

GENERAL EDUCATION ASSESSMENT REPORT

Written Communication, Spring 2013
CWAC (Brightbill, Moss, Weigard, Harris)

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	Written Communication: Write appropriately for audience, purpose and genre; demonstrate appropriate content, organization, syntax, and style; and acknowledge the use of information sources, according to convention.
ASSESSMENT CRITERIA AND PROCEDURES	Based on results received from the 2012 Core Report, the college moved to overall General Education Outcomes . The first outcome to be assessed college wide was Written Communication. First year Cohorts were identified and initial classes taken were identified as areas where samples could be pulled from (ENGL 101, HUM201, PSYC 101, SOCI 201). Random samples were then taken from those classes and assessed based on a common rubric.
ASSESSMENT RESULTS	The two sets of samples averaged scores of between 2.64 and 3.1 for the four categories. A score of 2 indicates some proficiency in the categories, while 3 is judged as proficiency. The Gen Ed subcommittee thus assessed the cohort as demonstrating a limited amount of proficiency to full proficiency in each category. The samples scores highest in Ideas/Engagement with Topic, and lowest in Thesis/Focus. The two sets of samples (Moss/Weigard, Brightbill/Harris) showed consistency in scoring. For each category, the two groups averaged scores within .04 to .09 points of each other. More detailed reports are available. Because of the need to begin the General Education Assessment process as soon as

	<p>possible, faculty members were given a relatively short amount of time to respond, and some expressed mild confusion and reservations.</p>
USE OF THE RESULTS	<p>The results and recommendations from CWAC will be forwarded to the Faculty Academic House for review when it reconvenes in Fall 2013.</p> <p>Upon assessing the assessment itself, 31 of 119 Faculty did not communicate whether a sample was available or not. This finding has led to an initiative to discover measures that would ensure larger faculty participation.</p>
Additional Notes / Resources	<ul style="list-style-type: none"> • Core Report-Fall 2011 • Core Report Data 1 • Core Report Data 2 • Revised HACC Written Communication Rubric