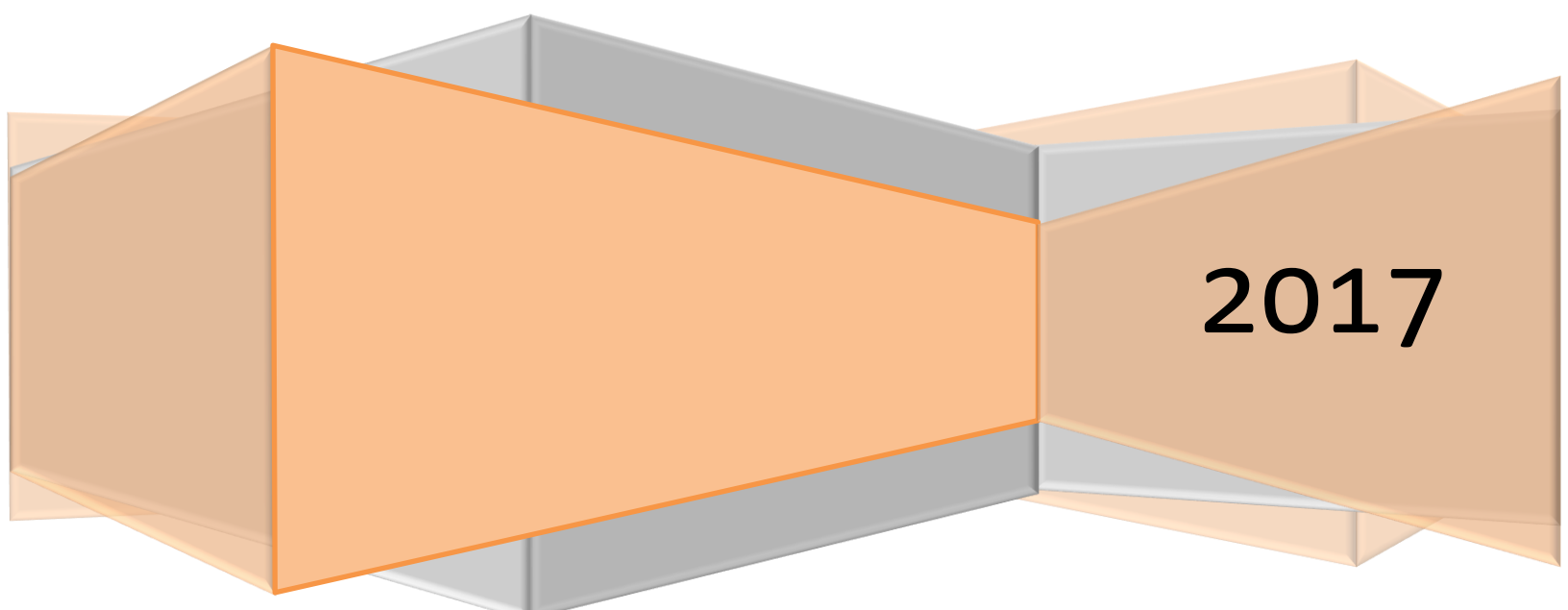


Hennepin Technical College

Institutional Assessment of Student Learning Written Communication-Embedded

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2017

Report of 2016 Institutional Assessment of Learning – Written Communication

Introduction

The HTC Assessment Committee took on the task of continuing to evaluate the success of HTC students with respect to the stated institutional outcomes. A pilot in critical thinking had been conducted in the spring of 2012, and the assessment committee was seeking a method to perhaps evaluate more than one outcome in a manner that would benefit the students. In spring 2013, the decision was made to assess oral and written communication and technological literacy by conducting student interviews. This method would allow students to participate in a non-threatening interview, gain feedback on their cover letters, resumes, and interview skills before completing their awards and entering the work environment. While participation from faculty was excellent, voluntary student participation in this activity was dismal; so the Assessment Committee made the decision to embed the oral communication assessment in classroom presentations in the fall of 2013 and continues this embedded communication assessment into FY15. In FY2016, the Assessment Committee made the decision to embed written communication and gather samples for scoring against the rubric established.

Instrument

The rubric for written communication had previously been established, and was modified slightly for this exercise (selected only Knowledge of Conventions and Organization to be evaluated) (Appendix A). Faculty were asked to participate and include a writing assignment in their course curriculum. Two raters assessed each student. Both raters were instructed in using the rubric.

Methodology

All students enrolled in the participating courses for both Fall and Spring terms were rated. After the scores had been recorded.

Scoring was 1-Developing, 2-Basic, 3-Proficient and 4-Superior. Sign-up for both courses and raters was handled by the Assessment Committee chair and the Team-up software was used for this process.

Results

A total of 48 courses participated and 814 writing samples were rated utilizing the established rubric. From the 814 scores were analyzed for the participants. Results will be presented below.

I. ENTIRE POPULATION

Students' scored proficient in their overall rating (Table 1 Mean Composite Score).

Table 1.

	Knowledge of Conventions: Use of Standard American English	Organization
N	814	814
Mean	2.7	2.9

Conclusion

Participation overall was greater than with the interview assessment project and greater than the FY15 oral communication effort. The excel spreadsheet allowed for ease of rating and fewer errors.

A decision must be made with respect to the expected outcome mean for this assessment. At what level will we expect our students to perform and what type of remediation will take place if the students do not meet our expected level? These questions still need to be addressed by the Assessment Committee.

APPENDIX A
Presentation Rubric for Written Communication
HTC College-Wide Assessment Project

	Superior (4)	Proficient (3)	Basic (2)	Developing (1)
Knowledge of Conventions: Use of Standard American English	Writing is virtually error free in terms of mechanics. Grammar, spelling and other English conventions are always accurate.	Writing follows the normal conventions of grammar and spelling. Some minor errors may occur, but they do not interfere with the message.	Writing shows frequent errors in spelling, grammar, sentence structure and/or other writing conventions. A pattern of errors causes some difficulty for the reader, and may interfere slightly with the message.	Writing shows serious mechanical errors and a lack of understanding of written conventions. Repeated errors interfere with the message and cause serious strain for the reader.
Organization	Organization shows logical order of information, which is conveyed explicitly to the reader and meets expectations; follows conventions required by the writing situation.	Organization follows an established pattern and shows logical order of information; follows appropriate structure and conventions required by the writing situation.	Organization shows order of information, which may not be completely logical to the reader; may not follow all the requirements and conventions required by the writing situation.	Organization shows no apparent logic related to the order of information; doesn't demonstrate ability to use conventions required by the writing situation.