

Institutional Student Learning  
Outcome (ISLO)  
Assessment Summary Report  
Academic Year: 2017 – 2018  
ISLO#2: Written Communication

**Written Communication**

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

Report prepared by Faculty Assessment Leader Leah M. Akins, Ph.D. and Associate Dean of Academic Affairs Susan L. Rogers, Ph.D., in consultation with participating faculty.

Report submitted on October 1, 2018

## EXECUTIVE SUMMARY

### **Institutional Student Learning Outcome 2: Written Communication**

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

#### **SCOPE OF 2017 – 2018 ASSESSMENT:**

Courses from which Assessment Data is Gathered (# of sections): BUS102 (2), BUS104 (7), BUS210 (2), ELT218 (1), ENG102 (11), PAL230 (1), PAR102 (1), PAR240 (1)

Participating Faculty and Academic Department:

- AHBS: Palmatier, Violante
- BUS: Brennan, Fell, Hughes, Winship
- ENACT: Akins
- ENG: Cherciu, Espaillat, Goffe-McNish, Iraca, Klein, Kushner, Lang, O'Neill, Phillips, Rambadt, Upchurch-Mills

Number of sections: 26

Number of students: 497

#### **RESULTS AND RECOMMENDATIONS:**

<b>Result</b>	<b>Recommendation</b>
DCC students continued to exhibit college-level written communication skills at an acceptable level (70% or higher).	Aim to maintain or improve upon this level of success in Written Communication.
Students in the early part of their course of study need the most work on clarity, while students who are at the end of their programs could benefit from further work on development.	Seek ways to support these identified challenges in ways that match student timelines and progress.
Full-time students demonstrated stronger Organizational skills than part-time students.	Explore avenues for supporting part-time students' writing skills in Organization.
Students in themed ENG 102 sections outperformed those who were not in themed sections.	Explore evidence-based and innovative pedagogical strategies that may engage both instructors and students in writing skills and which may enhance both instructor and student enthusiasm towards writing skills development.
Analyses suggest that students assessed in 200-level non-ENG courses did not perform as well on the ISLO criteria as students assessed in ENG classes.	Design and implement an investigation into differences in both instructional methods and student performance in writing outside of ENG courses.

<b>Result</b>	<b>Recommendation</b>
Faculty that emphasize writing skills-development and processes for review and revision implement incremental instruction, structuring the course to build skills over time through the use of low-stakes writing assignments.	Consider and implement ways to expand the use of incremental instruction, low-stakes writing assignments, review and revision of multiple drafts.

### **CONCLUSIONS:**

The Assessment team suggests that a Writing Across the Curriculum program would be one promising avenue to address the major points of these recommendations in a holistic manner. Specifically, a WAC program would provide structure and training to instructors across disciplines in evidence based teaching methods that support skills development. Listed below are suggested resources to support action on these recommendations. Finally, in order to aid in the continued usefulness and validity of the Assessment process, including data collection, analysis, and interpretation, the assessment team recommends that assessment planning for the next cycle include thoughtful discussion around framing high-impact research questions and maximizing interrater reliability.

<b>Action Item</b>	<b>Potential Resources</b>
Explore evidence-based and innovative pedagogical strategies that may engage both instructors and students in writing skills-development	Reassigned time for faculty, perhaps through Innovative Educator project
Design and implement an investigation into differences in both instructional methods and student performance in writing outside of ENG courses	Hire faculty or support faculty development of on-campus expertise in Writing Across the Curriculum
Empower faculty to engage in evidence-based, innovative pedagogical strategies which may enhance both instructor and student enthusiasm towards writing skills development	Reassigned time for faculty, perhaps through Innovative Educator project