

**Carteret Community College  
General Education Outcomes Assessment  
2010-2011**

**Draft Report: Written Communication  
June, 2011**

**Introduction**

The purpose of this report is twofold: 1) to provide an overview of the process undertaken to assess the Written Communication skills of the students at Carteret Community College; 2) to provide Results, Analysis, and Use of Results based on the data collected during this process. Following a summary of the process that was implemented in order to carry out the assessment, aggregated (College-level) results will be presented, along with a Use of Results and Action Plan. In the Administrative Report, Program-level results will be provided (i.e. these results will not be viewed by anyone but relevant administrators and program CACs).

**The Process**

In the 2009-2010 academic year, it was determined that the College would alter its approach to assessing General Education Outcomes (Institutional Level Learning Outcomes - *ILLOs*). Prior to that point, the seven ILLOs had been assessed in specific, relevant courses (e.g. Written Communication assessed in ENG 111, Computer Literacy assessed in CIS 110). The revised process would assess ILLOs at the program level. That is, each program would be required to identify an assessment that would be administered in a relevant course (i.e. late-stage or capstone; not introductory). Because of the non-linear curriculum in AA and AS, assessments would be administered in courses with highest enrollments (i.e. AA: ENG 114; AS: BIO 112).

In Spring 2010, a timeline was identified for assessing the ILLOs. Because of the complexity of shifting this assessment process to the program level, it was decided that for 2010-2011, only one General Education Outcome (Written Communication) would be assessed. The 2010-2017 timeline can be found below.

In Spring 2010, the General Education Sub-Committee devised an implementation plan for the Written Communication assessment in the 2010-2011 academic year. The plan included:

- A communications plan for all programs to understand the process
- Development of a common rubric
- A training plan for all readers to effectively use the rubric
- A timeline for identification of assessments (by CACs)
- A timeline for collection and scoring of assessments
- Identification and training of scoring teams - for use of rubric

Timeline for Assessing ILLOs at the Program Level 2010 - 2017

FA 2010: Prep Written Communication  
SP 2011: Assess Written Communication

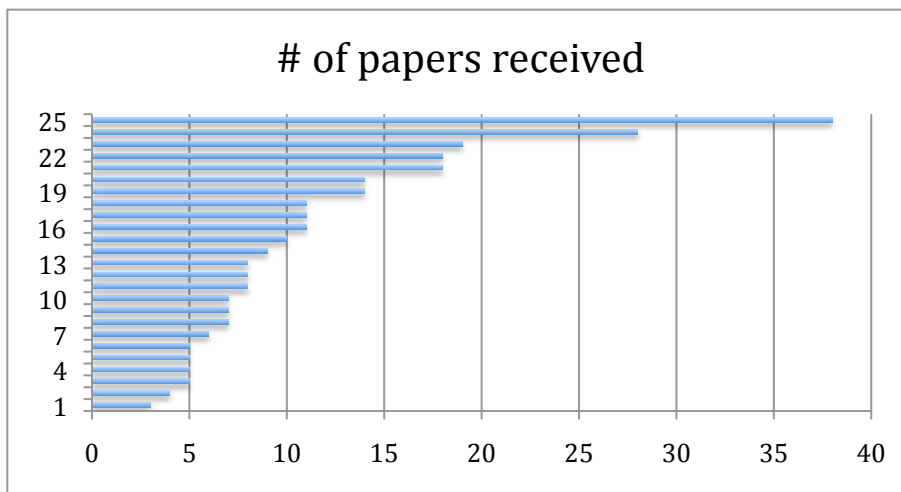
FA 2011: Prep Computer Literacy & Information Literacy  
SP 2012: Assess Comp Lit & Info Lit

FA 2012: Prep Critical Thinking, Personal Growth & Responsibility, and Oral Communication  
SP 2013: Assess CT, PGR, OC

FA 2013: Prep Arts & Humanities  
SP 2014: Assess Written Communication and Arts & Hums

2014 - 2015: Assess Comp Lit & Info Lit  
2015 - 2016: Assess Critical Thinking, Personal Growth, & Responsibility, and Oral Com  
2016 - 2017: Assess Written Communication and Arts & Hums

In April, 2011, Written assessments were collected from all CACs (except Practical Nursing; the assessment will be conducted in the summer term). The initial plan was to collect a random sampling of papers from each program. However, due to the number of papers collected overall (N=279), it was decided that all submitted papers would be read and scored.



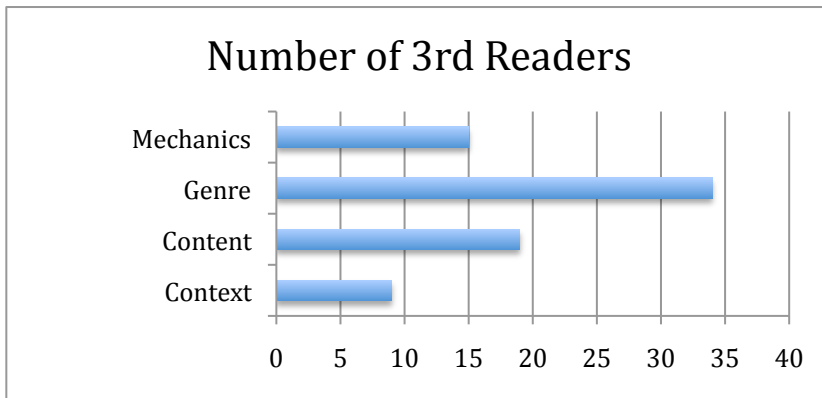
*(y axis = number of programs / x axis = number of papers)*

Throughout May, final preparations were made:

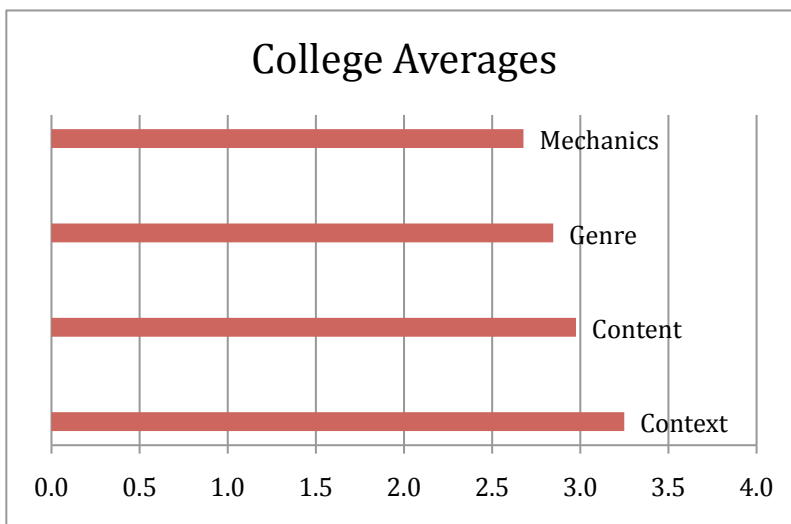
- Identification of 10 two-person scoring teams. Each team had at least one member from the academic division represented by the papers (e.g. A Nursing faculty member was on the team that scored Allied Health papers);
- Scoring sets were grouped according to relative similarities between programs;
- Sets organized with relative equity among readers regarding number of pages (not papers) to be read.

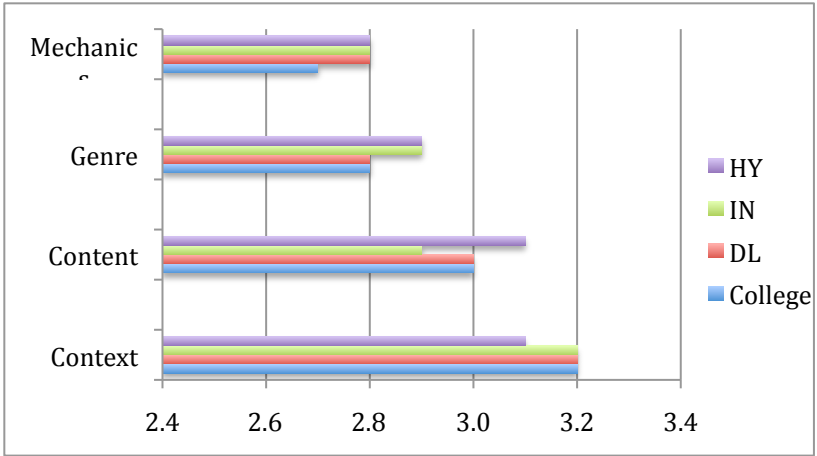
**May 25, 2011** was designated as Scoring Day. Scoring teams gathered in one location to receive their sets of papers. CACs explained their assignments to the relevant team, and clarified any inquiries. Readers were allowed to leave with their papers; 75% of the sets were completed by noon; 100% within 24 hours.

Scores were entered in a master spreadsheet (see example, below). If scores given by the two readers on any of the four sub-components (Context, Content, Genre, Mechanics) had more than a one point differential, then a third reader scored those papers. Out of the 279 papers, 50 required a third reader (some papers had +1 differential on more than one sub-component).

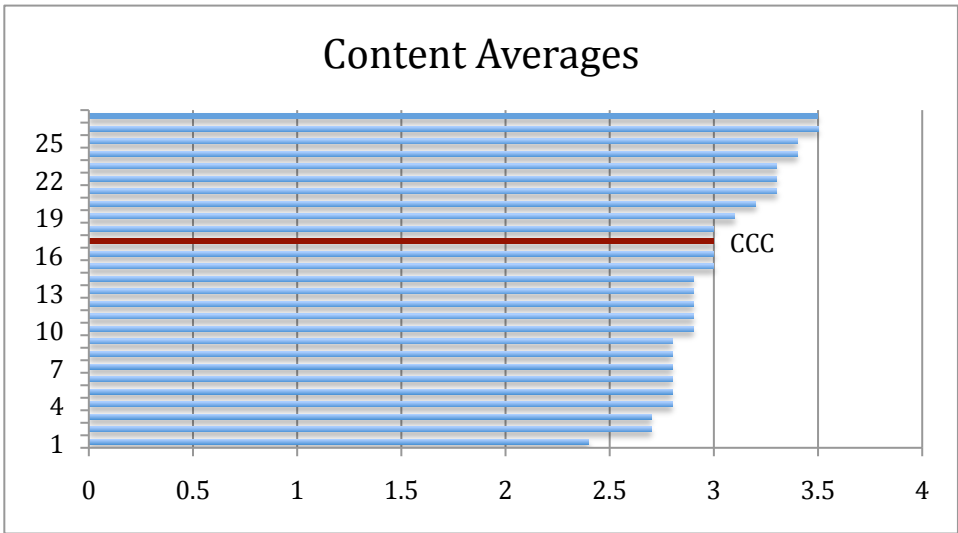
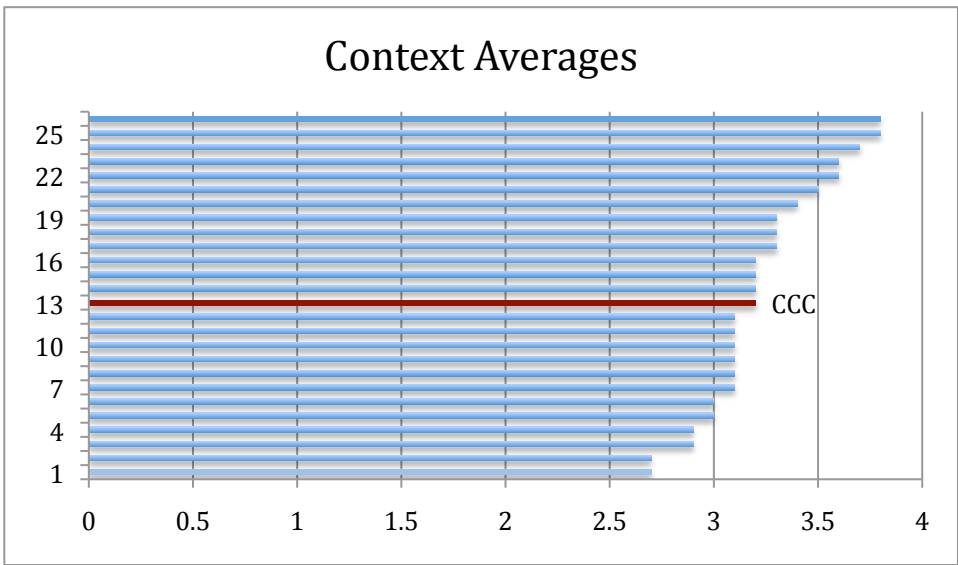


Once scores had been aggregated, averaged, and disaggregated by program, College-level results were shared with the General Education Committee on **June 28, 2011**. The following pages include data on College-level results as well as a preliminary Use of Results.

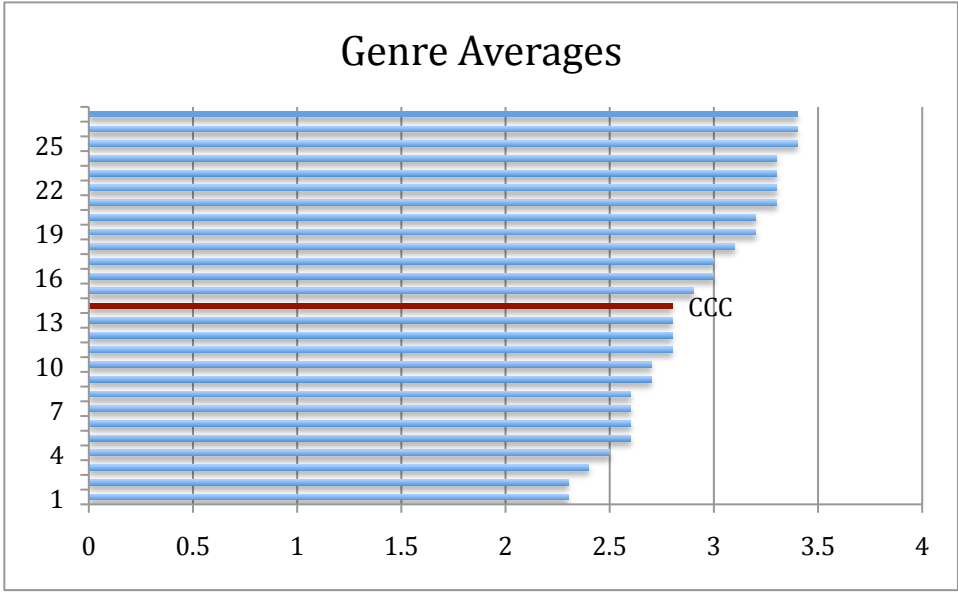




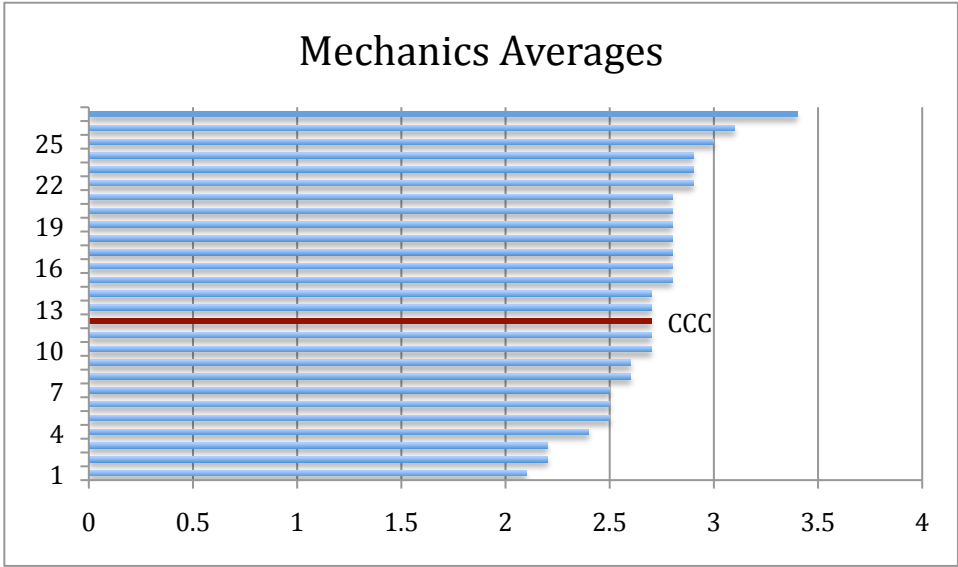
Scores of papers from DL Courses (N=69; IN:40 + HY:29)



### Genre Averages



### Mechanics Averages



## Preliminary Use of Results

Upon initial review of the data, here is a potential list of Uses of Results:

- Scoring: Assign only one program per reader. CACs become readers (of different, but closely-related program? (We probably need to discuss this more. There is more potential for bias if CAC buddies are evaluating each other's students' papers than with the more random reader-assignment method we used in May). In addition, CACs submitting papers and assignments should provide a detailed list of expectations, esp. for Content. CACs could also provide benchmarking samples so that readers have a better sense of what is expected.
  - For Content, determine what it is that readers should be scoring. Accuracy vs. level of detail; i.e. how can a CAC who is from a different program understand the accuracy of the content?
  - Evaluate program-level writing. Which programs emphasize writing already? To what degree? What writing instruction do their students receive? Where can additional writing instruction be inserted into the curriculum?
  - I moved this bullet up. Re-Assess papers. Once a focal point for improvement has been determined (e.g. Mechanics), re-evaluate (a random selection of?) papers for refined definition of *Mechanics*, and a more specific list of weaknesses (pick the top-10?). Devise workshops for students and faculty based on this analysis.
  - Offer Writing Workshops. Via Academic Support. Free to students. Once per semester. Instructors offer incentives for students to attend; e.g. extra credit. Require all ENG 111 students take David Hisle's Bb course on library research skills.
  - Offer Writing Workshops. To instructors. How to effectively emphasize, e.g. Mechanics.
  - A more concerted effort is needed to generate broader representation of DL courses (HY & IN).
  - Not all papers received from ENG 114 had student numbers on them. This prevented us from effectively determining which papers were written by students coded to the AA program. This certainly needs to be addressed for all future ILLO assessments.
- Effort to encourage students to do more writing, particularly in programs where writing is not traditionally emphasized.

