

GENERAL EDUCATION LEARNING OUTCOMES ASSESSMENT: INTERMEDIATE COMPOSITION (IC)

RUBRIC DATA FOR IC FOR 2018-2019

During Fall 2018 and Winter 2019, the General Education Oversight Committee (GEOC) began the process of data collection in IC courses (see Appendix A) in order to assess the new General Education Program. Historically, Intermediate Composition (IC) has had a well-developed set of assessment criteria, and thus was selected as one of the first areas for review in this process. Data collection concluded in Summer 2019. Below is a brief overview of the results.

SCORING

Essays from IC courses were scored from 1-6 using a rubric of the criteria within each of the seven IC learning outcomes (see Appendix B). Those scores correspond to General Education’s four-point scale as follows:

Numeric Score	6	5	4	3	2	1
General Education Scale Conversion	High evidence	Moderate evidence		Low evidence		No/Limited evidence

A total of $n = 300$ essays from the English Department’s ENG 3010, ENG 3020, and ENG 3050 courses were scored as part of this assessment. Two teams of faculty scored the selected essays and assigned each essay scores. Each essay was read and scored by a total of six people. The English Department averaged these scores, calculating non-whole number ratings for each essay. The average agreement between raters is displayed for each learning outcome under the term “inter-rater reliability,” where 1 indicates complete agreement and 0 indicates no agreement. For the Fall 2018 and Winter 2019 data presented here, agreement among raters ranged from 0.517 to 0.895 which indicates moderate to high levels of agreement between the teams (Cicchetti, 1994).

Overall, results indicated a large percentage of students in the sample of IC courses performed at the “moderate” level or higher. Figures 1-8 display the results for each of the seven learning outcomes and a composite of all seven learning outcomes for IC.

COMPOSITE RESULTS

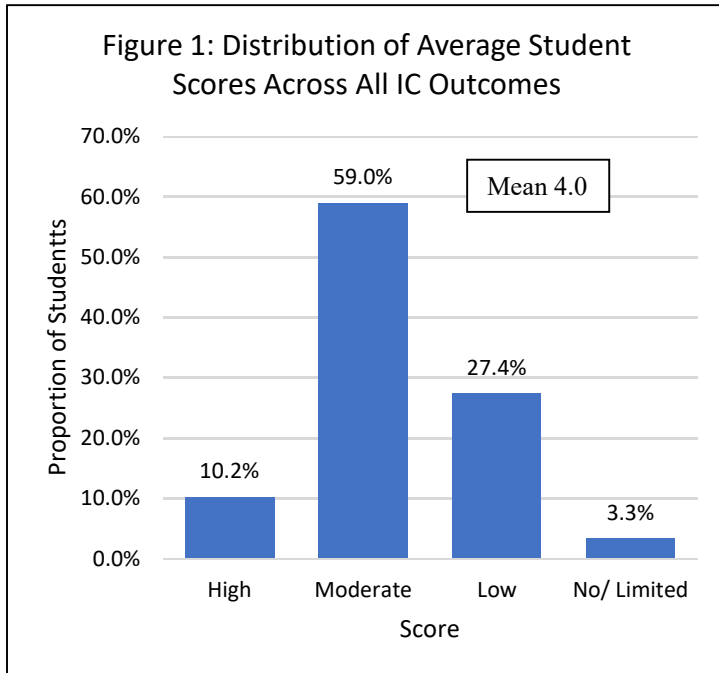
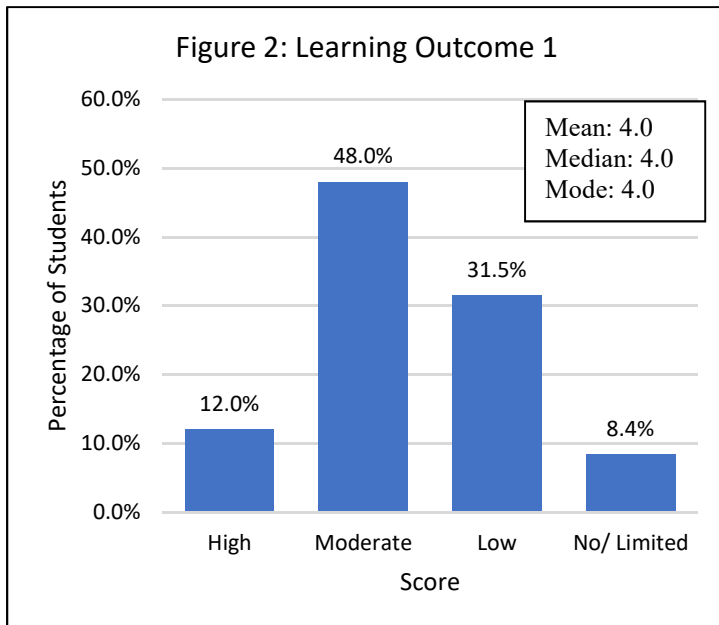


Figure 1 is the distribution of average student scores across all seven IC learning outcomes. A large majority of students scored “moderate” or above across every outcome.

Sample Size: 300

Note: Totals in each figure may not sum to 100% due to rounding.

INDIVIDUAL LEARNING OUTCOME RESULTS



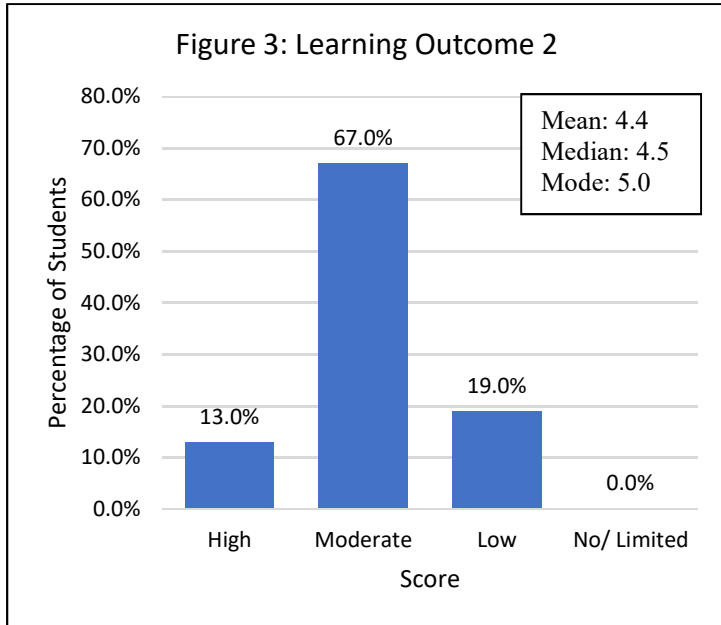
Intermediate Composition Learning Outcome 1: Learn how to develop appropriate, relevant, and compelling primary research that responds to a text’s audience, context, and purpose within a professional discourse community.

Inter-rater Reliability:

Team 1: 0.874

Team 2: 0.895

Sample Size: 100



Intermediate Composition Learning

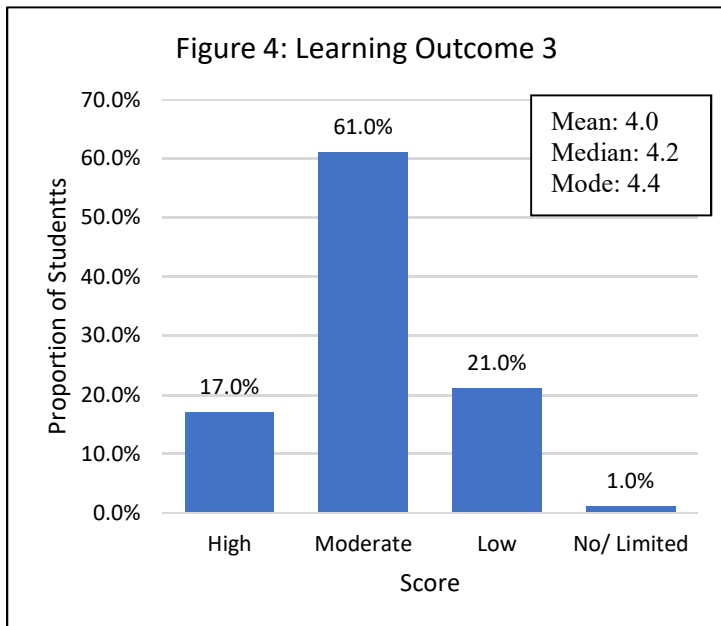
Outcome 2: Synthesize primary and secondary research in order to develop ideas and compose written arguments and/or analyses that respond to issues in a professional discourse community.

Inter-rater Reliability:

Team 1: 0.690

Team 2: 0.649

Sample Size: 100



Intermediate Composition Learning

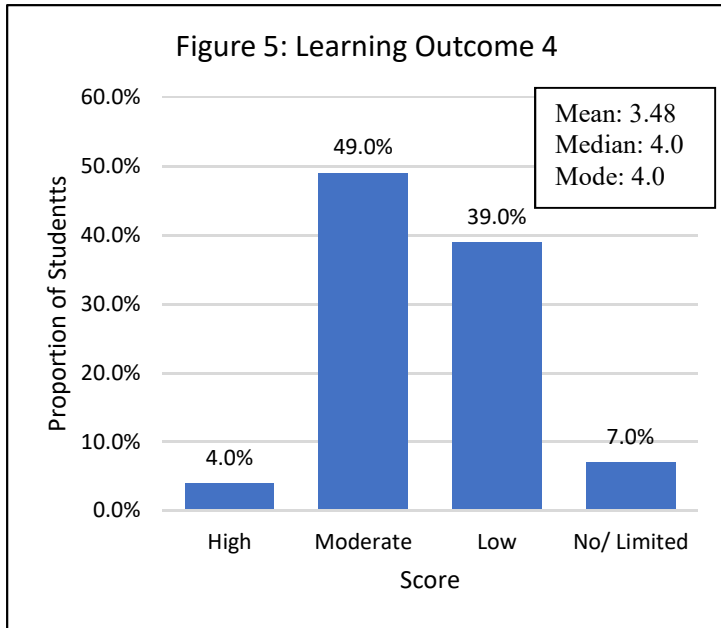
Outcome 3: Investigate, analyze, and compose texts for professional discourse communities as related to a concentration of study (i.e., a student's major).

Inter-rater Reliability:

Team 1: 0.596

Team 2: 0.517

Sample Size: 100



Intermediate Composition Learning

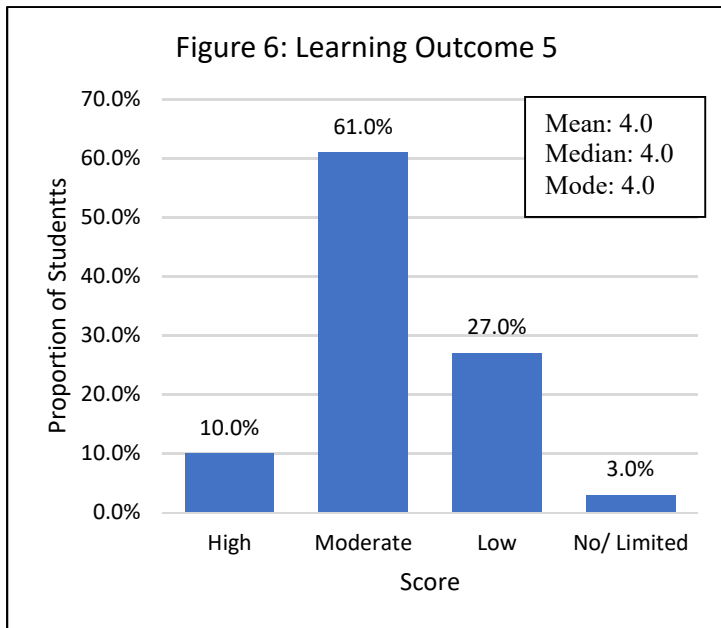
Outcome 4: Develop and adjust reading strategies to analyze and evaluate genres within and beyond the student's discipline and profession, including their associated professional discourse community, audience(s), rhetorical situations, purposes, and strategies.

Inter-rater Reliability:

Team 1: 0.810

Team 2: 0.602

Sample Size: 100



Intermediate Composition Learning

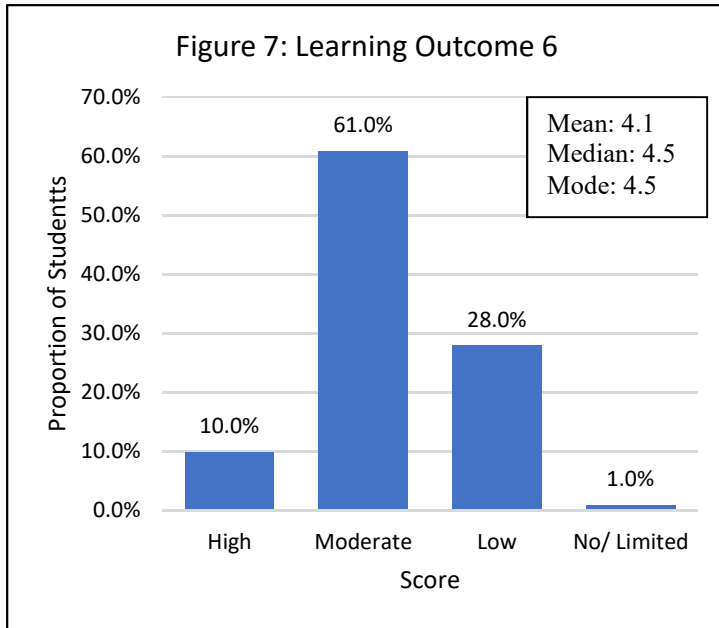
Outcome 5: Compose written texts that respond to the expectations of audiences inside and outside of students' professional discourse community in terms of content, claims, evidence, organization, format, style, rhetorical situation, persuasive strategies, and language effects.

Inter-rater Reliability:

Team 1: 0.470

Team 2: 0.844

Sample Size: 100



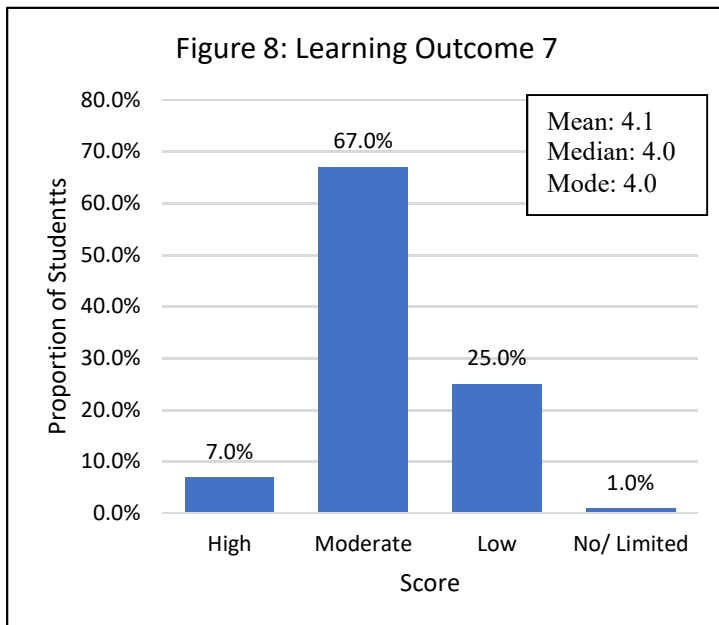
Intermediate Composition Learning Outcome 6: Develop an awareness of how written genre conventions are social, and how genre and professional discourse communities change and shape each other over time.

Inter-rater Reliability:

Team 1: 0.778

Team 2: 0.745

Sample Size: 100



Intermediate Composition Learning Outcome 7: Use reflective writing and metacognition as part of the planning, monitoring, and evaluation of one's research and writing processes.

Inter-rater Reliability:

Team 1: 0.766

Team 2: 0.690

Sample Size: 100

REFERENCES

Cicchetti, D. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instrument in psychology. *Psychological Assessment*, 6, 284-290. DOI: 10.1037/1040-3590.6.4.284

APPENDIX A: LIST OF GENERAL EDUCATION COURSES WITH THE INTERMEDIATE COMPOSITION (IC) DESIGNATION TAUGHT IN 2018-2019

College/School	Department	Course Number	Course Title
Liberal Arts and Science	English	ENG 3010	Intermediate Writing
Liberal Arts and Science	English	ENG 3020	Writing and Community
Liberal Arts and Science	English	ENG 3050	Technical Communication I: Reports

APPENDIX B: INTERMEDIATE COMPOSITION (IC) RUBRIC

Outcome 1: Learn how to develop appropriate, relevant, and compelling primary research that responds to a text’s audience, context, and purpose within a professional discourse community.

	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Relates awareness of primary research methods	6	5	4	3	2	1

Outcome 2: Synthesize primary and secondary research in order to develop ideas and compose written arguments and/or analyses that respond to issues in a professional discourse community.

	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Use research to develop ideas and/or written arguments	6	5	4	3	2	1

Outcome 3: Investigate, analyze, and compose texts for professional discourse communities as related to a concentration of study (i.e., a student’s major).						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Investigate professional discourse communities	6	5	4	3	2	1

Outcome 4: Develop and adjust reading strategies to analyze and evaluate genres within and beyond the student’s discipline and profession, including their associated professional discourse community, audience(s), rhetorical situations, purposes, and strategies.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Apply reading strategies to analyze and/or evaluate genres within a Professional Discourse Community	6	5	4	3	2	1

Outcome 5: Compose written texts that respond to the expectations of audiences inside and outside of students’ professional discourse community in terms of content, claims, evidence, organization, format, style, rhetorical situation, persuasive strategies, and language effects.						
	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Compose written texts that respond to the expectations within a professional discourse community	6	5	4	3	2	1

Outcome 6 (Process): Develop an awareness of how written genre conventions are social, and how genre and professional discourse communities change and shape each other over time.

	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Relate awareness of the social basis for genres	6	5	4	3	2	1

Outcome #7: Use reflective writing and metacognition as part of the planning, monitoring, and evaluation of one's research and writing processes.

	High evidence	Moderate evidence		Low evidence		Limited/No evidence
Use reflective writing and metacognition to plan, monitor, and/or evaluate one's research and writing processes	6	5	4	3	2	1