

# Unit Assessment Report - Four Column

## Eastern Oregon University

### GEC - English/Writing

GEC Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>GEC - English/Writing - Communication - Read, write, and communicate taking into consideration purpose, audience, and occasion.</p> <p><b>Year(s) to be Assessed:</b> 2012-2013</p> <p><b>Start Date:</b> 07/01/2011</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Description of Assessment:</b> WR 121 - Assessed 12-13</p>	<p>03/18/2013 - General Consideration: The audience for this assignment is WR 121 students, primarily first year students, though some may be second year students. This may include students who have tested into the class or those who have passed WR 115 and/or WR 116. The audience for this information also includes program peers and institution administrators.</p> <p>Analysis: In the two sections of WR 121 for the fall of 2012, 7 out of 47 students earned scores greater than 90%, 18 out of 47 students earned overall scores in the 80-89% range, and all but 7 earned passing scores above 70% for the final position paper assignment. This level of overall performance compares favorably to the benchmark of 85%.</p> <p>Interpretation:  The position paper assignment measured the following characteristics according to a weighted rubric: Claims, Support, Counter-Arguments, Development and Organization, Grammar and Mechanics, and Document Design. See the included rubric for details. The area of greatest strength is in the category of Claims, in which nearly 77% performed at the proficient level, and 16.3% performed at the adequate level. This may be attributed to emphasis early in the quarter to the development of critical reading skills, and in-class practice in formulating arguable, defensible claims. The area of greatest weakness is in the area of Support, in which just over 18% performed at the developing level. This may be attributable</p>	<p>03/18/2013 - This cohort of students appeared to be generally well prepared and willing to engage their assigned tasks, and applied themselves conscientiously to their assignments. Most came away from the class having demonstrated significant improvement in the ability to articulate their thoughts through coherent, organized, and well-supported writing. A few, however, struggled with basic language skills, though these students tended to be ESL students, or students with documented disabilities. In the future, I would break the major assignments into smaller, incremental assignments in order to better scaffold the desired skills, and I would make the classroom environment more activity-oriented and far less lecture-oriented in order to capitalize on multiple learning modalities. Included are representative examples (redacted) of adequate, proficient, and developing student work.</p> <hr/>

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		<p>to the inherent difficulty in developing and articulating definitional, evaluative, and causal relationships along with a shortfall of emphasis during classroom instruction . The category of Development and Organization similarly performed less well, with 51% proficient, and 39.5% adequate. See the included Rubric Statistics Report for a more detailed breakdown by category.</p> <p><b>Benchmark Met:</b> Yes</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>Related Documents:</b>  <a href="#">Position Paper Assignment</a>  <a href="#">Position Paper Rubric</a>  <a href="#">WR 121 Data tools</a></p>	