

**General Education Assessment
Written Communication Competency
Action Plan**

Please interpret the findings and provide a specific action plan that can be implemented to improve or reinforce student learning as a result of the assessment process. The action plan should address the area(s) in need of improvement or reinforcement. The plan does not have to be limited to general education student learning but could include departmental initiatives designed to improve student success.

Part One: Results Discussion / Reflection

Please provide insightful interpretations of the results presented in the Findings section, noting any relevant context / background or concerns the unit may have.

Students continue to score lowest in Formatting and Citation and Critical Engagement with and Use of Evidence. Because writing is a process that improves over years, we expect students to continue to score lower in these categories. In ENGL 2201, specifically, we introduce students to formatting and citation styles relevant to their disciplinary writing. For many students, they use the disciplinary conventions of their major for the first time. This unfamiliarity with the formatting and citation style lends itself to developing or adequate results.

Part Two: Action Plan

Please describe what actions you will take as a result of the assessment in the following four areas.

a. Pedagogical / Curriculum

Writing Foundations consists of ENGL 1100 Foundations in College Writing and ENGL 2201 Writing About the Disciplines, which are the two required written competency courses at ECU. They also are Writing Intensive courses. Students take ENGL 1100 in either the Fall or Spring of their first year and then take ENGL 2201 in the Fall or Spring of their second year. ENGL 1100 is a prerequisite for ENGL 2201 and ENGL 2201 is restricted to students who have completed 30 credit hours or more. ENGL 1100 and ENGL 2201 are the foundation of the vertical writing curriculum at ECU.

- The Writing Foundations Committee will review textbooks and supporting supplementary programs to implement in Fall 2022 for ENGL 1100. Text selection for ENGL 1100 impacts the text review in Fall 2022 for ENGL 2201 texts to implement in Fall 2023.
- A sub-committee of the Writing Foundations Committee will review submissions for *Pirate Papers for ENGL 1100* (our publication of ECU student samples of writing from

ENGL 1100) and make decisions on content for a new edition to be published in Summer 2022 and implemented in Fall 2022.

- The Writing Foundations Committee will begin a review of ENGL 1100 SLOs and curriculum to determine if the course is still doing what it needs to be doing. Considerations the committee will examine include explicit incorporation of multimodal work, revision to course objectives that are outdated, and new course objectives. The SLOs should prepare students for work in ENGL 2201.

b. Student Support Services

- The Writing Foundations program does not offer Student Support Services but students are encouraged to make use of services available to them at ECU such as Counseling Services, Joyner Library, the University Writing Center, etc.

c. Faculty Development

- In 2021-2022, the Writing Foundations Committee purposefully did not offer professional development opportunities because of the concern from faculty feeling over worked and not needing one more thing to do/attend. However, faculty were invited to attend a pre-semester workshop on using InQuizitive in ENGL 1100 and 2201, not one faculty member attended.
- The Writing Foundations Committee will plan a couple of professional development opportunities for 2022-2023. These will include “Developing a Trauma-Aware Pedagogy within Writing Studies,” “Cross-Institutional Comp Chat with Instructors from the University of Belize,” and “Contemplating ChatGPT: A Discussion.”

d. Other Areas

N/A