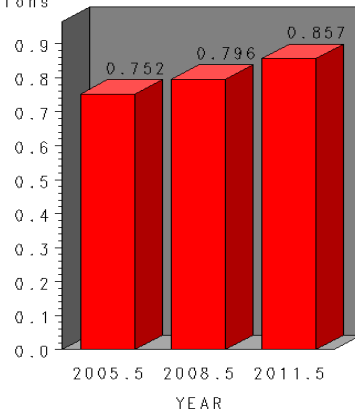


## Binghamton University (State University of New York) General Education Student Learning Assessment Dashboard Composition

Composition Portfolios: Instructor Estimates of Student Performance by Cycle Year

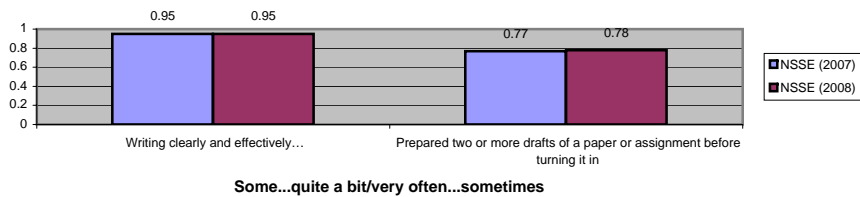
Exceeded or Met Expectations



### ACT Report Findings (2008)

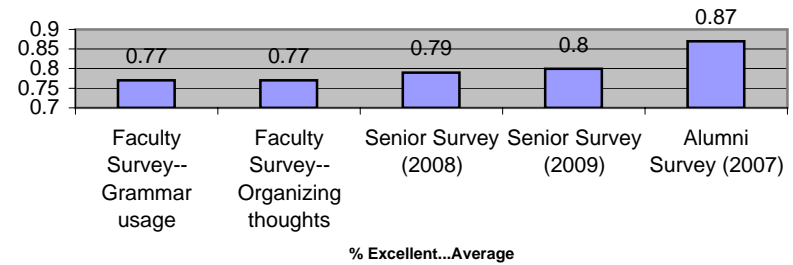
The result of the SCBA rubric evaluation of 100-level papers indicates that student performance with regard to thesis/purpose, development, paragraph writing, sentence structure, style, and mechanics meet expectations. The committee also reviewed alumni, senior, and NSSE survey data, and concluded that students' writing skill appears also to meet expectations. The alumni and senior evaluations indicate that alumni are less sanguine than senior students are about how much the institution offered them opportunities to write, but the committee also concluded that student writing performance is satisfactory in all areas. One weakness, although not at critical levels, is that NSSE scores, faculty open-ended survey results, and the results of the rubric evaluation of critical thinking papers suggest that Binghamton University students might improve in the areas of formulating appropriate arguments, evaluating evidence, and synthesizing information, concerns which were also expressed in the Critical Thinking ACT report.

### Writing Preparation and Revision



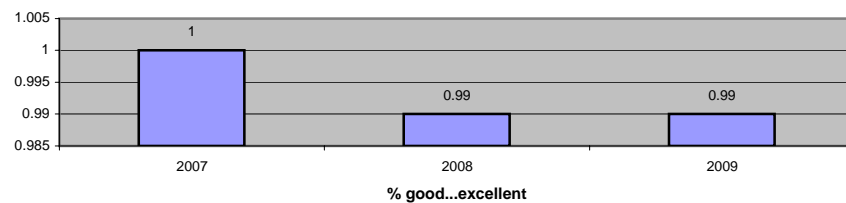
Some...quite a bit/very often...sometimes

### Composition Student Performance Survey Results



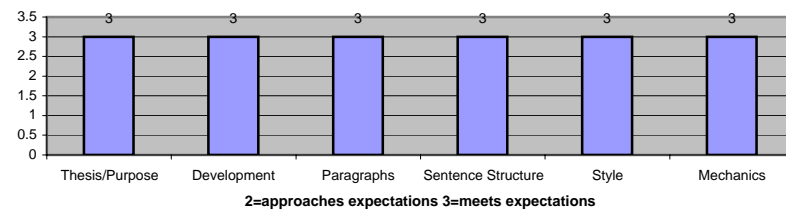
% Excellent...Average

### Internship Supervisor Ratings: Writing Ability of Participating Interns



% good...excellent

### Composition Rubric Assessment



2=approaches expectations 3=meets expectations

Office of Institutional Research Assessment  
Fall 2009

