

Results of 2018 Assessment
of
The Provost's Assessment Committee
for
General Education Learning Outcomes:
Effective Communication
Critical Thinking

Committee Members

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Raw scores assigned by the two assessment teams were summarized using pivot tables with two aims. The first was to determine the consistency among evaluator scores, and the second was to assess student learning, the actual purpose of the assessment process. The committee also held further discussions on the appropriateness of artifacts chosen after using the rubrics on them to assess learning.

This section begins with a summary of the results from each of the two values – Effective Communication and Critical Thinking – and then outlines thoughts shared by workshop participants on the artifacts themselves. The raw data and accompanying pivot tables containing finer details of the raw score summaries are available upon request. Further discussions, in particular on the appropriateness of the artifacts for the associated rubrics, are contained in the last section of this report.

Results for Effective Communication

Table 3.1 provides an overall summary of the scores obtained from the two artifacts used to assess student learning in the area of effective communication. Figure 3.1 provides a breakdown of score distributions within each outcome.

Table 3.1: Summary of scores obtained from the Effective Communication artifacts; includes mean scores (\bar{x}), standard deviations (s), and percentages of items with scores higher than each benchmark.

		% of work products with a score \geq				
		\bar{x}	s	1	2	3
Outcomes	1. Context	1.44	0.71	86.0	33.0	4.0
	2. Arrangement of Material	1.40	0.77	79.0	41.0	2.0
	3. Content Material	1.37	0.58	92.0	27.0	3.0
	4. Supporting Material and Evidence	1.19	0.58	85.0	16.0	1.0
	5. Use of Language	1.41	0.70	86.0	39.0	3.0
	Overall summaries	1.36	0.67	85.6	31.2	2.6

Among the ten work samples within each artifact: mean scores from the business administration artifact ranged from 0.26 through 1.74, and standard deviations of the scores ranged from 0.33 through 0.71. For the writing artifact mean scores ranged from 0.84 through 2.02 and standard deviations ranged from 0.32 through 0.68.

The last three columns of Table 3.1 list the percentages of student work samples that scored greater than or equal to the rubric’s three benchmarks: *Beginning* (1), *Proficient* (2), and *Mastery* (3). For example, for Outcome 4 (Supporting Material and Evidence) while only 1% of the work samples were considered to be at the *Mastery* level and 39% at or above the *Proficient* level, at least 86% were considered at or above the *Beginning* level.

The percentages in the last three columns of Table 3.1 suggest that students have the greatest difficulty in achieving the *Beginning* benchmark in Outcome 2 (Arrangement of Material) and the least difficulty in Outcome 3 (Content Material). Furthermore, students tended to have the most difficulty meeting the *Mastery* benchmark in Outcome 4 (Supporting Material and Evidence) and the least difficulty in Outcome 1 (Context).

As suggested in Figure 3.1, scores assigned by the effective communication team included half-points. Because of this, scores for all five learning outcomes appear more widely distributed in this area than for critical thinking.

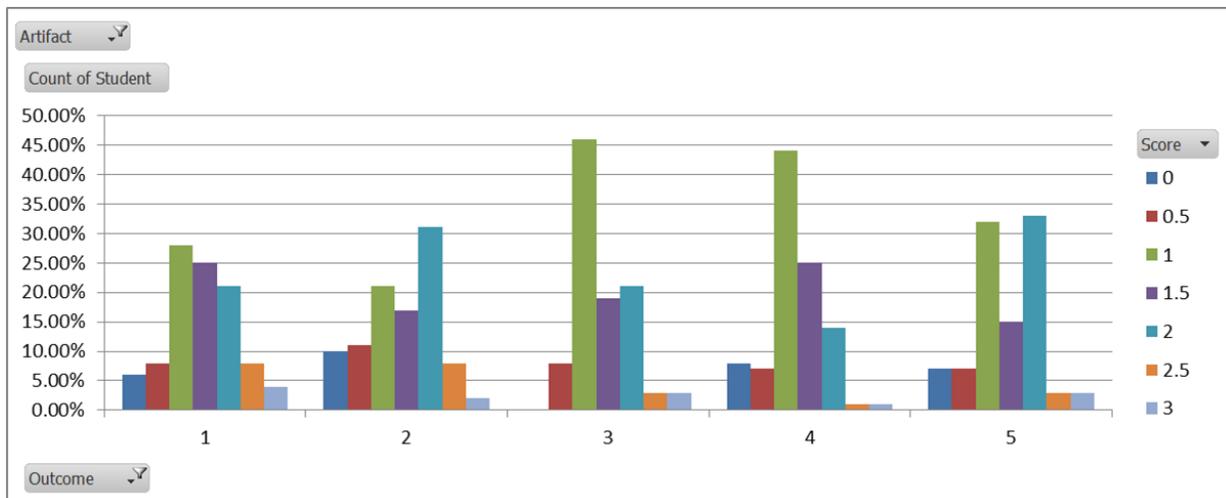


Figure 3.1: Distribution of scores assigned (ranging from 0 through 3) within each of the five student learning outcomes for Effective Communication.

Results for Critical Thinking

Table 3.2 provides an overall summary of the scores obtained from the two artifacts used to assess student learning in the area of critical thinking. Figure 3.2 provides a breakdown of score distributions within each outcome.

Among the ten work samples within each artifact: mean scores from the mathematics artifact ranged from 0.13 through 1.96, and the standard deviations of the scores ranged from 0.34 through 0.68. The mean scores from the psychology artifact ranged from 0.73 through 1.93, and the standard deviations ranged from 0.61 through 0.95.

Table 3.2: Summary of scores obtained from the Critical Thinking artifacts; includes mean scores (\bar{x}), standard deviations (s), and percentages of items with scores higher than each proficiency benchmark.

Outcomes	\bar{x}	s	% of work products with a score \geq		
			1	2	3
1. Student Position	0.80	0.80	60.0	16.7	3.3
2. Student Assumptions	1.08	0.84	70.0	37.5	0.8
3. Issue or Problem	1.40	0.70	91.7	44.2	4.2
4. Info. From Sources	1.58	0.66	94.2	60.8	3.3
5. Conclusion or Outcomes	1.45	0.88	83.3	54.2	7.5
Overall summaries	1.31	0.81	79.8	42.7	3.8

The last three columns of Table 3.2 list the percentages of work products that scored greater than or equal to the rubric's three benchmarks: *Beginning* (1), *Proficient* (2), and *Mastery* (3). For example, for Outcome 3 (Issue or Problem to be Considered Critically), 91.7% of the items scored across both mathematics and psychology artifacts were identified as at or above the *Beginning* benchmark, 44.2% were identified as at or above the *Proficient* benchmark, and 4.2% were identified as at the *Mastery* benchmark.

In this case the data suggest that students have the greatest difficulty meeting the *Beginning* benchmark in Outcome 1 (Student's Position) and the least difficulty in Outcome 4 (Information Taken from Sources).

Furthermore, students tended to have the most difficulty meeting the *Mastery* benchmark in Outcome 2 (Student’s Own Assumptions) and the least difficulty in Outcome 5 (Conclusions or Related Outcomes). Figure 3.2 lends support to the observation that student learning in the first outcome (student position) is generally at or below the beginning level.

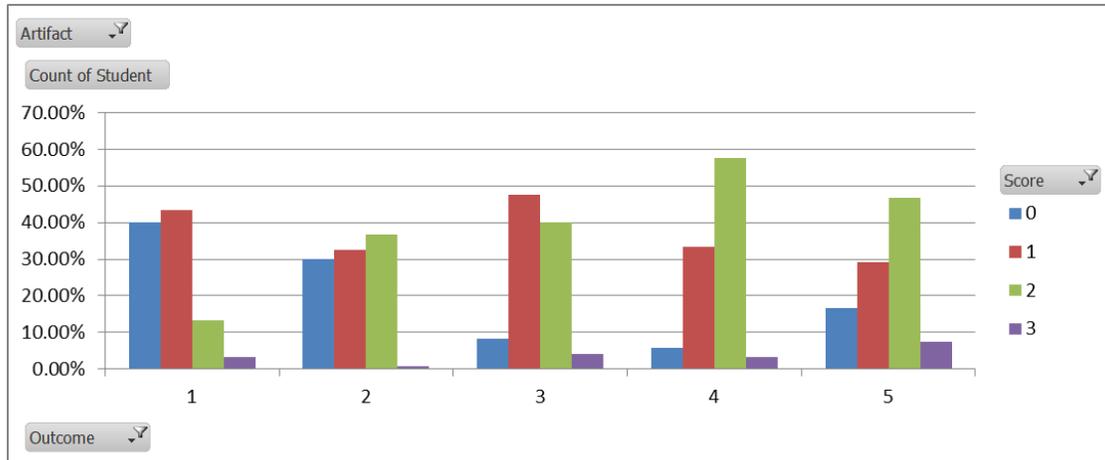


Figure 3.2: Distribution of scores assigned (ranging from 0 through 3) within each of the five student learning outcomes for Critical thinking.

Overall Observations and Comments

While there was a good degree of consistency in the scores, allowing for variability, evaluators did encounter difficulties in applying the rubrics seamlessly to all four artifacts. In particular, in almost all cases it was not possible to place many work samples in the *Mastery* level because of the nature of the student assignment/exercise. Also, for the mathematics artifact for Critical Thinking, the first learning outcome (Student Position) could not be assessed at all and rubric criteria for the remaining learning outcomes did not have a natural fit for assessing the artifact.