

Attachment 16

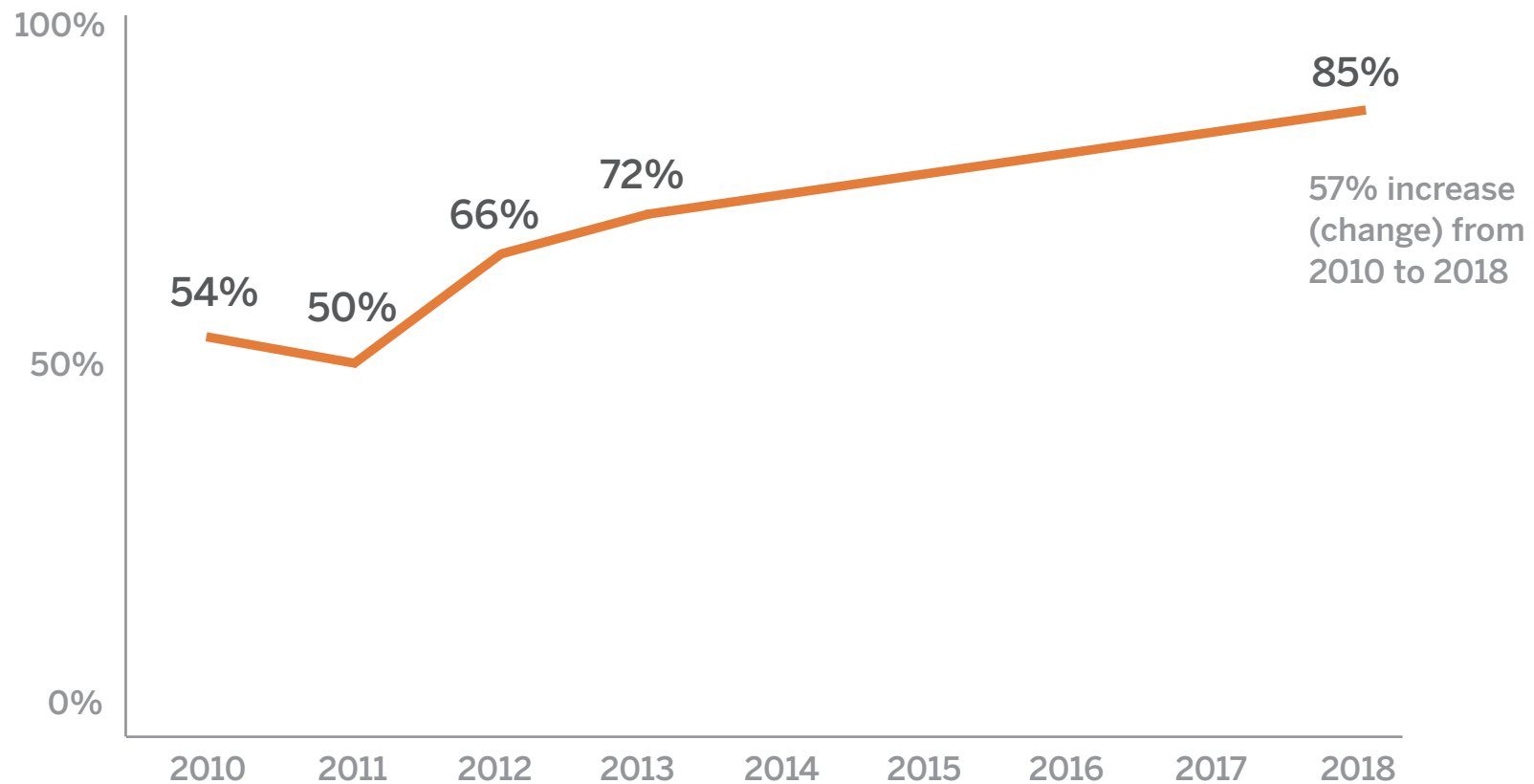
Longitudinal Assessment of Student Writing Proficiency Improvement in Signature Courses 2010 – Present

UGS Program Review
Fall 2019



Signature Course direct assessment results show a substantial increase in student work that demonstrated effective written communication skills.

The line graph below shows the percentage of student work samples that met or exceeded at least three of four rubric criteria for demonstrating written communication skills in Signature Courses that were included in direct assessment initiatives in 2010–2013 and 2018. More details can be found on page 2.





Assessment Details

The direct assessment processes from 2010–2013 and 2018 were fairly comparable. The same rubric criteria were included across the years, the same rating process was implemented, and a similar number of courses and rated student work were included each year. The only major difference in the assessment approaches was the way in which course instructors were recruited to participate in the direct assessments from 2010–2013 and in 2018.

Specifically, the courses that were included in the 2018 direct assessment were from Fall 2018 Signature Course instructors that voluntarily participated from a call that went to a purposeful sample of instructors. Similarly, courses included in the 2010–2013 direct assessments were from instructors that voluntarily participated, however, the recruitment call went to all instructors teaching a Signature Courses in both Fall and Spring semesters. The different course recruitment approaches may have influenced the results due to selection bias. Since random selection of courses was not achieved in both timeframes, we cannot ensure that the sample obtained is representation of the population. In addition, the results from 2010–2013 were based on a combination of student work collected from courses offered in both Fall and Spring semesters, while the 2018 data were only from courses offered in the Fall 2018 semester.

Instructors teaching Signature Courses are told that it is an expectation that they provide assignments that help students develop effective written communication and information literacy skills. In the past, this message did not lead to full implementation of this expectation. However, based on the most recent 2018 results, this messaging may have improved over time. Another possible explanation of the upward trend, especially from Fall 2013 to Fall 2018, is that students may have “outgrown” the written communication rubric criteria. The written communication rubric criteria were developed nine years ago. Since then, the UT student population has substantially changed. For example, on average, Fall 2018 incoming FTIC students had higher SAT verbal scores compared to Fall 2013 students (Average SAT verbal scores, 2018: 633.4 vs. 2013: 596.8).