Written Competency
Authentic Assessment Process

Spring 2019
The Office of Assessment administered the scenario-based writing task to seniors in colleges that were underrepresented during the spring 2018 data collection cycle. This resulted in more data being collected from seniors in the College of Design and the Poole College of Management. Three faculty members from the Department of English were recruited to score 57 student products; Office of Assessment staff led a rubric norming session and trained faculty to score student products using the common rubric. Assessment staff will analyze the data and return it to the respective colleges for use in Academic Program Assessment.

Office of Assessment and the First Year Writing Program’s (FYWP) partnered to analyze data from ENG 101 courses for the dual purpose of FYWP program assessment and General Education Competency assessment of Written Communication. Faculty teaching sections of ENG 101 collected student products for a common assignment; in May faculty met to norm on the rubric and score student products over 1.5 days. Faculty scored 254 student products at least twice; Dr. Casie Fedukovich led the norming session and served as the dedicated third scorer. The Office of Assessment will conduct and analysis of the data during the summer and return the results to the FYWP for program improvement.

Fall 2018
The scenario-based writing task was administered in-class to 256 students enrolled in ENG 101. Six ENG 101 faculty partnered with the Office of Assessment to score 138 products from first-year students. Prior to scoring, faculty participated in a rubric norming session led by the Office of Assessment. Results from the fall first-year and spring senior assessments were shared at a meeting of the Council on Undergraduate Education and the Academic Policy subcommittee of the Faculty Senate. The Office of Assessment worked with the Written Communication Competency Champion, Dr. Casie Fedukovich, to share the data with campus stakeholders. The Office of Assessment is partnering with the First Year Writing Program in spring 2019 to assist in the facilitation of their program assessment.

Spring 2018
The Office of Assessment collected student writing artifacts from senior students using the scenario-based writing task. The Office of Assessment worked with faculty of primarily senior courses to recruit student participants. Additionally, students volunteered to complete the assessment during a 3 week testing event. 274 students completed the assessment; 206 of those students were seniors. Faculty and instructors from the Department of English met in May 2018 to score the student artifacts. The Office of Assessment analyzed the data and will work with the Written Communication General Education Competency Champion, Dr. Casie Fedukovich, to share data with campus stakeholders. Dr. Fedukovich is also assisting the Office of Assessment in planning to administer the scenario-based writing task to freshmen students in fall 2018.
The Office of Assessment also partnered with faculty in the Campus Writing and Speaking Program to use the Written Communication and Critical Thinking Rubric to score their student work at the end of the spring semester.

Spring 2017
In spring 2017, the Office of Assessment and Written Competency Team collected evidence from first year students and senior level students using the scenario-based writing task. At the end of the spring term, the team facilitated a scoring session of first year and senior level products (N=128) to test the rubric, with a special focus on appropriateness of the rubric for scoring senior level products. Scorers were faculty members from the English department who were trained to score using the rubric. Office of Assessment analyzed the data and the team will review in fall 2018 to discuss next steps for application of the scenario-based assessment and sharing data with campus stakeholders.

Spring 2016 - Fall 2016
In addition to the authentic assessment process, in spring 2016, NC State administered the ETS HEighten assessment of written communication skills. All institutions in the UNC System participated in this assessment, and NC State was responsible for recruiting and administering the writing assessment to 120 seniors.

In fall 2016 the Written Competency Team and Office of Assessment engaged in a full pilot of the scenario-based writing task with undergraduate students enrolled in English 101. This pilot took place early in the semester. Results will be analyzed by the team in spring 2017, and further refinements to the task, rubric, and process will be made based on these data.

Additionally, in spring 2016 the Office of Assessment partnered with the English department for assessment of ENG 101 and ENG 105. Thirteen instructors from the First Year Writing Program were trained on a rubric to score student products from a common assignment (N=384). These data were used for both ENG 101/105 assessment as well as Written Communication Competency assessment, as ENG 101/105 outcomes are tied to this competency.

Spring 2015
The writing task and new delivery platform were piloted with a small number of undergraduate students in spring 2015. This mini-pilot provided feedback regarding not only content of the assessment, but the ease of use, points of confusion for students, and it provided writing samples on which the rubric could be applied. Team members will score these student products using the rubric and reconvene to make decisions about a larger pilot and subsequent use of the delivery system and rubric.
Fall 2014
During the fall 2014 semester, the Written Competency Team and Office of Assessment staff worked to improve the online delivery platform of the assessment. After trying and testing different changes to the Moodle platform, the team decided to change delivery platforms to improve accessibility for users and to streamline the process for the future administration of the instrument.

Spring 2014
Stage Two (pilots): The Written Competency team and Office of Assessment staff met several times during the spring 2014 semester to further refine the prompt, information provided to students in the prompt, and technical logistics for administering this assessment via Moodle. The Moodle site was created and is being pilot tested.

Fall 2013
Stage One (pilots): Office of Assessment staff members met with a key member of the Written Competency assessment team to discuss results of the English 101 assessment. This discussion resulted in the decision to look into further refining certain aspects of the rubric, such as reflection, and to consider course products used.

Spring 2013
Stage One (pilots): In spring 2013, pilot testing of competency in written communication began using a two-pronged approach. The first pilot was implemented through the English 101 program. English 101 is part of the General Education Program Curriculum and a large component of the English 101 program is tied directly to the definition of written communication competency. The English 101 assessment team obtained course products through student portfolios (sampling 26 sections taught by 14 instructors). The assessment team developed their own rubrics. The team engaged in a thorough norming process with 12 raters and the data was collected by June 7, 2013. These data were shared with the Office of Assessment, where they were analyzed.

Stage Two (Pilots): In May 2013, a different cross-disciplinary assessment team began working to develop a writing test which will ask students to respond to a prompt. After an intermission, students will return to what they have written and revise and integrate new information related to the original prompt. The prompts for the test were developed by the team under Dr. Chris Anson from the English department and Dr. Jon Rust from Textiles, and will be tested in spring 2014.

Summer 2012
The General Education Competencies, including written communication, were defined in summer 2012 at a retreat consisting of faculty members representing different colleges and disciplines at NC State. Faculty members from English, Marine, Earth and Atmospheric Sciences, and Parks, Recreation and Tourism Management worked together and defined competency in written communication as, “the purposeful development, expression, and
revision of ideas in writing for specific audiences.” The selected definition further notes that, “effective written communication follows appropriate genre conventions and may include a combination of text and other media.”

**Faculty serving on the Written Competency Assessment teams:**

Dr. Chris Anson, Distinguished University Professor of English, Director of Campus Writing and Speaking Program

Dr. Dana Gierdowski, Teaching Assistant Professor of English

Dr. Casie Fedukovich, Assistant Professor and Associate Director, First-Year Writing Program

Dr. Susan Miller-Cochran, Professor and Director, First-Year Writing Program

Dr. Jon Rust, Professor and Head of Textile Engineering, Chemistry and Science