Hunter College Faculty Senate/Office of Assessment

*Template for CUNY Common Core/General Education Learning Outcomes Assessment Reports*

**English Composition Assessment, 2022-23**

Prepared by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept./Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This report is designed for use with the Creative Expression rubric provided to you separately. This assessment is part of the 5-year plan developed by the Hunter Faculty Senate, to assess the CUNY Pathways outcomes, including those for Creative Expression. Please submit this report to the Director of Assessment by January 31st 2023 for assessments conducted in the fall semester, or June 30th 2023 for assessments conducted in the spring. If you have questions or need assistance, please contact Joel Bloom at joel.bloom@hunter.cuny.edu.

I. DirectAssessment of Learning Outcomes

* Please note that, while we ask you to show the course or program learning outcomes associated with the relevant General Education outcome, we are asking you to assess student learning with regard to the Gen Ed outcomes, not the course or program outcomes.
* Please assess the Gen Ed outcomes using the rubric provided.
* Please insert *the* ***numbers*** *of students falling into each performance level* in the following chart.

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| **Creative Expression****General Education Outcomes** | **Course Name and Number** | **Sample Size** | **Number: Exceeds Expectations** | **Number: Meets Expectations** | **Number: Approaches Expectations** | **Number:** **Does Not Meet Expectations** |
| **1. Focus and Thesis:** Responds to the assignment with a clear, specific central focus and thesis.  |  |  |  |  |  |  |
| **2. Argumentation and Evidence:** Explores the focus through well-reasoned arguments and evidence and methods appropriate to the topic, context, purpose, and audience. Displays critical thinking about the topic. |  |  |  |  |  |  |
| **3. Organization and Coherency**: Begins with an effective introduction and develops logical sequencing of ideas leading to a clear conclusion. |  |  |  |  |  |  |
| **4a. Information Literacy: Engagement with Sources:** Draws from a variety of sources to support, deepen, extend, qualify, and/or question the argument or inquiry. |  |  |  |  |  |  |
| **4b. Information Literacy: Choice of Sources:** Chooses the most effective sources for the topic and purpose that show variety in approach/point of view |  |  |  |  |  |  |
| **4c. Integration and Attribution of Sources:** Demonstrates knowledge of when and how to incorporate quotation, paraphrase, and summary, and uses proper attribution. |  |  |  |  |  |  |
| **5. Style and Grammar:** Uses style appropriate to the topic, genre, audience, and purpose. Demonstrates knowledge of grammatical and mechanical conventions. |  |  |  |  |  |  |

II. Assessment Process: How did you go about assessing student learning?

*(Describe briefly the assessment methodology: section and sample selection, rubrics/scoring process, and assessment design)*

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III. Conclusions: What did you discover about student learning?

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IV. Actions Taken: What actions did you take, or will you take, to respond to the data and conclusions?

What actions do you recommend be taken at the institutional level?

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| **Actions To Be Taken** | **Who Till Take these Actions?** | **Timeframe for implementation and intermediate steps** |
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Were actions recommended in the previous assessment cycle implemented as planned? (Again, actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.) *Please explain.*

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If you have made curricular changes as a result of previous assessment results, were any of your assessments this year related to those modified areas? *If yes, how did they go?*

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