

# COMMUNICATION

General Education Outcome Assessment

Pasadena City College

2012

# DEPARTMENTS & COMPETENCIES

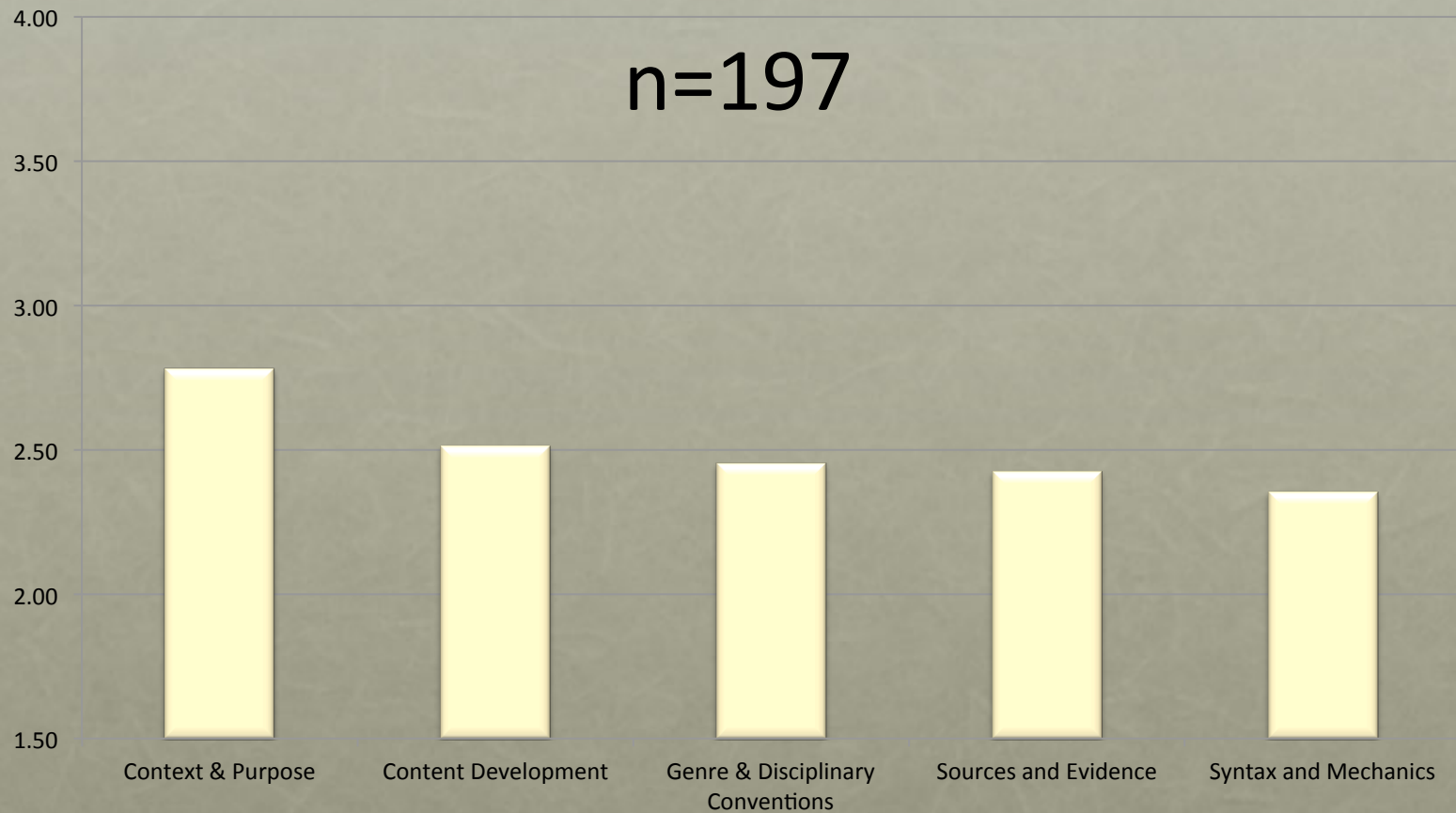
- Writing
  - Natural Sciences
  - Social Sciences
  - English
- Reading
  - Foreign Languages
  - Math
- Speaking
  - Speech

# NATURAL SCIENCES

- BIOL 11, CHEM 1A, GEOL 1
- 197 students total
- Variety of assignments (lab reports, field notebooks, etc.)
- AAC&U Value Rubric for Written Communications
  - Evaluated all dimensions
- 1 faculty from each department scored the assessments from his/her department

# NATURAL SCIENCES

## WRITTEN COMMUNICATION





# LEARNING ASSESSMENT COMMITTEE

## OBSERVATIONS: NAT SCI

- The data is suggesting a significant difference existing between Natural Sciences departments, with Chem. 1a students scoring lowest and Geo 1 students scoring highest, across the board
- A common assessment tool, together with a norming session would improve the reliability of data
- Agreement about when to administer the assessment (before or after “w” date; midterm or later, etc.)

# SOCIAL SCIENCES

- ANTHR 5 (n=17), HIST 7A (n=10), PHIL 25 (n=23), POLSC 6 (n=8), PSYC 1 (n=11)
- 69 students total
- Variety of assignments
- AAC&U Value Rubric for Written Communications
  - Content Development
  - Sources & Evidence
  - Syntax and Mechanics
- Scored by interdisciplinary group of faculty that normed

# SOCIAL SCIENCES

## WRITTEN COMMUNICATION

**SOC SCI AVERAGES (n=69)**



# LEARNING ASSESSMENT COMMITTEE

## OBSERVATIONS: SOC SCI

- Variety of performance across disciplines (w/ PHILO 25 scoring higher – due to 1a prereq. and block status)
- Syntax and mechanics is weakest across disciplines
- Comparative nature of data enhanced by multiple subjects
- Weakness of syntax & mechanics + higher performance by PHILO 25 could point to the need for ENGL 1A prereqs
- We need to work to improve our syntax and mechanics



# LEARNING ASSESSMENT COMMITTEE OBSERVATIONS: SOC SCI

- Larger sample (Number increased in some classes)
- Participation in all disciplines
- Develop, continue norming practices
- “Self-selection a problem” question?
- Data collection methods should be improved
- Evaluate more than a single assignment
- Should this be done at the department level?

# LEARNING ASSESSMENT COMMITTEE

## OBSERVATIONS: SOC SCI

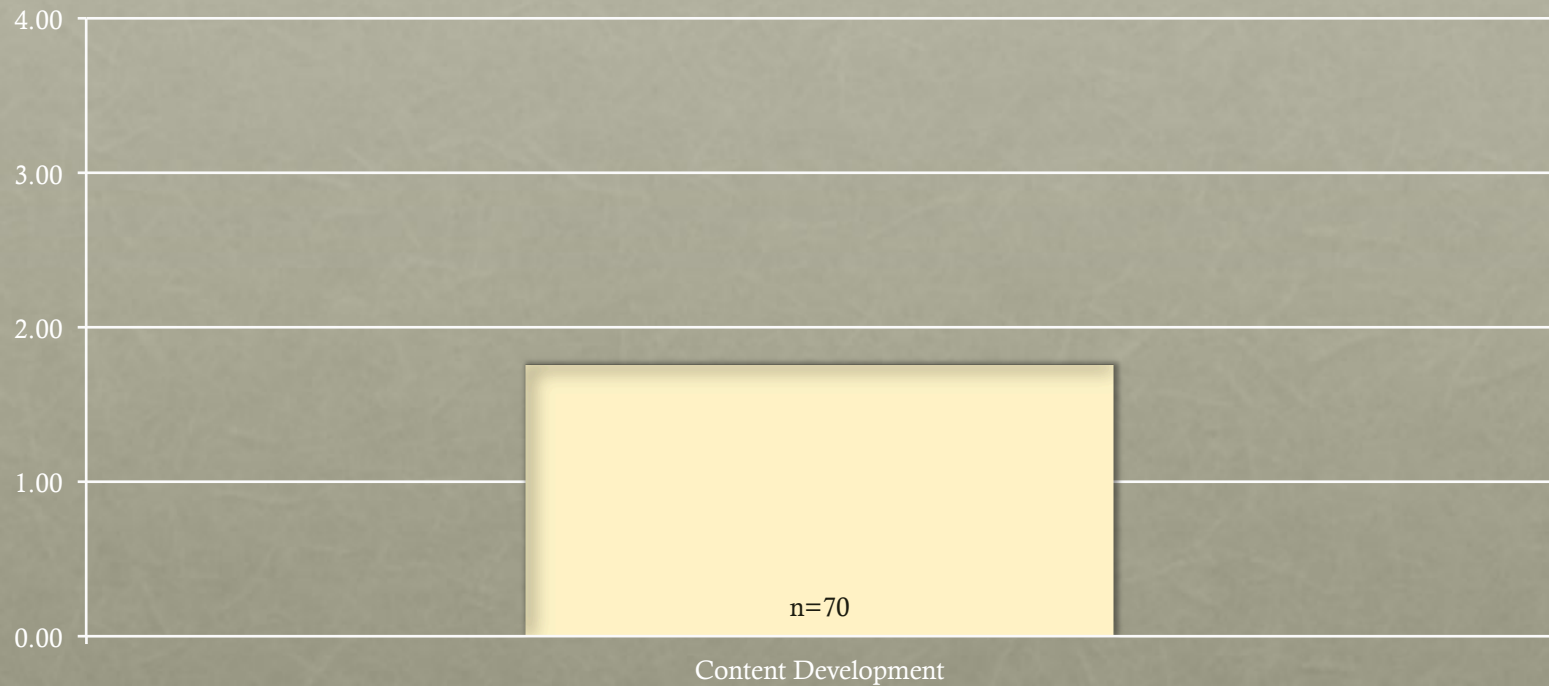
- Use of online resources to conduct more thorough sample
- Evaluate a variable using more than a single assignment per class (evaluate whether or not improvement occurs)
- Isolate language level as a variable (ESL)

# ENGLISH

- ENGL 1A (n=70)
- Variety of assignments
- AAC&U Value Rubric for Written Communications
  - Content Development
- Scored by department faculty that normed

# ENGLISH WRITTEN COMMUNICATION

## **GEO Communication Assessment 2012** Written Communication ENGL 1A





# LEARNING ASSESSMENT COMMITTEE OBSERVATIONS: ENGLISH

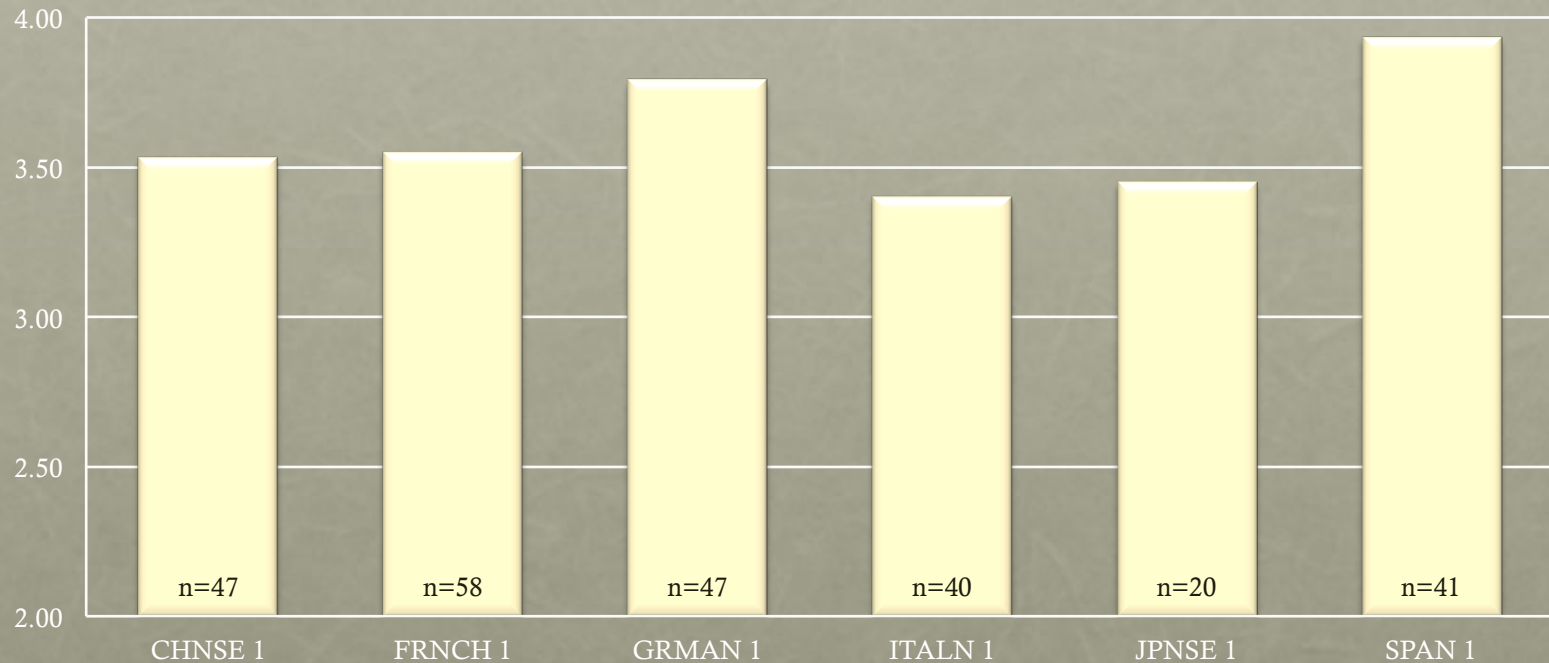
- Average scores were slightly above benchmark
- Assessing additional Written Communication criteria would give more robust, actionable data

# FOREIGN LANGUAGES

- CHNSE 1 (n=47), FRNCH 1 (n=58), GRMAN 1 (n=47), ITALN 1 (n=40), JPNSE 1 (n=20), SPAN 1 (n=41)
- 253 students total
- 1 jointly developed assessment
- The department faculty scored their department's papers. No norming.

# FOREIGN LANGUAGES READING COMPREHENSION

## GEO Communication Assessment 2012 Reading Comprehension Foreign Languages



# LEARNING ASSESSMENT COMMITTEE OBSERVATIONS: FOREIGN LANGUAGES

- Using the same assessment (same reading) was too easy for some classes (lowest common denominator) so it may not be accurate measure
- Info. about type of student, type of class (day/evening) would be helpful
- Consider different reading selection for different languages to accommodate differences in vocabulary development and writing systems
- Some vocabulary not common to all languages (e.g. colors)
- Consider using multiple choice instead of true/false



# LEARNING ASSESSMENT COMMITTEE OBSERVATIONS: FOREIGN LANGUAGES

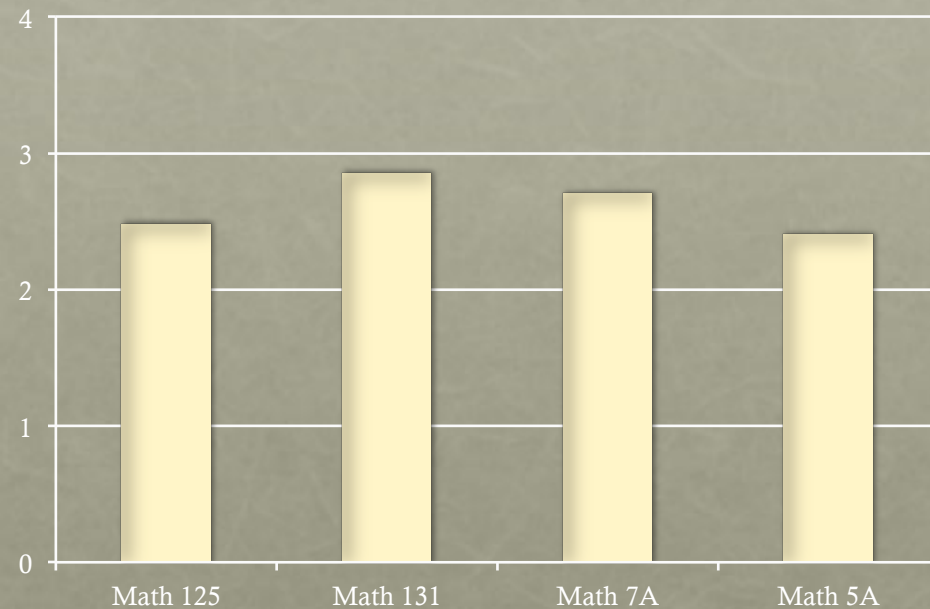
- Reading selection with true/false question was useful assessment tool easy to score & tied to existing class assignments
- Could be done twice to measure improvement during class
- Consider using a more challenging assessment to measure achievement at end of class to compare with more basic assessment
- Can expand to test writing as well as reading

# MATH

- Beginning Algebra, Intermediate Algebra, Precalculus and Calculus
- 1 jointly developed assessment that was tailored for each of the four levels
- Jointly developed Math Reading Comprehension Rubric
- Three faculty normed and scored a random sample

# MATH READING COMPREHENSION

**MATH GEO: Communication  
2012-13  
Mean Rubric Scores**



**MATH GEO: Communication  
2012-13  
% Scoring 3 or 4**

