

AY12-13 Executive Summary of Data Related to **Writing Learning Goal**

Holistic Scores for Individual EWP Submissions (by faculty for submissions from their own courses)

Rating*	FA12	SP13	SU13	Total
1	15 (<1%)	13 (<1%)	0	28 (<1%)
1.5	7 (<1%)	6 (<1%)	3 (1%)	16 (<1%)
2	77 (3%)	64 (2%)	8 (2%)	149 (2%)
2.5	140 (5%)	140 (5%)	11 (3%)	291 (5%)
3	792 (29%)	864 (29%)	92 (27%)	1748 (29%)
3.5	1008 (37%)	1079 (37%)	160 (46%)	2247 (37%)
4	700 (26%)	780 (26%)	72 (21%)	1552 (26%)
Total	2739	2946	346	6031

* Scale: 4 (superior), 3 (satisfactory), 2 (needs improvement), and 1 (unsatisfactory).

Broader Assessment of Electronic Writing Portfolio (EWP) Submissions

As the holistic scores grid shows, instructors deemed 92% of AY1213 EWP submissions satisfactory or superior. Ten percent of completed EWP “portfolios” were further assessed by trained readers who focused on seven key traits—focus/purpose, organization, development, audience awareness, style, mechanics, use of sources—in addition to overall quality, which struck readers as “overwhelming adequate.” The table below tracks that *overall* evaluation from F05 to F12.

The Annual Report including the data for each trait is available at www.eiu.edu/~assess/ewpdata.php

	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Strong	26%	28%	27%	24%	22%	28%	31%	24%
Adequate	53%	55%	58%	58%	58%	54%	55%	59%
Weak	21%	17%	18%	19%	20%	17%	13%	17%

EWP readers commented positively on the level of engagement demonstrated by writers in discipline-specific courses, and made various recommendations to improve student writing across the curriculum at Eastern:

- Provide students with models and assignment sheets that provide clear expectations and guidance
- Provide faculty with information about crafting effective assignments and assignment sheets
- Provide students with audiences beyond “the professor” to engage them in disciplinary conversations
- Share information about areas of weakness related to critical thinking, e.g. organization & development

Results from the National Survey of Student Engagement (NSSE)

NSSE data comes from only 199 first year students & 381 EIU seniors, but several points are worth noting.

- Students gave EIU instructors high marks for the clarity of writing assignment instructions
- But too few reported either seeking or receiving feedback on in-progress writing assignments.
- And we did not live up to peer institutions for assignments that ask students to write for a specified audience or in a field-specific style; since first-year students also reported more argument-based writing than seniors, this data suggests that we are not putting sufficient emphasis on writing in the disciplines.

Also, as previously reported, the **Collegiate Learning Assessment (CLA)**, taken by 100 freshmen in F11 and 100 seniors in S12, puts the writing skills of EIU freshmen lower than those of peers at other institutions, a gap that widens in some areas for seniors, most notably, again, in their effectiveness as writers of arguments.

CLA Tasks	Writing Effectiveness		Writing Mechanics	
	EIU Freshmen / Other Freshmen	EIU Seniors/ Other Seniors	EIU Freshman/ Other Freshmen	EIU Seniors/ Other Seniors
Performance Task	2.48* (.8) / 2.9 (.9)	2.8 (1.0) / 3.5 (.9)	2.8 (.7) / 3.2 (.8)	3.0 (.8) / 3.7 (.8)
Make an Argument	3.1 (1.0) / 3.2 (.9)	2.9 (1.0) / 3.7 (.9)	3.2 (.8) / 3.4 (.8)	3.4 (1.0) / 3.8 (.7)
Critique Argument	2.4 (.9) / 2.8 (.8)	3.1 (.8) / 3.5 (.9)	3.2 (.8) / 3.4 (.8)	3.7 (.6) / 3.9 (.7)

*Mean score (Standard Deviation in parenthesis)