

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

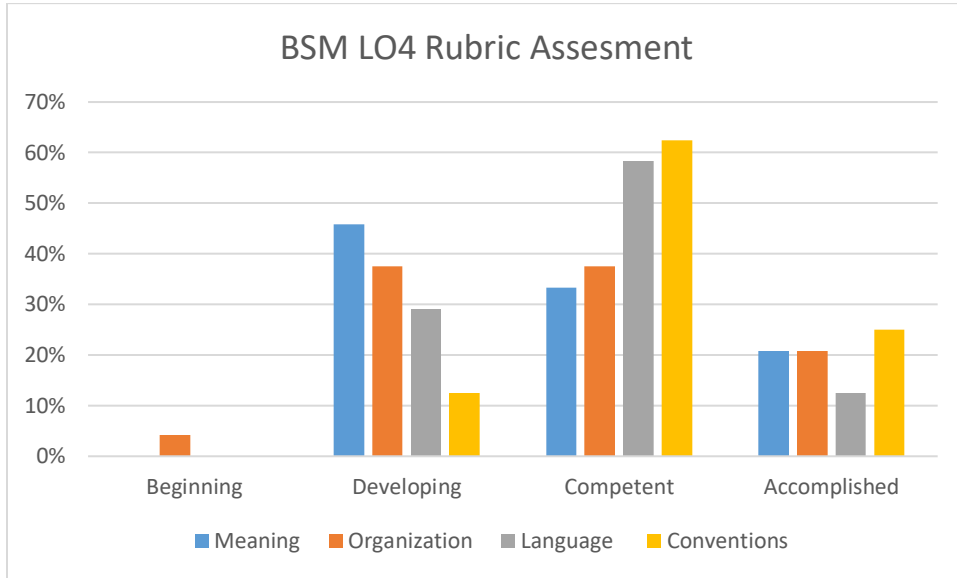
BSM LO4 Rubric

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

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%
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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.