

SUNY GENESEO

GENERAL EDUCATION ASSESSMENT REPORT

Please type in the shaded areas of the form. Save the completed form, making sure to include your Gen Ed attribute (R) in the filename, and deposit the file in the Assessment InBox by navigating to \\files\inbox\admin and dragging the file into the folder named "assess". (Note that you cannot open the folder; access is restricted.) Place ancillary documentation such as charts and graphs in a separate file or files. Name these as appropriate, but again, please include the Gen Ed attribute (N).

GEN ED AREA: **Critical Writing and Reading**

ASSESSMENT PERIOD COVERED: 2004-2005

DATE SUBMITTED: May 2006

Learning Outcome	Information			Results			
	Date of Assessment Semester/Year	Students Assessed		% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
		n	%				
BASIC COMMUNICATION - WRITING Produce coherent texts within common college-level written forms	2004-2005	79	8	6	43	43	8
BASIC COMMUNICATION - WRITING Demonstrate the ability to revise and improve such texts	2004-2005	79	8	9	43	31	17
CRITICAL THINKING Identify, analyze, and evaluate arguments as they occur in their own or other's work	2004-2005	79	8	6	33	54	7

n = total number of students assessed

% = assessment sample size expressed as a percentage of total number of students who took Gen Ed courses in this area during the semester assessed

WHAT WERE THE MAJOR FINDINGS OF THIS ASSESSMENT?

Since the first assessment of INTD 105, we have found that students have had the most difficulty in the skill category "logic and coherence." This is perhaps the most difficult part of writing, since a flaw in logic or less than solid conclusion will earn a score of "2" or "1."

During the 2004-05 academic year, INTD 105 changed one of its requirements from encouraging the teaching of revision to requiring it. This change has generated important discussions about how to teach students that revision is more than "fixing mistakes."

The next round of assessment for this course will be part of the new Strengthened Campus-Based Assessment initiative. For that round, a rubric will be used that combines trait-analysis categories and descriptions from the SUNY-developed rubrics for Basic Communication (Writing) and Critical Thinking. This rubric will make possible a more accurate assessment of student learning.

The low sample rate for the 2004-2005 assessment is a result of the fact that all assessed artifacts - not simply 20% - were read by two readers. In the next round, a revised approach in which only 20% of artifacts receive a "reliability check" would make it practicable to achieve an overall sample rate of 20% of enrolled students.

IN LIGHT OF THESE FINDINGS, WHAT ACTIONS MIGHT BE TAKEN TO IMPROVE TEACHING AND LEARNING?

The Critical Writing and Reading Core Committee has noted its concern over "logic and coherence" scores to faculty, many of whom make a particular effort to teach logical development in their sections of INTD 105. CWRCC will continue to pursue this area of skill development. In addition, CWRC sponsors a workshop for faculty each year (it has been in August for the last two years), primarily to introduce new faculty to the course and to topics on the teaching of writing. The workshop continues to attract experienced faculty as well. The Teaching and Learning Center sponsors faculty gatherings once or twice a semester for faculty to discuss concerns about the course. These gatherings have generated productive discussions among some faculty.

The SUNY-inspired rubric is more effective than the previous INTD 105 rubric in playing out the ways an essay should be revised. Faculty will be encouraged to discuss this section of the rubric with their students and use it when they teach revision.

DO YOU THINK THAT OTHER GEN ED AREAS MIGHT LEARN SOMETHING VALUABLE FROM YOUR ASSESSMENT?
