

Assessment Data Mathematical, Information and Computer Sciences Computer Information Technology (ADC)

Learning Outcome:

PLO: Students will be able to write about their work with precision, clarity and organization (Written Communication).

GELO 1a: Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure: Annual: Each student will be required to write a paper on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using a rubric with a scale of 4 (outstanding) to 1 (unsatisfactory) in the following areas:

- Structure
- Organization
- Grammar and spelling
- Depth of information
- Clarity of writing
- Bibliography and other supporting documentation

Annual: ETS Proficiency Profile.

Criteria for Success: 70% of the students should have an average score of at least 2.5 in each of the major areas in the department rubric.

ETS: 60% of our students will be marginal or proficient on the Level 2 Writing test.

Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	2017-18	2018-19	2019-20	2020-21
Structure	100%	100%	100%	100%
Organization	83%	100%	100%	100%
Grammar and Spelling	100%	100%	100%	100%
Depth of Information	100%	100%	100%	100%
Clarity of Writing	100%	100%	100%	100%
Bibliography and support	100%	100%	100%	100%

ETS:

	Percentage of Students Marginal or Proficient			
	2017-18	2018-19	2019-20	2020-21
ETS Proficiency Profile Level 2 Writing	20%	39%	27%	44%

Conclusions Drawn from Data: We now have a few years of data and are looking carefully at the discrepancies. The students have done well on the department rubric but not well on the ETS test. We are reviewing the material on the ETS exam but it appears that the ETS results are test knowledge of grammar rather than the ability to write technically.

Changes to be Made Based on Data: No changes at this time, we are monitoring progress and reviewing the instruments.

Rubrics:

MICS Writing Rubric: Next page

ETS: No rubric

MICS Written Presentation Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple references from distinct reputable sources <input type="checkbox"/> References cited in the body of the document 	<ul style="list-style-type: none"> <input type="checkbox"/> Most references from distinct reputable sources <input type="checkbox"/> Some citation of references in the body of the document 	<ul style="list-style-type: none"> <input type="checkbox"/> Some references from reputable sources <input type="checkbox"/> Limited citation of references in the body of the document 	<ul style="list-style-type: none"> <input type="checkbox"/> No bibliography or all references from untrusted sites on the internet <input type="checkbox"/> No citation of references in the body of the document
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic <input type="checkbox"/> Clear introduction, body (with sections), and conclusion includes summary and closure <input type="checkbox"/> Includes both an abstract and table of contents 	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic <input type="checkbox"/> Includes introduction, body and conclusion <input type="checkbox"/> Includes abstract and table of contents (one partial and one complete) 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic <input type="checkbox"/> Introduction, body, conclusion detectable but not clear <input type="checkbox"/> Includes partial abstract and partial table of contents 	<ul style="list-style-type: none"> <input type="checkbox"/> Has little or no focus on central idea or topic <input type="checkbox"/> Introduction, body or conclusion absent <input type="checkbox"/> No abstract or table of contents
Grammar and spelling	<ul style="list-style-type: none"> <input type="checkbox"/> No use of first- person tense <input type="checkbox"/> No grammatical or spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Few uses of the first-person tense <input type="checkbox"/> Few grammatical and spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Several uses of the first- person tense <input type="checkbox"/> Some grammatical and spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Written in first-person tense <input type="checkbox"/> Many grammatical and spelling errors
Depth of information	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources <input type="checkbox"/> Draws conclusions and personal insights from synthesis <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is excellent 	<ul style="list-style-type: none"> <input type="checkbox"/> Synthesis of information from at least three distinct sources <input type="checkbox"/> At least two personal insights or conclusions stated <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is good 	<ul style="list-style-type: none"> <input type="checkbox"/> Synthesis of information from at least two distinct sources <input type="checkbox"/> At least one personal insight or conclusion stated <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is adequate 	<ul style="list-style-type: none"> <input type="checkbox"/> Summary reporting of information without synthesis <input type="checkbox"/> No personal insights <input type="checkbox"/> Does not have the minimum number of pages including penalty pages
Clarity of writing	<ul style="list-style-type: none"> <input type="checkbox"/> Sentences flow <input type="checkbox"/> Smooth transitions between paragraphs <input type="checkbox"/> Any and all terms and acronyms are defined <input type="checkbox"/> Provides evidence to support points 	<ul style="list-style-type: none"> <input type="checkbox"/> Good sentence structure <input type="checkbox"/> Adequate transitions between paragraphs <input type="checkbox"/> Most terms and acronyms are defined <input type="checkbox"/> Lacks support for some points 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasional poor sentence structure <input type="checkbox"/> Transitions between paragraphs unclear <input type="checkbox"/> Some terms and acronyms are defined <input type="checkbox"/> Provides minimal support for points 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent poor sentence structure <input type="checkbox"/> Lacked transitions between paragraphs <input type="checkbox"/> Many terms and acronyms are undefined <input type="checkbox"/> Ideas not supported

