EFFECTIVE WRITING AT HAROLD WASHINGTON COLLEGE

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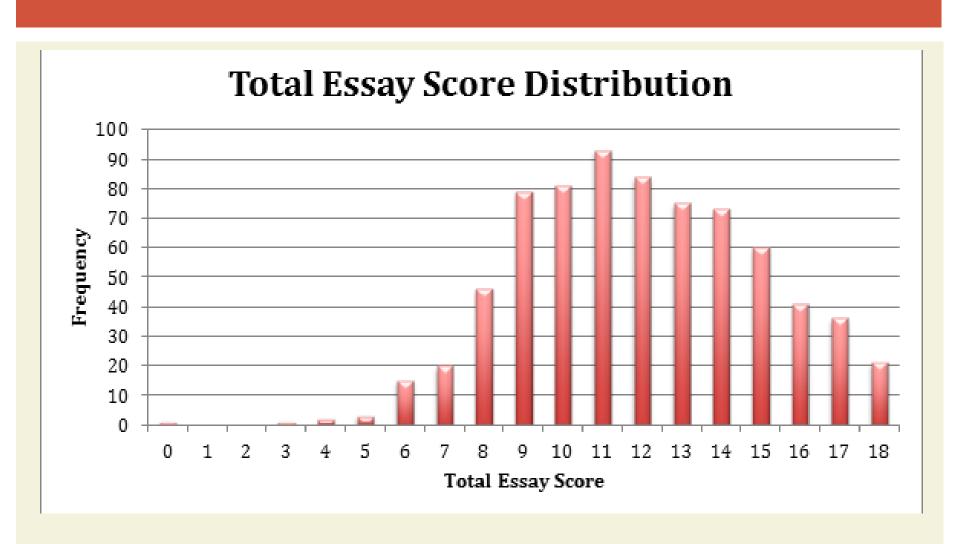
WHAT WE DID

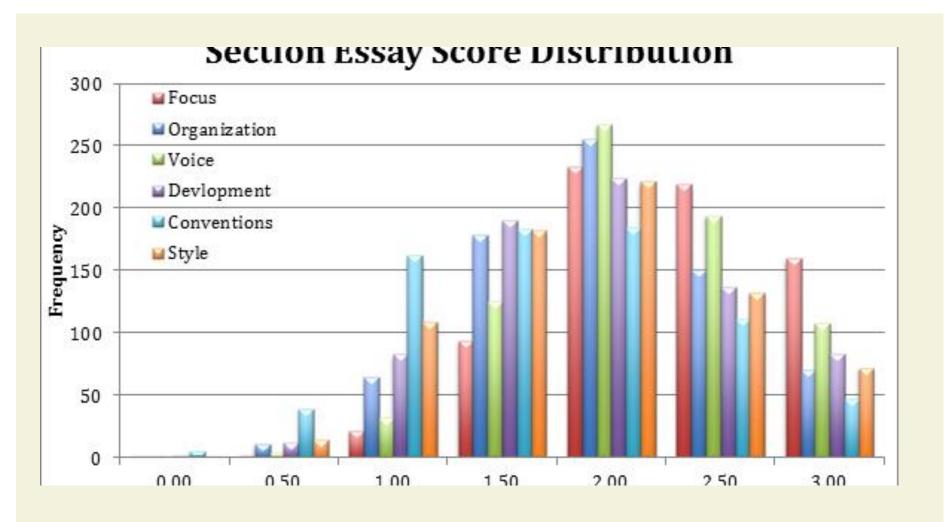
- Effective Writing as a General Education Goal
- Student Learning Outcomes The student will be able to:
 - 1. Compose texts across multiple disciplines and for various audiences, occasions and purposes.
 - 2. Construct texts for communication, information, and expression which adhere to the rules of Standard Written English;
 - 3. Compose texts that are focused, well-organized, and well-developed.

WHAT WE DID

- The Process
 - Develop SLO's
 - Develop Rubric
 - Develop Demographic Survey
 - Solicit Volunteer Faculty
 - Gather Writing Samples
 - Solicit Faculty Graders
 - Assess Writing Samples
 - Analyze Data
 - Write Report
 - Disseminate Findings

ocus	Organization	Voice	Coherent Development and	Conventions	Style and Diction		
riting is clearly cused. It holds e reader's tention.	Writing includes a strong beginning, middle, and end with clear transitions and a focused closure.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.	Elaboration Writing makes clear sense and flows logically. Relevant details enrich the writing. The thesis and purpose are clear to the reader and closely match the writing task.	Follows the conventions of Standard Written English (SWE), e.g., grammar, sentence structure, mechanics, and punctuation.	Sentences are varied, complex, and employed for effect. Diction is precise, appropriate, using college-level vocabulary.		
ery Competent 3 ompetent 2 elow Competent 1	Very Competent 3 Competent 2 Below Competent 1	Very Competent 3 Competent 2 Below Competent 1	Very Competent 3 Competent 2 Below Competent 1	Very Competent 3 Competent 2 Below Competent 1	Very Competent 3 Competent 2 Below Competent 1		
nsatisfactory 0	Unsatisfactory 0	Unsatisfactory 0	Unsatisfactory 0	Unsatisfactory 0	Unsatisfactory 0		





Total Essay Score

lighest	First Course														
Course	English 98/99			English 100/125		English 100		English 101			English 102				
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
glish /99	58%	14%	15	-	-	0	-	-	0	-	-	1	-	-	0
glish 0/125	-	-	8	-	-	11	-	-	2	-	-	0	-	-	0
glish 0	54%	22%	21	-	-	1	56%	17%	27	-	-	0	-	-	0
glish 1	57%	21%	20	57%	11%	16	69%	16%	17	69%	17%	10 5	-	-	1
glish 2	57%	13%	25	62%	18%	13	63%	17%	20	73%	13%	78	70%	14 %	27

- Rater Reliability
- Combined Sections Reading and Writing
- Written vs. Typed Samples
- Quantity of Assigned Writing
- Student Perceptions
 - Low correlation with each area except....
 - High correlation between self-described skills as an overall writer

WHERE DO WE GO FROM HERE?

- Committee Recommendations
 - More Writing Across All Disciplines
 - Specific and Abundant Feedback
 - Initial Placement in Combined Courses
 - Re-examination of Developmental English with a renewed focus on SLOs, course content and teaching/learning pedagogy
 - Re-examination of promotion criteria

Q & A

- For a full report on the Assessment of Effective Writing at HWC
 - HWC website Academics Assessment General Education
 Effective Writing Report
 - http://ccc.edu/colleges/washington/departments/Documents /HWCAC_Effective_Writing_Report_Spring_2013_02_14_Final_ Approved.pdf