<table>
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<th>Degree Program/Writing Outcome</th>
<th>Target</th>
<th>Findings</th>
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<tr>
<td><strong>Psychology (BA)</strong> ...majors will demonstrate an ability to write research reports using APA style.</td>
<td>90% of majors will meet criteria based grammatical usage, APA style, hypothesis development, literature review, organization, clarity of presentation of method and results, and discussion of implications on PY 356 (Research Lab) papers.</td>
<td><strong>Findings (2013-2014) - Target: Met</strong>&lt;br&gt;Data from PY 356 instructors indicate that 80 - 90% of majors met criteria on research lab papers and research proposal submissions. <strong>Findings (2012-2013) - Target: Partially Met</strong>&lt;br&gt;Results Data based on Lab Instructor evaluations using a sample of 90% of PY 356 (Research Lab) courses indicate that 83% of students met criteria for written expression based on grammatical usage, APA style, literature review, organization, clarity of presentation of method and results. Hypothesis development and discussion of implications of results were improved this year (approximately 85% met standards in these areas). Interpretation and Conclusions: Student performance on several aspects of writing essentially meets our goals. The focus on hypothesis development and interpretation of results has helped improve overall performance. <strong>Findings (2011-2012) - Target: Partially Met</strong>&lt;br&gt;Results Data based on Lab Instructor evaluations using a sample of 75% of PY 356 (Research Lab) courses indicate that 83% of students met criteria for written expression based on grammatical usage, APA style, literature review, organization, clarity of presentation of method and results. Hypothesis development and discussion of implications of results were deemed weaknesses (fewer than 70% met standards in these areas). Interpretation and Conclusions: Student performance on several aspects of writing essentially meets our goals. Weaknesses are still observed in hypothesis development and discussion of implications of results. However, 70% of students meeting standards in this area is a substantial improvement over last year’s measure of 40%. We will continue to develop and implement exercises/assignments to highlight this aspect of psychological research.</td>
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<td><strong>Psychology (BA)</strong> ...majors will demonstrate an ability to prepare a comprehensive literature review that addresses a question of interest to psychologists.</td>
<td>90% of majors will meet criteria for the preparation of comprehensive literature reviews required as a component of papers in most Senior Seminars (PY 491). Assessment criteria will include grammatical usage, organization, adequacy of content, and format (e.g., APA style).</td>
<td><strong>Findings (2013-2014) - Target: Met</strong>&lt;br&gt;Based on faculty assessment in 90% of the W designated classes in Psychology (PY 379, PY 491), approximately 90% of all students met criteria for very good to excellent. <strong>Findings (2012-2013) - Target: Met</strong>&lt;br&gt;Data based on Faculty Assessment from a sample of 90% of PY 379, PY 479, and PY 491 indicate that 96% of senior seminar students. These results are essentially identical to previous year assessments. Interpretation and Conclusions: Competence in writing is a College/University requirement. ALL seniors will meet criteria on this outcome prior to graduation. <strong>Findings (2011-2012) - Target: Met</strong>&lt;br&gt;Data based on Faculty Assessment from a sample of 50% of PY 379, PY 479, and PY 491 indicate that 94% of senior seminar students. Interpretation and Conclusions: Competence in writing is a College/University requirement. ALL seniors will meet criteria on this outcome prior to graduation.</td>
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<td><strong>Electrical &amp; Computer Engineering (BSEE)</strong> ...students shall demonstrate an ability to communicate effectively in oral, written,</td>
<td>For students passing the courses with embedded assessments for this outcome, the</td>
<td><strong>Findings (2012-2013) - Target: Met</strong>&lt;br&gt;Assessments of PROGRAM OUTCOME G (with measures G1-G6) include 9 unique assessments across 5 course offerings including courses as shown in the attached course embedded assessment curriculum maps. Course embedded assessments for 2012-2013 show that overall student performance for Program Outcome G was 3.60/4.00 as compared to 3.59/4.00 in 2011-2012.</td>
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*Assessment of Writing Competencies in Undergraduate Disciplines*
### Findings (2011-2012) - Target: Met

Assessments of PROGRAM OUTCOME G (with measures G1-G6) include 9 unique assessments across 5 course offerings including courses as shown in the attached course embedded assessment curriculum maps. Course embedded assessments for 2011-2012 show that overall student performance for Program Outcome G was 3.60/4.00 as compared to 3.59/4.00 in 2010-2011.

### Studio Art (BA)

...majors will be able to synthesize and critically analyze – through writing – the information they are learning.

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<td>The pilot program of implementing significant writing portions in Survey courses during the last three cycles has been a success and warrants expansion and standardization. This is based on both the small data pool utilized in the past – essentially a pilot group – and the fact that the writing assignments/topics varied from Assignment 1 to Assignment 2. During the 2014-15 cycle, a larger pool of Survey classes – 6 sections total – will participate, with students in each completing two written assignments of the same type, one at the beginning of the semester and one at the end, evaluated by a standard rubric. The data collected will be reported in the next cycle and is expected to yield valuable information regarding the contribution of these assignments to student achievement.</td>
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### Findings (2012-2013) - Target: Met

The students enrolled in introductory ARH classes were each given a short writing assignment, which was then scored/assessed by their peers using a series of quality-oriented questions. Interpretations and Conclusions: In this second year of implementing a significant writing portion into the introductory-level ARH classes, the instructors used a peer review process in order to facilitate grading AND encourage critical reflection (through student assessment of other students' work). As such, 95.76% of students in one section and 96.67% of students in the other met expectations or better, an increase of nearly 30% over the previous year. While this certainly meets or exceeds the basic objectives of the curriculum, the high level and the peer-reviewed component of the measure suggests that the evaluation methodology should be revisited for a more accurate measure in the next year.

### Studio Art (BFA)

...students will be able to demonstrate effective written communication skills.

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<td>Summative data regarding Writing was collected from a sample of both W-designated and non-W-designated upper-level courses in Art History taught by faculty in Fall 2013 and Spring 2014 Semesters. Interpretations and Conclusions: In the 2013-14 cycle, an average of 90% of upper-level students Art History students reported in this sample demonstrated at least basic proficiency in Writing within the discipline. Faculty use of a variety of instructional techniques intended to promote proficiency in writing, including the production of formative assignments in the preparation of final papers, peer-review activities, and draft review are identified with this high level of performance.</td>
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### Findings (2012-2013) – Target: Met

Initial Analysis: 93.93% of students demonstrated basic proficiency or better, with 1/3 of students exceeding expectations. Interpretations and Conclusions: In all cases, 93% (with 95% in one class) or better of all students involved in the assessment demonstrated proficiency or better in the fields assessed (please see attached rubric for interpretation of values). This indicates that those being assessed, almost all of the time, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department.

### Findings (2011-2012) – Target: Met

Interpretations and Conclusions: In all cases, 90% (with 98% in one class) or better of all students involved in the assessment demonstrated proficiency or better in the fields assessed (please see attached rubric for interpretation of values). This indicates that those being assessed, almost all of the time, are meeting or exceeding the basic objectives of the class and therein are meeting or exceeding the baseline standards set by the department.

### Findings (2013-2014) - Target: Met

AMS assessed student performance on analytical response essays in a 200-level course (AMS 203, Fall 2013) and
| skill in constructing written arguments requiring synthetic thinking. | course levels in order to acknowledge improving student performance: the 200-level target is for 70% of students to achieve 70% or higher grades; the 300-level target is for 80% of students to achieve 70% or higher grades; the 400-level target is for 90% of students to achieve 70% or higher grades. | research essays in a 400-level course (AMS 412, Spring 2014). For the 200-level course, the instructor used a series of response essays as a direct formative assessment. There were two stated goals: 70% of students to perform at 70% or higher averaged over six response essays written throughout the course; 2) average scores should improve as the course progressed. Goal 1 was met: 79.3% of students achieved at or above 70%. Goal 2 was met: average scores for the response essays steadily increased as the semester progressed and students improved critical thinking and writing skills. For the 400-level course, the instructor used research essays as a direct summative assessment. There was one stated goal: 90% of students to perform at 70% or above. The goal was met: 91.3% students earned the stated goal; the class average was 79.6%. INTERPRETATIONS AND CONCLUSIONS: The response essay assignment at the 200 level requires students to synthesize information from multiple sources (readings, lectures, discussions) and apply individual critical thinking skills as they offer individual responses based on textual evidence. The research essay assignment requires the same type of analytical thinking as the response essays but also demands substantive research and more elaborate and complex critical thinking skills and coherent writing. Both assignments are typical of AMS courses and accurately reflect work engaged by students and assessment efforts in all courses. The results indicate the success of such assignments to meet stated outcomes requiring synthetic thinking and writing. AMS will continue to employ such assignments as measures of student learning. AMS will monitor how students perform on such critical thinking tasks at the 200-level and at the 300/400-levels to ensure development as students progress toward their degrees. Moreover, to improve student success, AMS faculty will seek to improve already strong results. |
| Findings (2012-2013) - Target: Met | AMS assessed student performance on analytical response essays in a 200-level course (AMS 203, Fall 2012) and research essays in a 400-level course (AMS 430, Spring 2013). For the 200-level course, the instructor used a series of response essays as a direct formative assessment. There were two stated goals: 1) 80% of students to perform at 70% or higher averaged over seven response essays written throughout the course; 2) average scores should improve as the course progressed. Goal 1 was met: 82% of students achieved at or above 70%. Goal 2 was met: average scores for the response essays steadily increased as the semester progressed and students improved critical thinking and writing skills. For the 400-level course, the instructor used research essays as a direct summative assessment. There was one stated goal: 80% of students to perform at 70% or above. The goal was met: 84% students earned the stated goal. INTERPRETATIONS AND CONCLUSIONS: The response essay assignment at the 200 level requires students to synthesize information from multiple sources (readings, lectures, discussions) and apply individual critical thinking skills as they offer individual responses based on textual evidence. The research essay assignment requires the same type of analytical thinking as the response essays but also demands substantive research and more elaborate and complex critical thinking skills and coherent writing. Both assignments are typical of AMS courses and accurately reflect work engaged by students and assessment efforts in all courses. The results indicate the success of such assignments to meet stated outcomes requiring synthetic thinking and writing. AMS will continue to employ such assignments as measures of student learning. Moreover, to improve student success, AMS faculty will seek to improve already strong results. | Findings (2011-2012) - Target: Met | AMS assessed student performance on analytical response essays in a 200-level course (AMS 203, Fall 2011) and research essays in a 400-level course (AMS 430, Spring 2012). For the 200-level course, the instructor used response essays as a direct summative assessment. There were two stated goals: 1) 80% of students to perform at 70% or higher averaged over seven response essays written throughout the course; 2) average scores should improve as the course progressed. Goal 1 was met: 82% of students achieved at or above 70%. Goal 2 was met: average scores for the response essays steadily increased as the semester progressed and students improved critical thinking and writing skills. For the 400-level course, the instructor used research essays as a direct summative assessment. There was one stated goal: 80% of students to perform at 70% or above. The goal was met: 84% students earned the stated goal. |
**Anthropology (BA)**
...students will demonstrate a mean of at least 8% improvement in proficiency in written communication in writing classes, based on rubric scores.

75% of students will demonstrate at least a 20% improvement on rubric scores between the first and last written assignment in selected “W” courses.

**Findings (2013-2014) - Target: Met**

In our ‘W’, or writing classes, at least two papers are assessed using writing rubrics. Results are given for 8 of the 9 ‘W’ courses (1 class did not do it, as it was taught by a 1-year temporary instructor not familiar with our system). The range of the percentage of students who achieved a 10% or more improvement from the first to the second rubric varied between 57% and 100%, for a mean of 83% across the courses. Our target of 70% was exceeded.

**Findings (2012-2013) - Target: Met**

In our ‘W’, or writing classes, at least two papers are assessed using writing rubrics. The range of the percentage of students who achieved a 10% or more improvement from the first to the second rubric varied between 71% and 80%, for a mean of 77% across the courses. Our target of 70% was exceeded.

**Findings (2011-2012) - Target: Partially Met**

In our ‘W’, or writing classes, at least two papers are assessed using writing rubrics. The range of the percentage of students who achieved a 20% or more improvement from the first to the second rubric varied between 44% and 75%, for a mean of 65% across the courses.

**Business Administration (BSCBA)**
...students will construct written messages that are professionally and strategically appropriate for a variety of business contexts.

80% must meet or exceed expectations.

**Findings (2013-2014) - Target: Met**

165 final case assignments (25% of 659 campus students) were collected from GBA 300 in spring 2013 and rated using our faculty-developed rubric during summer 2013. For the sample, 32% exceeded expectations and 57% met expectations, meaning that the target of 80% was met. Only 12% failed to meet expectations for written communication. Faculty, represented by the Culverhouse College Undergraduate Programs Committee, agreed student performance was acceptable.

**Findings (2011-2012) - Target: Partially Met**

At least 85% of students met expectations for business writing. But more than a 20% decline in students who exceeded expectations for organization and visual impression compared with 2009.

**Chemistry (BS)**
...students will select and express chemical terminology appropriately and write using accepted technical formats with adequate and appropriate referencing (e.g., American Chemical Society (ACS) standards).

No target established

**Findings (2013-2014) - Target: Met**

Students reported experimental results from two lab sessions using an ACS publication template and common formatting conventions. 35 of 39 (90%) students demonstrated satisfactory or exemplary ability to use the template, describe their results, and format the document properly. This is excellent attainment of communication outcomes in the course.

**Findings (2012-2013) - Target: Met**

Students reported experimental results from two lab sessions using an ACS publication template and common formatting conventions. 19 of 23 (83%) students demonstrated satisfactory or exemplary ability to use the template, describe their results, and format the document properly. This is excellent attainment of communication outcomes in the course.

**Findings (2011-2012) - Target: Met**

Students reported experimental results from two lab sessions using an ACS publication template and common formatting conventions. 17 of 19 (89%) students demonstrated satisfactory or exemplary ability to use the template, describe their results, and format the document properly. This is excellent attainment of communication outcomes in
| **Communication Studies (BA)** …students will demonstrate ability to communicate effectively in written performances for audiences in various contexts. | For the majority of students assessed, demonstration of measurable improvement in writing skills between initial written work in a course and the final written assignment. | **Findings (2013-2014) - Target: Met**  
The combined results from the targeted courses testing the new rubric in the Fall semester were as follow: Invention (the ability to narrow a topic to be relevant and purposeful): Beginning 18% were rated "outstanding," but 42% were at the end of the semester; 25% initially and 44% at the end were "good," -- 12% remained troublesome, but 20% initially with only 4% at the end were rated as failing Arrangement (the ability to organize ideas coherently and cohesively in written discourse): Beginning 14% were rated "outstanding," but 36% were at the end of the semester; 48% initially and 52% at the end were "good," -- 24% were initially but 14% remained troublesome, while 4% initially but only 2% at the end were rated as failing Style (the ability to craft language appropriately in word choice, tone, and diction): Beginning 16% were rated "outstanding," but 42% were at the end of the semester; 46% initially and 42% at the end were "good," -- 22% initially were but only 8% remained troublesome, while 4% initially but only 2% at the end were rated as failing Memory (the ability to use materials from other sources responsibly and ethically): Beginning only 4% were rated "outstanding," but 34% were at the end of the semester; 36% initially and 25% at the end were "good," -- 6% initially and 12% at the end were rated troublesome, while 4% remained as failing Delivery (the ability to master the mechanics of writing and to manage the presentation or look of a written document): Beginning 34% were rated "outstanding," but 44% were at the end of the semester; 30% initially and 48% at the end were "good," -- 22% initially were but only 4% remained troublesome, while 4% initially and only 2% at the end were rated as failing Interpretation: The majority of students were rated positively in all five areas and showed improvement from the beginning of the course to the end, especially in the "outstanding" range. The target area for improvement is Memory.  
**Findings (2011-2012) - Target: Met**  
Comparison of Average Scores in W courses (50 points possible in each category): Fall 1st paper 2nd paper organization 36 41 mechanics 26 34 content 37 44 analysis 37 40 Spring organization 40 44 mechanics 35 38 content 38 45 analysis 37 40 Interpretation: These scores show that students' writing ability improved in all four of these areas, from their first papers to their second, both semesters. |
| Early Childhood Education (BSHES/BSHES Online) …students will use the full range of communication skills and educational technology to facilitate gathering and delivery of information related to dynamic human communities. | A minimum of 80% of students will demonstrate writing proficiency. | **Findings (2012-2013) - Target: Met**  
In Summer 2012, Fall 2012 and Spring 2013, 95.5% of students in HD 422: Centers and Programs for Children demonstrated writing proficiency by earning an overall grade of 70 or better. Attached are the writing guidelines for the 4 writing assignments. HD 422 is a University Core Writing class. Interpretation: The majority of students majoring in Early Childhood Education demonstrate writing proficiency and the ability to use technology to gather and disseminate information related to dynamic human communities.  
**Findings (2011-2012) - Target: Met**  
In Summer 2011, Fall 2011 and Spring 2012, 88% of students in HD 422: Centers and Programs for Children demonstrated writing proficiency by earning an overall grade of 70 or better. Attached are the writing guidelines for the 4 writing assignments. HD 422 is a University Core Writing class. Interpretation: The majority of students majoring in Early Childhood Education demonstrate writing proficiency and the ability to use technology to gather and disseminate information related to dynamic human communities. |