**General Education Written Communication Outcome: FORM A: faculty report**

LSSU graduates will be able to analyze, develop, and produce rhetorically complex texts.

This assessment maps to LSSU’s Institutional Learning Outcomes by addressing ILO 1: Formal Communication.

**Target Outcome:**80% of students will achieve Level 2 competency.

**Bloom’s Taxonomy Level for Assessment:** *Apply,**Analyze, Evaluate, Create*

**Assessment Method** (*i.e., exam questions, presentation, research paper, etc*.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **EXPECTED OUTCOME:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3 – Exceeds** (A/B) | **2 – Meets** (C) | **1 – Partially Meets** (D) | **0 – Does Not Meet** (F) |
| 1. **Analyze**

rhetorically complex texts | The student demonstrates strong ability to find, evaluate, and synthesize reliable and scholarly sources.  | The student demonstrates adequate ability to find, evaluate, and synthesize reliable and scholarly sources.  | The student demonstrates some ability to find, evaluate, and synthesize reliable and scholarly sources.  | The student is unable to find, evaluate, and synthesize reliable and scholarly sources  |
| The student demonstrates strong ability to read critically and apply academic skepticism and sound logic in research.  | The student demonstrates adequate ability to read critically and apply academic skepticism and sound logic in research.  | The student demonstrates some ability to read critically and apply academic skepticism and sound logic in research.  | The student is unable to read critically and apply academic skepticism and sound logic in research.  |
| 1. **Develop**

rhetorically complex texts | The student demonstrates strong ability to develop and organize research papers effectively. | The student demonstrates adequate ability to develop and organize research papers effectively. | The student demonstrates some ability to develop and organize research papers effectively. | The student is unable to develop and organize research papers effectively. |
| The student demonstrates strong ability to use recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts. | The student demonstrates adequate ability to use recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts. | The student demonstrates some ability to use recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts. | The student is unable to use recursive strategies for prewriting, drafting, revising, editing, and proofreading including collaborative revision and multiple drafts. |
| 1. **Produce**

rhetorically complex texts | The student demonstrates strong ability to cite sources according to a chosen academic style (e.g. APA) with academic integrity. | The student demonstrates adequate ability to cite sources according to a chosen academic style (e.g. APA) with academic integrity. | The student demonstrates some ability to cite sources according to a chosen academic style (e.g. APA) with academic integrity. | The student is unable to cite sources according to a chosen academic style (e.g. APA) with academic integrity. |
| The student demonstrates strong ability to adapt tone and formality to complex purposes and audiences. | The student demonstrates adequate ability to adapt tone and formality to complex purposes and audiences. | The student demonstrates some ability to adapt tone and formality to complex purposes and audiences. | The student is unable to adapt tone and formality to complex purposes and audiences. |
| The student demonstrates strong ability to control surface features in order to clearly communicate meaning.   | The student demonstrates adequate ability to control surface features in order to clearly communicate meaning.  | The student demonstrates some ability to control surface features in order to clearly communicate meaning.  | The student is unable to control surface features in order to clearly communicate meaning.  |

**Assessment Results**

**Course: Semester:**

**Number of Course Sections: Instructor:**

**Assessment Method** (*i.e., exam questions, presentation, research paper, etc*.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total number of students completing ENGL \_\_\_\_\_ this semester**:

**Total number of student papers assessed**:

**Indicate the number of students who met or exceeded the expected outcome on each of the criteria:**

**EXPECTED**

 **OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2** | **1** | **0** |
| 1. **Analyze**
 |  |  |  |
| 1. **Develop**
 |  |  |  |
| 1. **Produce**
 |  |  |  |

**Summarize the students’ strengths related to the outcome as evidenced in their written work.**

**Summarize the students’ weaknesses related to the outcome as evidenced in their written work.**

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

(*Examples of Written Communication Outcome assessment reporting follow*)

**Written Communication Examples**

*WRITTEN COMM. OUTCOME:* LSSU graduates will be able to analyze, develop, and produce rhetorically complex texts.

**Summarize the students’ strengths related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Final Paper (sample) | The students in the sample did develop and produce rhetorically complex texts, with high scoring for controlling surface features in order to clearly communicate meaning, and high scoring for adapting tone and formality to complex purposes and audiences. Most students were also successful in analysis of rhetorically complex texts, able to apply academic skepticism and sound logic in both writing and research connected to those texts. |
| Final Paper (sample) | Since the assessments conducted in the previous year, students’ ability to analyze rhetorically complex texts has improved by 3 percentage points. Strong performance continues in the areas of developing and producing their own rhetorically complex texts.  |

**Summarize the students’ weaknesses related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Final Paper (sample) | The greatest observable student weakness was in developing and producing their own rhetorically complex texts that included appropriate and correctcitation of sources according to academic style with academic integrity. A second weakness noted in the sample papers was related to the writing process, specifically in using recursive strategies for prewriting, drafting, revising, editing, and proofreading. |
| Final Paper (sample) | As required by the scoring rubric for this assessment, two areas continue to produce weaker student scores than those measuring achievement for developing and producing texts. The weakest and lowest scoring achievement areas continue to be "Read critically and apply academic skepticism and sound logic in writing" and “Cite sources according to a chosen academic style (e.g., APA) with academic integrity.” |

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Final Paper (sample) | The assessment methodology is good overall, but the weakness is in the small sample size. This would be improved by increasing the sample size to increase the confidence level in the data. |
| Final Paper (sample) | The assessment method continues to be effective in capturing the data we need to evaluate first-year writing for the General Education outcome and for the course-level outcomes.  |