

INSTRUMENT

HEIghten Written Communication (H-WC); 25 questions of varying types, with a Direct writing score as well as an overall scaled score, which has 3 scaled subscores, where higher scores indicate higher levels of achievement of the competency; ETS HEIghten Written Communication Assessment (2021)

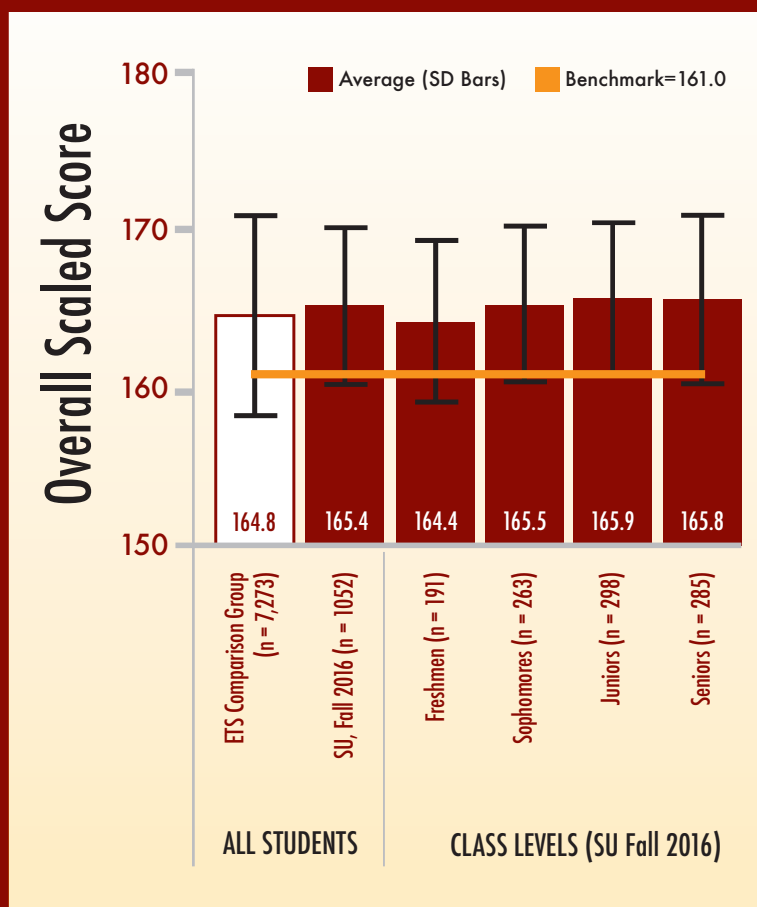
RESULTS

- Students who took the H-WC instrument (n = 1052) were somewhat representative of the overall and non-test-taker populations at SU.
- The SU average **Overall scaled score** (165.4) was above the average score of the comparison group (164.8, ETS sample of undergraduate students) as well as the 161-level proficiency benchmark (see graph). Similarly, the average SU **Direct writing measure score** (6.8) was greater than the average of the comparison group (6.2).
- There were significant differences between averages of transfer students and SU native, first-time students on the **Overall scaled score**, its three scaled subscores, as well as the **Direct writing measure score**; where the latter had higher averages.
- Students' **Overall scaled score** generally increased by class level (e.g., freshmen) and there were significant differences between class levels (see graph); freshmen's average score was significantly less than juniors' and seniors' average score. Although the **Direct writing measure score** averages also generally increased with class level, there was no significant relationship.
- There were significant differences between averages by SU school enrollment (e.g., Fulton, Henson; based on students' primary major) on the **Overall scaled score** and **Direct writing measure score**; for both scores, Henson majors' averages were significantly greater than average scores of students majoring in Perdue or Seidel.

HOW ARE WE CLOSING THE LOOP?

1. Evaluate benchmark values with faculty/staff with expertise in the discipline or assessment of Effective Reading and Written Communication.
2. Perform an area/course mapping of the current SU courses that align with the revised Effective Reading and Written Communication student learning outcomes.
3. Consider whether the H-WC instrument is aligned well with revised Effective Reading and Written Communication GenEd student learning outcomes or select alternative assessment.
4. Utilize results to develop interventions and determine a timeline to re-collect assessment data.

WRITTEN COMMUNICATION AND EFFECTIVE READING SCORES



H-WC

- **Direct writing measure score** - essay score (0 – 12)
- **Overall scaled score** - overall written communication, and effective reading, competency (150 – 180)

– Additional scaled subscores are detailed in the full report

For more information see ETS HEIghten Written Communication Assessment (2021).

https://www.ets.org/heighten/about/written_communication/