

SYNOPSIS OF FALL 2015 ASSESSMENT

Students will produce writing that is well organized, well developed, and clear.

Fall 2015 Written Communication assessment involved: 20 course sections, 360 students, and 22 faculty

Methodology of Assessing Institution-level Student Learning Outcomes (ISLOs)

Program chairs, each responsible for guiding the continuing success of an academic degree program at the college, detailed required coursework within their program where students are introduced to and develop mastery of each ISLO.

Faculty from disciplines and programs across DCC reviewed ISLO requirements and discussed ways that the ISLO is introduced, reinforced, and mastered by students at various levels.

Faculty developed a shared rubric and guidelines for assessing student competency within specified required courses with rating levels: Beginning, Developing, Meeting, and Exceeding.

Participating faculty applied the rubric to student work in fall 2015.

A designated faculty member served as ISLO leader to collect, organize, and analyze data from faculty using the rubric.

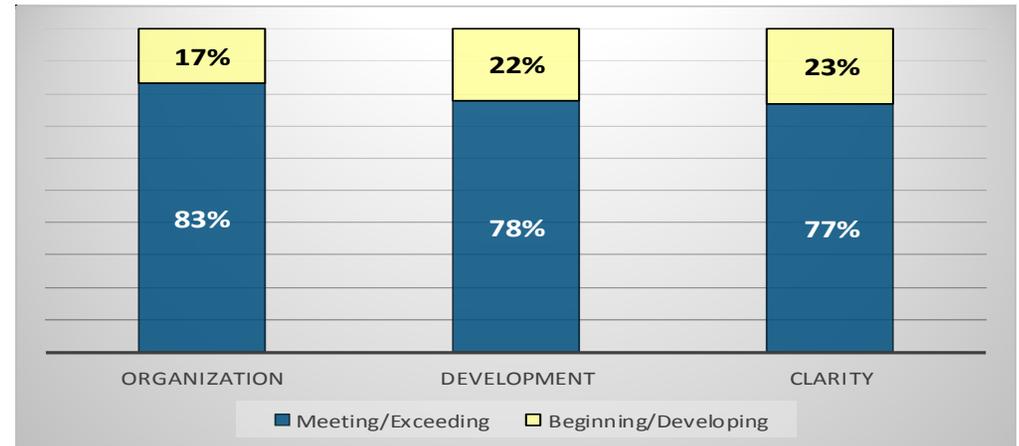
Participating faculty reviewed the results and analysis, and collaborated on final recommendations.

Recommendations Based on Assessment of All Six Institution-level Student Learning Outcomes

- Limit class size to increase student success in achieving and excelling in the institution-level student learning outcomes.
- Provide support and time for faculty to meet across programs/disciplines so that strategies can be developed and implemented that support student success in achieving and excelling in the institution-level student learning outcomes.
- During next assessment cycle, consider (1) norming sessions and/or holistic scoring, (2) capturing information about students who do not persist to semester's end, and (3) analysis that allows comparisons between achievement early and late in college career at DCC.

Findings and Conclusions

The Written Communication rubric identified three standards to assess for written communication: organization, development, and clarity. The graphic below indicates the percentage of students either meeting or exceeding the standard compared to the percentage of students who either did not meet the standard or at beginning stages of development.



The results indicate that the DCC students assessed are well on their way to being prepared for college-level writing upon completion of ENG 101 and that those who persisted to the end of a program at DCC improved as writers. Significant gains were noted in the numbers of students exceeding each of the standards in 200-level discipline-specific courses. Students in the early part of their course of study at the college need the most work on clarity, while students who are at the end of their programs could benefit from further work on development.

Recommendations Specific to Written Communication ISLO

- Share the Written Communication ISLO Rubric widely across campus as an effective tool for articulating expectations for both teaching and learning written communications.
- Continue to support and strengthen the DCC Writing Center.
- Develop a Writing across the Curriculum program led by a director of Writing.
- Seek grant opportunities for professional development and for on-campus projects focused on student writing.
- Continue to bring writing experts to campus for cross-disciplinary faculty development.