

**Assessment of CCSU General Education Learning Objectives/Outcomes (LO):
Written Communication (LO#5)**

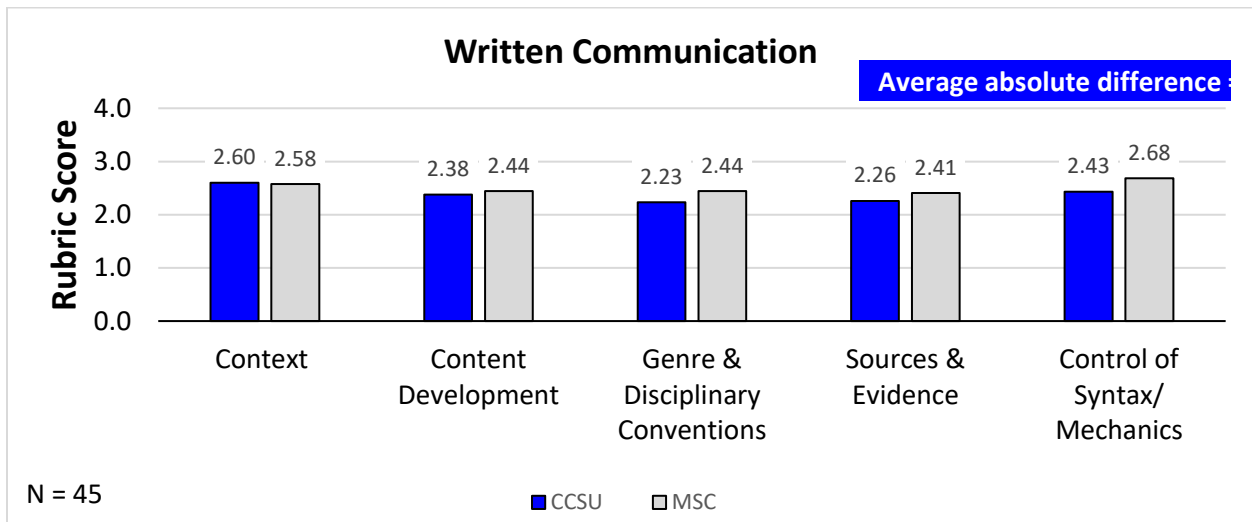
A complete report on our institution-wide General Education Assessment efforts is available [here](#).

**Partnering with the Multi-State Collaborative (MSC) for General Education Assessment
Pilot Year Data (2014-2015: Year 1)**

In the 2014-15 pilot year of CCSU’s General Education Assessment of Learning Objectives/Outcomes, student artifacts assessing Written Communication (LO#5) were collected by CCSU and assessed by both CCSU Faculty and MSC Faculty.

As reported in Figure 1 below, data clearly indicated areas of strength and weakness. In [Written Communication](#), students scored highest in their ability to convey meaning through *Control of Syntax and Mechanics* and address *Context of and Purpose for Writing*, but scored lowest on their ability to use *Sources and Evidence* within their writing.

Figure 1. Multi-State Collaborative 2014-15 (Year 1) LO#5: Written Communication. (Same artifact scored by CCSU Faculty and MSC Faculty, zeros excluded)



Post-Pilot Data (2015-16 and 2016-17, Years 2 and 3)

Beyond the 2014-2015 pilot year, student artifacts addressing Written Communication (LO#5) continue to be collected and assessed.

Written Communication (Seniors)

As reported in Table 1 and Figure 2 below, our seniors struggle in Written Communication. CCSU Senior artifacts scored lower in all Written Communication criteria/dimensions than the national averages. Still, our students demonstrate the greatest proficiency in Content

Development, *Context of and Purpose for Writing* and in their *Control of Syntax & Mechanics* where generally they were able to convey meaning to readers with clarity, even with some errors in the text. Students' greatest opportunities for growth include effectively communicating within a genre or discipline (*Genre & Disciplinary Conventions*) and using appropriate sources to support ideas (*Sources and Evidence*).

Table 1. CCSU Faculty Scoring Written Communication Artifacts from CCSU Seniors vs. National MSC Results

Written Communication	Content Development		Context of and Purpose for Writing		Control of Syntax and Mechanics		Genre and Disciplinary Conventions		Sources and Evidence		Overall Avg
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg	
Seniors only	164	2.3	164	2.4	164	2.3	141	2.2	164	1.9	2.2
Retreat 1	47	2.1	47	2.3	47	2.4	47	2.2	47	1.5	2.1
Retreat 2	44	2.4	44	2.4	44	2.1	44	2.3	44	2.2	2.3
Retreat 3	73	2.3	73	2.4	73	2.3	50	2.1	73	1.9	2.2
Nat'l - 2016	2.5		2.7		2.5		2.4		2.2		2.5
Nat'l - 2015	2.7		2.7		2.6		2.6		2.2		2.5

Figure 2. CCSU Faculty Scoring Written Communication Artifacts, CCSU Assessment Retreats 1, 2 & 3

