

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

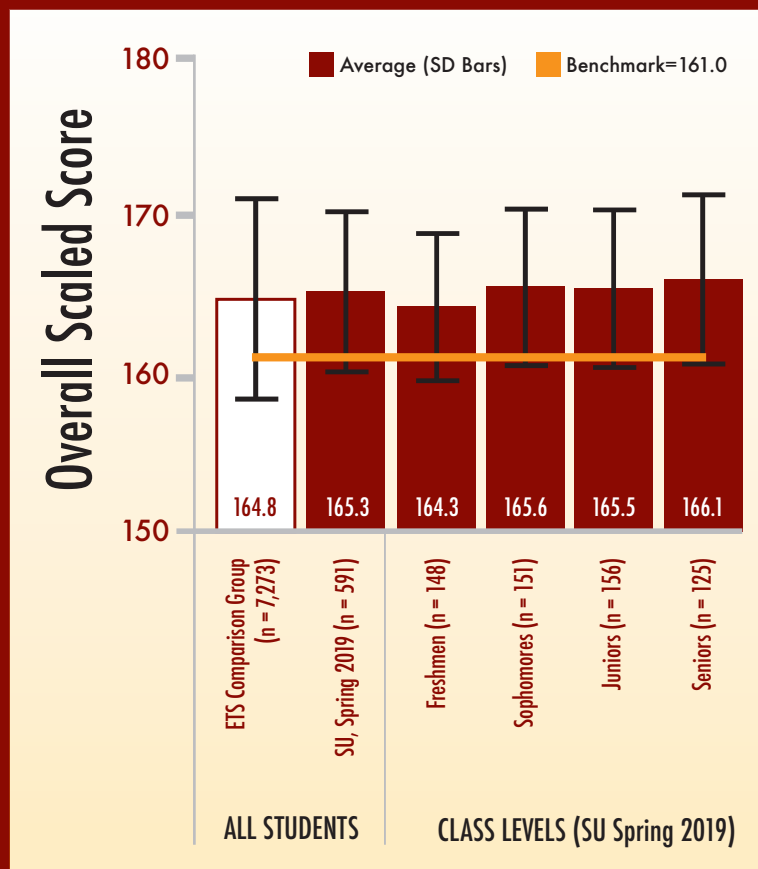
- Students who took the H-WC instrument (n = 591) were somewhat representative of the overall and non-test-taker populations at SU.
- The SU average **Overall scaled score** (165.3) was above the average score of the comparison group (164.8, ETS sample of undergraduate students) as well as the 161-level proficiency benchmark (see graph). Similarly, the average SU **Direct writing measure score** (6.6) 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** and the **Direct writing measure score**; where the latter had higher averages.
- Students' **Overall scaled score** generally increased by class level (e.g., freshman) and there were significant differences between class levels (see graph); freshmen's average score was significantly less than 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 college or school enrollment (e.g., CHHS, Fulton; based on students' primary major) on the **Overall scaled score** and **Direct writing measure score**. **Overall scaled score:** Henson majors' average score was significantly greater than average scores of students majoring in Fulton, Perdue, or Seidel. **Direct writing measure score:** Henson majors' average score was significantly greater than the average score of students majoring in Perdue.
- A matched (n = 38), longitudinal analysis did not support a significant increase in average H-WC **Overall scaled score** for SU students over time, although the sample was small.

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

For more information, please see the full report: [General Education Outcome Assessment Report website](#) or contact Dr. Sarah Winger: sewinger@salisbury.edu

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/heighthen/about/written_communication/