

# CSU Maritime Academy– Institution-Wide Assessment Council (IWAC)

AY 2016 - 2017

Assessment Report Institution Wide SLO A -- Communication



## Report on IWSLO A: Communication “Coherently and persuasively share information”

### OBJECTIVES

Measure the extent to which Cal Maritime Students “coherently and persuasively share information.”

Give recommendations for improving assessment efforts.

Give recommendations (where applicable) for improving program effectiveness.

### METHODOLOGY

We used a rubric approved by IWAC in 2015 to assess **written** communication in 5 dimensions addressing “Content,” “Organization,” and “Mechanics.” The last dimension is broken down into three subcategories (see Appendix B). The rubric was applied to 99 student papers in a variety of 100, 200, and 300-series courses. All the papers came from courses in writing, literature, or critical thinking.

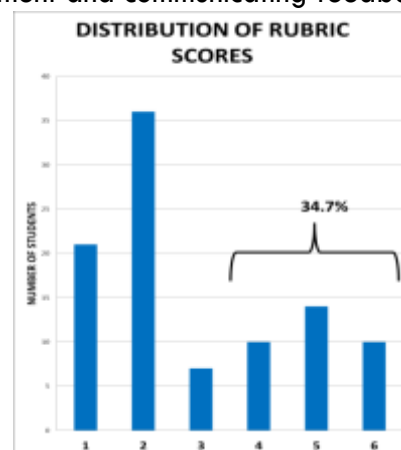
The dimensions given above were assessed on a 6-point scale: 1-2 (poor), 3-4 (acceptable), and 5-6 (excellent).

The data was entered into CampusLabs.com’s “Baseline” rubric scoring platform. We discovered that while Baseline is useful for course-level assignment assessment and communicating feedback to students, it is not ideal for program or institution-level assessment as currently configured. However, some useful information can be gleaned from the data as currently compiled.

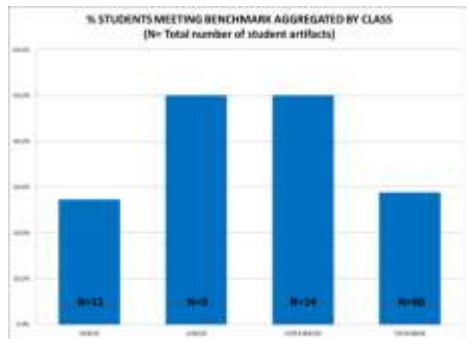
### RESULTS

Of the 99 papers assessed, the average score was 59.2%, well below the 70% benchmark that IWAC hopes to see. Just under 35% of individuals showed competency at benchmark-level or above (rubric score of  $\geq 4$ ).

The scores were distributed throughout the range, with large groups of scores of 48% (11), 60% (10), 68% (10), but another 11 at 80%. This suggests that performance is widely scattered, although the majority of scores fell below the 70% benchmark. These papers were largely from students in introductory writing or literature courses, although



several were from an "upper-division" literature course.



Since the rubric is designed to assess at "capstone" level, it is scored as though the student was at graduation without regard for position in the student's program. Thus it is not surprising to find so many beginning and intermediate level writers performing below the benchmark.

With further data analysis and with the newest Campuslabs.com assessment product becoming available in the next month or two, other trends may emerge.

## RECOMMENDATIONS

The communication IWAC assessment shows one major shortcoming immediately: although "communication" is meant by the IWSLO to include all forms of sharing information, the assessment method this year only sought to gather information on written artifacts. The difficulty of obtaining useful verbal or oral assessment artifacts months after the fact is obvious.

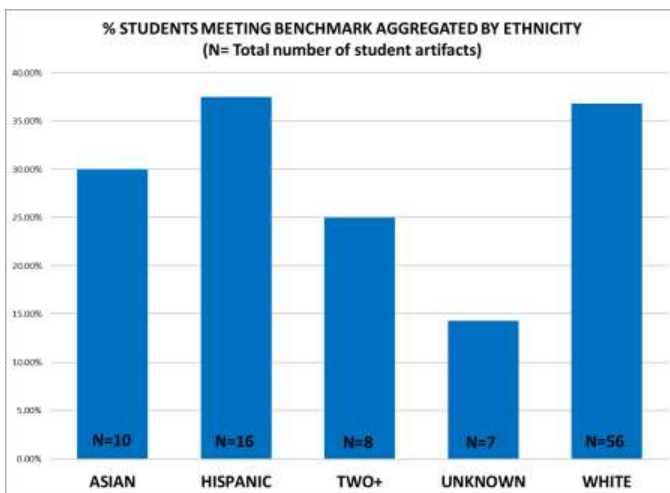
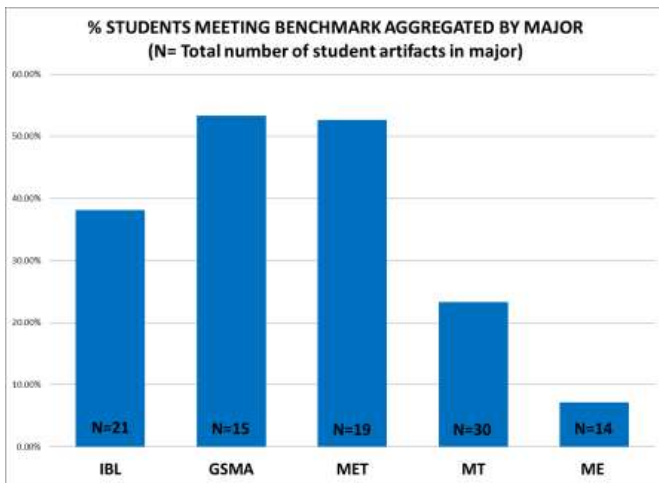
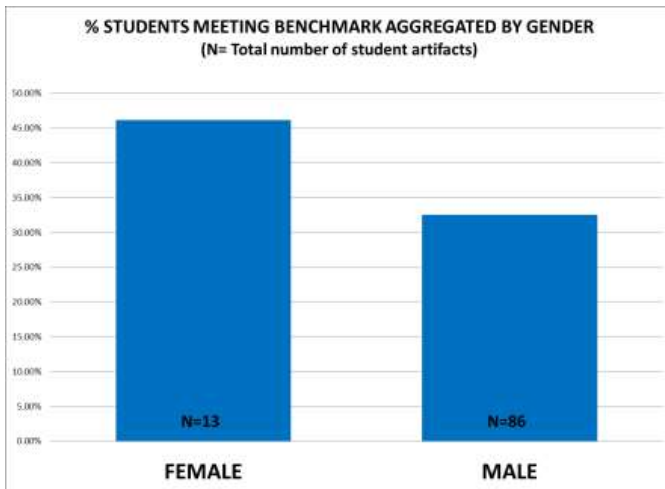
New institution-level assessment methods may alleviate this issue by making course/program-level assessments available to institution-wide assessors.

Another shortcoming this year, as in years before, is that all the assessment was done on artifacts produced in one department (C&C). This practice does not provide a complete picture of institution-wide progress in teaching and encouraging communication skills. Future assessments may benefit from seeking data reflecting written and oral communication practices in a variety of courses and programs.

The data produced this year is still being analyzed by the committee; this report will be updated as necessary with those findings as well as new analysis when Campuslabs.com is fully operational and available.

APPENDIX A: GRAPHIC REPRESENTATION OF DATA BY DEMOGRAPHIC GROUP and MAJOR  
APPENDIX B: IWAC 2016 WRITTEN COMMUNICATION RUBRIC

APPENDIX A



## APPENDIX B

IWAC Written Communication: Writing Skills Assessment Rubric

	POOR	ACCEPTABLE	EXCELLENT
CONTENT	Lacks or demonstrates only limited idea development with few details and/or weak supporting evidence.	Demonstrates some depth of idea development with specific sufficient details, and/or adequate supporting evidence.	Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough supporting evidence.
	1 – 2	3 – 4	5 – 6
	POOR	ACCEPTABLE	EXCELLENT
ORGANIZATION	Rambling and/or unfocused, with main theme and supporting details (if any) presented in a disorganized, unrelated way.	Demonstrates some grasp of organization, with a discernible theme and supporting details.	Clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework.
	1 – 2	3 – 4	5 – 6
	POOR	ACCEPTABLE	EXCELLENT
MECHANICS: A Syntax	Incomplete or incorrect sentences, frequent fragments, comma-splices, or run-ons, often confusing or awkward, excessively wordy.	Uses complete sentences perhaps with occasional errors; lacks complexity, variety or style. Somewhat wordy or awkward.	Uses complex and complete sentences with variety, precision, and interest. Sophisticated diction.
	1 – 2	3 – 4	5 – 6
	POOR	ACCEPTABLE	EXCELLENT
MECHANICS: B Grammar	Frequent or systemic subj/verb or tense errors, many pronouns with unclear antecedents, confusing or improper use of modifiers.	Occasional subj/verb or tense error, infrequent pronoun mistake or awkward modifier usage. Occasional error in word choice or usage.	Grammatically correct, precise, clear and compelling.
	1 – 2	3 – 4	5 – 6
	POOR	ACCEPTABLE	EXCELLENT
MECHANICS: C Punctuation	Frequent comma/semicolon or colon confusion, systemic apostrophe errors, poorly used or missing quotation marks.	Occasional misuse of comma/semicolon or colon, or infrequent apostrophe error, generally clearly and adequately punctuated.	Proper punctuation marks used correctly when and where necessary to provide clarity to writing.
	1 – 2	3 – 4	5 – 6

Dear colleague, please select at random several student papers and assess them according to this rubric. This can be done while you are assigning final grades.

Comments \_\_\_\_\_

\_\_\_\_\_

STUDENT NAME \_\_\_\_\_