**BSM AY 2016-2017 Assessment**

***Phase 1: Assessment Plan***

**Learning Outcome assessed:**

**Learning Outcome 04) Oral and Written Communication**

Students will effectively communicate orally and in writing using various mediums across diverse situations.

**Assessment Method:**

Written assignment constructed to meet rubric criteria.

**Targeted performance, based on rubrics:**

80% of students meet or exceed expectations

**Evaluation Process:**

Students wrote an essay for the following assignment:

Analyze a commonly held social or cultural assumption, opinion, or value. While researching the topic, establish that the assumption indeed exists (who tends to hold it? where?) and assess its validity. Then explain its causes (why does that opinion prevail?) and analyze its consequences (what are the effects of sustaining or revising that point of view?)

A reader from the Writing and Composition Department in the College of Arts and Sciences was hired to score the essays based on the rubric. All 25 submitted essays were scored from the two class sections.

**Rubric: (next page)**

**Course where learning outcome was assessed:**

INTD 310 Interdisciplinary Research and Writing

Sections -28 and -09 in fall 2016 and spring 2017.

Instructor: Kathy Garlick

**Evaluator(s):**

Nicole Brodsky

**BSM LO4 Rubric**

Students will effectively communicate orally and in writing using various mediums across diverse situations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators of**  **Effective**  **Writing** | **Beginning - 1** | **Developing - 2** | **Competent - 3** | **Accomplished - 4** |
| **Meaning &**  **Development:**  ideas, examples,  reasons & evidence,  point of view | **Inappropriate**  No viable point of view; little or no evidence; weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence of support | **Appropriate**  Develops a point of view, demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, & other evidence of support; support tends towards  general statements or lists | **Effective**  Develops a point of view & demonstrates competent critical thinking; enough  supporting detail to accomplish the purpose of the paper | **Insightful**  Ideas are fresh, mature & extensively developed;  insightfully develops a point of view & demonstrates  outstanding critical thinking |
| **Organization:**  focus, coherence,  progression of ideas,  thesis developed | **Lacking Structure**  Disorganized & unfocused; serious problems with  coherence and progression  of ideas; weak or  non-existent thesis | **Mostly Structured**  Limited organization & focus; may demonstrate some lapses in coherence or progression of  ideas; generally, neither  sufficient nor clear enough  to be convincing | **Structured**  Generally organized & focused, demonstrating coherence &  progression of ideas; presents a thesis and suggests a plan of development which is mostly  carried out | **Perceptively Structured**  Thesis presented or implied with noticeable coherence; provides specific & accurate  support |
| **Language:**  word choice, &  sentence variety | **Inadequate**  Displays frequent &  fundamental errors in  vocabulary; sentences may be simplistic and disjointed | **Adequate**  Developing facility in language use, sometimes uses weak vocabulary or inappropriate usage or word choice; sentence structure tends to be pedestrian & often repetitious | **Proficient**  Competent use of language and sometimes varies sentence structure;  generally focused | **Sophisticated**  Choice of language & sentence structure; precise & purposeful, demonstrating a command of language and variety of sentence structures |
| **Conventions:**  grammar,  punctuation,  spelling,  paragraphing,  format | **Distracting**  Errors interfere with writer’s  ability to consistently  communicate purpose;  pervasive mechanical errors  obscure meaning;  inappropriate format | **Fundamental**  Errors interfere with the writer’s ability to communicate purpose; contains an accumulation of errors; some weakness in format | **Controlled**  Occasional errors do not interfere with writer’s ability to communicate purpose;  generally appropriate format | **Polished**  Control of conventions  contribute to the writer’s  ability to communicate  purpose; free of most  mechanical errors;  appropriate format |

***Phase 2: Results Assessment and Planned Action***

**Results:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Meaning** | **Organization** | **Language** | **Conventions** |
| Beginning | 0% | 4% | 0% | 0% |
| Developing | 46% | 38% | 29% | 13% |
| Competent | 33% | 38% | 58% | 63% |
| Accomplished | 21% | 21% | 13% | 25% |
|  |  |  |  |  |
| Competent or Accomplished | 54% | 58% | 71% | 88% |

Students achieved the target performance (80% meet or exceed expectations) for the Conventions rubric. Students did not achieve target performance for the remaining rubrics; Meaning, Organization, and Language.

**Suggested Action:**

Should target be set at 80%? IN BSBA, students can pass RHET with a C- grade. For assessment, perhaps target should be set at 75%?

An issue with the artifact is that it is early in the program. The assessment of written communication should be in the capstone. AoL Committee proposes assessment for this LO take place in soon to be created Capstone of program.

***Phase 3: Closing the Loop***

In the year that the assessment is made, this is good place to describe how the suggested actions might be evaluated in a future assessment cycle. When that cycle is complete, the results can be added to this document to finalize the report.