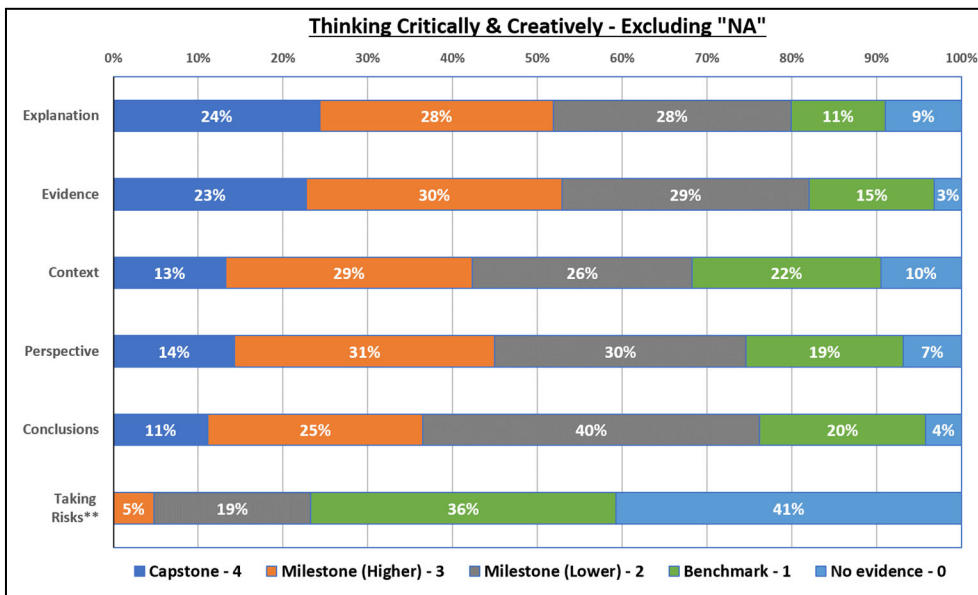


Summit Objective: To assess student artifacts from multiple disciplines utilizing a common Goal I rubric based on VALUE rubrics created by AAC&U.
Summit Process: 10 faculty members scored 190 randomly selected artifacts from assignments in 20 randomly selected subject areas.***

General Education Goal I Student Learning Outcome:	% of Artifacts Scoring Two or Higher on SLO*	% of Artifacts Scoring Three or Higher on SLO*	% of Artifacts Scoring "NA"
Explanation: Students will clearly explain the issue/problem.	79%	52%	1%
Evidence: Students will selectively use information to investigate a point of view or conclusion.	82%	53%	1%
Context: Students will evaluate the influence of context and assumptions when presenting a position.	68%	42%	1%
Perspective: Students will express a position that takes into account the complexities of an issue and acknowledges other viewpoints.	74%	45%	1%
Conclusions: Students will express a logical conclusion.	76%	36%	1%
Taking Risks: Students will take risks.	23%	5%	1%

Student or Course Descriptor	% of Artifacts Scoring Four*	% of Artifacts Scoring Three*	% of Artifacts Scoring Two*	% of Artifacts Scoring One*	% of Artifacts Scoring Zero*
Overall Results					
<i>(n=190)</i>	2%	24%	41%	29%	4%
By Student Type					
<i>Transfer In (n=42)</i>	5%	21%	40%	31%	2%
<i>Native Student (n=148)</i>	1%	25%	41%	28%	4%
By Student Class					
<i>Freshman (n=44)</i>	0%	9%	59%	27%	5%
<i>Sophomore (n=29)</i>	0%	3%	31%	62%	3%
<i>Junior (n=46)</i>	4%	35%	26%	33%	2%
<i>Senior (n=71)</i>	3%	35%	42%	14%	4%
By Course Type					
<i>Lower Level (1000, 2000; n=90)</i>	0%	11%	36%	44%	8%
<i>Upper Level (3000, 4000; n=100)</i>	4%	36%	45%	15%	0%
By Course Type by Student Type					
<i>Transfer In x Lower Level (n=12)</i>	0%	0%	25%	67%	8%
<i>Transfer In x Upper Level (n=30)</i>	7%	30%	47%	17%	0%
<i>Native x Lower Level (n=78)</i>	0%	13%	37%	41%	8%
<i>Native x Upper Level (n=70)</i>	3%	39%	44%	14%	0%
By Course Level					
<i>1000 (n=70)</i>	0%	11%	39%	39%	10%
<i>2000 (n=20)</i>	0%	10%	25%	65%	0%
<i>3000 (n=70)</i>	3%	33%	44%	20%	0%
<i>4000 (n=30)</i>	7%	43%	47%	3%	0%



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. **Taking Risks had no Capstone scores. ***Only 19 of the 20 selected courses submitted artifacts.

Summary of the 2023 General Education Assessment Summit Debriefing on the Thinking Critically and Creatively Goal

- Strengths
 - Explanation was the easiest to score followed by Evidence.
 - Some reviewers thought the level of the material was higher and the assignments were clearer than in previous summits.
- Areas for improvement
 - Providing workshops, information sessions, or other resources regarding the summit purpose and process – in addition to the different rubrics would be great.
 - Providing specific assignment design workshops based on the student learning outcomes of the rubric would be helpful – especially to new faculty.
 - While we did see evidence of critical thinking, there was very little creative thinking.
- Feedback on overall rubric
 - Explanation: ♦ It might be good to add the word “position” (or issue, problem) to make the SLO clearer. ♦ Students seemed to have a hard time with the placement of the explanation in the artifact.
 - Evidence: ♦ At the benchmark rating, it would be helpful to add something about sources not being identified. That is not clear. ♦ There may be an issue of having two modes of evaluation tied together: the source and the interpretation. ♦ It is hard to distinguish between a 3 and a 4, i.e. “expert” vs. “credible” sources.
 - Context: ♦ This one is particularly difficult because the language is not clear across the scoring levels. ♦ Perhaps we should move Perspective ahead of Context so that the student could go from a broad view to a more specific view.
 - Perspective: ♦ Do we need both ‘imaginative’ and ‘innovative?’ Some students did not achieve these but otherwise scored high. ♦ Can we remove the word “Obvious?” What is obvious to one may not be obvious to another. ♦ Do students need to address both critical and creative thinking to achieve the highest score?
 - Conclusions: ♦ Scoring Conclusions was also easier for some reviewers although some indicated it was “tricky” due to not being able to recognize a specific, concise conclusion. ♦ Does the conclusion need to be at the end or anywhere throughout the work?
 - Taking Risks: ♦ This one was hard to interpret and often required reviewers to refer back to the actual assignment to clarify. Although doing so was helpful, it sometimes put the reviewers in “grading” thinking.
- Recommendations to Faculty
 - Participation in a GenEd Summit is very beneficial and recommended. It gives one an idea of what is happening in the larger University.
 - It would be helpful for faculty to have the rubric before submitting artifacts so that the assignments could be tailored to the rubric.
 - Students' acknowledgement of opposing views was the one thing that seemed to keep overall scores low. There needs to be more incorporation of that aspect.
- Recommendations to the General Education Program
 - It would be good if a GenEd representative could talk to the faculty about how the overall general education assessment works and the expectations of the council.
 - Provide feedback on the summit results
 - Provide resources to assist in identifying the gap between actually teaching a gen ed course and teaching the course according to the guidelines of the rubric.
- Feedback on overall summit
 - It would be beneficial to practice on all the types of artifacts that we will encounter during the training. There were several that did not fit into the format of the training documents.
 - It might be helpful for reviewers to stay the full day so that we could have discussions regarding problematic artifacts.
 - Reviewers were glad to have participated.
 - Everything was very organized.