|  |  |  |
| --- | --- | --- |
| **Written Communication** | **2015** | **2016** |
| **Capstone (4)** | 50 (12%) | 24 (10%) |
| **Milestone (3)** | 160 (39%) | 94 (38.5%) |
| **Milestone (2)** | 148 (36%) | 99 (40.5%) |
| **Benchmark (1)** | 49 (12%) | 27 (11%) |
| **Total** | 407 | 244 |
|  |  |  |
|  |  |  |

Written Communications Findings

On the surface, the initial data would suggest that at the junior and senior-levels, close to 50% of our students who have successfully placed into an upper-division writing course have been assessed at either the Benchmark or lower milestone. This initial data set, however, is only the beginning of what Sacramento State will need in order to adequately determine 1) if our graduating students have attained the level of competence in written communication that we think is the standard for our institution; and 2) whether our current GWAR assessment is a valid measure of a graduation requirement.

Furthermore, the activities themselves raised important questions among those who scored the essays:

1. What are we assessing (academic writing, personal writing, etc.)?
2. What should our assessment tell us about writing competencies?
3. What are the assessment moments (from lower to upper division, at senior level, etc.)?
4. Do we have a consistent idea across disciplines, faculty, etc. of the quality of writing? In other words, could/does a WI faculty member assign a passing grade to a paper that during the WASC reading we would give a 1-Benchmark score? Are WI instructors passing students that WASC readers would not consider having met the graduation writing competency?
5. What do we expect students to learn / accomplish at each level of writing instruction?
6. Do WI instructors have consistent expectations, assignments, etc. if we're using the WI grade as the graduation requirement for writing competency? Should there be norming across WI faculty?