# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

**WRITTEN COMMUNICATION**

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **W: Written Communication** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
|  |  |  |  |
| **Types of course assessments:**Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)If an objective was not assessed, choose 'none'. |

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|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Logic and Order |[ ] [ ] [ ] [ ] [ ] [ ]
| Sources and Evidence |[ ] [ ] [ ] [ ] [ ] [ ]
| Control of Language and Syntax |[ ] [ ] [ ] [ ] [ ] [ ]

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| **For the data being reported here:**Please tell us**the assessment tool method** that was used to collect the data that you are reporting for each Student Learning Objective (SLO) for this course. If an objective was not assessed, choose 'none'. |

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| Control of Language and Syntax |[ ] [ ] [ ] [ ] [ ] [ ]

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| **Student Learning Objective** | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) |
| **SLO1: Logic and Order***The student produces clearly worded and organized text that conveys the logic used to make an assertion.* |  |
| ***SLO2: Sources and Evidence****The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.* |  |
| **SLO3: Control of Language and Syntax***The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objectives (SLOs)**  | **Levels of competency:****How many students demonstrated each level of competency on** **the assessment method used to collect data.**Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency.**)** | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.***  |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** | **None \*\*** |   |
| **SLO 1:** ***Logic and Order*** |  |  |  |  |  |  |  |
| **SLO 2:** ***Sources and Evidence*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Control of Language and Syntax*** |  |  |  |  |  |  |  |

**WRITTEN COMMUNICATION CURRICULUM**

**RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

# Program goal: Guide and prompt students to locate and organize information with

#  appropriate evidence and language for clear written communication of ideas.

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| **Learning objectives** *Desired outcomes* | **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Logic and Order***The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.* | Fails to demonstrate awareness of the correct form or structure for this discipline. | Begins to develop a sense of order to convey an idea, and basic organizational structure is evident. | Shows awareness of the correct form or structure, and logic is employed to make an assertion | Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to support assertion. | Superior development of organizational patterns and excellent use of logic throughout the writing assignment to support assertions. |
| **Sources and Evidence***The student uses appropriate evidence to support assertions, with documentation of sources in accordance with disciplinary conventions.* | Fails to use evidence to support assertions. | Uses scarce support to explain or substantiate assertions; attempts to document sources. | Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions. | Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline. | Uses advanced reasoning and engaging scholarly evidence to supports original argument; carefully documents evidence in accordance with disciplinary conventions. |
| **Control of Language and Syntax***The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.*  | Fails to convey meaning due to lack of control. | Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage. | Controls language to convey meaning clearly, but syntax and grammar are still a distraction. | Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar. | Thoughtfully controls language that is correct, edited, proofread, and contains very few errors. |

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.