

GEORGE MASON UNIVERSITY

SCHEV Writing Assessment Report

Definition of Writing Competency:

The general education goal for writing is to “develop ability to use written communication as a way of thinking and of discovering ideas and meanings as well as expressing them.” To ensure development of writing competence Mason requires --- English 100/101 (freshman composition), English 302 (advanced writing in the disciplines), Writing Intensive requirement, and the new general education requirements that include an upper level synthesis course. The synthesis course component “requires students to demonstrate advanced skills in oral and written communication before a faculty panel.” All of these requirements are supported by the Writing Across the Curriculum program.

Standards for Competency:

Student writing samples are assessed as “satisfactory” or “unsatisfactory” in the categories of 1) understand different audiences and purposes, 2) organization, 3) supporting evidence, 4) mechanics, 5) academic content, and 6) criteria specific to a discipline. Rubrics are attached.

Description of Methodology Used to Gather Evidence of Writing Competency:

Trained department-based faculty develop criteria for assessing writing, identify and collect appropriate student writing samples from primarily writing intensive courses, and score a representative sample of student writing based on general and discipline-specific criteria. Departments are on a 3-year reporting cycle.

Results

	Satisfactory	Unsatisfactory
Number		
Percent		

Results include the following colleges and/or departments
Student writing samples are attached.

**Writing Assessment Reporting Format
for George Mason Departments
(Internal Use ONLY)**

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Departmental Writing Criteria

1. Describe writing requirements in the major, including a) Writing Intensive (WI) courses and 2) courses in the major that require significant writing (if applicable).

2. Specify criteria for student writing as generated by faculty.

3. Specify the course and attach a copy of the assignment that was used to generate student writing samples. Course(s): _____ Assignment(s) attached ____ (check)

4. As applicable, identify writing standards/requirements reported to external/professional accrediting bodies (e.g., ABET, AACSB).

Departmental Writing Assessment Process

1. Briefly describe the process that was used to assess student writing as well as the process for identifying faculty. Include the number of faculty participants and the number of papers reviewed.

2. Attach student writing samples (one satisfactory, one unsatisfactory) and a copy of the scoring rubric. Student writing samples attached____(check) Rubric attached____(check)

III. Findings

1. Based on the rubric, summarize findings on student writing strengths and weaknesses.

2. Indicate the number and percent of student writing samples that fall in the following categories:

	Number	Percent (%)
Satisfactory	_____	_____
Unsatisfactory	_____	_____

3. Include findings for your department from the Mason “Graduating Senior Survey.”

OPTIONAL:

- Findings from the “Faculty Survey on Student Writing.” (Departmental results are available for departments that had a 40% or higher faculty response rate.)
- External feedback on student writing (e.g., advisory committees or employers)

Recommendations

A. Describe steps that will be taken to improve student writing.

B. Describe changes to improve the assessment of student writing.