

Students' Professional Written Communication Skills

College of the Arts – Art BFA

Step 1: Student Learning Outcome

Art department students will demonstrate clear, effective, and professionally written communication appropriate to the discipline.

Step 2: Methods and Measures

Faculty assessed students' written communications in Art 495, Internship in Art, using student's creation of a cover letter. Specifically, students focus on the creation of a cover letter, which develops their ability to communicate their strengths and assets to a senior-level Arts professional. Faculty analysis is based on the successful implementation of a 10-point evaluation schema, with categories including layout and structure, meaningful written communication, written craftsmanship, and other requirements, such as self-assessment.

Step 3: Criteria for Success

70% of students should achieve an overall score of 0.7 or higher.

Step 4: Results

In fall 2023, 43 students were evaluated and scored with a collective class average of 84%. Overall, 86% of participants earned a score of 0.7 or higher. Students received a single unweighted point for the execution of each category. Because the points are not weighted, the evaluation process is not used to determine the grade of the assignment. The process is to assist in determining which specific categories need more attention. The categories that scored the lowest focused on creating a more dynamic narrative, of which, the category dealing with Qualifications narrative scored the lowest (0.67 average). In spring 2024, 50 students were assessed with an average score of 0.84 and the lowest single category was "Dealing with structure and layout", with an average of 0.59. Overall, 86% of students received a 0.7 score or higher. The summer session's average score was 0.79 and 76% of the participating students (17) received a score of 0.7 or higher. Combined across all semesters, 110 BFA students were assessed, with 100 students scoring above 0.7, thus the criteria for success were met for the outcome.

Step 5: Improvement Actions

Incorporate a peer review component of the cover letter assignment, with students evaluating each other's work using the same rubric applied in the assessment, and to serve as a tool to analyze how students perceive and critique their peers' work.

In addition, as part of the module, students are now required to complete at least two peer reviews (as opposed to one), promoting critical thinking and deeper engagement with the

material. It is hoped that, through this process, students will gain a stronger understanding of key concepts and develop a more analytical perspective on their own writing.