

**2003-2004
Assessment Plan
General Education Outcome A1**

Communicate clearly, responsibly, and with integrity in written and oral forms.

Team leaders

Dr. Anna Weaver, Associate Professor of Foreign Languages & Literatures / CLA
Dr. Laurie Lankin, Interim Associate Dean & Associate Professor of Counseling and
Human Services / CCPS

Focus for 2003-2004

Communicate clearly, responsibly, and with integrity in written form.

Others involved in the planning

Dr. Mary Ann Drake, Chair & Professor, Department of Interdisciplinary Studies / CLA
Beth Hammond, Dean of University Libraries

Assessment measures

- (1) Writing Assessment Form (11/2000) – Thomas A. Angelo
School for New Learning
DePaul University
(Revised at Mercer University October 2003)

- (2) Mercer University Graduation Application and Survey – Select item
Students report on how much the educational experience at Mercer contributed to
their ability to write effectively.

Students who will be subject to the assessment

Writing Assessment Form

Students enrolled in “culmination” courses (capstone, cornerstone, senior design) during Fall 2003 will be assessed. For students enrolled in 8-week courses, either first or second session courses will be included. Students enrolled in the following courses are eligible for inclusion:

Macon: BUS 349
 EDUC 390
 SCP 450, 458, 459, 460
 EDUC 459/460
 MGT 498
 EGR senior design

Centers: PHIL 240

HUMA 303
 HIST 366
 HSRV 401
 ORGL 404
 EDUC 459/460
 MGT 498

Atlanta: NUR 420
 MGT 498

A total of 25 course sections of a possible 44 will be included. Twenty-five students from each of the six Colleges and School will be assessed for a total of 150 students.

Students eligible for assessment will be enrolled in the following sections of the following courses:

| College or School | Instructor | Course |
|--------------------------|---------------------|----------------------------|
| CLA | Robert Parris | SCP 450.001 |
| CLA | Doug Thompson | SCP 459.001 |
| CLA | Jacob Helt | SCP 458.001 |
| CLA | Greg Domin | SCP 460.001 |
| SSBE | Linda Brennan | Bus 349 |
| SSBE | Andy Deile | MGT 498.001 MGT 498.002 |
| SSBE | Andy Deile | MGT 498.3M1 |
| SSBE | William McNay | MGT 498.2D3 MGT 498.A21 |
| EGR | Dean Aldridge | Senior Projects |
| Tift | Calandra Lockhart | EDUC 390 |
| Tift | Janet Fields | EDUC 459/460 |
| Tift | Dana Lilly | EDUC 459/460 |
| Tift | Randy Spaid | EDUC 459/460 |
| Tift | Ursula Thomas-Fitts | EDUC 459/460 |
| College or School | Instructor | Course |

| | | |
|------|-------------------|------------------------------|
| Tift | Mary Kay Bacallao | EDUC 459/460 |
| Tift | Len Lancette | EDUC 459/460 |
| NUR | Rebecca Shabo | NUR 420 |
| CCPS | Lynn Clemons | ORGL 404S.2D1 |
| CCPS | Clinton Terry | HIST 366.2D1 |
| CCPS | Steve Miller | HUMA 303.1H1 HUMA 303.1H2 |
| CCPS | Colin Harris | PHIL 240.2H1 |
| CCPS | Kyra Osmus | HSRV 401.2M1 |

These specific sections should produce the most representative sample when considering College/School and location. Assessing 25 students from each College/School, will provide more robust data even at the College/School level.

Graduation Survey

All Mercer undergraduates applying for graduation are administered this survey as part of the graduation process.

Where and when the assessment will take place

Writing Assessment Form

This assessment will be imbedded into the regular course work for the specific sections of the BUS, EDUC, SCP MGT, EGR, PHIL, HUMA, HIST, HSRV, ORGL, and NUR courses. Not later than December 18, 2003 faculty members teaching the specific course sections will be asked to submit copies of each student's work from a specific assignment of 5-8 pages in length (essay, research paper, proposal, etc.).

Graduation Survey

Graduating seniors self administer the survey as part of the graduation process. Students take the survey on the Web. This survey can be completed at any time throughout the 2003-2004 academic year prior to commencement.

Collection of data

Copies of student writings will be collected during the month of December 2003. The papers will be submitted to the instructor. The instructor will complete a *Writing Assignment Information Sheet* to explain the writing assignment to the rater (items 5-7 will be attached to papers to be rated). Students will complete the *Student Information Sheet* (these sheets will be separated from the papers and data will be extracted after the papers have been rated).

Copies of the student papers will be turned over to the Provost Office. Student names will be deleted from the papers as will College/School identifiers. Each paper will receive a blind review.

Graduation Survey data is collected through the Registrar's Office.

Desired level of performance that demonstrates appropriate achievement of the outcome

It is expected that Mercer students will be able to communicate clearly, responsibly, and with integrity in written work. This type of written communication is evidenced by the students ability to:

- Respond to the writing task
- Express the purpose of the writing
- Direct writing to the appropriate audience
- Begin and end effectively
- Provide supporting information
- Organize and unify well
- Use direct language
- Document
- Be free of errors
- Show consistent quality throughout

Writing Assessment Form

The students assessed will average at least a 3.5 (on a 5 point scale) on the overall evaluation using the Writing Assessment Form.

75% of the students will achieve at least a 3.0 (on a 5 point scale) on each measured writing dimension (i.e. purpose, organization).

Graduation Survey

Graduating seniors will indicate that their educational experience at Mercer “very much” or “somewhat” contributed to their personal growth in writing effectively. The mean scores will be 1.50 or below on a three-point Likert scale (1 = very much, 2 = somewhat, 3 = very little).

Organization, reporting and dissemination of the results

The Provost Office will organize and report the results to the 6 undergraduate Deans and their Associate Deans. The Deans will report results to the faculty members in their respective Colleges/Schools.

Responsibility for analyzing and using the data to effect changes

The Deans, Associate Deans, and faculty members will use the data to effect changes. The primary faculty groups are the First Year Seminar instructors, English composition instructors, and curriculum committees.

12/01/03