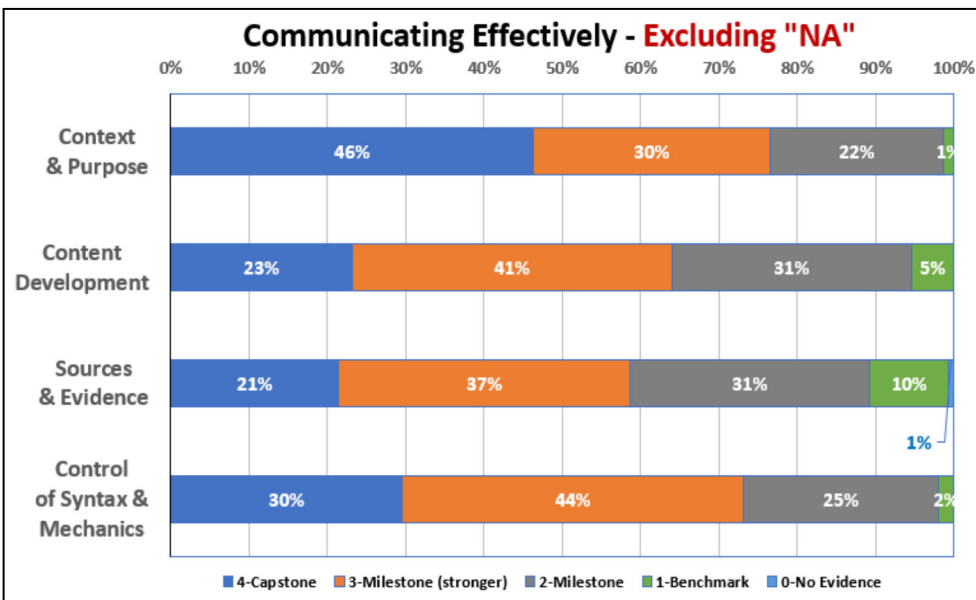


**Summit Objective:** To assess student artifacts from multiple disciplines utilizing a common Goal II rubric based on VALUE rubrics created by AAC&U.  
**Summit Process:** 10 faculty members scored 150 randomly selected artifacts from assignments in 20 randomly selected subject areas.<sup>1</sup>

<sup>1</sup> Only 17 of the 20 selected courses submitted artifacts.

General Education Goal II Component:	% of Artifacts Scoring Two or Higher on SLO* <sup>1</sup>	% of Artifacts Scoring Three or Higher on SLO* <sup>2</sup>	% of Artifacts Scoring "NA"
<b>Context and Purpose:</b> Students will demonstrate a thorough understanding of context, audience, and purpose. (SLO 1)	98%	76%	1%
<b>Content Development:</b> Students will use appropriate content to shape their message. (SLO 2)	93%	63%	2%
<b>Sources and Evidence:</b> Students will integrate evidence drawn from credible, relevant sources to formulate their message. (SLO 3)	83%	55%	7%
<b>Control of Syntax and Mechanics:</b> Students will communicate with clarity and fluency. (SLO 4)	97%	73%	1%

<sup>2</sup> Excludes "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*
<b>Overall Results</b>					
(n=150)	37%	39%	23%	1%	0%
<b>By Student Type**</b>					
Transfer In (n=26)	42%	42%	12%	4%	0%
Native Student (n=123)	37%	37%	25%	0%	0%
<b>By Student Class**</b>					
Freshman (n=40)	15%	40%	43%	0%	0%
Sophomore (n=42)	29%	45%	24%	2%	0%
Junior (n=33)	64%	27%	9%	0%	0%
Senior (n=34)	50%	38%	12%	0%	0%
<b>By Course Type</b>					
Lower Level (1000, 2000; n=85)	21%	41%	35%	1%	0%
Upper Level (3000, 4000; n=65)	58%	35%	6%	0%	0%
<b>By Course Type by Student Type**</b>					
Transfer In x Lower Level (n=11)	9%	55%	27%	9%	0%
Transfer In x Upper Level (n=15)	67%	33%	0%	0%	0%
Native x Lower Level (n=74)	23%	39%	36%	0%	0%
Native x Upper Level (n=49)	57%	35%	8%	0%	0%
<b>By Course Level</b>					
1000 (n=60)	13%	47%	38%	0%	0%
2000 (n=25)	40%	28%	28%	4%	0%
3000 (n=40)	63%	30%	8%	0%	0%
4000 (n=25)	52%	44%	4%	0%	0%

\*\*Does not include "Undeclared" or "Unclassified"

**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.

## Summary of the 2022 General Education Assessment Summit Debriefing on the Communicating Effectively Goal

- Strengths
  - Scores were highest for the context and purpose outcome.
  - Students performed best when provided clear and specific assignment instructions about what to do.
- Areas for improvement
  - Students seem to struggle with use of evidence and credible sources. Many assignments did not ask for evidence.
  - Some students struggled with or the assignment type did not allow for content development.
- Feedback on overall rubric
  - Context and purpose - Need to distinguish between levels 3 and 4. Suggestion to change level 4 to “sophisticated understanding” rather than “thorough understanding.”
  - Content development - Too much of a drop from level 2 to level 1. If students were asked to “summarize” in the assignment instructions, then it impacted scoring and yet this is also an important skill.
  - Sources and evidence - In level 1, change “demonstrates a minimal attempt” to “demonstrates a minimal use of evidence” or remove that part. Change “support” to “illustrate and support” in levels 1-3.
  - Control of syntax and mechanics - Delete “use of language that” in each level so that the SLO better addresses all assignment types.
  - The glossary was helpful, but it would be good to add a definition for synthesis/synthesizes.
  - The overlap of context and purpose and content development was challenging for reviewers.
- Recommendations to Faculty
  - Instructors need to be aware of which Gen Ed goals they should be addressing in their courses and include them on syllabi and assignments.
  - Provide clear and focused assignment instructions to students.
  - Assignment instructions that are either too vague or too prescribed make it difficult for students to develop compelling content.
  - Better explain the goal of an assignment. The goal should not be producing a paper of so many words but should be focused on student learning.
- Recommendations to the General Education Program
  - Better communication with Gen Ed instructors about the Gen Ed goals their course should be addressing. It would be most helpful if the communication could happen in advance of the semester (end of the previous semester) when instructors are focused on planning.
  - Target new faculty for assignment design/redesign around Gen Ed outcomes.
  - Consider a Gen Ed point person for each department - a faculty member rather than the chair.
- Feedback on overall summit
  - Overall, participants seemed to like the hybrid format. Some would have liked the debriefing to be in person, but others appreciated not having to return to campus.
  - Participants loved the location in the Leon Levine Hall of Health Sciences.
  - Need to further emphasize that this is not grading but assessing. The suggestion was to put that reminder at the top of the rating sheet.
  - More time reviewing the rubric together before applying it to an artifact. Perhaps focus on the intersection with Bloom’s taxonomy. Look for key words in the rubric and ask participants what that means to them and how to differentiate between various verbs at each level of an outcome.