

Summit Objective: To assess student artifacts from multiple disciplines utilizing a common Goal IV rubric based on VALUE rubrics created by AAC&U.
Summit Process: 10 faculty members scored 175 randomly selected artifacts from assignments in 13 randomly selected subject areas.

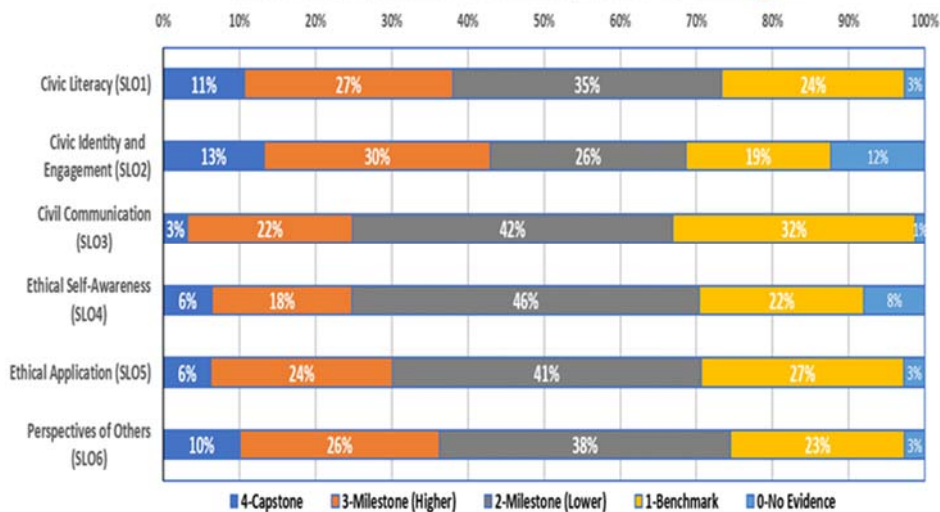
Please note: Although data listed herein has been processed and formatted the same as in past summit cycles, concrete conclusions should be formed with caution. Please see supplemental documentation for more detail.

General Education Goal IV: Understanding Responsibilities of Community Membership Student Learning Outcomes	% of Artifacts Scoring Two or Higher on SLO* ¹	% of Artifacts Scoring Three or Higher on SLO* ¹	% of Artifacts Scoring "NA" by
Civic Literacy: Students will evaluate knowledge from their academic experience to inform their civic engagement. (SLO1)	73%	38%	14%
Civic Identity and Engagement: Students will thoroughly reflect on their own civic-engagement activities as they relate to their sense of civic identity. (SLO2)	69%	43%	31%
Civil Communication: Students will engage in civil and reasoned discourse. (SLO3)	67%	25%	10%
Ethical Self-Awareness: Students will reflect on their own core beliefs in relation to complex ethical issues. (SLO4)	70%	25%	29%
Ethical Application: Students will apply ethical concepts to an ethical question. (SLO5)	71%	30%	18%
Perspectives of Others: Students will contextualize personal experiences with diverse cultures, communities or perspectives and demonstrate the ability to act supportively. (SLO6)	74%	36%	15%

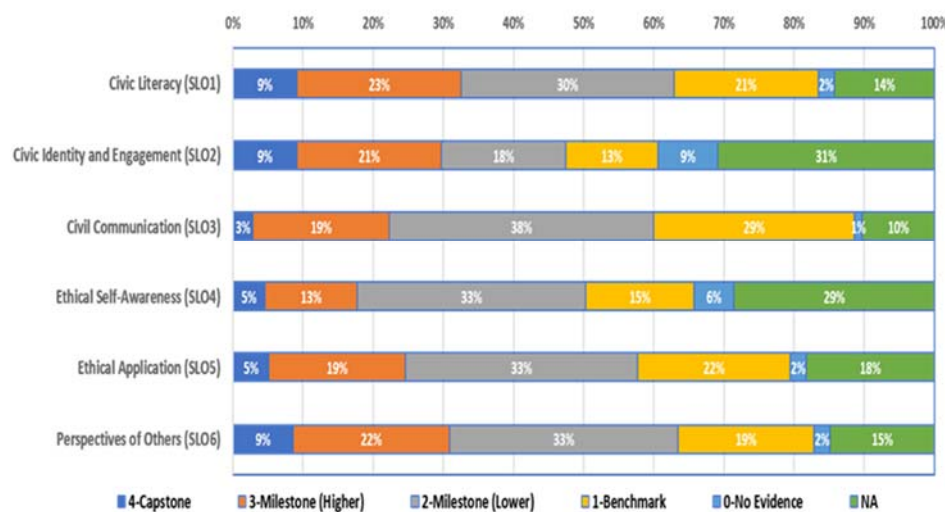
Course Descriptor	% of Artifacts Scoring Four*	% of Artifacts Scoring Three*	% of Artifacts Scoring Two*	% of Artifacts Scoring One*	% of Artifacts Scoring Zero*	% of Artifacts Scoring NA*
Overall Results						
(n=175)	2%	21%	47%	25%	2%	3%
By Course Type						
Lower Level (1000, 2000; n=90)	2%	16%	39%	38%	2%	3%
Upper Level (3000, 4000; n=85)	1%	26%	56%	12%	2%	2%
By Course Level						
1000 (n=30)	0%	13%	63%	23%	0%	0%
2000 (n=60)	3%	17%	27%	45%	3%	5%
3000 (n=45)	0%	36%	47%	13%	4%	0%
4000 (n=40)	3%	15%	68%	10%	0%	5%

¹ Excludes "NA"

Understanding Responsibilities of Community Membership - Excluding "NA"



Understanding Responsibilities of Community Membership - Including "NA"



Notes: *Scoring: 4=Capstone; 3=Milestone (Stronger), 2=Milestone; 1=Benchmark; 0=No Evidence; NA=Not Applicable. Scores rounded to nearest whole. Differences in "0" and "NA": "0" indicates that the assignment covered the SLO but the artifact did not show any evidence of addressing it; "NA" indicates that the assignment did not cover the SLO.

Themes from the 2021 General Education Assessment Summit Debriefing
Learning Goal: Understanding Responsibilities of Community Membership

Summit Dates: May 18-19

- Strengths
 - [With this rubric], artifacts don't have to be huge, summative assessments. A discussion board post with strong instructions could make a wonderful set of artifacts.
 - This rubric had a lot of dimensions. The rubric was broad and its nature allowed me to find something in each project.
 - Working with this rubric, I see how much community membership is operationalized as engagement.
- Areas for improvement
 - The word "respect" for Civil Communication [may be difficult] to map out what that means in delicate situations. This might be better defined.
 - Can be difficult to determine what is an "academic experience." Adding a definition might help.
 - The word "civil" in Civil Communications may be problematic (e.g. civilized vs. uncivilized).
 - Although the words "civil and reasoned discourse" appear in the SLO language, they are not used in the rubric dimension language.
 - Would be helpful to define "argument."
- Feedback on overall rubric
 - Would we want to add the word "engagement" to the title of the rubric so that faculty know that we are also talking about engagement?
 - A lot of the artifacts didn't fit the [whole] rubric. It was like there were two different rubrics – the top half seemed different from the bottom half. The two parts of the rubric were definitely separate.¹
- Assignment design
 - There was a wide range of assignments; some did nothing – falling short of anything close. Assignments need to focus more on the [rubric] SLOs.
 - We need curriculum maps and assignment redesign – we need more intentional alignment with the rubric.
 - In some cases, I didn't understand what the instructor was asking; how could the student understand?
 - The portfolios often didn't have much relevance to the outcomes. . . . some were not focused on any specific SLOs. There was often impressive work but they seemed far away from the specific target of the [summit].
 - Assignments did not specify certain SLOs as a part of the learning goal. Maybe [faculty] can list out which assignments went with what SLO.
 - One thing that came out about how to assess this stuff – one thing said – Service learning is where this typically shows up. Without limiting faculty, [it] would be good to flag those.
- Faculty
 - This new rubric and the others – every faculty should [receive copies and] they should be given to the new instructors or at least annually as turn over happens so that coherent course instruction can be maintained and not lost. These courses are critical but we don't have time to teach the next person the teaching a specific course. The rubrics are well thought out, but not distributed. Faculty need to be reminded which they are teaching to.
 - The turn-over of the faculty has a large impact on GenEd. [At the program level], there are no specific goals or requirements for GenEd but they do have them for the program. There is no overlap in the two items.
 - [I would recommend to] mention to the departments what this rubric means and how to use it. And how important this is to Gen Ed and the overall goals of the university. Most faculty are not aware of these SLOs .
 - If instructors knew about this [e.g. rubric and SLOs], then more [artifacts] could have hit more goals.
 - Perhaps mention to each department that this is something that Gen Ed considers important in terms of developing curriculum. I have the impression some areas are not aware this is considered a part of curriculum.
- Feedback on overall summit
 - I feel like I might have been better in scoring fewer assignments with an understanding of the range from the the assignment.
 - I found it much easier to assess the ones when I had two or three of the same assignment because it gave me more context.
 - [You] start creating your own mental rubric. [After]about 5 [of one kind], you start looking for certain things, which may not be the best.
 - The artifacts did not seem to address the rubric and they need to be selected better.
 - Grateful that everything was typed [e.g. as opposed to hand-written]!

¹ See supplemental documentation for more detail