

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

AY 2019-20

Annual Learning Results Institution Wide SLO (A): Written and Oral Communication


Report on ILO (A): Written and Oral 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

In the Academic Year 2018-2019, the IWAC conducted an assessment of Institutional Learning Outcome A (ILO-A), Communication. Data were requested from all departments and gathered from assessments done by faculty in their courses using a 4-point rubric. Assessment was divided into two fields, written and oral (which correspond to two distinct WASC Core Competencies). Each was assessed at the introductory and mastery level. Assessment scores were aggregated by major, ethnicity and gender (Appendices A and B).

On the introductory level, artifacts were gathered from multiple sections of EGL 100: English Composition and EGL 110: Speech Communication. 145 students were enrolled in EGL 100 during AY 18-19; artifacts by 95 different students were gathered from five sections of the course (capturing 65% of the students enrolled in EGL 100). 182 students were enrolled in EGL 110 during AY 18-19; artifacts by 116 different students were gathered from five sections of the course (capturing 64% of the students enrolled in EGL 110).

On the mastery level, artifacts were gathered from multiple major-specific upper division courses. For GSMA, a total of 14 of 23 theses were assessed from one section of the senior capstone course (capturing 60% of GSMA seniors). For IBL, 54 artifacts were assessed from MGT 400: Strategic Management, the IBL senior capstone course (capturing 95% of senior IBL majors). For ME, 42 artifacts were assessed from ME 349: Fluid/Thermal Laboratory, a senior level lab course (capturing 100% of senior ME majors).

Supplementary data were collected from the Graduate Writing Exam which was administered in fall and spring across all majors as a challenge to the required course EGL 300 Advanced Writing.

On the introductory level, all written communication artifacts were assessed using the AAC&U Leap VALUE Rubric for Written Communication [see Appendix C]; all oral communication artifacts were assessed using a modified version of the AAC&U Leap VALUE Rubric for Oral Communication [see Appendix D]. Both are four-point rubrics containing five dimensions that were applied in each course to one or more assignments identified by the instructor. The Written Communication rubric dimensions included "Context & Purpose," "Content Development," "Genre & Discipline," "Sources & Evidence," and "Syntax & Mechanics." The Oral Communication rubric dimensions included "Organization," "Language," "Delivery," "Supporting Material," and "Message/Overall Clarity."

On the mastery level, different rubrics were used by different departments. The LEAP Rubrics for Written and Oral Communication were suggested as a template to course instructors who modified them as appropriate to their courses:

- GSMA used a 5 point rubric and assessed three dimensions: "content," "sources," and "mechanics."
- ME used a 4 point rubric and assessed two dimensions: "content," and "syntax."
- IBL used the recommended AAC&U Leap VALUE rubrics described above.

RESULTS

The benchmark was set for 70% of student artifacts to score 3 or above on a 4 point scale.

WRITTEN COMMUNICATION

At the introductory level, the benchmark for WRITTEN COMMUNICATION was met for four of five dimensions: "Context & Purpose" (74.7%), "Content Development" (70.5%), "Sources & Evidence" (76.6%), and "Syntax & Mechanics" (72.6%). The benchmark was missed for Genre & Discipline, with only 61.1% of students scoring a 3 or above.

Data were analyzed to account for demographics, but samples sizes were small: 8 out of the 95 artifacts were written by first-generation students; 9 out of 95 artifacts written by women (but since only 17 women took EGL 100 in AY 18-19 this represents over 50% of the female population enrolled in the course). Female students exceeded the benchmark in all five dimensions. Male students failed to meet the benchmark in "Genre & Discipline" (just 59.3% of the 86 male students met the benchmark, underperforming compared to the 77.8% of the 9 female students who met the benchmark. Male students also underperformed female students in "Context & Purpose" (69.8% of male students met the benchmark while 77.8% of female students did). Data were also analyzed for underrepresented minority student artifacts; URM underperformed in Content (68.4%) and Genre (63.2%) but exceeded the benchmark in the other dimensions.

Data were also broken down by majors with the following results:

- All 22 artifacts from ME majors met the benchmark in all five dimensions;

- All 19 artifacts from MT majors met the benchmark in all five dimensions;
- Of the 15 artifacts from MET majors represented, all met the benchmark in 2 of 5 dimensions, but only 60% met the benchmark in "Context & Purpose," 60% met the benchmark in "Content Development," and just 40% met the benchmark in "Genre and Discipline." (This was the lowest performance for this dimension among any of the majors represented.)
- Of the 22 artifacts from IBL majors represented, all met the benchmark in 3 of 5 dimensions, but only 54.5% met the benchmark in "Genre & Discipline" and 59.1% met the benchmark in "Syntax & Mechanics;"
- Of the 15 artifacts from GSMA majors represented, none met the benchmark in any of the five dimensions. 66.7% met the benchmark in "Context & Purpose," 66.7% met the benchmark in "Content Development," 53.5% met the benchmark in "Genre & Discipline," 64.3% met the benchmark in "Sources & Evidence," and 60% met the benchmark in "Syntax & Mechanics."
- Not enough artifacts from FET majors were represented to draw meaningful conclusions.

At the mastery level in WRITTEN COMMUNICATION, GSMA used a 5 point rubric and assessed three dimensions: "Content," "Sources," and "Mechanics," which map onto the AAC&U VALUE Leap rubric categories of "Content Development," "Sources & Evidence," and "Syntax & Mechanics." Because GSMA used a 5 point rubric, the benchmark was set at 4 out of 5. 84.6% of artifacts met the benchmark for "Content" and 76.9% met the benchmark for "Sources." However, only 57.1% met the benchmark for "Mechanics." With a total sample size of 13 there were not enough students to meaningfully breakdown the data by gender, race, etc.

ME used a 4 point rubric and assessed two dimensions: "content" and "syntax," which map onto the AAC&U VALUE Leap rubric categories of "Content Development" and "Syntax & Mechanics." The benchmark was set at 3 out of 4. While 81% met the benchmark for syntax, only 50% met the benchmark for content development. With a total sample size of 42 there were enough artifacts to get some demographic data: 66.7% of 9 Asian students met the benchmark for content compared to 53.3% of 15 white students and 37.5% of 8 URM students. Female students underperformed in content, with just 20% meeting the benchmark for content compared to a 54.1% of male students; however, the sample size was small, consisting of just 5 women. All groups performed similarly in "syntax."

IBL used the recommended AAC&U Leap VALUE rubrics. Benchmark was set at 3 out of 4. Artifacts from IBL majors exceeded expectations in "Context and Purpose" (which 88.9% of majors meeting the benchmark) and "Genre & Discipline" (with 94.4% of majors meeting the benchmark). However, IBL majors failed to meet the benchmark in three out of five dimensions: "Content Development" (57.4%), "Sources & Evidence" (48.1%), and "Syntax & Mechanics" (46.3%). IBL did not provide student ID numbers so we were unable to access demographic data.

MT provided data on artifacts that were discovered to be inappropriate for IWAC assessment. One artifact - an excerpt from a cruise book report - was not sufficient to demonstrate mastery because it was written just after the sophomore year. The senior-level artifact (a logbook) was not sufficient to assess written communication. The STCW "rubrics" used to assess MT student work are "single variable scores for the achievement of programmatic outcomes which leads to the reporting of results that are not actionable" (WASC Report, 2019).

No mastery level artifacts were assessed from ET.

ORAL COMMUNICATION

At the introductory level in ORAL COMMUNICATION, five dimensions were assessed: "Organization," "Language," "Delivery," "Supporting Material," and "Message/Overall Clarity." the benchmark for ORAL COMMUNICATION was 70% achieving a score of 3 or greater on a 4 point scale for all five dimensions. The benchmark was met for four of five dimensions: "Language" (78.4%), "Delivery" (77.6%), "Supporting Material" (83.6%) and "Message/Overall Clarity" (77.6%). The benchmark was missed for Genre & Discipline, with only 65.5% of students scoring a 3 or above.

Data were also broken down by majors with the following results:

- All 2 artifacts from ME majors met the benchmark in all five dimensions;
- All 63 artifacts from MT majors met the benchmark in all five dimensions;
- Of the 22 artifacts from ET majors represented, all met the benchmark in 3 of 5 dimensions, but only 59% met the benchmark in "Organization" and "Clarity."
- Of the 13 artifacts from IBL majors represented, all met the benchmark in 3 of 5 dimensions, but only 53.8% met the benchmark in "Organization" and 69.2% met the benchmark in "Language."
- Of the 16 artifacts from GSMA majors represented, all met the benchmark in 3 of 5 dimensions, but only 62.5% met the benchmark in "Organization" and 68.8% met the benchmark in "Language."

At the mastery level, the same rubric and benchmark were used. ME assessed two of the five dimensions ("Organization" and "Delivery"). GSMA and IBL assessed all five dimensions. The benchmark was met for all dimensions for the three majors (GSMA, IBL, and ME) from which data were gathered, except IBL did not meet the benchmark in "Clarity" (59.3%).

RECOMMENDATIONS

- The distribution of artifacts DOES NOT span all majors and academic classes and therefore does not provide an accurate representation of the demographic profile of the University. IWAC recommends acquiring a distribution of artifacts that *does* span all majors and academic classes.
- In many cases, sample sizes were a problem, even when we seemed to have a large number of artifacts. We collected artifacts from several sections of EGL 110 representing 64% of students who took the course in 2018-2019. But, because sections were block-enrolled by major, this was not actually a random sample. Only 2 ME students happened to be enrolled across all of the sections from which samples were collected, so we have almost no information about an entire cohort of students and how they're performing at the introductory level in Oral Communication. IWAC recommends that in the next cycle we gather data from *all* sections of EGL 110.
- Over AY 2018-2019 the MT department chair and assessment coordinator were part of conversation about how to best work with IWAC, and those conversations revealed that oral and written communication were *not* really part of major courses; MTs were taught these in general education courses. The MT Department is already taking steps to integrating communication instruction into major courses by creating a capstone project. IWAC supports the creation of this project.

- To bolster faculty participation, we recommend integrating rubrics into Brightspace to make the assessment process more streamlined.
- We recommend creating a more detailed calendar for assessment at Cal Maritime, which will include specific directives for department chairs to issue to the instructors of record, and disseminating this calendar at the Fall 2019 faculty retreat
- We recommend that C&C investigate why certain groups and majors are failing to meet the benchmarks in EGL 100 and EGL 110, and propose strategies for improving student performance by the end of this assessment cycle (May 2020).
- We recommend that departments that did not meet the benchmarks in any of the dimensions of the rubric propose strategies for improving student performance by the end of this assessment cycle (May 2020).

Appendix A: Written Communication Figures

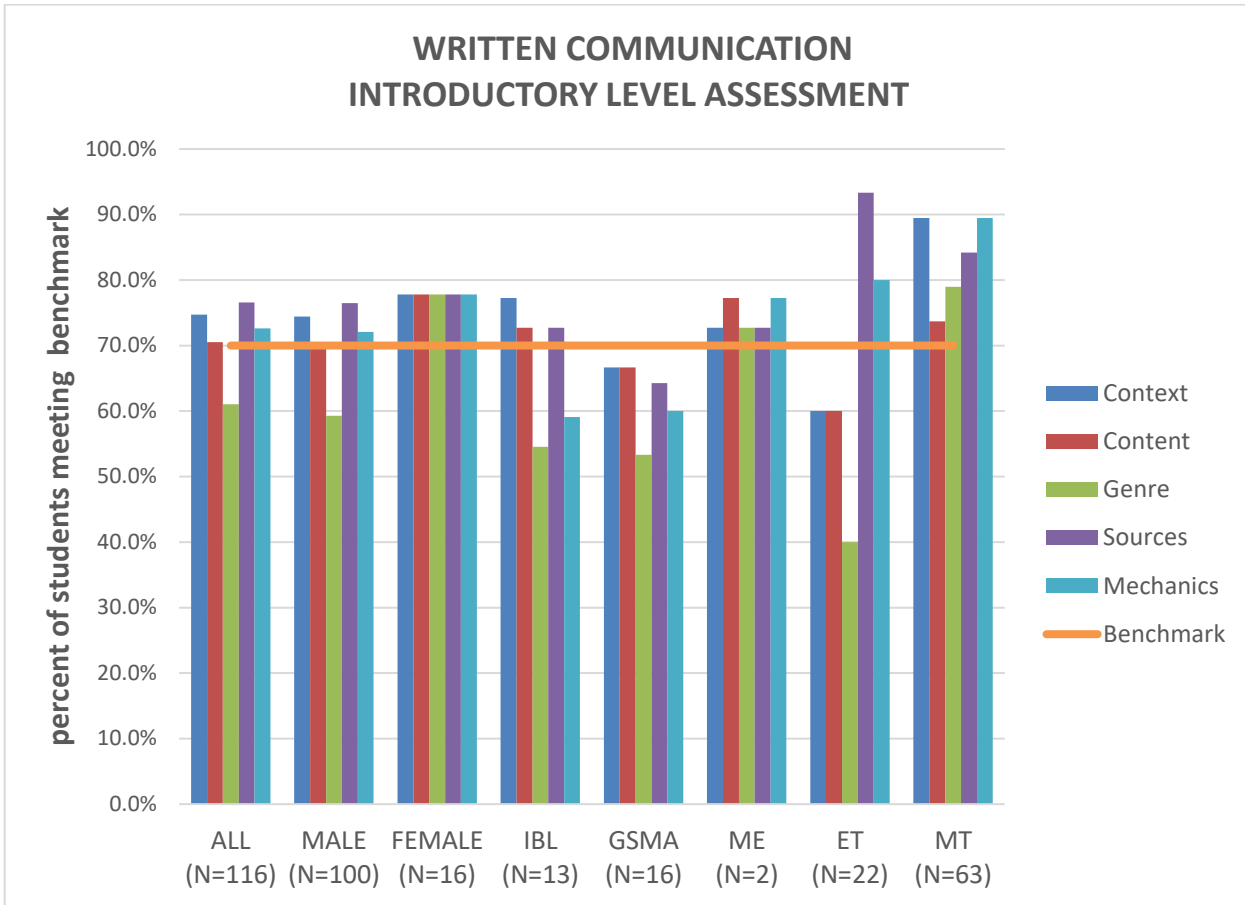


Figure A.1. Written Communication Introductory Level Assessment by Major and Gender

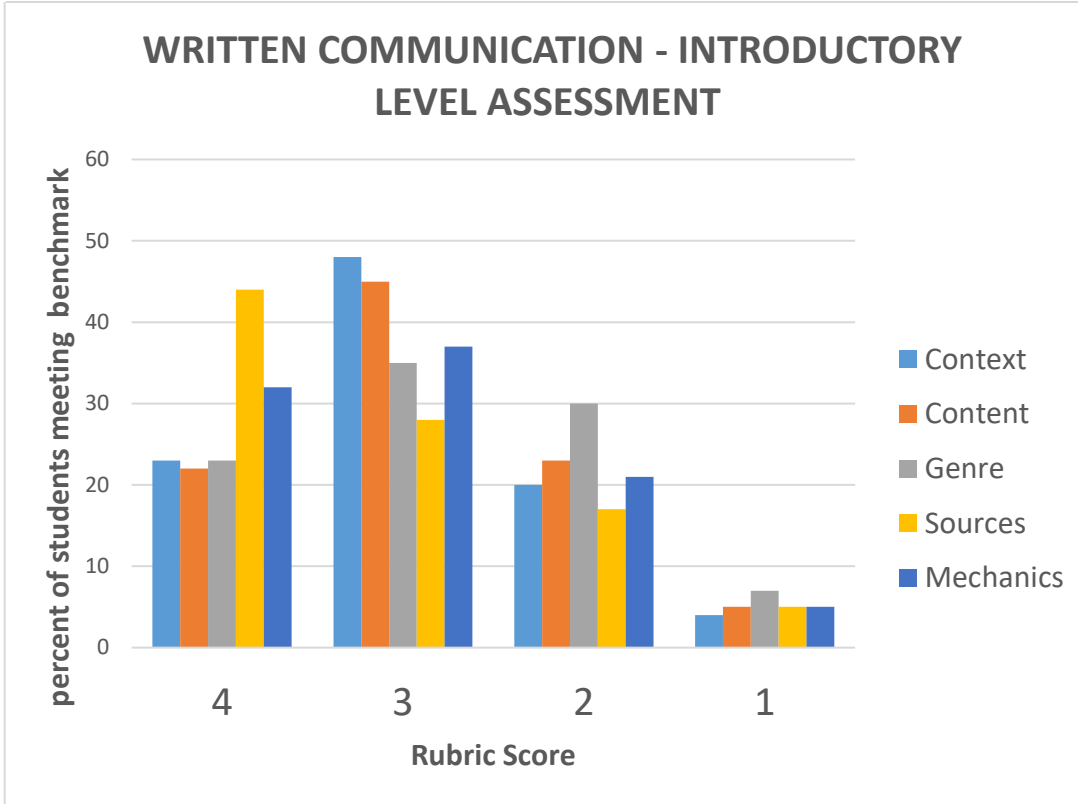


Figure A.2. Written Communication Introductory Level by percentage of students meeting benchmarks

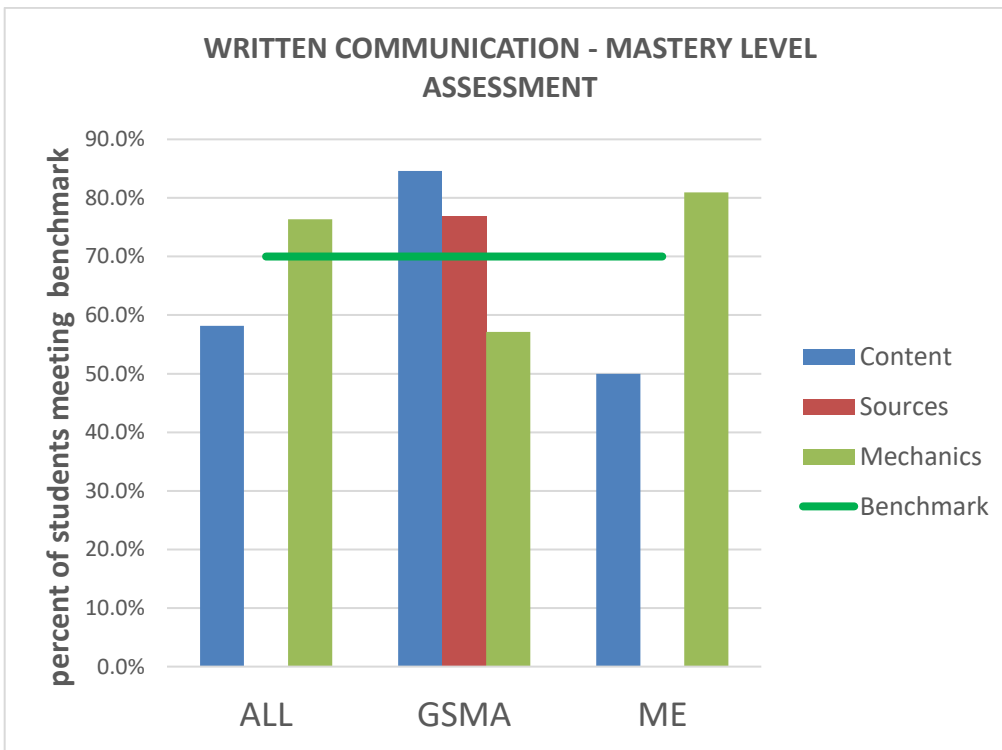


Figure A.3. Written Communication Mastery Level by percentage of students meeting benchmarks

Appendix B: Oral Communication Figures

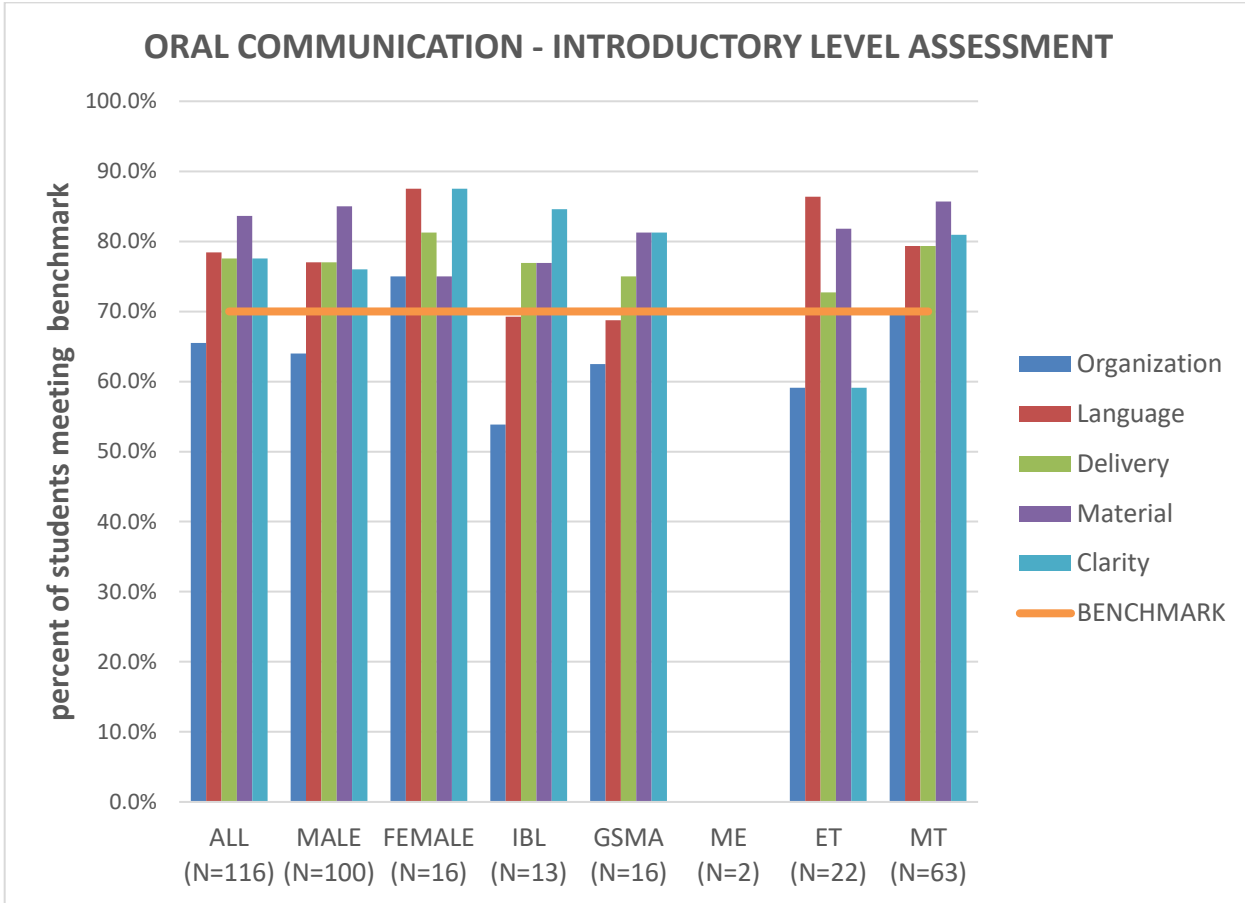


Figure B.1. Oral Communication Introductory Level Assessment by Major and Gender

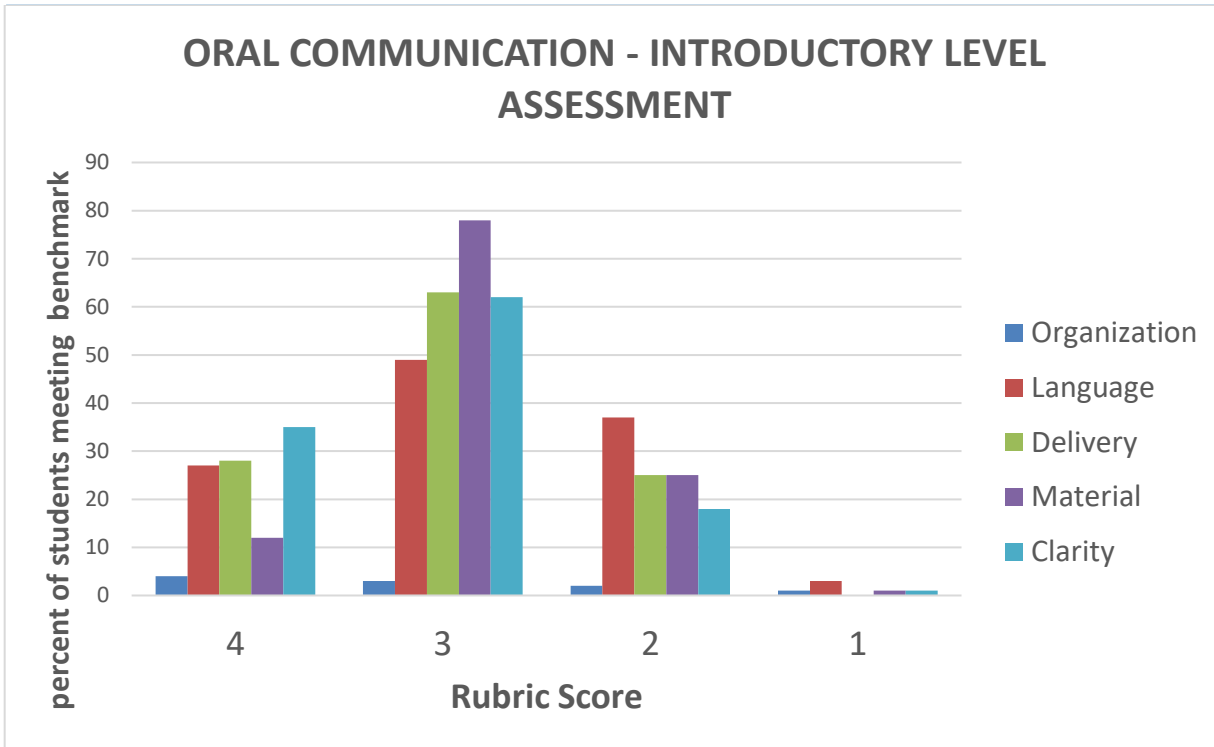


Figure B.2. Oral Communication Introductory Level by percentage of students meeting benchmark

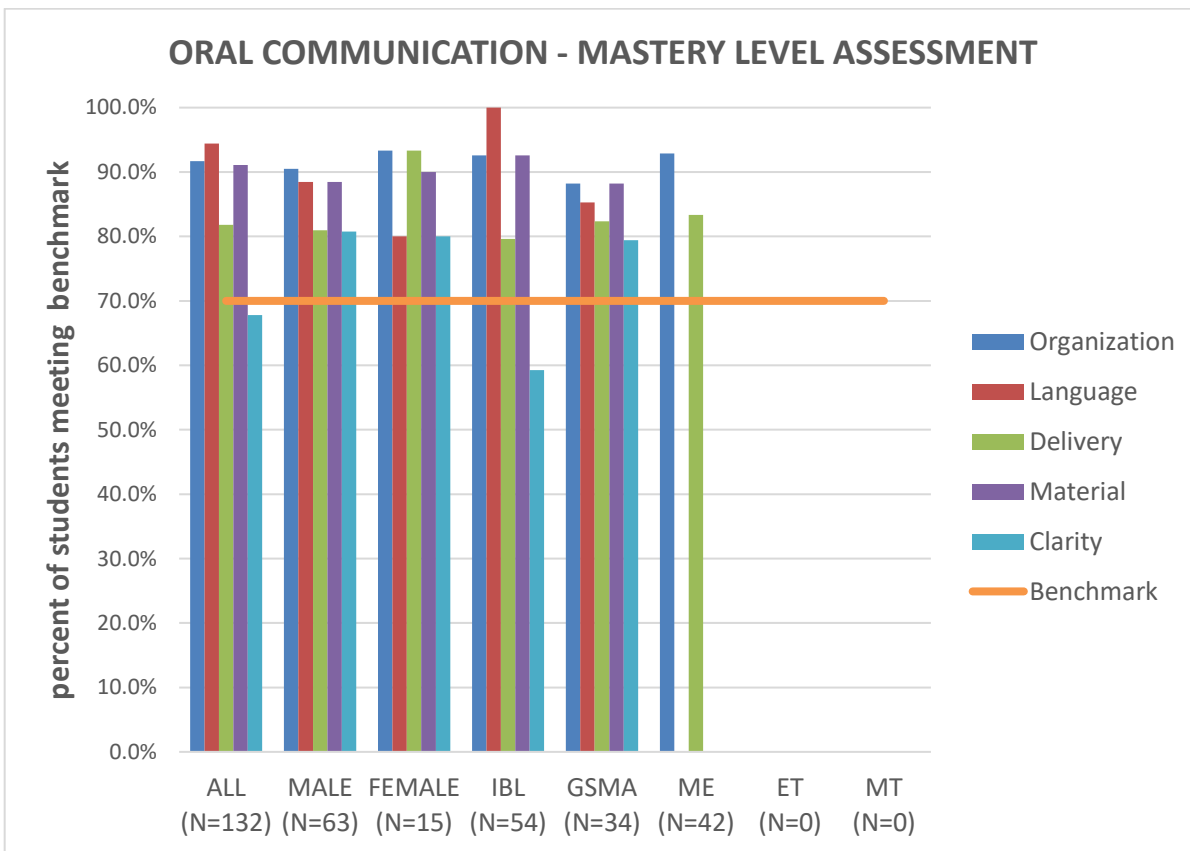


Figure B.3. Oral Communication Master Level by percentage of student meeting benchmark

Appendix C: Written Communication Rubric Used 2018-19

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience’s perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix D: Oral Communication Rubric Used 2018-19

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.