

ULO1 Written Communication Course Rubric Design Summary Report - 2019

Introduction

The Written Communication Rubrics Design scholars came together Spring 2019 to consider how our course learning outcomes incorporated the elements of the Written Communication (WC) Undergraduate Learning Outcome 1 (ULO1) Integrated Rubric, Assignment Guide, Rubric Guide, and Threshold Concepts work. A team of scholars teaching writing in five different disciplines worked together to design assignment rubrics which met the learning outcomes of our individual classes but embodied CSUMB WC ULO1 work. In coming together for this work, we also identified assignments to support and scaffold student learning throughout the course. In this report, we present our rationale for using rubrics, the design process, and activities identified for scaffolding student learning which may be useful to other faculty.

Assessment Scholars

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The assessment question(s)

- How might the aspirations of the ULO1 Written Communication work conducted over the last four years be embodied in our individual course learning outcomes?

Briefly describe what and how much student work was assessed

- 5 course assignment rubrics were designed
- Scaffolding activities were designed to support the learning outcomes
- 25 essays were evaluated

Briefly describe how student work was assessed

- Scholars randomly sampled 5 essays from each class.
- The essays were evaluated using the unique rubric designed for each class.

Visually represent and state key finding

- Building the ULO WC elements into course rubrics helped faculty to design class activities more intentionally.
- Courses which are not designed as a writing course need to have ULO WC elements explicitly embedded in the course rubrics, otherwise students tended to neglect providing supporting evidence and referencing.

Recommend ideas or strategies for improving student learning based on the assessment results or other things learned during the assessment process

- Start with the rubric and backwards design course content to meet LO.
- Use rubrics to create scaffolding assignments with opportunities for feedback
- Break larger projects into smaller writing sessions to support more sophisticated work.
- Build community and trust to support collaborative peer-review of work
- Design assignments intentionally connected to real-world activities

If applicable, identify new assessment questions

- How might this model of rubric design support program review?

Desseminitation: Full Report ULO1 WC Course Rubric Design 2019

[Coming Together for Course Rubric Design: Making Instruction Real!](#)