

General Education Communication Assessment, 2023-24

In 2023-24, the Learning Assessment Committee and the General Education-Communication Work Group assessed the following general education outcome: Communicate information and concepts in oral and written formats. The assessment was conducted by drawing a random sample of class sections from courses mapped to the Communication General Education outcome. The sampling technique also focused on sections with a relatively high percentage of students with 45+ credit hours earned. Instructors of selected sections then submitted student artifacts that the instructor identified as the most intensive communication work in that class, which included papers, exams, journals, and presentations. Each assignment was then mapped to the rubric in order to ensure students were assessed only on the categories that were expected as part of the given course assignment.

Faculty volunteers from across the College attended assessment sessions, which involved group norming followed by scoring papers in six categories. Scoring was based on a 4-point scale (4=excellent, 3=good, 2=fair, and 1=poor). In all, 750 assessments were scored, and each assessment was read by two faculty members (with a third reading for scores that were more than one point apart). The criterion for success was set at 70% of students scoring a 3 or higher on the rubric (individual items and overall). The tables below show the high-level results of the project.

Table 1. Overall Results by Learning Outcome Category: Three-Year Comparison (2019, 2022, and 2024)

Learning Outcome Category	% Scoring 3 or Higher		
	FY2019* - Primary (N=891)**	Spring 2022 - Follow-Up (N=788)**	Spring 2024 – Primary (N=750)**
Organization	65.0	65.4	88.4
Paragraphs/Transitions	73.7	69.9	83.1
Control	68.9	75.3	88.4
Support/Evidence	73.5	69.3	86.0
Word Choice/Grammar	64.2	76.3	91.3
Mechanics	78.8	79.8	92.5
Overall	63.4	64.8	77.6

*The FY2019 assessment was conducted in Fall 2018.

**Not all artifacts were assessed on all six criteria.

In spring 2024, students met the criteria in each of the six learning outcomes categories of the rubric and overall. Additionally, students scored higher in all categories when compared to the 2019 and 2022 results. Scores were in the ninetieth percentile for the categories of “word choice/grammar” and “mechanics” for the students assessed in spring 2024.

Table 2 shows the percentage of students meeting the criteria for each of the learning outcomes categories and overall, by the number of credit hours earned. Students with 31-44 and 45+ credit hours earned scored in the ninetieth percentile for the categories of “word choice/grammar” and “mechanics.”

Table 2. Overall Results by Learning Outcome Category and Earned Credit Hours: Spring 2024*

Learning Outcome Category	% Scoring 3 or higher			
	0-15 (n=27)**	16-30 (n=95)**	31-44 (n=128)**	45+ (n=495)**
Organization	88.9	89.5	82.8	89.5
Paragraphs/Transitions	85.2	87.4	75.8	84.0
Control	96.3	88.4	85.2	88.9
Support/Evidence	92.6	91.6	82.8	85.5
Word Choice/Grammar	81.5	86.3	94.5	91.9
Mechanics	85.2	89.5	95.3	92.7
Overall	74.1	76.8	75.0	78.8

*Students that did not report the number of credit hours earned are not included in Table 2.

**Not all artifacts were assessed on all six criteria.

Next Steps: In FY2025, the Learning Assessment Committee and General Education-Communication Work Group will gather feedback and develop a Communication Improvement Plan for the College. The plan will be implemented in FY2026, and a follow-up assessment of this outcome will be conducted in FY2027. More information on the Communication outcome can be found on the [Communication HIP page](#).