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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose, Audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization, Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, Clarity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Poor</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Purpose, Audience</td>
<td>Purpose is stated, carried through consistently, and appropriate to intended audience (academic, professional, lay)</td>
<td>Purpose is stated, but not fully executed; not consistently appropriate to intended audience.</td>
<td>Purpose is not clear, not appropriate to intended audience.</td>
</tr>
<tr>
<td>Organization, Format</td>
<td>The document is well-structured and properly formatted.</td>
<td>The document structure is inconsistent and/or formatting has occasional flaws.</td>
<td>The document is poorly structured and/or improperly formatted.</td>
</tr>
<tr>
<td>Language, Clarity</td>
<td>Language is professional, clear, appropriate to discipline and free of significant errors.</td>
<td>Language is occasionally unprofessional, unclear, inappropriate to discipline, and/or exhibits occasional errors.</td>
<td>Language is unprofessional, unclear, inappropriate to discipline, and/or exhibits frequent errors.</td>
</tr>
</tbody>
</table>
## Results: Assessing Student Writing

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Freshmen ($n = 287$)</th>
<th>Juniors, Seniors ($n = 283$)</th>
<th>Significantly different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose, Audience</td>
<td>2.38</td>
<td>2.45</td>
<td>No</td>
</tr>
<tr>
<td>Organization, Format</td>
<td>2.20</td>
<td>2.05</td>
<td>Yes</td>
</tr>
<tr>
<td>Language, Clarity</td>
<td>2.24</td>
<td>2.18</td>
<td>No</td>
</tr>
</tbody>
</table>
It's a mammoth.
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

Section

In the early 90s, researchers began to notice that in a variety of computational systems, populations of general-purpose GP evolved increasing their mean and best fitness. In particular, it showed certain other dynamics. In particular, it is often, while for a certain number of nodes, at some point, start growing at a size (number of nodes) of the population, in a population static, at some point, or if noisy, the increase in fitness. Typically, the increase in fitness, has effectively been significant.
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** – 11th floor

• **Engineering & Computer Science**
  – Computer Science, Electrical & Computer Engineering, Information Technology – Room 801
  – Mechanical Engineering – 8th floor conference room
  – Technology programs – Room 601

• **Management** – Room 701/DL1
College of Arts and Sciences
16 West 16th Street

7th floor
• Behavioral Sciences – Room 721
• English – Room 723
• Social Sciences – Room 722

8th floor
• Communication Arts – Room 822
• Life Sciences – Room 821
• Math/Physics – Room 820

11th floor
• Fine Arts – Small conference room