

In 2019-2020, the Learning Assessment Committee and the General Education-Communication Work Group assessed the general education outcome “communicate information and concepts in oral and written formats.” While the results of the [Spring 2018 Community College Survey of Student Engagement \(CCSSE\)](#) and the [Harper Follow Up Survey](#) revealed that a majority of students believe that they were successfully engaging in communication in the classroom, results of the assessment show areas for improvement, particularly in the “organization” and “word choice/grammar” categories. Results of the study also indicate that students with 31-44 credit hours earned scored lower overall than the other student categories.

After reviewing the assessment results and feedback gathered in spring 2020, the Work Group developed the following Improvement Plan. The plan focuses on faculty development and communication of effective learning activities and assignments, and attitudes about students and learning that positively impact students’ communication skills.

The Learning Assessment Committee, General Education-Communication Work Group, and Outcomes Assessment Office will work jointly to implement this plan throughout the 2020-2021 academic year. These groups will partner with the Academy for Teaching Excellence for faculty development initiatives, as well as other campus stakeholders in an effort to improve students’ communication skills.

Communication: Faculty, Staff and Students

- Improve documents and accessibility of documents available to faculty and staff on the HIP portal. Move the *College-Level Writing Expectations* documents to a more prominent location on the Communication HIP page.
- Add a “Did You Know” resource folder in Blackboard for intense writing courses and explore adding resources to the Academy for Teaching Excellence page.
- Use the *Anthology* as a resource for excellent writing samples and reach out to faculty for quality writing examples.
- Develop and deploy a survey to elicit feedback and samples of excellent writing from faculty in multiple disciplines.
- Address curriculum mapping issues by developing a document that defines the outcome and provides specific examples of the course mapping categories of introduce, reinforce, and practice as a resource for faculty.
- Share the *What is College-Level Writing* document with students, particularly in courses that are writing intensive.
- Explore the possibility of adding this outcome to syllabi and course outlines; this will be tabled until this is explored more broadly for all General Education outcomes across the college.

Professional Development

- Explore the interest and feasibility of offering one or more General Education Courses (GECs) in 2020-2021 focusing on the development of writing prompts and rubrics.
- Investigate developing and hosting informal workshops in 2020-2021 that would provide guidance on best practices when teaching writing.

Next Steps: A follow-up General Education assessment of this outcome will be conducted in FY2022.

Questions? Contact Michael Bates, General Education-Communication Work Group Chair at mbates@harpercollege.edu or Deann Surdo in the Outcomes Assessment Office at dsurdo@harpercollege.edu.