

RSC General Education Assessment

Effective Written Communication Summary of Results

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July 2022

Overview

Rose State College has established three primary learning outcomes for General Education coursework. These General Education Outcomes are Effective Written Communication, Quantitative Reasoning, and Diversity Awareness. The college conducts a campus-wide assessment of one outcome per year, on a rotating basis. For the 2021-2022 academic year, Effective Written Communication was the General Education Outcome assessed.

The college defines Effective Written Communication as the ability to compose a quality written document on a collegiate level. Such communication includes the following characteristics:

- Development of a Central Idea
- Diction
- Organization
- Support
- Sentence Structure
- Grammar and Mechanics

Assessment Instrument

The RSC Written Communication assessment instrument is an internally developed measure created by the College Assessment Committee and English Composition faculty. The instrument includes an objective multiple-choice measure that assesses students' ability to recognize correct grammar, punctuation, spelling, and usage tenets as well as structural and functional elements of formal essays. The first portion of the instrument collects basic demographic information, allowing for data analysis on subgroups. The second portion addresses student's knowledge on essay writing, while the third portion focuses on student's grammar skills.

Results of Spring 2022 Assessment

The survey was distributed to the entire student population during the last half of the spring semester. A total of 728 students started the survey. However, less than half of the students who started the assessment completed it. For this report, student responses are broken into three groups: those who fully completed the measure, those who partially completed the measure, and those who did not answer any content questions on the measure. The Partial Completion group tended to drop out between the Essay portion of the instrument and the Grammar portion. (Table 1) For this reason, results of the Essay and Grammar categories are reported separately below. (Tables 2-3)

Table 1: Student Response Rates

Response Group	Number of Students	Completed Demographic Portion	Completed Essay Portion	Completed Grammar Portion
			Content Questions	
Fully Completed	305	YES	YES	YES
Partially Completed	96	YES	YES	NO
Insufficient Responses	327	YES	NO	NO
	728	728	401	305

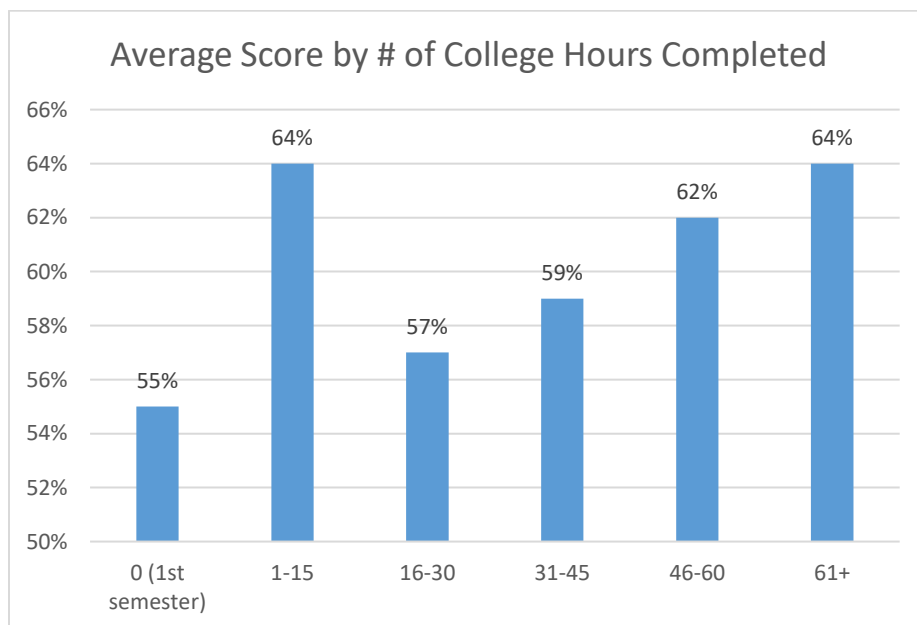
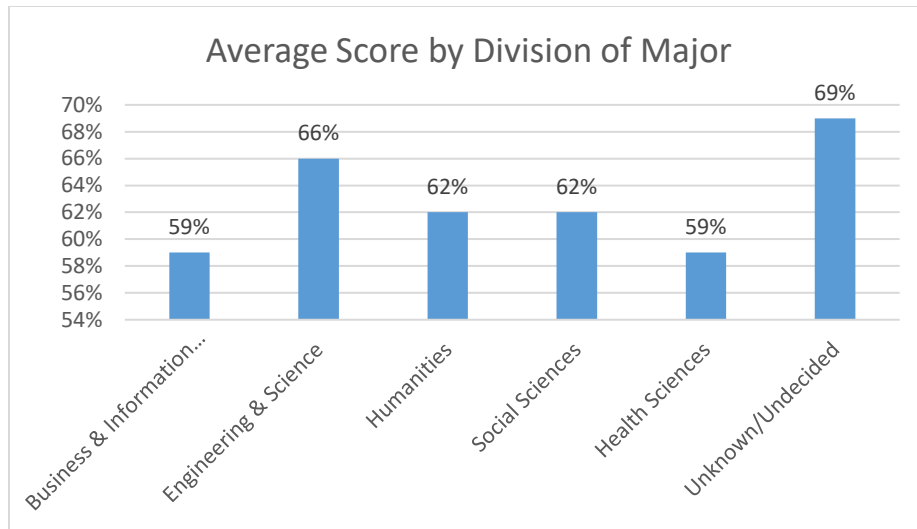
Table 2: Student Performance on Essay Portion

Student Scores	Number of Students	Percentage
Unsatisfactory: Below 50%	76	18.95%
Developing: 50%-69%	98	24.44%
Satisfactory: 70% or above	227	56.61%
Total	401	100%

Table 3: Student Performance on Grammar Portion

Student Scores	Number of Students	Percentage
Unsatisfactory: Below 50%	82	26.88%
Developing: 50%-69%	137	44.92%
Satisfactory: 70% or above	86	28.20%
Total	305	100%

Additionally, distinctions in performance can be observed across academic divisions as well as number of college hours completed. The charts below reflect the average overall score attained on the assessment (including essay and grammar portions) for the group of students who fully completed the assessment.



Observations

Out of the 305 students who fully completed the measure, about 10% were concurrently enrolled students. This might contribute to the higher average scores seen for students with few college hours completed or with unknown/undecided majors.

Clearly, students found the Grammar portion of the assessment more challenging, as evidenced by performance scores as well as the number of students who chose to exit the assessment at that point. Faculty and staff are encouraged to seek opportunities to improve student learning in this area.

Because participation is voluntary, student motivation continues to be a known area of concern for collecting meaningful data.