

## AY10 Executive Summary of Data Related to Writing Goal

The EWP began in Fall 2000; its revision was approved in Fall 2007 by CAA. This revision went into effect with the Fall 2008 catalog. See [www.eiu.edu/assess/ewpmain.php](http://www.eiu.edu/assess/ewpmain.php) for details of the new requirements and for the EWP scoring rubric. The rubric's scale is 4 (superior), 3 (satisfactory), 2 (needs improvement), and 1 (unsatisfactory). The following table offers the holistic scores given by faculty to student submissions in AY10.

**EWP Faculty Holistic Scores Fall 2009-Summer 2010**

<b>Rating</b>	<b>FA09</b>	<b>SP10</b>	<b>SU10</b>	<b>Total</b>
1	16 (<1%)	11 (<1%)	1 (<1%)	28 (<1%)
1.5	5 (<1%)	20 (1%)	0	25 (<1%)
2	56 (2%)	67 (2%)	8 (2%)	131 (2%)
2.5	139 (5%)	153 (5%)	15 (4%)	307 (5%)
3	781 (27%)	1027 (31%)	110 (26%)	1918 (29%)
3.5	1046 (37%)	1153 (35%)	171 (41%)	2370 (36%)
4	799 (28%)	838 (26%)	115 (27%)	1752 (27%)
<b>Total</b>	<b>2842</b>	<b>3269</b>	<b>420</b>	<b>6531</b>

Of the 6531 submissions, 4075 (62%) came from writing-centered/writing-intensive courses, and 2456 (38%) came from non-WI/WC courses. Last academic year, 71% of submissions were from writing-intensive courses.

Beginning in 2005, 10% of the completed portfolios have been read by trained readers who assess completed portfolios for focus/purpose, organization, development, audience awareness, style, mechanics, use of sources, and overall writing ability. The table below tracks the overall evaluation from Fall 2005 to Fall 2009; the full reports and a list of readers are available at [www.eiu.edu/~assess/ewpdata.php](http://www.eiu.edu/~assess/ewpdata.php).

**EWP Portfolio Evaluations**

	<b>FA05</b>	<b>FA06</b>	<b>FA07</b>	<b>FA08</b>	<b>FA09</b>
Strong	26%	28%	27%	24%	22%
Adequate	53%	55%	58%	58%	58%
Weak	21%	17%	18%	19%	20%

EWP readers have made the following recommendations to improve student writing at Eastern; many of these suggestions involve crafting detailed assignments and reinforcing writing across the curriculum:

- Incorporate audience into assignments and discuss with students differences in style and content for various audiences. Give student models and real-world examples of writing in the field to help students learn to write for audiences other than the professor.
- Encourage critical thinking in written assignments to improve on students' development skills. Teaching content should include teaching students how to think and write critically about that content and how to create arguments in the discipline.
- Require students to identify and correct their own errors in grammar and punctuation rather than correcting all of the errors for them.

### Results from the Voluntary System of Accountability (VSA)

- Seventy-nine percent of EIU seniors indicated they are very much or quite a bit expected to write clearly and effectively. This percentage is slightly above seniors at other Illinois public institutions (74%), but is on par with our Carnegie class (78%) and all other NSSE schools (78%)
- Results from the Collegiate Learning Assessment (CLA), a direct assessment measure, suggest EIU seniors are below (24%) or well below (38%) where they should be based on the freshman scores and their own ACT scores on tasks related to making or critiquing an argument.