

Learning Outcomes Assessment Communication– Aggregate Results

Assessment Type: GEC-Writing 121

Year/Term: 2016-2017

Level: Writing 115

Learning Outcome: Communication

Assessment Method/Tool: Common Rubric-EPCC

Measurement Scale: 3-1

Sample Size: 15

	Proficient (# of students)		Adequate (# of students)		Developing (# of students)	
Clearly focuses and logically organizes communication						
Edits carefully and accurately	2	13%	11	73%	2	13%
Presents convincing evidence	8	53%	5	33%	2	13%
Employs graphics, media, and source materials appropriately and ethically						
Averages (based on 15 student sample size)						
		33%		53%		2%

Benchmark: 85% Institutional benchmark goal for percent of students to meet “Proficient” or “Adequate” levels

Number Achieving Benchmark: 13 of how many participants? 15

Percent Achieving Benchmark: **86%** Actual percentage of students meeting “Adequate” or “Proficient” levels

Closing the Loop

The most notable pattern in the Communication Scores for Writing 115 are in the areas of evidence and editing, with editing returning the lowest. These results are not surprising considering the level of course work represented by the sample. Writing 115 is a remedial course offered by Eastern Oregon University to help students who are under-prepared for college writing. Many of these students are not only ineffective in writing, but they are also struggling to comprehend college level reading. The fact that they not only have the lowest score in the use of evidence, but also in editing their writing, would be expected in this level of coursework.

From the three examples given, we can see variance in the levels of engagement with each student.

Evidence	Edits
Score of 1: two out of fifteen	Score of 1: two out of fifteen
Score of 2: five out of fifteen	Score of 2: eleven out of fifteen
Score of 3: eight out of fifteen	Score of 3: two out of fifteen

Based on this chart, we can see that the majority of students are scoring a three in the evidence category, but there are still seven students who are receiving a one or two score. Nearly half of the class is still struggling with the use of evidence. For edits, only two scored a three, while nearly all of the class scored a two. Even with that score, the majority at thirteen scored a one or a two. These two areas of the communication outcomes still need further work to be done.

The lowest example shows that the student provides a quote, but instead of providing additional analysis, the student focuses on their own experiences, so there is a lack of evaluation skills that are apparent in this writing. The student is trying to use quotes to be credible, but lacks integration of the material into their own analysis. In addition, the student has numerous sentence level errors that were identified in instructor feedback, but the student was unable to see these errors for correction.

The mid-range example gives us a much better example of integrating sources. The student provides introductory information in their topic sentences, then uses quotes to connect to their own experiences. The student is demonstrating an integrated understanding of the material. However, the student also has a difficult time identifying error patterns which were discussed with the instructor. At this level of writing, it isn't surprising to have students who cannot see the error patterns, so they are unable to correct the pattern.

The highest example does demonstrate a complete understanding of the source material. This student has greater reading comprehension skills as we can see in their inclusion of sources that directly relate to the topic. This student demonstrates a clear connection between the quote and their own experiences. The quoted material is used to support their own claims, instead of the quote directing the topic. Since the sentence structure is more complex than the low and mid-range examples, the student may miss some of the more nuanced sentence structure errors, but the student is reaching for a more advanced writing style.

As far as any course changes I might make based on these results, there is very little that I might do. At this remedial level, the greater focus is on teaching students to communicate effectively through organization skills as well as comprehending source material to be used within their essays. These two focuses are part of the broader communication requirements and take precedence over the other two skills: evidence and editing. Once students can communicate their ideas effectively, then a greater effort can be made to work closer with evidence and editing. These steps are taken up in Writing 121 which is the course that Writing 115 is preparing the students to move into during the next term of writing. We expose them to the use of evidence and editing in Writing 115, but it is not our main focus.