

## GEC Learning Outcomes (GLOs) Assessment: Communication—Composite Report

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**Assessment Type:** GLO  
**Year/Term:** 2016-2017

**Level:** 100-300

**Learning Outcome:** Communication

**Assessment Method/Tool:** Common Rubric-EPCC

**Measurement Scale:** 3-1

**Sample Size:** 113

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	Proficient (median %)	Adequate (median %)	Developing (median %)
<b>Clearly focuses and logically organizes communication</b>	70%	25.5%	0%
<b>Edits carefully and accurately</b>	55.5%	40.5%	4.5%
<b>Presents convincing evidence</b>	43%	40%	13%
<b>Employs graphics, media, and source materials appropriately and ethically</b>	40%	48%	4%
<b>Medians (based on 113 student sample size)</b>	<b>49.25%</b>	<b>40.25%</b>	<b>8.75%</b>

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<b>Benchmark:</b>	<b>85%</b>	Institutional benchmark goal for percent of students to meet “Proficient” or “Adequate” levels
<b>Percent Achieving Benchmark:</b>	<b>89.5%</b>	Median percentage of students meeting “Adequate” or “Proficient” levels

## Closing the Loop

The institutional effectiveness threshold for General Education Learning Outcomes (GLOs) assessment is a median of  $\geq 85\%$  of student samples scoring at the Proficient or Adequate Levels (a 3 or 2 on the rubric). The median for the AY17 Communication Outcome is 89.5%, exceeding the threshold. Based on the sampling of 113 students from five different programs across the curriculum (Communication Studies, History, Mathematics, Psychology, and Writing [First-Year Composition]) and including courses at the 100-, 200- and 300-levels, faculty are effectively incorporating Written Communication into their General Education courses, encompassing the following outcomes: Focus, Editing, Presenting Convincing Evidence, and Effective and Ethical Use of Graphics and Source Materials.

Especially effective is the teaching of Focus and Editing across the curriculum, with median averages of 95.5% and 96% respectively. Also very strong at a median of 88% is the teaching the Effective and Ethical Use of Graphics and Source Materials, albeit with a noticeable drop from the Focus and Editing levels. Presenting Convincing Evidence, with an 83% median, is below the threshold for that one outcome. That indicates two things:

1) Effectively incorporating sources, graphics, and other evidence is one of the biggest challenges EOU students face because so many have been underexposed to writing with sources in previous schooling. Effectively incorporating sources is an advanced college-level literacy capability, highly dependent on a vast amount of reading experience. Furthermore, in most high schools, only AP students are taught the requirements of source-based academic prose. It takes time to develop this proficiency. This conclusion is supported by the [Writing Across the Curriculum \(WAC\) Group's Second Findings \(June 2016-June 2017\)](#) on the University Writing Requirement (UWR), including the capstone level. That report suggests, among other things, that students struggle with this outcome, as well as documentation style itself, even at the capstone level.

2) From these assessments, it is evident that while Presenting Convincing Evidence is emphasized from the First-Year Composition Program through two UWR courses in each discipline and at the capstone level, as well as in our General Education Core, EOU students in general need continued, frequent experiences composing source- and data-based academic prose. This provides a clear focus for CTLA professional development opportunities including a university-wide discussion of best practices for teaching and learning the effective incorporation of source material, graphics, etc. in undergraduate academic writing at EOU. Pierce Library has already begun to address this issue with the 2017 video [Why Cite?](#)

While these are important points to keep in mind, it is equally important to remember the largely successful teaching and learning of Written Communication—university-wide, across the disciplines at EOU. The amount of effort faculty expend in helping students achieve proficiency in source- and data-based academic writing is impressive. It certainly represents a

core belief and the critical need of the delineated Written Communication outcomes, highly valued both at the university and in the world beyond college. For the most part, EOU is doing exceptionally well teaching Written Communication in General Education Courses as evidenced by the 90% median in samples from across the curriculum, all the while continuously looking for ways to improve.

**Action Plan:** VPAQ will work with CTLA to offer professional opportunities in Presenting Convincing Evidence and editing.