

## AY12 Executive Summary of Data Related to Writing Goal

### EWP Papers- Faculty Holistic Scores Fall 2011-Summer 2012

Rating	FA11	SP12	SU12	Total
1	16 (<1%)	15 (<1%)	0	31(<1%)
1.5	9 (<1%)	13 (<1%)	3 (1%)	25(<1%)
2	103 (3%)	81 (2%)	8 (2%)	193(2%)
2.5	156 (5%)	169 (5%)	11 (3%)	336(5%)
3	975 (29%)	1004 (30%)	92 (27%)	2071(29%)
3.5	1261 (39%)	1275 (39%)	160 (46%)	2696(38%)
4	886 (25%)	738 (22%)	72 (21%)	1696(24%)
<b>Total</b>	<b>3407</b>	<b>3295</b>	<b>346</b>	<b>7048</b>

The table presents the holistic scores given by faculty to student submissions of individual papers in AY12. The rubric's scale is 4 (superior), 3 (satisfactory), 2 (needs improvement), and 1 (unsatisfactory).

Ten percent of the completed portfolios have been read by trained readers who assess completed portfolios for focus/purpose, organization, development, audience awareness, style, mechanics, use of sources, and overall writing ability. The table below tracks the overall evaluation from Fall 2005 to Fall 2011; the full reports and a list of readers are available at [www.eiu.edu/~assess/ewpdata.php](http://www.eiu.edu/~assess/ewpdata.php).

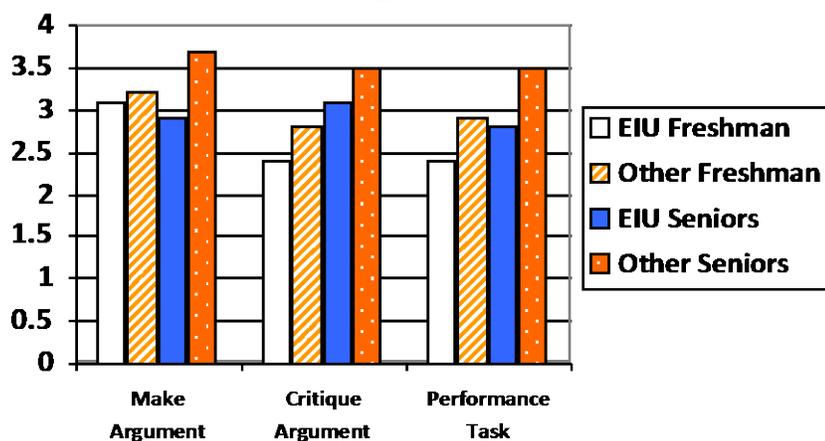
### EWP Portfolio Evaluations

	FA05	FA06	FA07	FA08	FA09	FA10	FA11
Strong	26%	28%	27%	24%	22%	28%	31%
Adequate	53%	55%	58%	58%	58%	54%	55%
Weak	21%	17%	18%	19%	20%	17%	13%

### Results from the Voluntary System of Accountability (VSA)

- 590 EIU seniors completed the NSSE in Spring 2010, and 79% indicated they are expected to write clearly and very effectively “very much” or “quite a bit.” This percentage is slightly above seniors at other Illinois public institutions (74%) but compares to institutions in our Carnegie class (78%) and all other NSSE schools (78%).
- For the Collegiate Learning Assessment (CLA), 100 freshmen were tested in Fall 2009, and 100 seniors were tested in senior seminar sections in Spring 2010. Then the CLA was re-administered to 100 freshmen in Fall 2011 and 100 seniors in Spring 2012. The data in the bar charts below suggest the writing skills (effectiveness and mechanics) of EIU freshmen are lower than peer institutions, and the gaps widen significantly for EIU seniors compared to peers. In addition, results indicate EIU seniors are below (24%) or well below (38%) where they should be based on the freshman scores and their own ACT scores on tasks related to making an argument and critiquing an argument.

#### CLA Writing Effectiveness



#### CLA Writing Mechanics

