Appalachian STATE UNIVERSITY.

Summit Objective: To assess student artifacts from multiple disciplines utilizing a common Goal III rubric based on VALUE rubrics created by AAC&U.
Summit Process: 10 faculty members scored 213 randomly selected artifacts from assignments in 10 randomly selected subject areas.

General Education Goal III Component:	% of Artifacts Scoring Two or Higher on Component*	% of Artifacts Scoring Three or Higher on Component*	% of Artifacts Scoring "NA"**
Global Self Awareness: Students will evaluate the effect of human agency on natural and cultural environments. (Local to Global)	50.0%	23.0%	14.0%
Consequences of Global Change: Students will cultivate an understanding of global change on natural and cultural environments. (Global to Local)	40.0%	19.0%	31.0%
Systemic Drivers of Global Change: Students will evaluate systemic factors as drivers of global change in order to advocate for appropriate responses.	39.0%	14.0%	27.0%
Ecological Integrity and Sustainability: Students will demonstrate the importance of ecological integrity, from local to global scales, as essential life support for sustainable communities.	32.0%	13.0%	46.0%
Cultural Diversity: Students will demonstrate their knowledge of other cultures, worldviews, and frames of reference to contextualize local and global issues.	37.0%	11.0%	17.0%
Cultural Interaction: Students will integrate diverse perspectives to demonstrate an appreciation of the complexities of cultural interactions.	38.0%	13.0%	26.0%

Making Local to Global Connections - Including "NA"
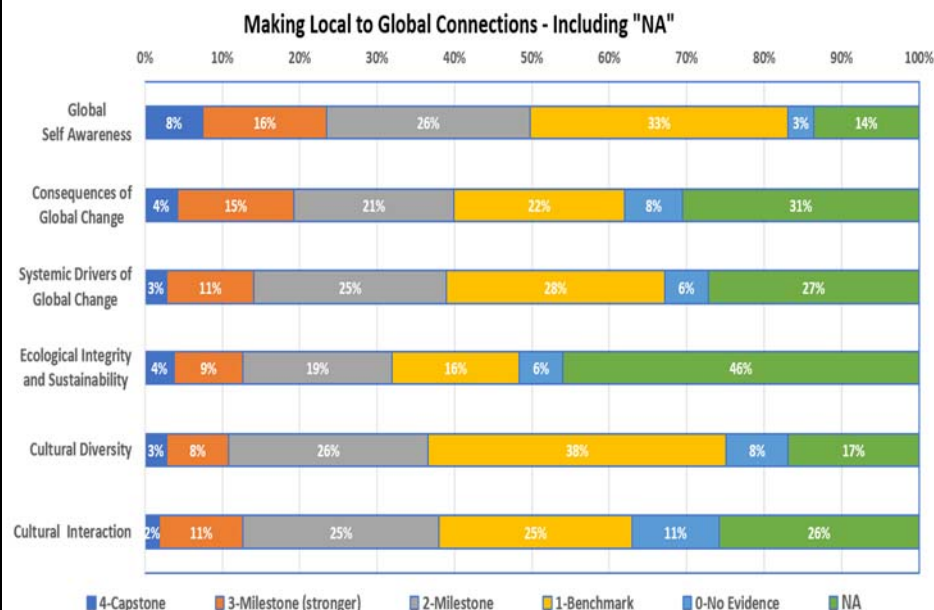
Student or Course Descriptor	% of Artifacts Scoring Four*	% of Artifacts Scoring Three*	% of Artifacts Scoring Two*	% of Artifacts Scoring One*	% of Artifacts Scoring Zero*	% of Artifacts Scoring NA**
Overall Results						
(n=213)	1%	9%	39%	44%	5%	1%
By Student Enrollment						
Transfer In (n=67)	1%	9%	36%	48%	4%	1%
Native Student (n=146)	1%	10%	41%	42%	5%	1%
By Student Class						
Freshman (n=25)	0%	16%	40%	40%	4%	0%
Sophomore (n=55)	0%	9%	42%	44%	5%	0%
Junior (n=45)	2%	9%	31%	56%	2%	0%
Senior (n=88)	1%	8%	42%	40%	6%	3%
By Course Type						
Lower Level (1000, 2000; n=139)	1%	9%	41%	46%	4%	0%
Upper Level (3000, 4000; n=74)	1%	11%	36%	41%	7%	4%
By Course Type by Student Enrollment						
Transfer In x Lower Level (n=40)	3%	8%	35%	50%	5%	0%
Transfer In x Upper Level (n=27)	0%	11%	37%	44%	4%	4%
Native x Lower Level (n=99)	0%	9%	43%	44%	3%	0%
Native x Upper Level (n=47)	2%	11%	36%	38%	9%	4%

Notes: *Scoring: 4=Capstone; 3=Milestone (Stronger), 2=Milestone; 1=Benchmark; 0=No Evidence; NA=Not Applicable. Scores rounded to nearest whole. Average mean score before rounding (by course level): 4000, 1.50, n=44; 3000, 1.68, n=30; 2000, 1.49, n=131; 1000, 2.01, n=8. **Differences in "0" and "NA": "0" indicates that the assignment covered the component but the artifact did not show any evidence of addressing it; "NA" indicates that the assignment did not cover the component.

Themes from the 2020 General Education Assessment Summit Debriefing

Learning Goal: Making Local to Global Connections

Summit Dates: May 19-20

- Strengths
  - Global Self Awareness (Local to global)
  - When it was present, Ecological Integrity and Sustainability
  - Many assignments had either an environmental/science focus or a cultural focus, but not much connection between the two
- Areas in need of improvement
  - Surprised at the number of N/As for Cultural Diversity and Cultural Interaction
  - Consequences of Global Change (Global to local)
- Feedback about the rubric:
  - Multiple goals in one; is this goal too broad?
  - How does General Education define "global" and "local"? How broad or narrow are these terms? For example, does "global" only mean international? Definitions may improve consistency and inter-rater reliability.
  - Some artifacts seemed to fit the General Education rationale but did not fit the rubric
  - Should outcomes have "and" or should they be "or" or "and/or"? Many raters were frustrated that they could not score higher due to the "and" in descriptions.
  - Suggested need to add "valid" or "quality" to "analysis" because some students were analyzing but not doing it well
- Assignment design could have been better in many cases to better illicit local to global connections. Some felt like they were scoring the assignment as much as the individual artifact.
- Need to remind/inform faculty about this goal so there is better understanding about the goal.
- Help faculty be more intentional about how to integrate this goal into their courses and assignments
- Suggested resources for faculty teaching to this goal
  - Create a 1-page sheet for faculty with recommendations for language to include in their assignment instructions that would invoke the local to global goal
  - Examples of assignments from a variety of disciplines
  - Assignment design around the rubric
- Overall, there was positive feedback about the first virtual summit but would prefer doing the summit in person if there is a choice as they missed the refreshments and time with colleagues in person