

# Office of Academic Planning and Assessment

A Report of the Assessment of Written Communication (AWC)

College of Business Administration  
College of Criminal Justice  
College of Education

2018-2019 Academic year

## **Description of Assessment of Written Communication (AWC)**

Each academic year, approximately 500 student writing artifacts are collected and assessed using a locally-developed writing rubric. This rubric was developed by faculty with expertise in teaching and assessing student writing and is assumed to have content related validity (Banta & Palomba, 2015). Over a three-year period, each academic college at SHSU will participate in the Assessment of Written Communication (AWC) and submit artifacts for scoring. These student artifacts either come directly from courses within those colleges or from required capstone projects; therefore, the artifacts represent authentic student work (Banta & Palomba, 2015; Kuh et al. 2015).

The student data presented within this report reflect student performance regarding the Texas Higher Education Coordinating Board's Core Learning Objective of Communication Skills (THECB, 2018). The THECB (2018) defines Communication Skills as "effective development, interpretation, and expression of ideas through written, oral and visual communication" (p. 4). Data from this assessment may therefore be used to address the written communication element of the broader concept of Communication Skills. These data should be used in conjunction with other data to fully understand student knowledge and ability regarding this Core Learning Objective.

## **Methodology**

A total of 775 artifacts were submitted from upper division courses in the College of Business Administration (278), the College of Criminal Justice (228) and the College of Education (268); although, some were not scored. A total of 10 of the artifacts were used for norming. Therefore, a total of 765 artifacts from all three colleges for 2018-2019 were scored as part of this writing assessment.

Student writing artifacts were scored by faculty and staff volunteers during a two-day scoring session using a locally-developed writing rubric. This rubric was divided into four separate domains: (1) Ideas/Critical Thinking/Synthesis; (2) Style; (3) Organization; and (4) Conventions. A copy of this rubric is provided in the Appendix. Each domain was scored individually from 1 to 4, with 1 being the lowest and 4 being the highest. Each artifact was reviewed by two raters, with a third rater introduced when the scores were too far out of agreement (i.e., a score of 1 and 4 for the same domain). The third rater would only score those domains that were not in agreement and the two closest scores would be kept. The individual domain scores for each student writing artifact were then averaged together to provide a total average score for the artifact.

## **Score Reliability**

Intraclass correlational coefficients (ICCs) were calculated to determine the level of inter-rater agreement for each domain of student writing, as well as the overall average scores (Fleiss, 2003; Shrout & Fleiss, 1979). According to Cicchetti (1994), ICC agreement values below .40 are to be interpreted as demonstrating poor agreement, from .40 to .59 as demonstrating fair agreement, .60 to .74 as demonstrating good agreement, and .75 and above as demonstrating excellent agreement. The agreement values for each of the individual writing domains were in the good range, while the agreement value for the overall average score was .76 indicating excellent agreement. A complete breakdown of the ICC agreement values may be found in Table 1.

Table 1.

*Breakdown of ICC Agreement by Domain Area*

Domain Area	Intraclass Correlation for Average Measures
Ideas/Critical Thinking/Synthesis	.67
Style	.65
Organization	.66
Conventions	.68
Overall Average	.76

**Results**

Descriptive statistics are provided of the average student score for each domain, as well as the overall average, for each College and Department participating within this assessment. Comparisons to previous data are also provided for each participating college and department. The College of Education was previously evaluated in 2014-2015 and the College of Business Administration and College of Criminal Justice were both previously evaluated in 2015-2016. A full break down of College-level data can be found in Table 2. A breakdown of Department-level data for the College of Business can be found in Table 3.

Table 2.

*Descriptive Statistics for Student Writing Performance by College*

College	Previous AWC Scores			2018-2019 AWC Scores		
	n	<i>M</i>	<i>SD</i>	n	<i>M</i>	<i>SD</i>
College of Business Administration						
Ideas/Critical Thinking/Synthesis	320	2.46	0.62	272	2.66	0.65
Style	320	2.37	0.55	272	2.54	0.68
Organization	320	2.63	0.62	272	2.67	0.68
Conventions	320	2.34	0.61	272	2.45	0.74
Overall Average	320	2.46	0.50	272	2.58	0.61
College of Criminal Justice						
Ideas/Critical Thinking/Synthesis	227	2.32	0.78	226	2.49	0.71
Style	227	2.19	0.71	226	2.47	0.66
Organization	227	2.45	0.76	226	2.48	0.71
Conventions	227	1.98	0.74	226	2.35	0.77
Overall Average	227	2.23	0.64	226	2.44	0.65
College of Education						
Ideas/Critical Thinking/Synthesis	240	2.60	0.72	266	2.67	0.63
Style	240	2.61	0.59	266	2.69	0.60
Organization	240	2.74	0.64	266	2.80	0.62
Conventions	240	2.40	0.74	266	2.61	0.67
Overall Average	240	2.59	0.55	266	2.69	0.55

Table 3.

*Descriptive Statistics for Student Writing Performance by Department for the College of Business Administration*

Department	2015-2016 AWC			2018-2019 AWC		
	n	M	SD	n	M	SD
<b>Accounting</b>						
Ideas/Critical Thinking/Synthesis	56	2.56	0.49	75	2.81	0.59
Style	56	2.45	0.48	75	2.68	0.66
Organization	56	2.62	0.56	75	2.89	0.64
Conventions	56	2.52	0.61	75	2.69	0.72
Overall Average	56	2.54	0.40	75	2.77	0.59
<b>Economics and International Business</b>						
Ideas/Critical Thinking/Synthesis	N/A	N/A	N/A	40	2.46	0.63
Style	N/A	N/A	N/A	40	2.51	0.60
Organization	N/A	N/A	N/A	40	2.55	0.72
Conventions	N/A	N/A	N/A	40	2.18	0.70
Overall Average	N/A	N/A	N/A	40	2.43	0.57
<b>General Business and Finance</b>						
Ideas/Critical Thinking/Synthesis	158	2.37	0.64	37	2.74	0.61
Style	158	2.27	0.55	37	2.49	0.72
Organization	158	2.62	0.60	37	2.62	0.64
Conventions	158	2.32	0.60	37	2.14	0.73
Overall Average	158	2.39	0.51	37	2.50	0.60
<b>Management, Marketing, and Information Systems</b>						
Ideas/Critical Thinking/Synthesis	106	2.54	0.63	120	2.60	0.68
Style	106	2.47	0.57	120	2.47	0.70
Organization	106	2.67	0.68	120	2.59	0.69
Conventions	106	2.30	0.61	120	2.50	0.71
Overall Average	106	2.50	0.51	120	2.54	0.62

*Note.* Comparison data for the Department of Economics and International Business are not available because the Department did not contribute any papers for scoring for the 2015-2016 AWC Project.

## References

- Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning implementing, and improving assessment in higher education* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment, 6*, 284-290. doi:10.1037/1040-3590.6.4.284
- Fleiss, J. L. (2003). *Statistical methods for rates and proportions* (3rd ed.). New York, NY: Wiley. doi:10.1002/0471445428
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., Kinzie, J. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: Jossey-Bass.
- Shrout, P. E., & Fleiss, J. L. (1979). Intraclass correlations: Uses in assessing rater reliability. *Psychology Bulletin, 86*, 420-428. doi:10.1037/0033-2909.86.2.420
- Texas Higher Education Coordinating Board. (2018). Texas Core Curriculum. Retrieved from: <http://www.theccb.state.tx.us/reports/PDF/10751.PDF>

Appendix  
Writing Assessment Rubric

# Writing Assessment Rubric

This rubric asks you to identify features of the writing present in the sample. You should *apply the numerical score based on degree of presence* of the characteristic features. The writing features selected for the rubric are those most likely present in any disciplinary writing sample and represent a writing level expected of a senior-level college student.

Legend: N/A = Not Applicable  
 1 = few features are present  
 2 = features are not often present  
 3 = features are often present  
 4 = features are most always present

CATEGORY	CHARACTERISTIC FEATURES
<p><b>Ideas/Critical Thinking/Synthesis</b>  <i>The depth of sophistication of thoughts and ideas.</i> Features may include research, reasoning, evidence, detail, and development (appropriate to the field and genre)</p>	<ul style="list-style-type: none"> <li>• Central subject or argument of the assignment is easily identified, clearly emphasized, consistent with the evidence, and intriguing</li> <li>• Reasoning is fully developed throughout the assignment with logical examples, details, and evidence where and as appropriate</li> <li>• Assignment contains information that addresses counterarguments, biases, or reader's expectations as appropriate</li> </ul>
<p><b>Style</b>  <i>The choices the writer makes for specific audiences.</i> Features may include word choice, tone, and sentence length and structure</p>	<ul style="list-style-type: none"> <li>• Sustained awareness of audience throughout the assignment</li> <li>• Writing tone suits the audience and enhances the assignment's purpose</li> <li>• Sentence structure varies according to the content, purpose, and audience</li> <li>• Sentences are consistently clear and logical</li> <li>• Word choice is appropriate to the writing task</li> </ul>
<p><b>Organization</b>  <i>The coherence of the writing.</i> Features may include balance and ordering of ideas, flow, transition, and appropriate format (as defined in assignment)</p>	<ul style="list-style-type: none"> <li>• Text is purposefully organized and substantially developed in a way that clarifies the argument and enhances style</li> <li>• Arrangement of ideas (overall structure) is clear, logical, and compelling as appropriate to the assignment; the reader moves through the text easily</li> <li>• Internal structure is cohesive and coherent; text flows and ideas are clearly and logically connected</li> <li>• Transitions used appropriately</li> <li>• Format is appropriate as defined by the assignment</li> </ul>
<p><b>Conventions</b>  <i>Adherence to standard American edited English.</i>            Features include grammar, punctuation, capitalization, spelling, and documentation.</p>	<ul style="list-style-type: none"> <li>• Grammar and mechanics support the reader's understanding of the writer's purpose without distracting errors</li> <li>• Documentation style is consistent, if appropriate to assignment</li> <li>• Sources, when appropriate, are effectively integrated into the body of the assignment</li> <li>• Minor errors do not interfere with readability or damage the writer's credibility (as appropriate to the assignment parameters)</li> </ul>