

English 221-Writing for the Professions Annual Report 2018

Date: August 14, 2018, 9:00 am

Faculty: Magdalena Berry, Tracy Dalton

Data Collection

In accordance with our assessment plan, we reviewed a sample of Proposals – three of various quality (high, medium, low) from each of 16 course sections, for a total sample size of 47. We used a rubric to evaluate characteristics of the writing, based on the specific SLO's we chose to assess. The General Goals and related SLO's, along with the rubric we used and our comments, follow.

General Goal 3: “Students will be able to develop and express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.”

SLO 3. 2: Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks, including organization, content, presentation, and stylistic choices.

The proposal assignment required students to demonstrate through the use of language and appropriate data an understanding of the primary persuasive purpose of a proposal. They also needed to organize and present their content so as to enhance the readability of the document, thus making the proposal more likely to succeed.

Proposal	Excellent		Good		Poor	
	#	%	#	%	#	%
Organization assists comprehension	20	42.5	17	36	10	21
Language is clear, concise, and accurate	16	34	22	47	9	19
Presentation conforms to typical proposal format	19	40	16	34	12	25
Content is sufficiently persuasive	8	17	26	55	13	27

SLO 3.3 Correctly use language that conveys meaning to readers.

Students are required to adapt their writing style, vocabulary and tone to the audience and purpose of the document.

Proposal	Excellent		Good		Poor	
	#	%	#	%	#	%
Uses engaging, professional, appropriate style and tone consistently	12	25	20	42	15	32
Language is appropriate for lay audience	22	47	23	49	2	4
Grammar and mechanics are correct	19	40	21	44	7	15
Clarity enhanced with definitions, glossaries, etc., as needed	20	42.5	19	40	8	17

Conclusions reached regarding the next steps for the course

Based on the data collected, we see a need for more emphasis on professionalism and consistency in style and tone. No significant changes suggest themselves.

Items chosen by the faculty for action

As the proposal assignments varied considerably, we would suggest more uniformity. While proposals all have a primarily persuasive purpose, different types of proposals (paper, project, etc.) have varied informational and formatting needs, among others, making evaluations across sections somewhat challenging.

Follow-up plans and action regarding the course.

We did not see the need for any fundamental changes to the curriculum for ENG 221. For the next assessment, we will return to the documented report assignment and revisit

- **SLO3.4. Use writing for inquiry, learning, and thinking to find, evaluate, analyze, and synthesize appropriate primary and secondary sources and integrate their own ideas with those of others** and
- **SLO15.1. Utilize academic knowledge to develop solutions to complex problems.**