General Education Student Learning Outcomes Achievement 2009.10

Outcome Themes	Outcome	Performance Benchmark	Findings/Results	Use of Results
Communication	Revise and Improve Written and Visual Products	100% of students will demonstrate some form of revision intended to improve writing products.	Met (99.5%)	• Develop pedagogical strategies to integrate and incorporate revision processes into writing instruction • Develop two workshops to develop specific commenting strategies on what faculty valued and that facilitate the improvements in writing (1 completed May, 2011) • Share scoring guide and strategies for implementation with faculty
		Initial assessment used to establish "source information" benchmark	Source information has been added, removed, or modified to support claims/thesis (68%)	• Established benchmark for next assessment cycle: 70% of students will use revision to use source information to support claims or thesis.
		Initial assessment used to establish "editing and mechanics" benchmark	Copyediting that reduced distracting errors in spelling, punctuation, grammar, and format (67%)	• Established benchmark for next assessment cycle: 70% of students will use revision to address errors in editing and mechanics.
		Initial assessment used to establish "organizational structure" benchmark	Paragraphs have been added, removed, or moved to demonstrate intentional organizational structure (55%).	• Established benchmark for next assessment cycle: 55% of students will use revision to improve organizational structure.
		Initial assessment used to establish "complexity of thought and audience awareness" benchmark	The issue of complexity accounted for the two *least* frequent types of revision observed: • Implications and/or questions are articulated showing increased complexity of thought and audience awareness (26%) • Multiple or alternative perspectives are considered showing increased complexity of thought and audience awareness (30%).	• Established benchmark for next assessment cycle: 30% of students will use revision to show increased complexity of thought and audience awareness.
	Express themselves effectively in common college-level written forms using standard American English	Graduating students will indicate RIT has helped them "quite a bit" in the area of writing clearly and effectively (mean score of 3 on a 4 point scale on NSSE).	Not Met (2.8)	• Continue to monitor NSSE data to determine trends. • Compare data post implementation of writing across the curriculum (2013) to determine if expected levels of RIT contribution to writing clearly and effectively increased to a mean score of 3.0 or higher.

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Scientific, Mathematical, Technical Literacy	~~Explain~~ Demonstrate knowledge of basic principles and concepts of one of the natural sciences	The majority (more than 50%) of students will demonstrate a mid-developing to competent rating of 2.5-3.0 on a 4 point scale using holistic rubric.	Course 1 Biology Met (2.6) Course 2 Physics Met (3.0)	• Faculty adjusted instruction/assessment method – added pre and post-test on concepts. • Revision of SLO – recommendation to revise to *Demonstrate knowledge* of basic principles and concepts of one of the natural sciences. • Modified language on rubric added little or *no* comprehension to beginning level on scale • Recommended physics and chemistry exams as additional assessment opportunities. Map items to outcome. • Modify benchmark: 80% of students will demonstrate a developing (2) rating and 50% of students will demonstrate a competent (3) rating on a 4 point scale.
	Apply methods of scientific inquiry and problem solving to contemporary issues	The majority (more than 50%) of students will demonstrate a mid-developing to competent rating of 2.5-3.0 on a 4 point scale using holistic rubric.	Course 1 Biology Met (2.65)	• Examine trends in "beginning" category • Review the outcomes/assessment methods in lab/lecture co-requisite courses to improve consistency/connections in knowledge and skills. • TBD – future meeting to continue analysis
	Comprehend and evaluate mathematical or statistical information	The majority (more than 50%) of students will demonstrate a mid-developing to competent rating of 2.5-3.0 on a 4 point scale using holistic rubric.	Math Course 1 Not Met (2.0) Math Course 2 Met (3.3)	• Modify language on rubric - added *or* to Outcome on Rubric to match modified SLO • Be purposeful about next sampling procedures to be inclusive of all levels of courses • Modify benchmark: 80% of students will demonstrate a developing rating (2) and 50% of students will demonstrate a competent (3) rating on a 4 point scale.
	Perform college-level mathematical operations ~~on quantitative data~~ *or apply statistical techniques*	The majority (more than 50%) of students will demonstrate a mid-developing to competent rating of 2.5-3.0 on a 4 point scale using holistic rubric.	Math Course Not Met (2.0) Physics Course Met (3.0 or higher)	• Modify SLO – Perform college-level mathematical operations *or apply statistical techniques.* • Modify language on rubric - added operations *or* correctly organizing data . . . to Outcome on Rubric • Modify benchmark: 80% of students will demonstrate a developing (2) rating and 50% of students will demonstrate a competent (3) rating on a 4 point scale.
	Describe the potential and limitations of technology	Not established		• Review outcome to determine refinements and best opportunity for assessment
	Use appropriate technology to achieve desired outcomes	Graduating students will indicate RIT has helped them "quite a bit" in the area of using computing and technology (mean score of 3 on a 4 point scale on NSSE).	Exceeded (3.41)	• Continue to monitor NSSE data to determine trends. • Compare data post implementation of semester programs (2013).