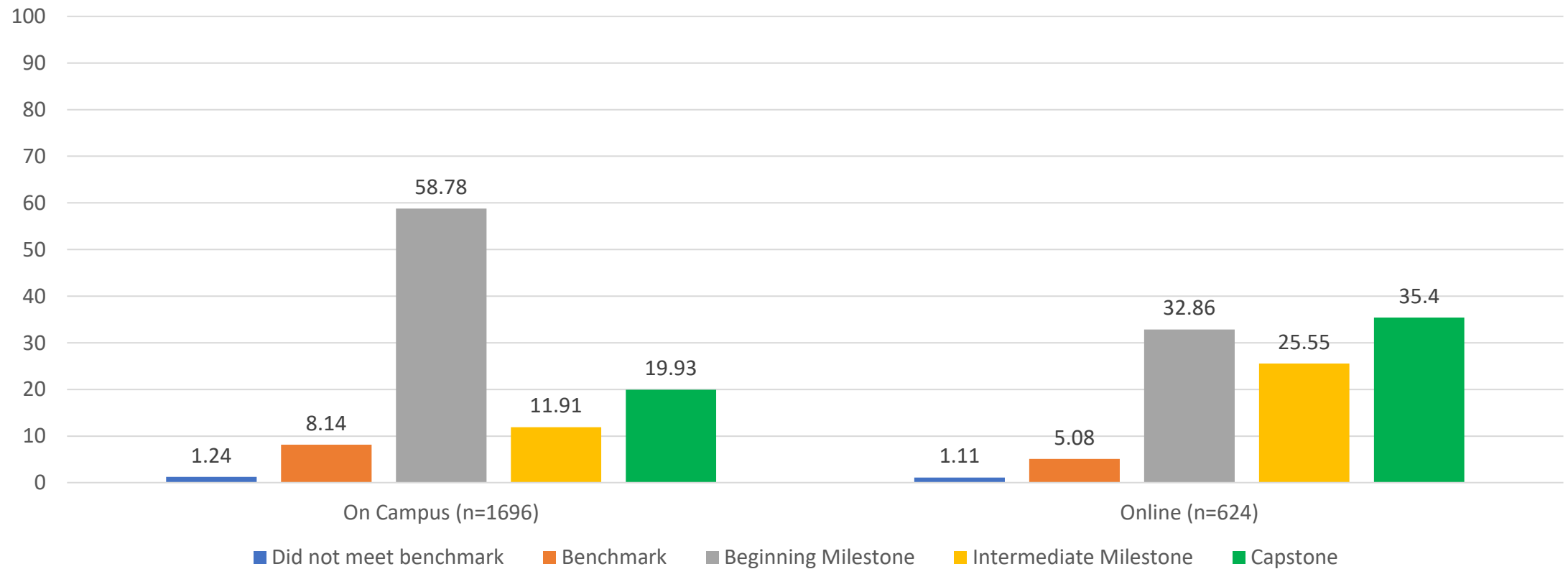
Control of Syntax and Mechanics: On Campus and Online

Percent Reported for all Participants (N = 2279)



Faculty Overall Impression: On Campus and Online

Percent Reported for all Participants (N = 2320)

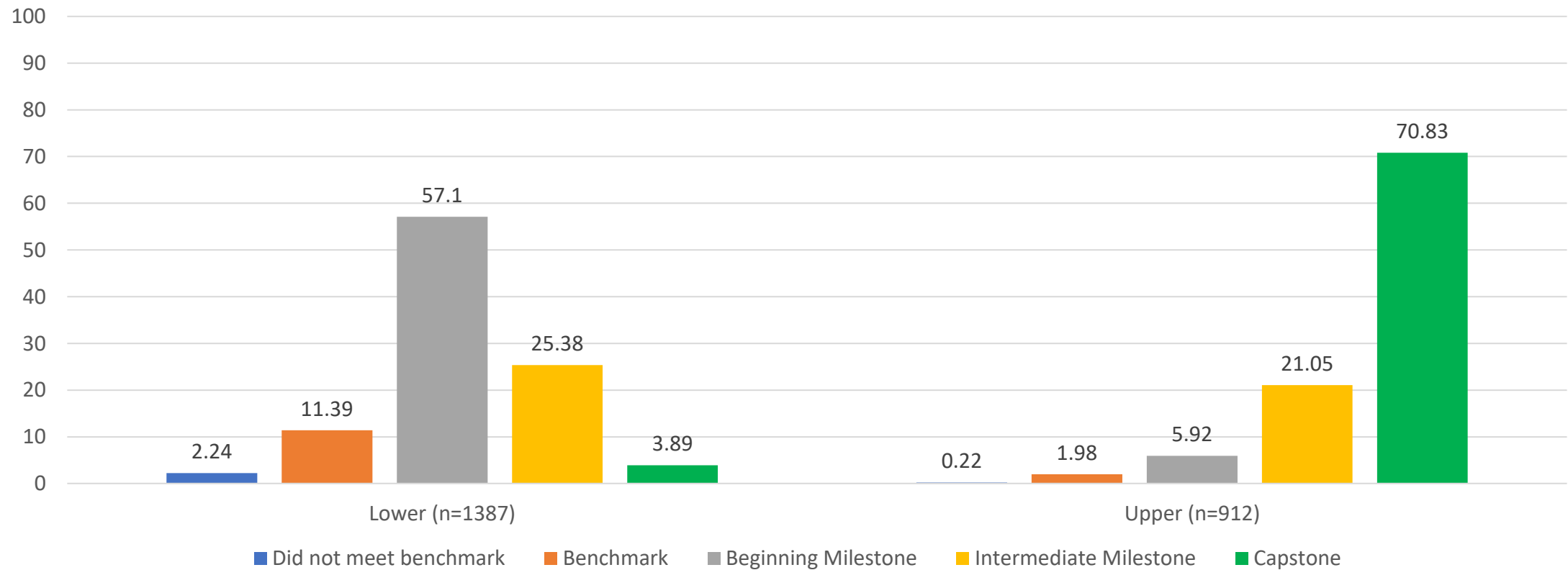


Online vs. On Campus delivery modes

- Online and on campus reports included both upper and lower division sections.
 - More students in lower division sections were included in the on campus reports than online.
- Online student performance was higher than on campus student performance for all rubric aspects.
- Online students
 - Performed best for Control of Syntax and Mechanics
 - Performed worst for Context of and Purpose for Writing
- On Campus students
 - Performed best for Control of Syntax and Mechanics
 - Performed worst for Sources and Evidence
- Faculty judged student performance in both online and on campus courses as worse than the data would indicate.
 - Percentage of higher scores (intermediate benchmark/capstone) was lowest in the overall faculty impression for both types of courses.

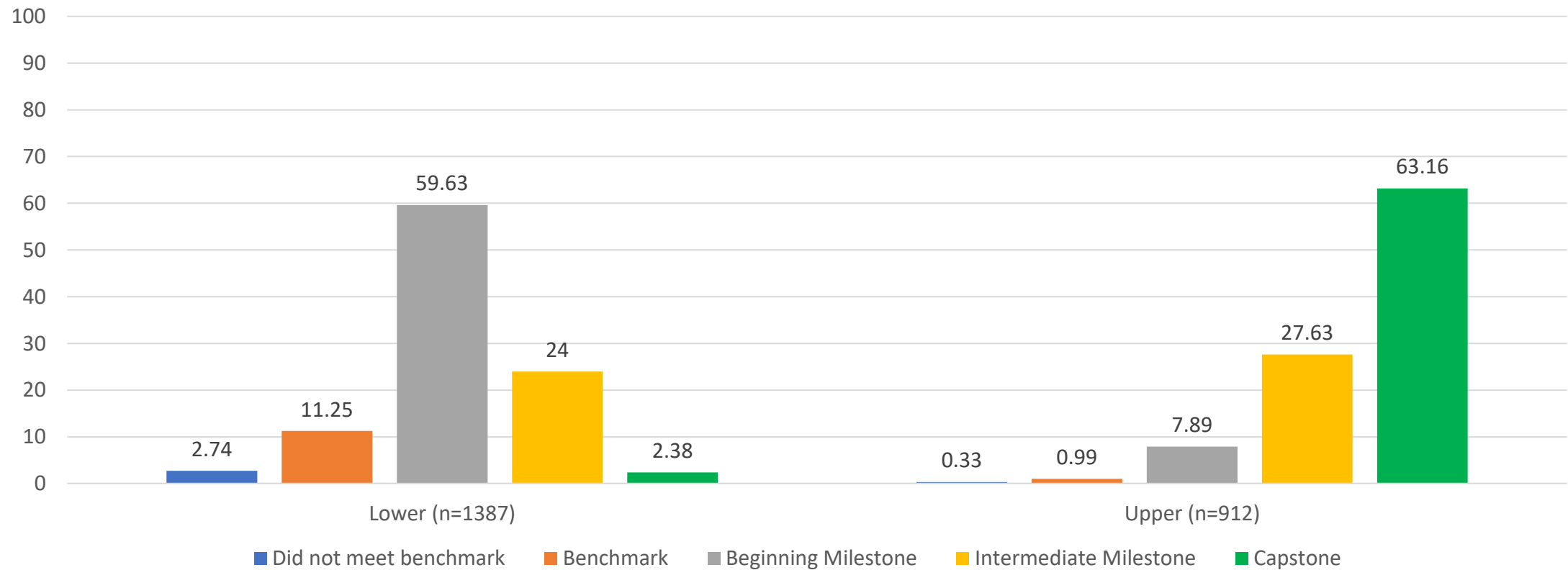
Context of and Purpose for Writing: Lower and Upper Division Course

Percent Reported for all Participants (N = 2299)



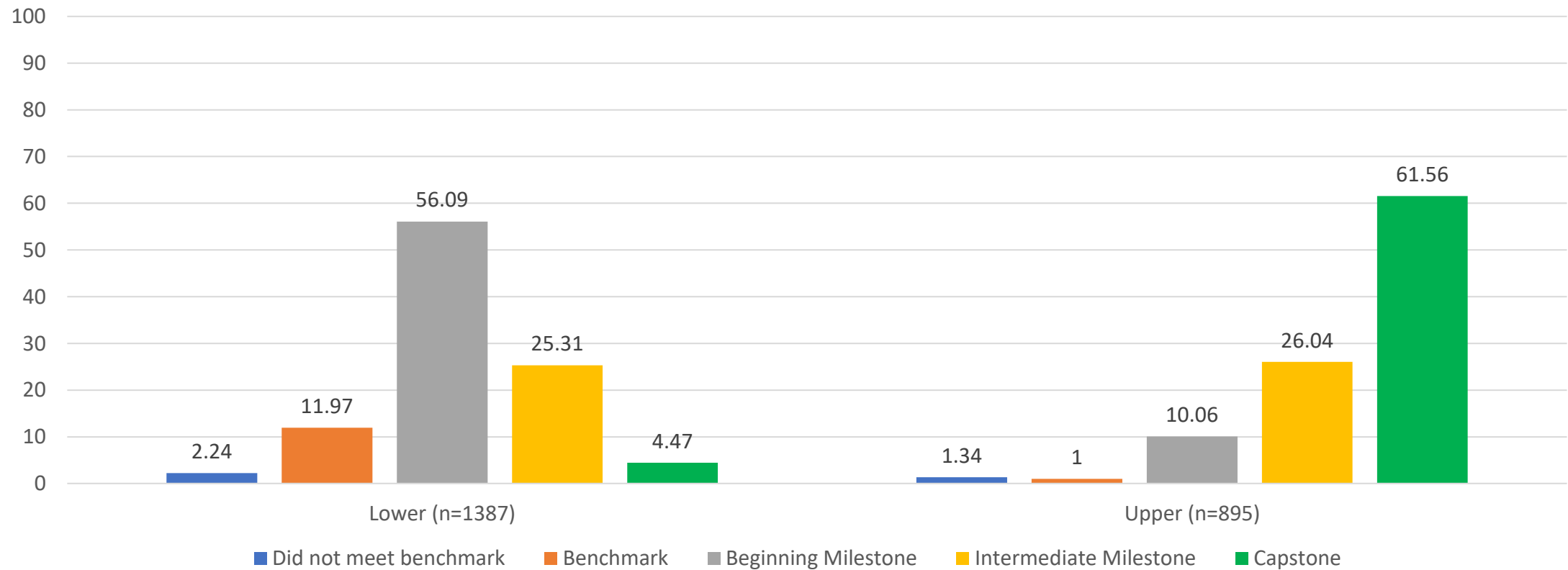
Content Development: Lower and Upper Division Course

Percent Reported for all Participants (N = 2299)



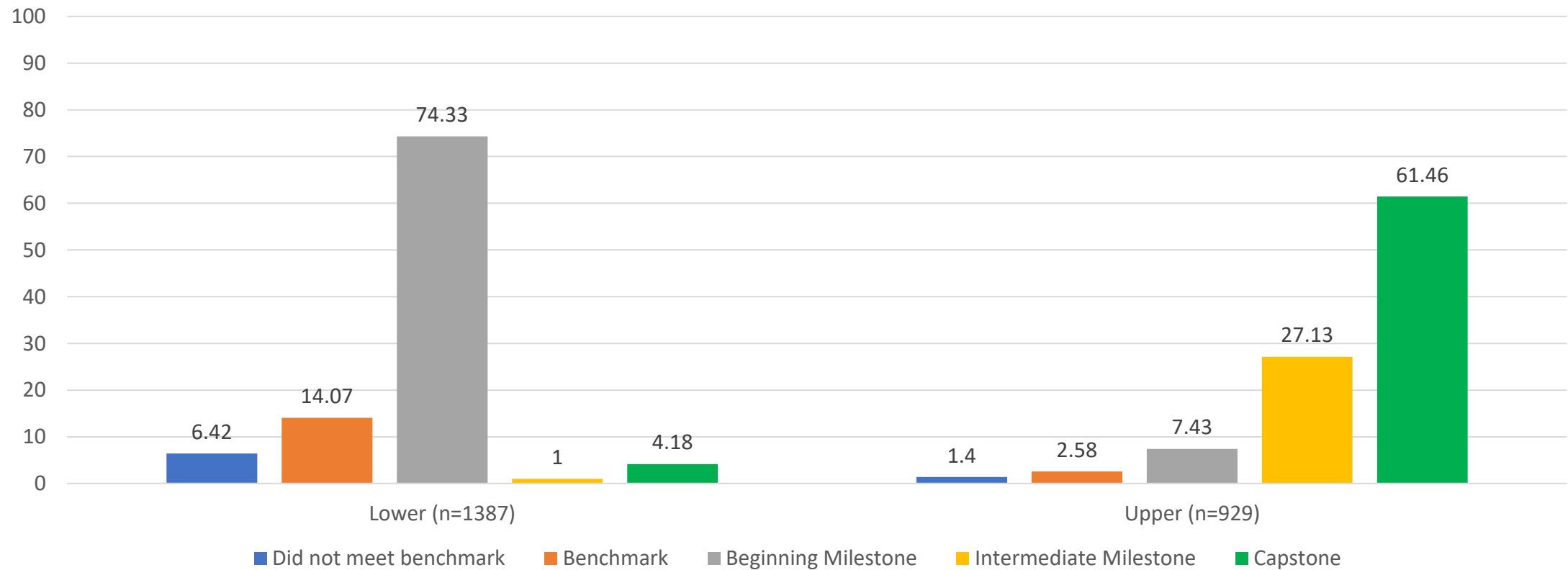
Genre and Disciplinary Conventions: Lower and Upper Division Course

Percent Reported for all Participants (N = 2282)



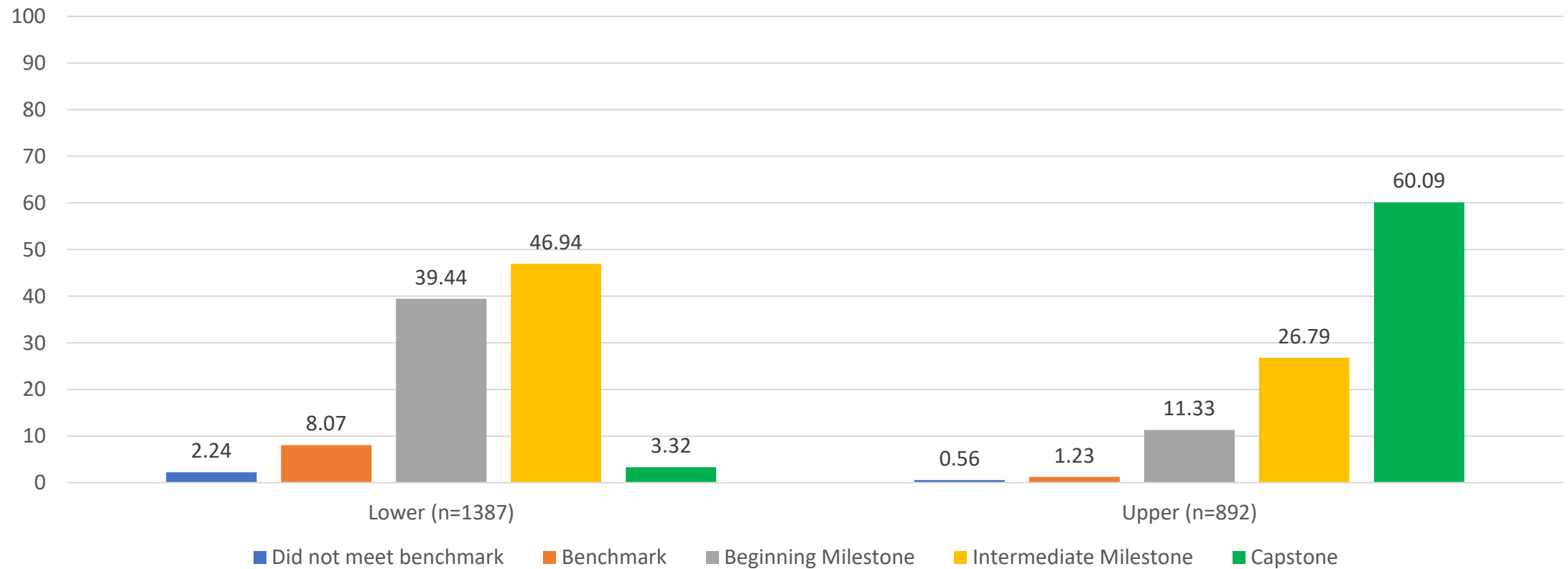
Sources and Evidence: Lower and Upper Division Course

Percent Reported for all Participants (N = 2316)



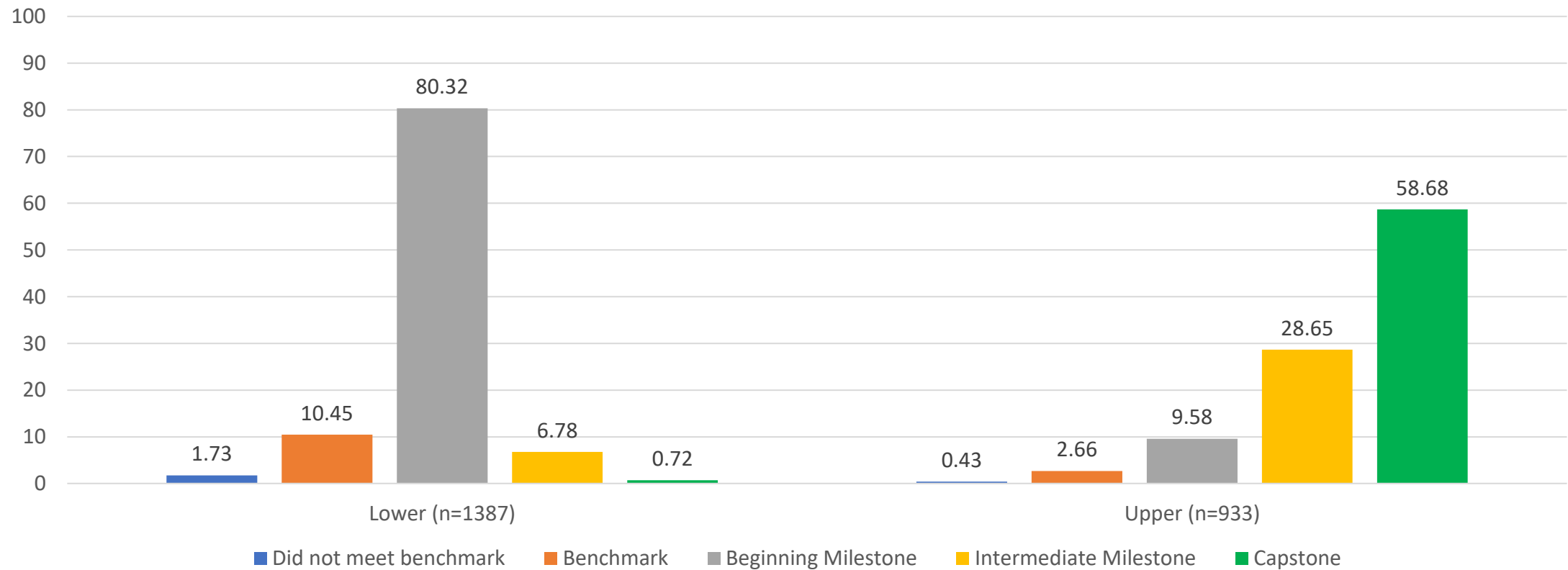
Control of Syntax and Mechanics: Lower and Upper Division Course

Percent Reported for all Participants (N = 2279)



Faculty Overall Impression: Lower and Upper Division Course

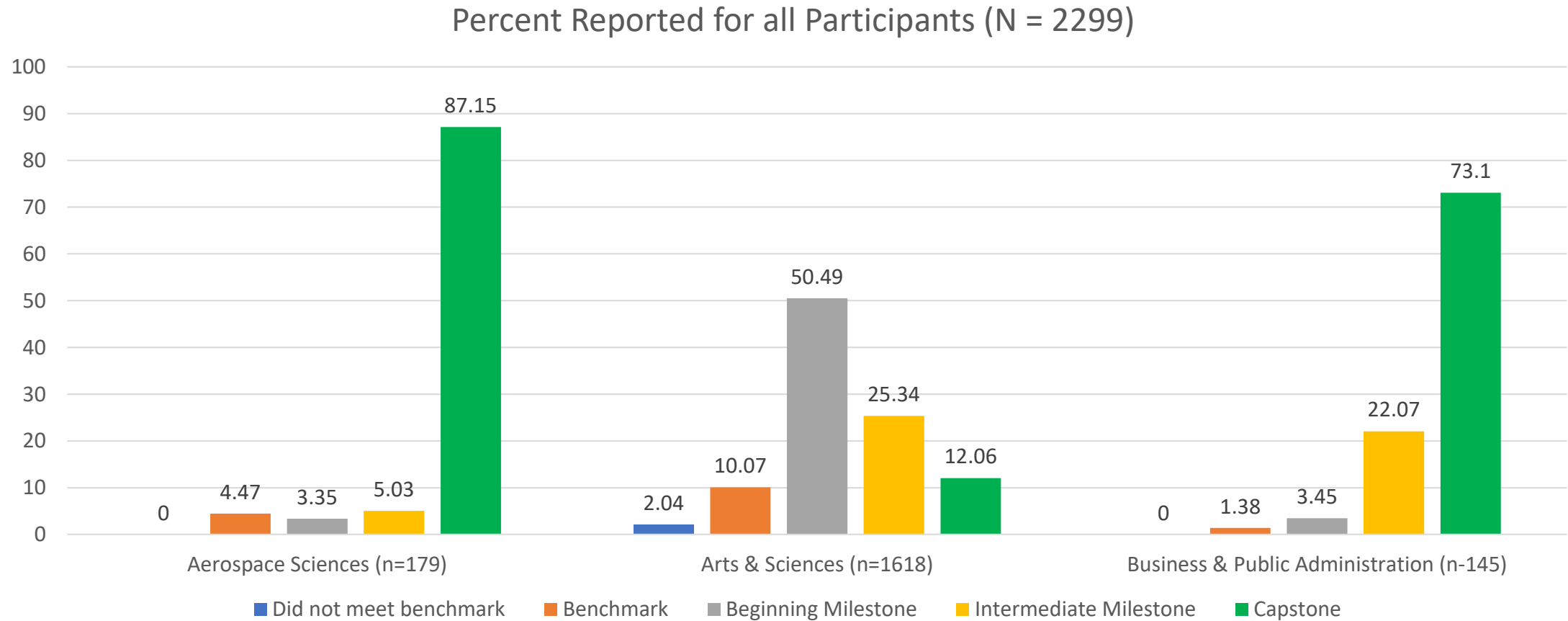
Percent Reported for all Participants (N = 2320)



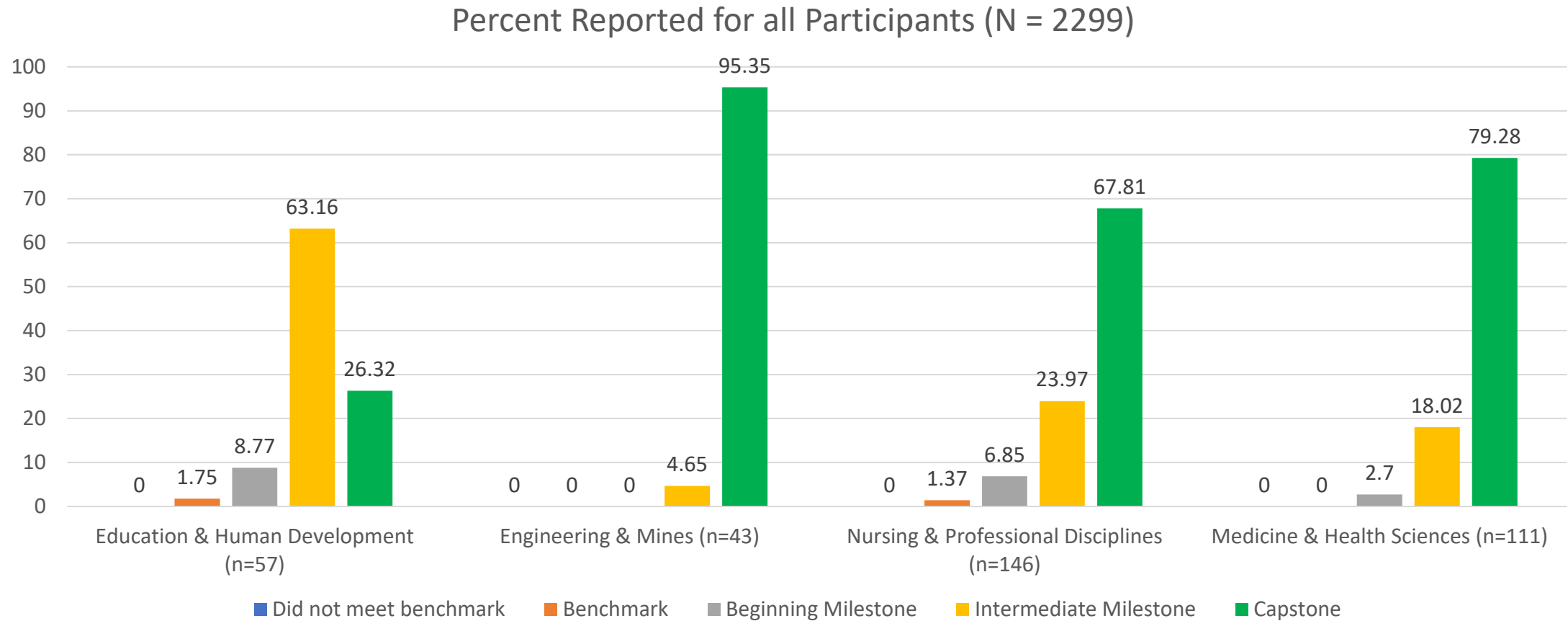
Level of Course

- Students in upper division courses performed better on this learning goal than students in lower division courses. This was the case for all aspects of the rubric suggesting that students improve upon their ability for written communication across their academic career at UND.
- Students in lower division courses performed best on ‘Control of Syntax and Mechanics.’
- Students in upper division courses performed best on ‘Context of and Purpose for Writing.’
- The largest discrepancy among higher scores (intermediate milestone/capstone) between performance by students in lower division and higher division courses was for ‘Sources and Evidence.’
- Faculty judged student performance in lower division courses as worse than the data would indicate. Whereas faculty impressions for upper division courses was similar to the data reported.

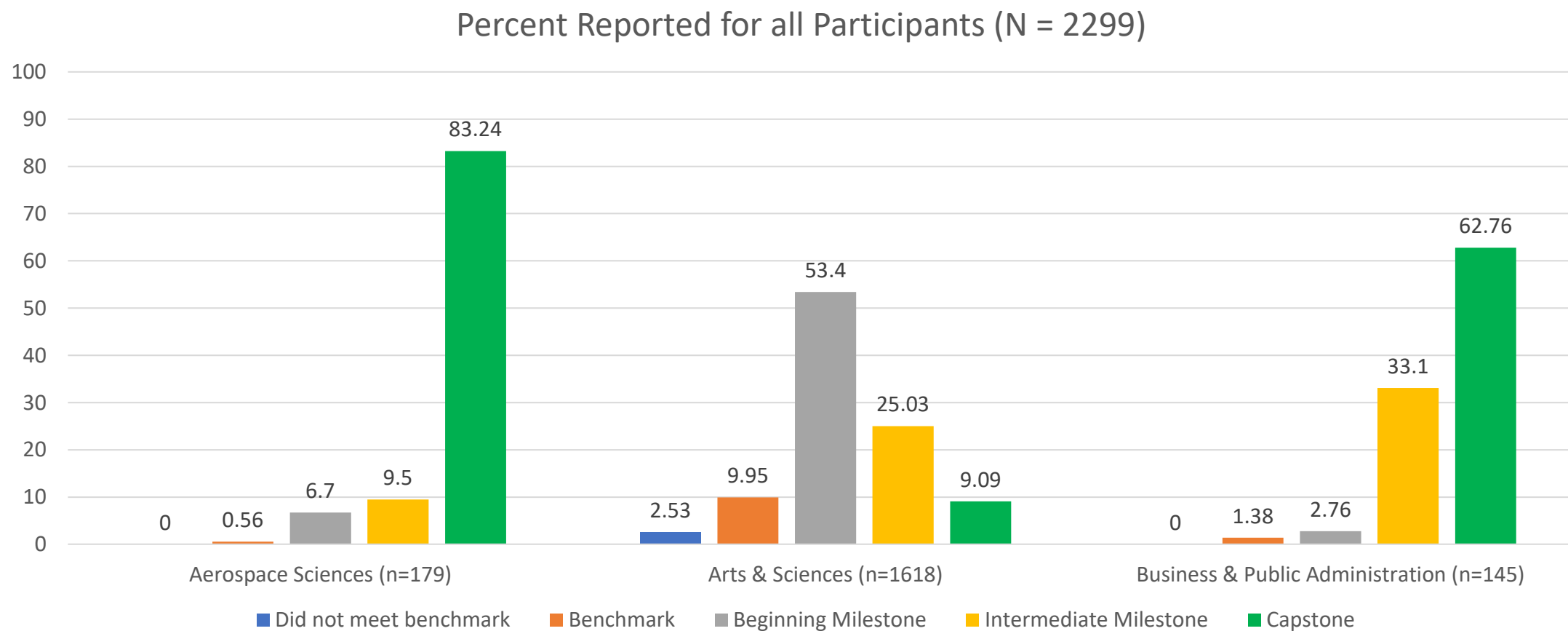
Context of and Purpose for Writing: Among Colleges (1/2)



Context of and Purpose for Writing: Among Colleges (2/2)

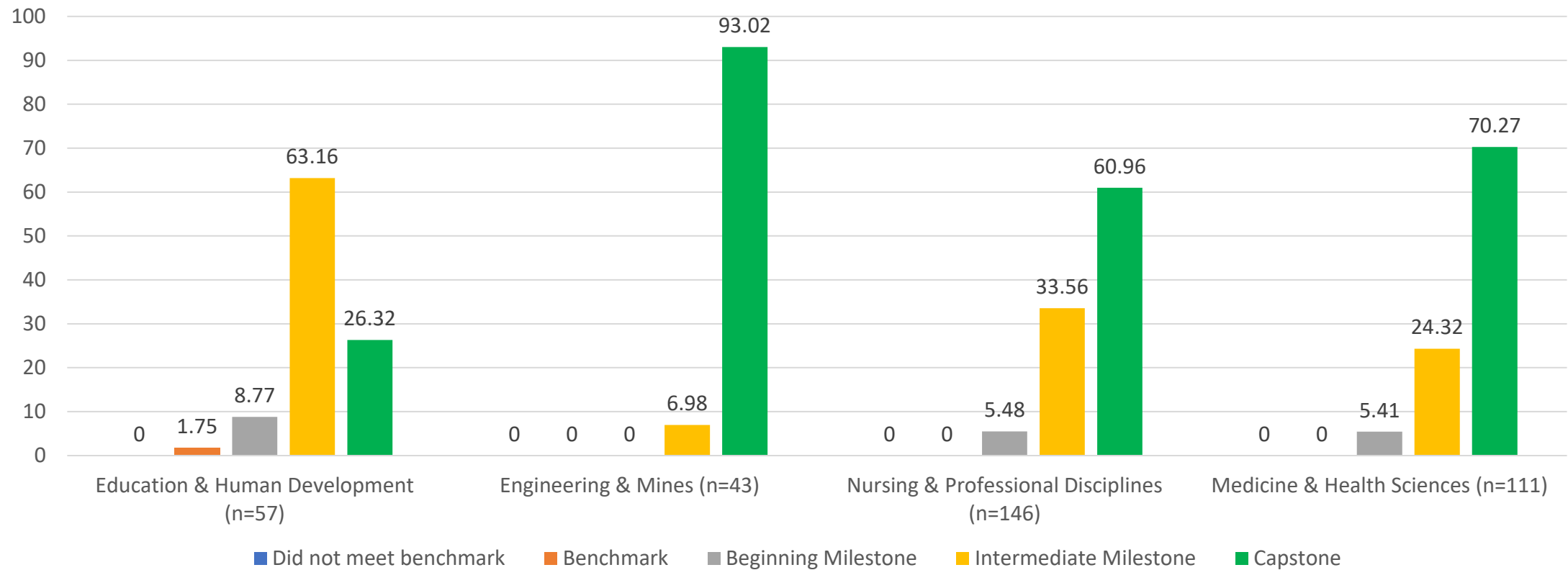


Content Development: Among Colleges (1/2)

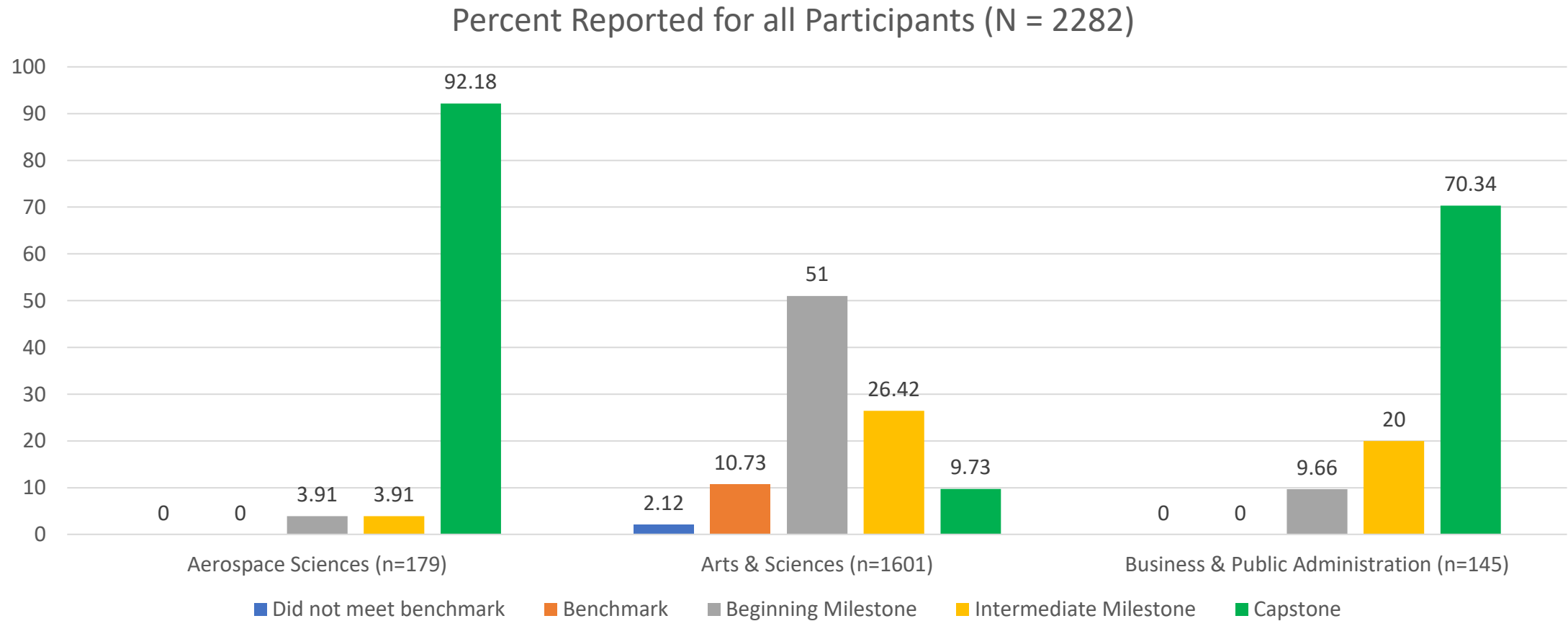


Content Development: Among Colleges (2/2)

Percent Reported for all Participants (N = 2299)

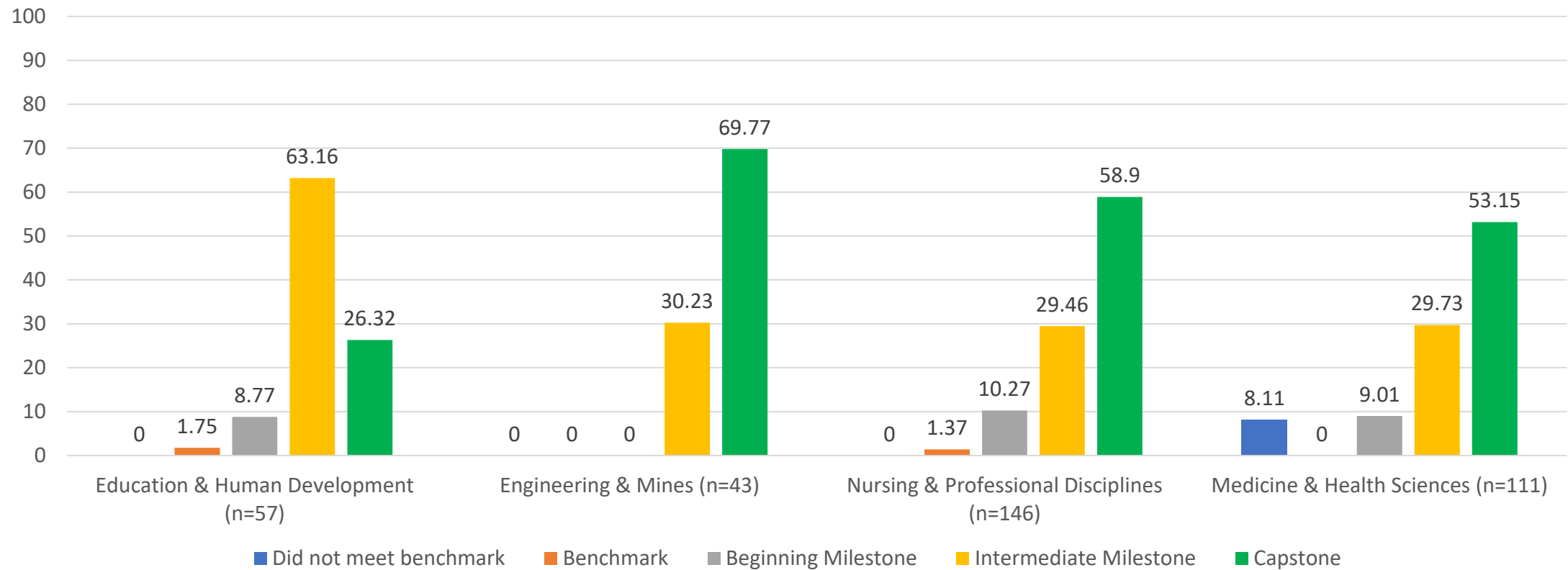


Genre and Disciplinary Conventions: Among Colleges (1/2)

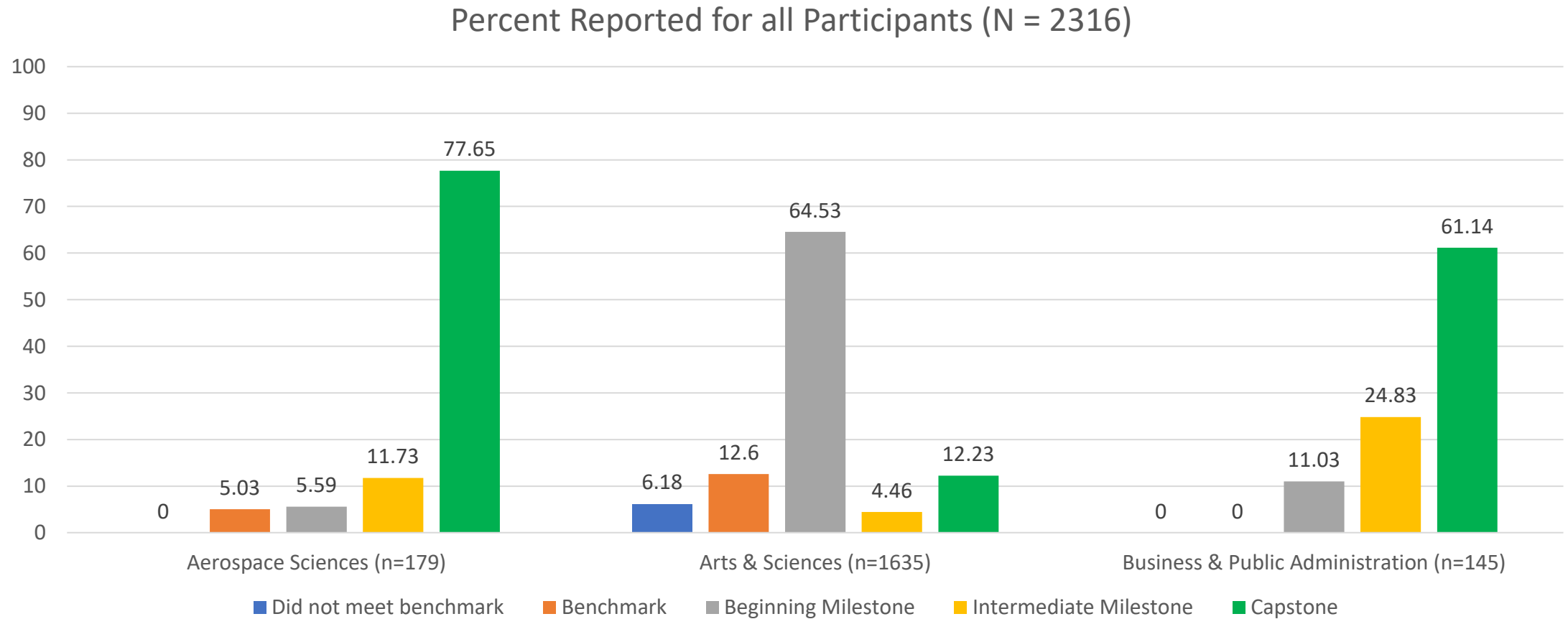


Genre and Disciplinary Conventions: Among Colleges (2/2)

Percent Reported for all Participants (N = 2282)

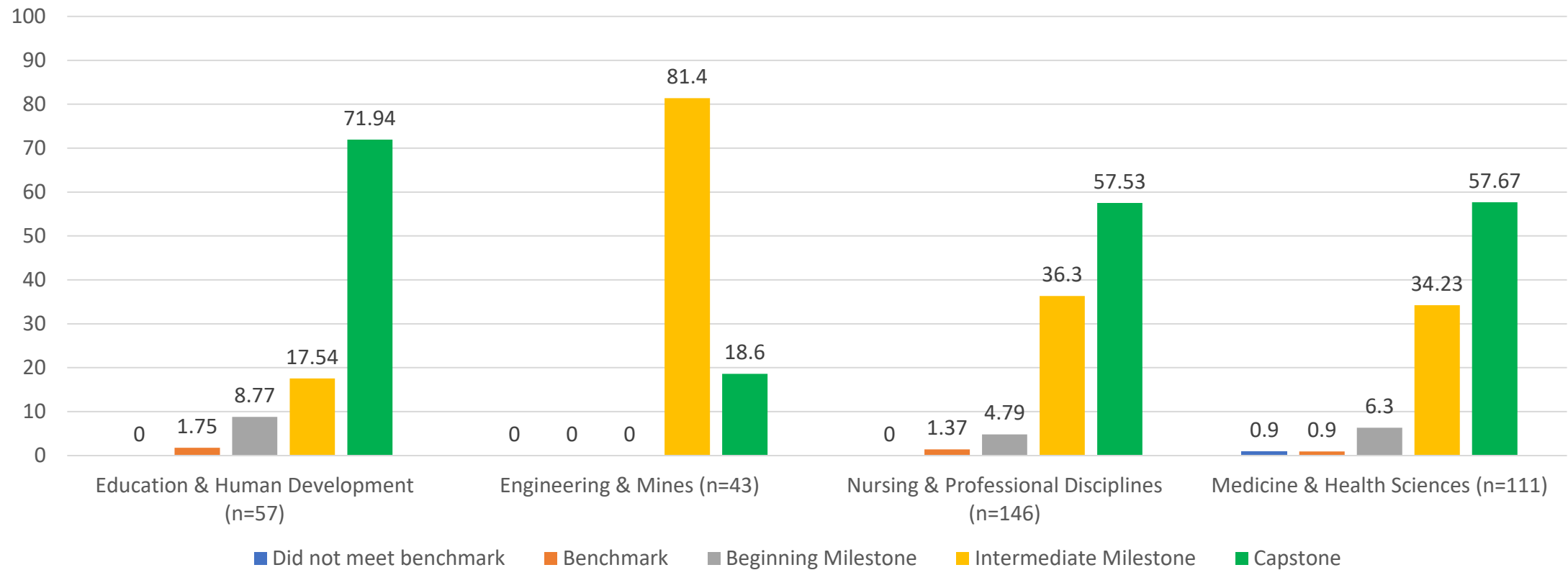


Sources and Evidence: Among Colleges (1/2)

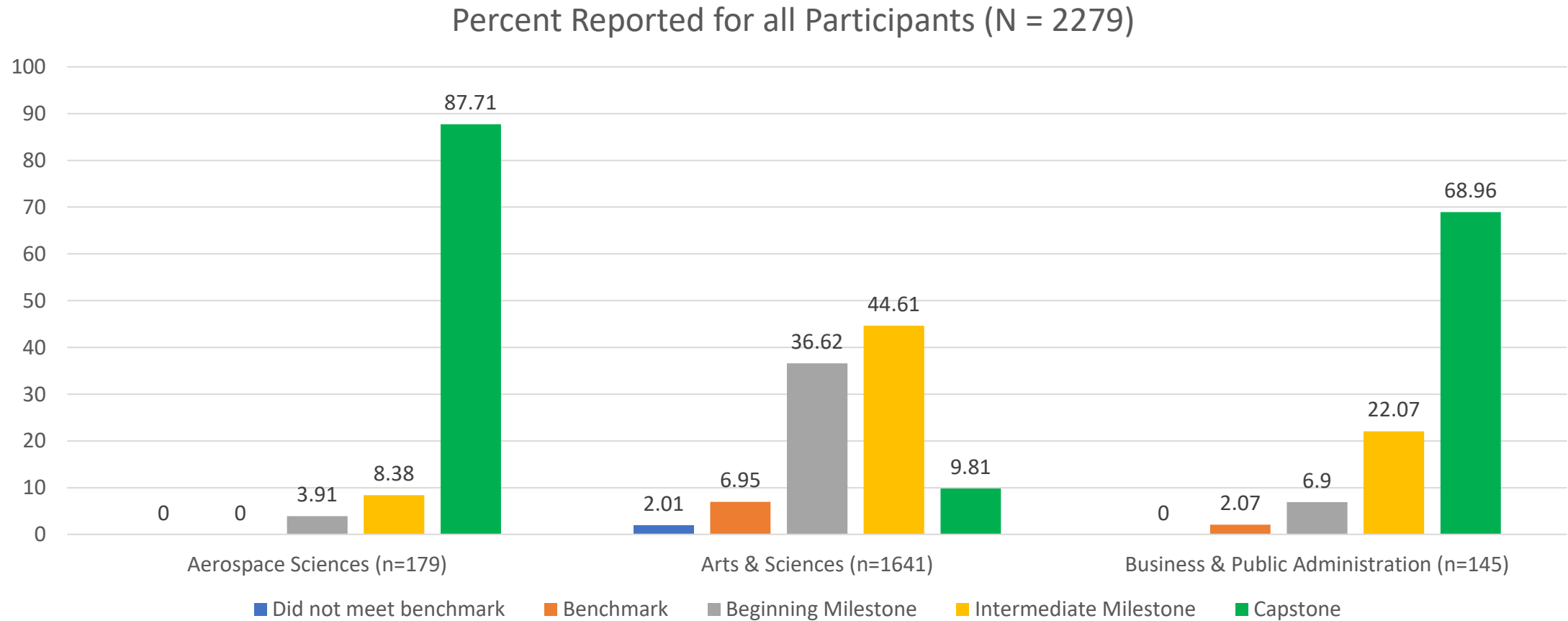


Sources and Evidence: Among Colleges (2/2)

Percent Reported for all Participants (N = 2316)

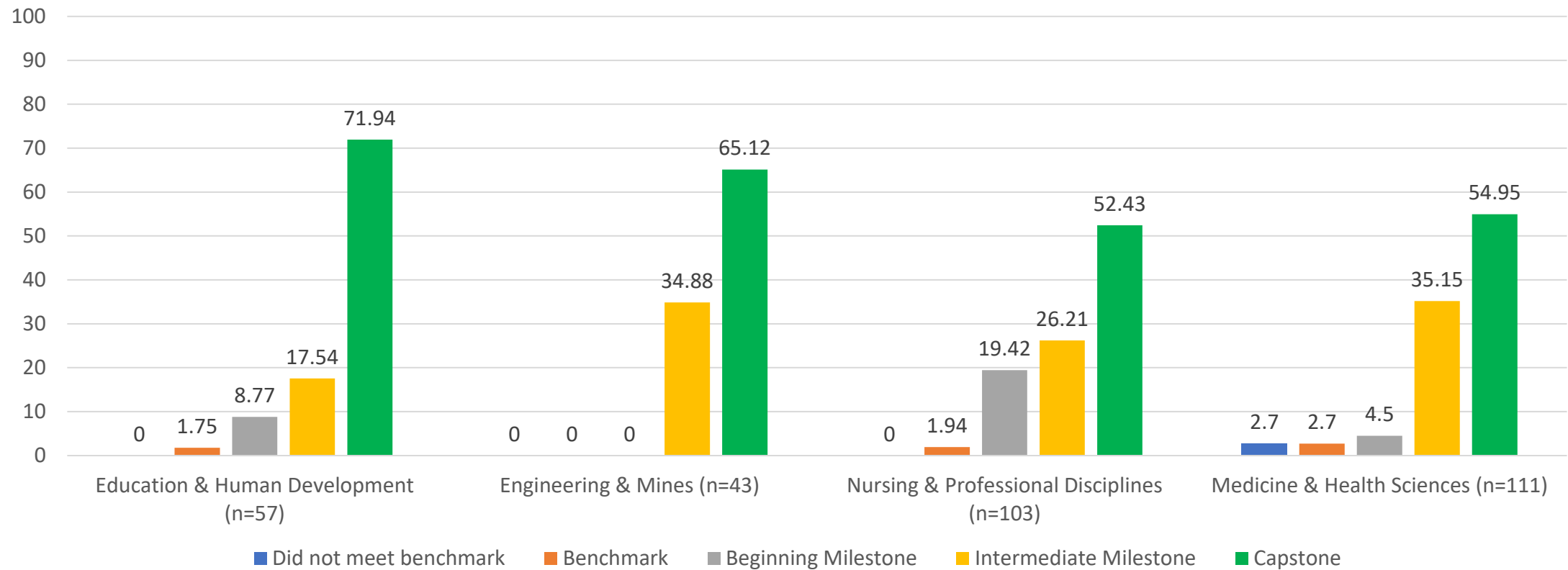


Control of Syntax and Mechanics: Among Colleges (1/2)

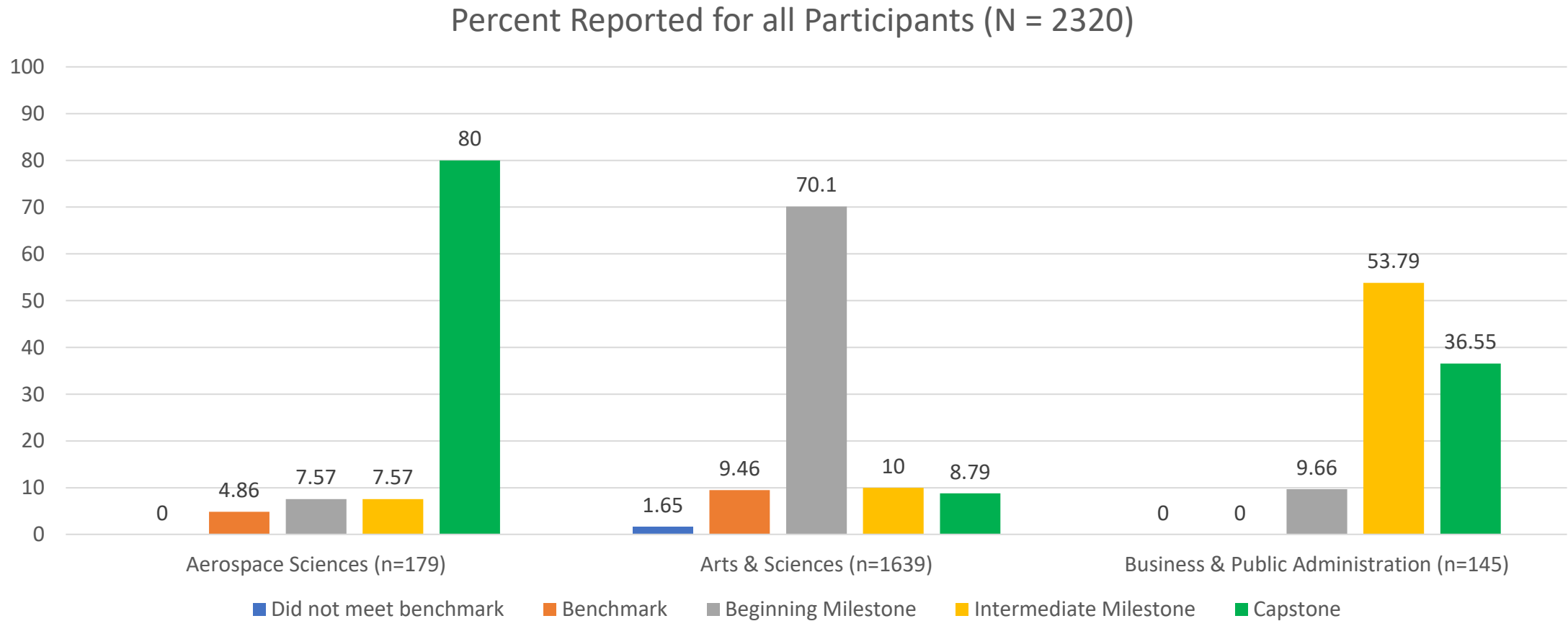


Control of Syntax and Mechanics: Among Colleges (2/2)

Percent Reported for all Participants (N = 2279)

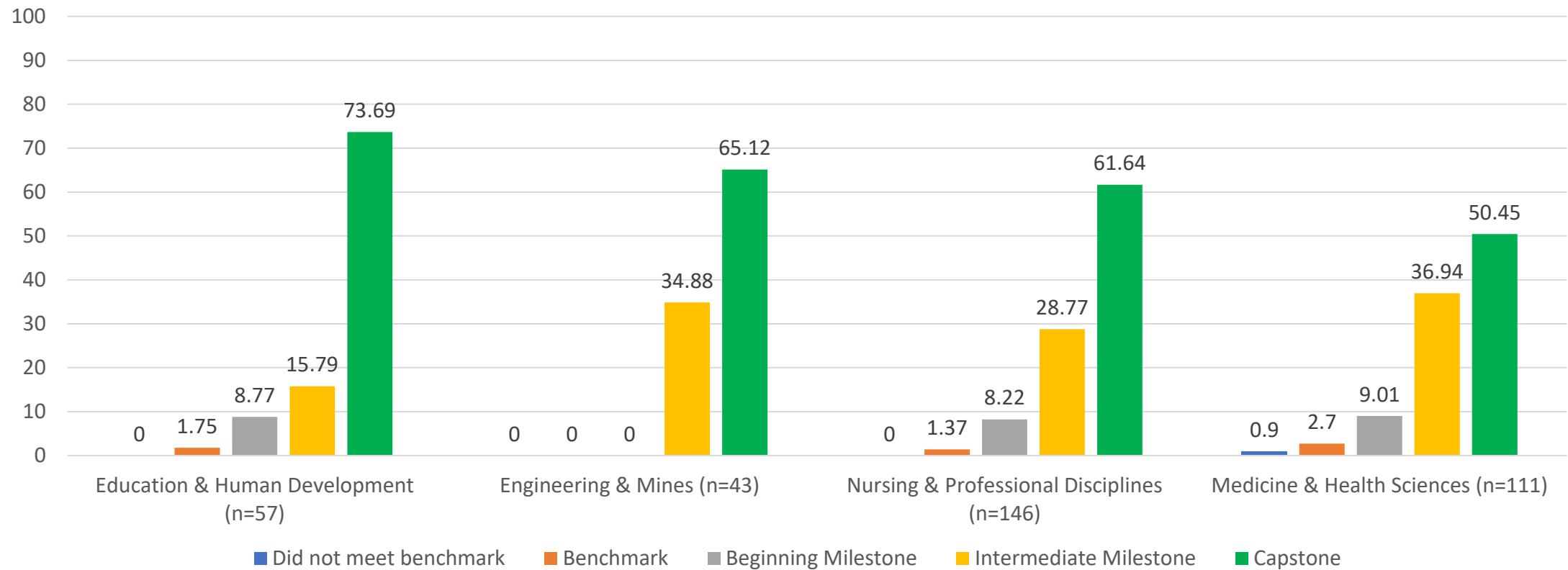


Faculty Overall Impression: Among Colleges (1/2)



Faculty Overall Impression: Among Colleges (2/2)

Percent Reported for all Participants (N = 2320)



Written Communication Among Colleges

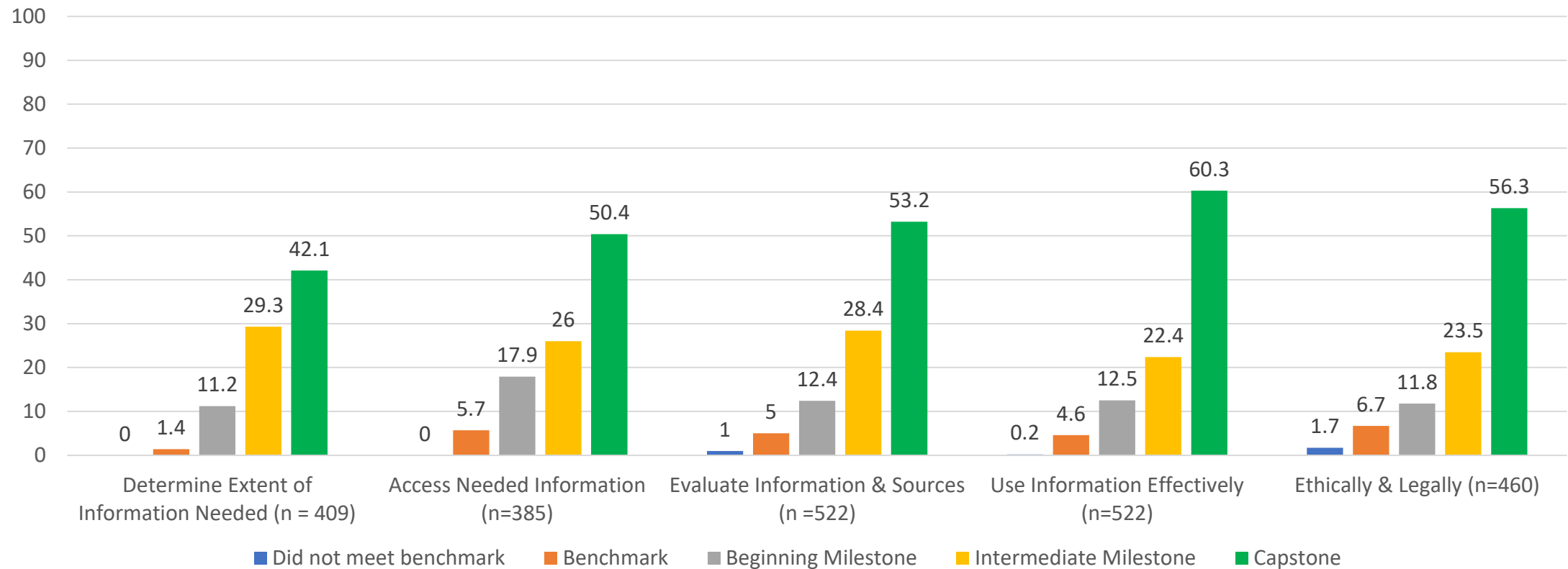
- Data among colleges are indicative of what was reported for the course and the college the course is included in. It does not indicate the college the student belongs to (e.g., their major).
- Arts & Sciences and Business & Public Administration included both online and on campus as well as lower and upper division courses.
- Aerospace Sciences and Medicine & Health Sciences included both online and on campus sections but upper division courses only.
- Education & Human Development and Engineering & Mines included only online, upper division courses.
- Nursing & Professional Disciplines included only on campus, upper division courses.

Written Communication Among Colleges

- Students completing their written communication course in Aerospace Sciences performed best in Control of Syntax and Mechanics and worst in Sources and Evidence.
- Students completing their written communication course in Arts & Sciences performed best in Control of Syntax and Mechanics and worst in Sources and Evidence.
- Students completing their written communication course in Business & Public Administration performed best in Content Development and worst in Context of and Purpose for Writing.
- Students completing their written communication course in Education & Human Development performed best in Sources and Evidence and Control of Syntax and Mechanics and equally well in all other areas.
- Students completing their written communication course in Engineering & Mines performed best in Context of and Purpose for Writing and worst in Sources and Evidence.
- Students completing their written communication course in Medicine & Health Sciences performed best in Context of and Purpose for Writing and worst in Content Development.
- Students completing their written communication course in Nursing & Professional Disciplines performed best in Content Development and worst in Control of Syntax and Mechanics.

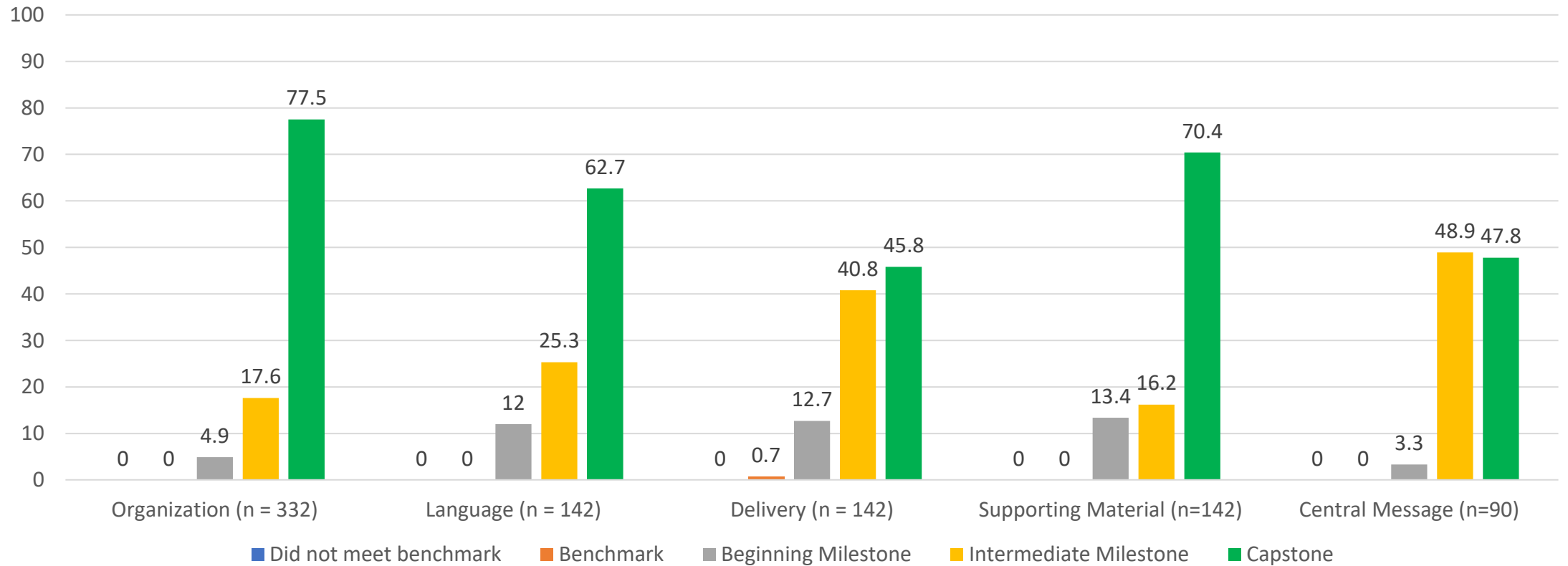
Performance in upper division courses for the learning goals assessed thus far:

Information Literacy (Fall 2022)



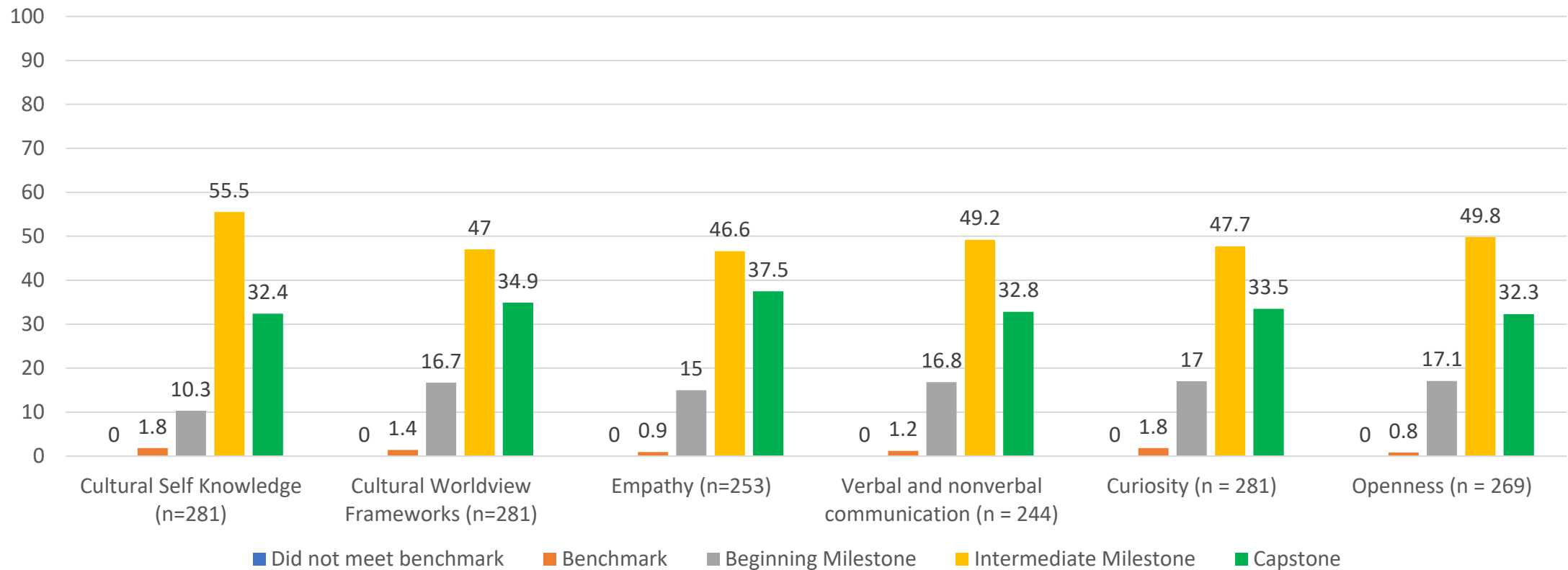
Performance in upper division courses for the learning goals assessed thus far.

Oral Communication (Spring 2023)



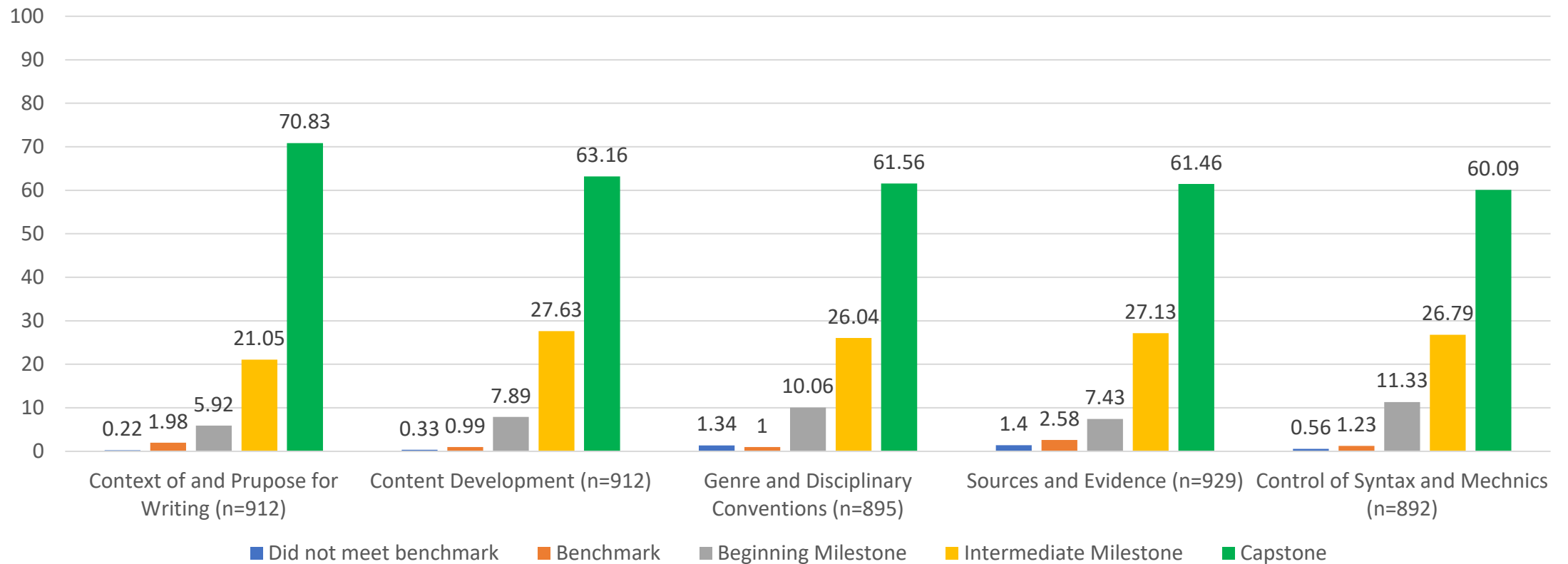
Performance in upper division courses for the learning goals assessed thus far.

Intercultural Knowledge & Skills (Fall 2023)



Performance in upper division courses for the learning goals assessed thus far.

Written Communication (Spring 2024)



Learning Goals Assessed in previous four semesters

- Based on the data from the upper division courses, students are performing strong with information literacy, oral communication, and written communication.
- Although our data indicate that students are improving in intercultural knowledge and skills over their time at UND, they do appear to perform at lower levels within upper division courses than the other learning goals we have assessed thus far.