

Language and knowledge are indissolubly connected; they are interdependent. Good work in language presupposes and depends on a real knowledge of things.

– Anne Sullivan

**Welcome!**

# Assessment Day Agenda – NYC

Wednesday January 19, 2011

- Continental Breakfast
- Greetings and Introduction: assessment of core learning outcomes
- Writing Snapshot – Fall 2010
- Activity – qualitative analysis
- Resources for improving student writing
- Next steps, afternoon logistics

# Core Outcome: Written Communication

Upon graduating from NYIT,

- Students communicate clearly, concisely, accurately through writing, speaking and visual representations appropriate for various topics and audiences.

# Specifically, students will be able to:

- Demonstrate a thorough understanding of purpose, context, audience, and presentation format(s).
- Prepare communications in which the content is well-organized, the central message is compelling, and supporting materials are highly credible.

# What we did...

- Collected 570 writing samples
  - 287 freshmen in Foundations of Writing
  - 283 juniors/seniors in major courses.
- 10 English faculty analyzed samples for
  - Purpose and Audience
  - Organization and Format
  - Language and Clarity
- Used rubric for consistency

# Rubric: Assessing Student Writing

**Criterion**

**Good**

**Satisfactory**

**Poor**

**Purpose,  
Audience**

**Organization,  
Format**

**Language,  
Clarity**

# Rubric: Assessing Student Writing

## Criterion

## Good

## Satisfactory

## Poor

### Purpose, Audience

Purpose is stated, carried through consistently, and appropriate to intended audience (academic, professional, lay)

Purpose is stated, but not fully executed; not consistently appropriate to intended audience.

Purpose is not clear, not appropriate to intended audience.

### Organization, Format

The document is well-structured and properly formatted.

The document structure is inconsistent and/or formatting has occasional flaws.

The document is poorly structured and/or improperly formatted.

### Language, Clarity

Language is professional, clear, appropriate to discipline and free of significant errors.

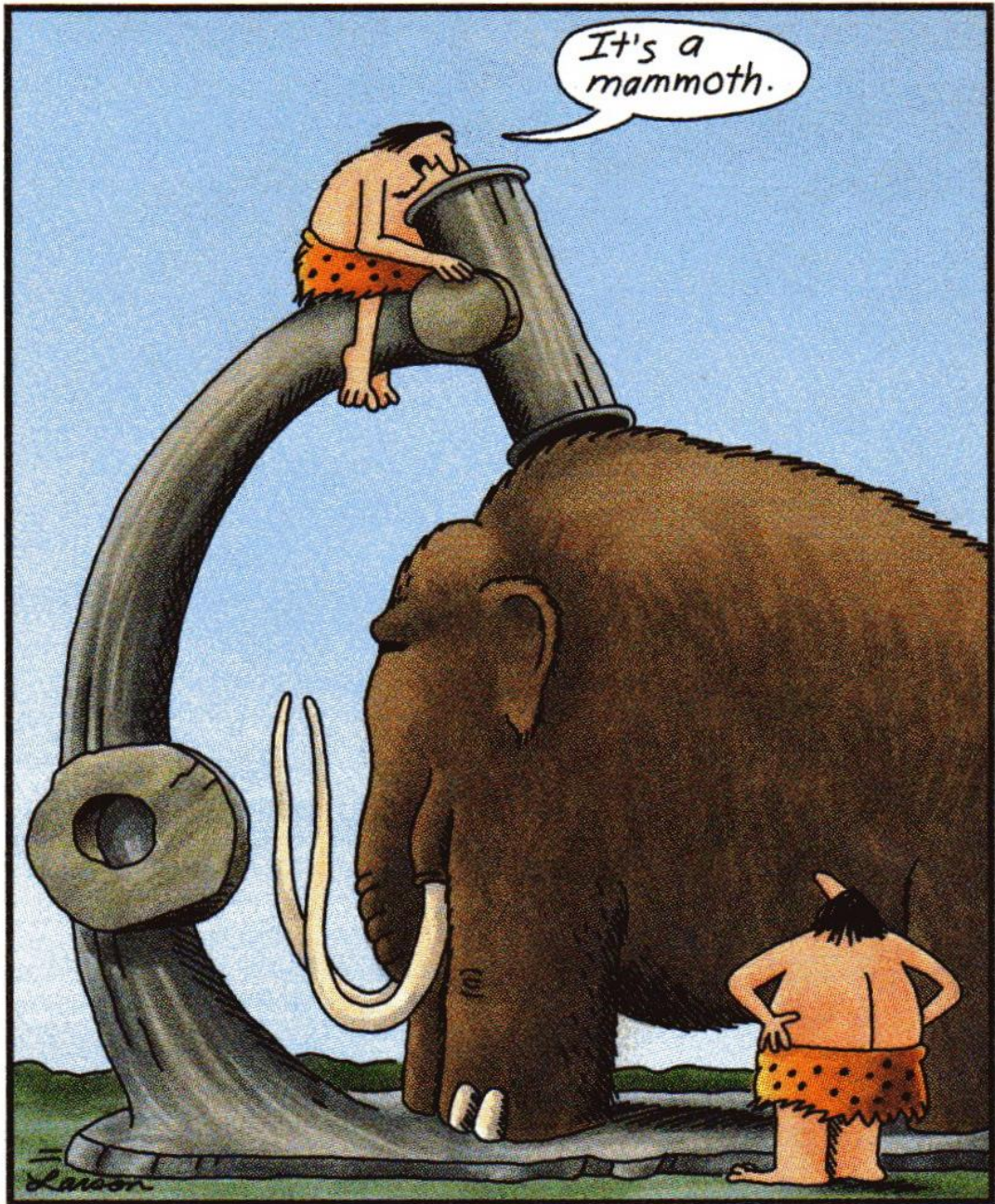
Language is occasionally unprofessional, unclear, inappropriate to discipline, and/or exhibits occasional errors.

Language is unprofessional, unclear, inappropriate to discipline, and/or exhibits frequent errors.



# Results: Assessing Student Writing

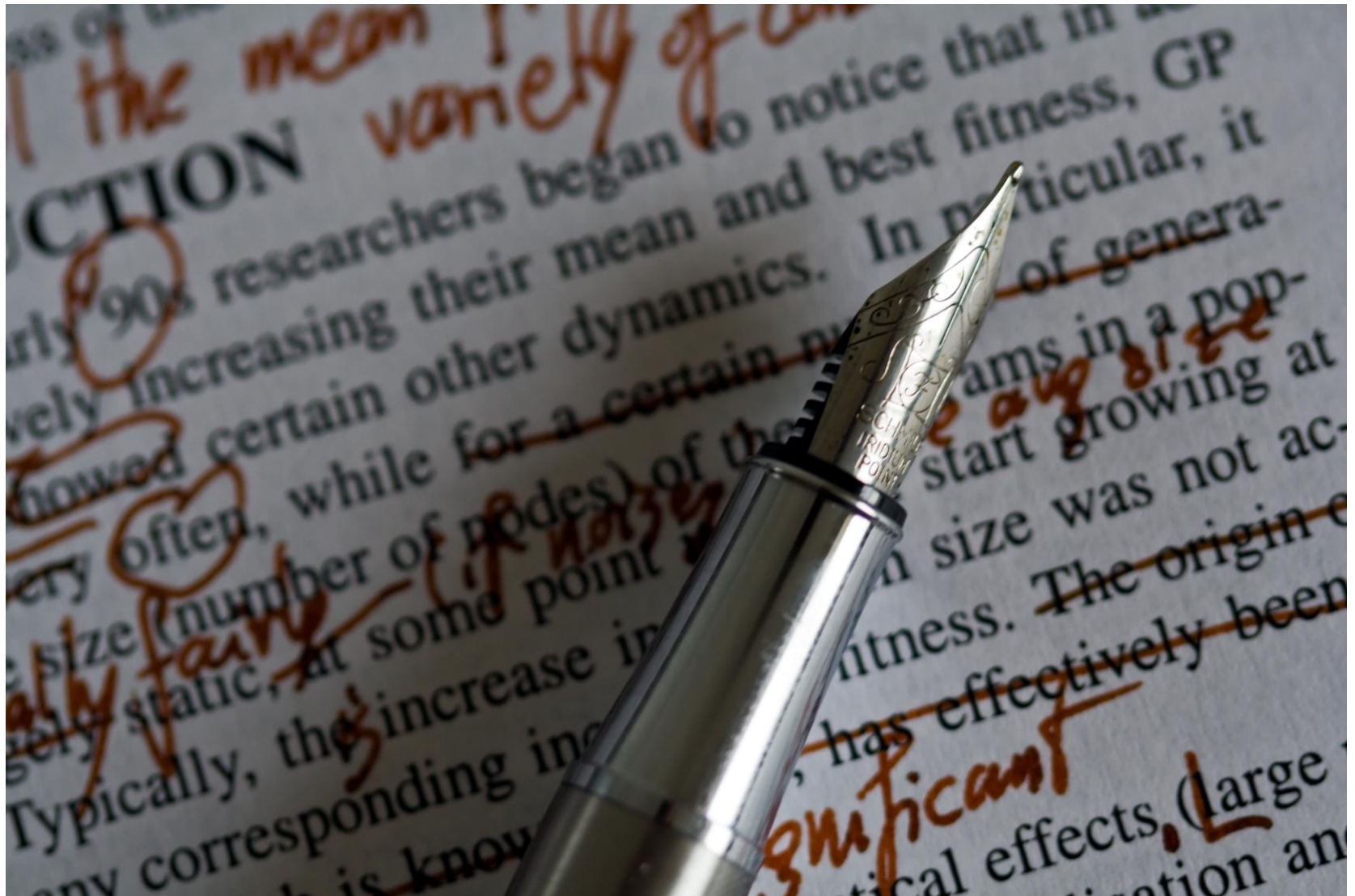
<b>Criterion</b>	<b>Freshmen (<i>n</i> = 287)</b>	<b>Juniors, Seniors (<i>n</i> = 283)</b>	<b>Significantly different?</b>
<b>Purpose, Audience</b>	<b>2.38</b>	<b>2.45</b>	<b>No</b>
<b>Organization, Format</b>	<b>2.20</b>	<b>2.05</b>	<b>Yes</b>
<b>Language, Clarity</b>	<b>2.24</b>	<b>2.18</b>	<b>No</b>



# Qualitative vs. Quantitative Data

- In groups of 4-5, use the rubric to score the essays.
- How would you evaluate this piece of writing?
- Is your evaluation consistent? (If not, explain.)
- If this were one of your students, how would you respond?

# Writing Center and other Resources



# Smarthinking: Free, online tutoring

- Options for writing assistance include:
  - Essay Center
  - Career Writing
  - Paragraph Submission
  - Spanish Essay Center
- Specialists available in:
  - ESL
  - Business/Technical Writing
  - Creative Writing

Now what?

# **Afternoon Room Assignments**

Main Building (1855 Broadway)

- **Architecture & Design** – 11<sup>th</sup> floor
- **Engineering & Computer Science**
  - Computer Science, Electrical & Computer Engineering, Information Technology – Room 801
  - Mechanical Engineering – 8<sup>th</sup> floor conference room
  - Technology programs – Room 601
- **Management** – Room 701/DL1

# College of Arts and Sciences

16 West 16<sup>th</sup> Street

## 7<sup>th</sup> floor

- **Behavioral Sciences** – Room 721
- **English** – Room 723
- **Social Sciences** – Room 722

## 8<sup>th</sup> floor

- **Communication Arts** – Room 822
- **Life Sciences** – Room 821
- **Math/Physics** – Room 820

## 11<sup>th</sup> floor

- **Fine Arts** – Small conference room