

GE Assessment: 2021-2022 Summary

Faculty Learning Community
Summary

09/23/22

Brief History

- GE “Curriculum mapping” in Fall 2015

- Five GE Learning Goals:

- Fundamental Knowledge

Assessed in 15-16 with 4 GE courses

- Critical thinking

Assessed in 16-17 with 15 GE courses

- **Communication (Written)**

Assessed “Written Communication”
in 19-20 with 11 GE courses

- Teamwork

Assessed in 17-18 with 7 GE courses

- Diversity (local/global community)

Assessed in 18-19 with 10 GE courses

Assessed **Oral Communication** in 2021-22 with 8 GE courses

Communication (Written/Oral)

Learning Goal: Students will develop ideas and communicate them competently and ethically, verbally or nonverbally, both orally and in writing, in a variety of contexts.

Outcomes:

1. Students will communicate ideas effectively and appropriately in a well-organized fashion, taking purpose, context, and audience into account.
2. Students will present the ideas of others with integrity, providing appropriate attribution or academic citation.

Participants

- **8** courses from 5 colleges
 - Out of 236 upper division GE courses offered in spring 2020

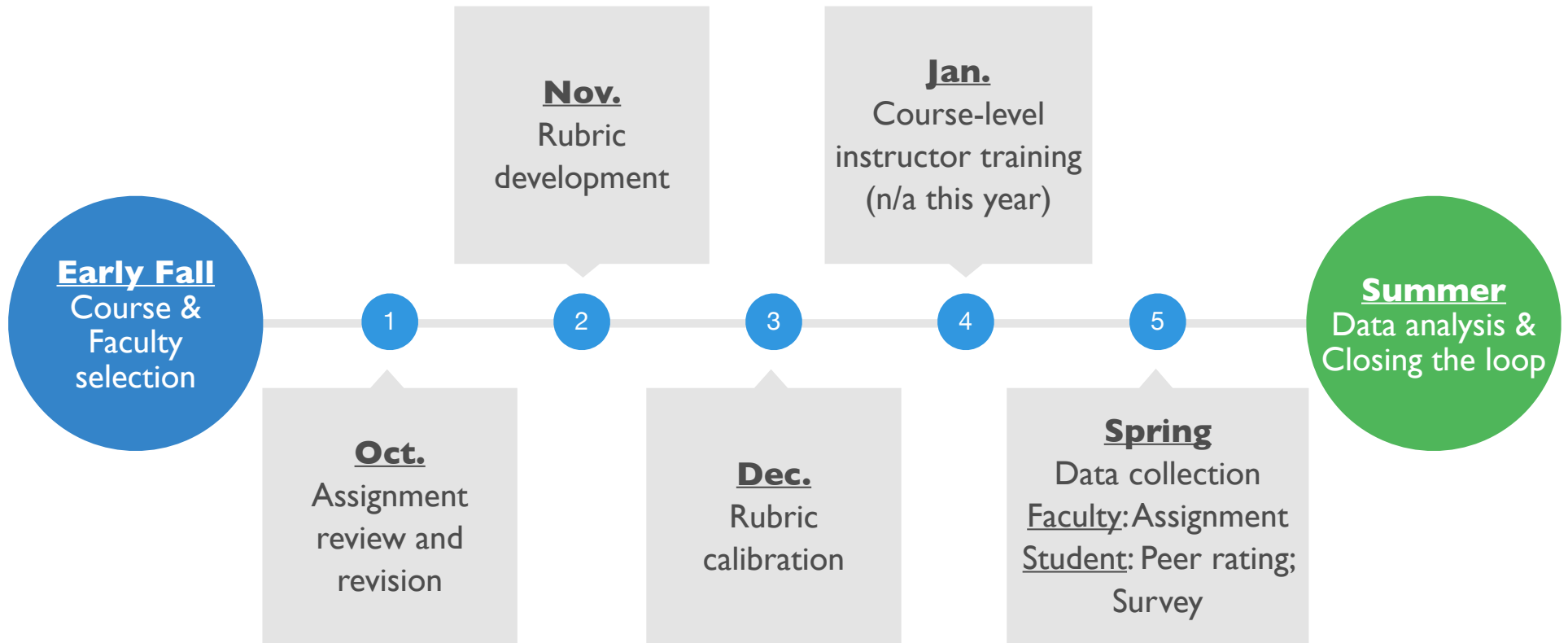
- **8** faculty

Participating courses/Course leads:

3 COTA: ART 311 / Deborah Solon; ART 312 / Joanna Roche; DANC 301 / Darlene O'Cadiz
1 EDU: READ 290 / Kim Mundala
1 ECS: CPSC 313 / Natasha Anderson
2 HSS: CHIC 305 / Eddy Alvarez; POSC 375 / Pam Fiber-Ostrow
1 NSM: GEOL 333 / Joe Carlin

- **303** students (based on faculty scoring)
 - Out of 327 (unduplicated) students taking these courses

Process



Faculty Learning Community

Rubric - Faculty

- 5 criteria for FACULTY scoring:
 - A) Central message and relevant content
 - B) Organization and information presentation
 - C) Appropriateness of language choices to audience & speaker background
 - D) Non-verbal delivery
 - E) Supporting material

| Criteria | | Performance Levels | | | |
|----------|---|--|---|--|--|
| | | Below Basic | Basic | Proficient | Exemplary |
| 1 | Central message and relevant content | Central message is not explicitly stated, and had to be inferred; No relevant or appropriate content is used to support the central message. | Central message is understandable, but not emphasized or memorable; Relevant or appropriate content is used scarcely to support the central message. | Central message is explicit and consistent; Relevant or appropriate content is used consistently to support the central message. | Central message is compelling and memorable; Relevant or appropriate content is used skillfully to not only support but enhance the central message. |
| 2 | Organization and information presentation (e.g. specific introduction and conclusion, sequenced material within the body, and transitions) | Organizational pattern is not observable within the presentation. | Organizational pattern is intermittently observable within the presentation. | Organizational pattern is clearly and consistently observable within the presentation. | Organizational pattern is clearly and consistently observable, and includes smooth transitions to make the presentation cohesive and the points well summarized. |
| 3 | Appropriateness of language choices to audience and speaker background (e.g. demographic, cultural, linguistic) | Language choices are unclear and minimally support the effectiveness of the presentation; Language choices are inappropriate to audience and speaker. | Language choices are mundane and commonplace, and only partially support the effectiveness of the presentation; Language is partially appropriate to audience and speaker. | Language choices are thoughtful and generally support the effectiveness of the presentation; Language is generally appropriate to audience, though explicit considerations to suit the audience and speaker are not observed. | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation; Language is consistently appropriate to audience, and explicit considerations of language to suit the audience and speaker are evident. |
| 4 | Non-verbal delivery (e.g. posture, gesture, eye contact, and vocal expressiveness) | Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable. | Delivery techniques make the presentation understandable, and speaker appears tentative. | Delivery techniques make the presentation interesting, and speaker appears comfortable. | Delivery techniques make the presentation compelling, and speaker appears polished and confident. |
| 5 | Supporting Material (e.g. visuals, explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) | Insufficient supporting materials make reference to information or analysis that minimally supports the presentation. | Supporting materials make appropriate reference to information or analysis that partially supports the presentation. | Supporting materials make appropriate reference to information or analysis that generally supports the presentation. | Supporting materials make appropriate reference to information or analysis that significantly supports the presentation. |

Rubric - Peer

- 1 criterion for PEER scoring: Audience engagement

| | ITEM | CORRESPONDING RUBRIC CRITERIA |
|---|---|---|
| 1 | The presenter was persuasive and easy to follow. | <i>Audience Engagement (focusing on the speaker's ability to engage the audience)</i> |
| 2 | The presenter was engaging and captured my attention. | |

Student Self-Reflection Survey

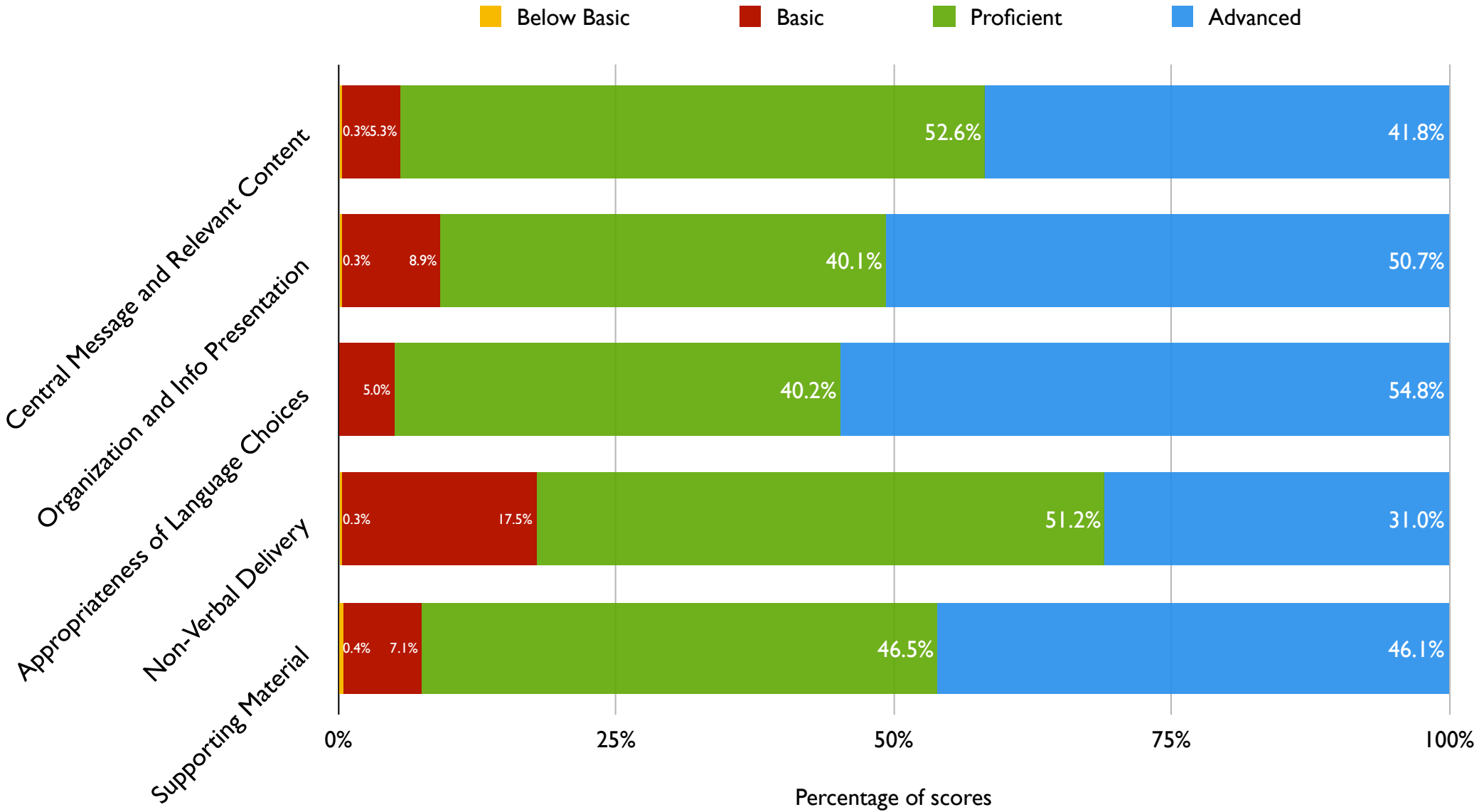
Active Empathetic Listening Scale (AELS) self-report survey

(Drollinger, Comer & Warrington, 2006)

- **Sensing** (*attending to all explicit and implicit information presented*)
 - *I am sensitive to what the presenter(s) are not saying.*
 - *I am aware of what the presenter(s) imply but do not say.*
 - *I understand how the presenter(s) feel.*
 - *I listen for more than just the spoken words.*
- **Processing** (*synthesizing information to understand the presented information as a whole*)
 - *I assure the presenter(s) that I will remember what they say by taking notes when appropriate.*
 - *I summarize points of agreement and disagreement when appropriate.*
 - *I keep track of points the presenter(s) make.*
- **Responding** (*clarifying or using means to indicate they are paying attention to presenter*)
 - *I assure the presenter(s) that I am listening by using verbal acknowledgments.*
 - *I assure the presenter(s) that I am receptive to their ideas.*
 - *I ask questions that show my understanding of the presenter(s) positions.*
 - *I show the presenter(s) that I am listening by my body language (e.g., head nods).*

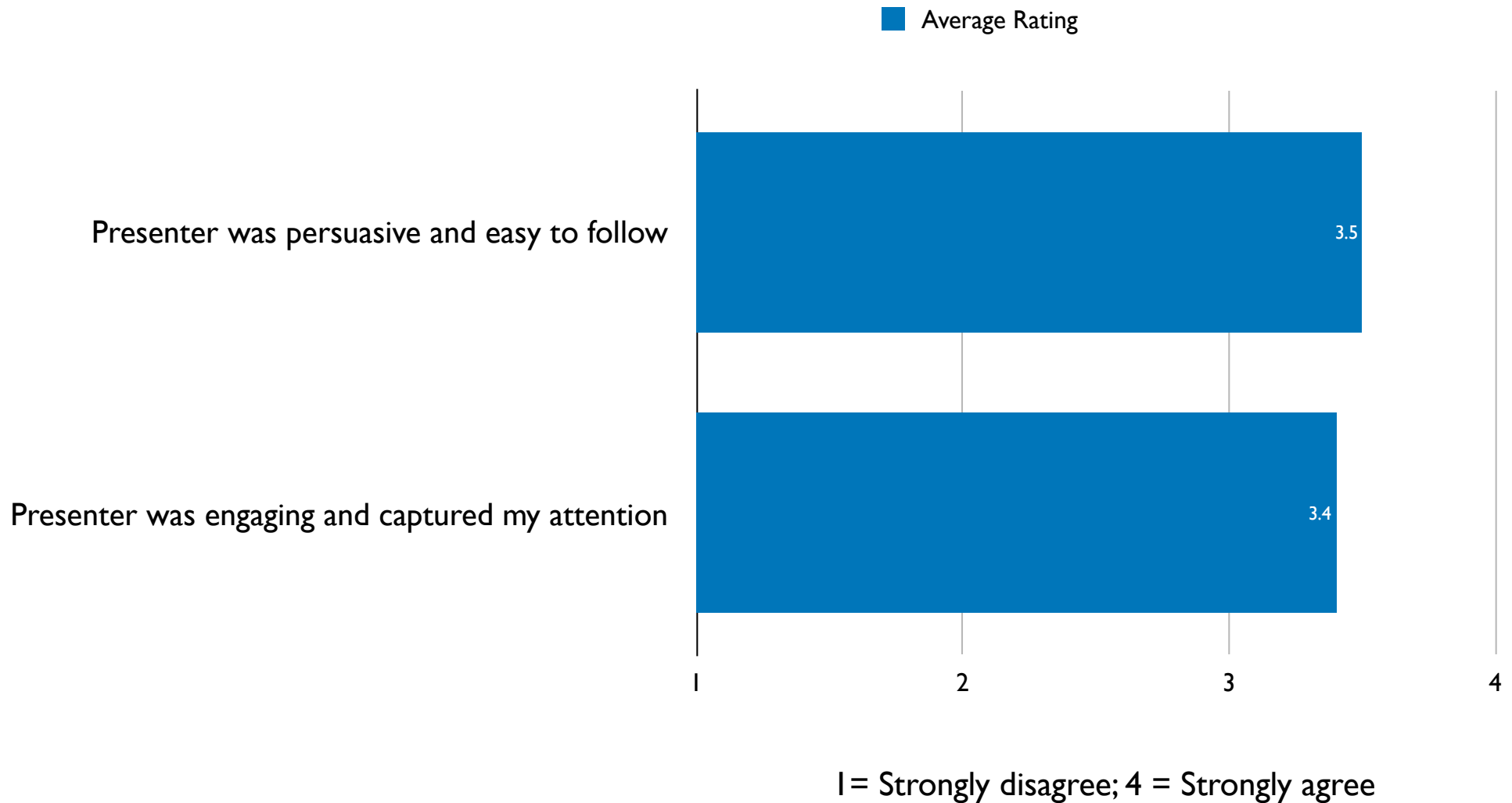
Results: Faculty rubric scores

303
students



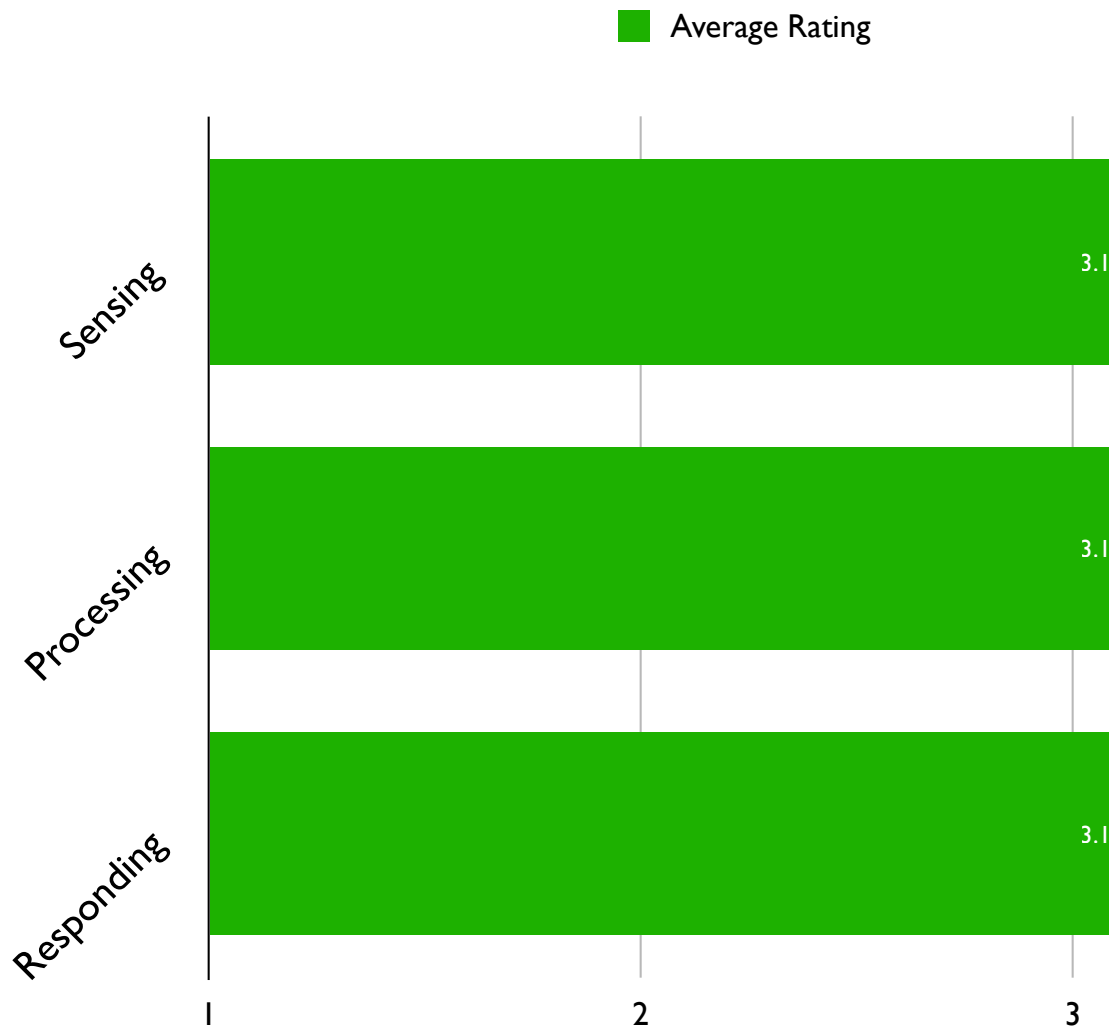
Results: Peer rubric scores

258
valid cases



Results: Student self-reflection survey

163
Students



Lower rating for the item:
“I am sensitive to what the presenter(s) are not saying” (2.7)

- Lower rating for the items:
- “I ask questions that show my understanding of the presenter(s) positions” (2.8)
 - “I assure the presenter(s) that I am listening by using verbal acknowledgements” (2.9)

1 = Almost never; 4 = Almost always

Results: Summary

Criteria for success:

75% of students receive scores of 3 (“Proficient”) or higher

| Rubric criteria | | Faculty score of “Proficient”/ “Advanced” (%) |
|-----------------|---|---|
| 1 | Central message and relevant content | 94.3% |
| 2 | Organization and information presentation | 90.8% |
| 3 | Appropriateness of language choices | 94.6% |
| 4 | Non-verbal delivery | 82.2% |
| 5 | Supporting material | 92.6% |

- Faculty scoring: Criteria for success **met** on all criteria

Results: Differences based on student characteristics

| Criterion | Gender | UR | First-generation | Financial aid (Pell) | Senior class standing | GPA |
|---|---------------|---------------|------------------|----------------------|-------------------------|---|
| Central message and relevant content | No difference | No difference | No difference | Pell > Non-Pell | Senior > Junior & below | Faculty scores: Significant positive predictor for all criteria |
| Organization and information presentation | No difference | No difference | No difference | Pell > Non-Pell | Senior > Junior & below | |
| Appropriateness of language choices | No difference | No difference | No difference | Pell > Non-Pell | Senior > Junior & below | |
| Non-verbal delivery | No difference | No difference | No difference | Pell > Non-Pell | Senior > Junior & below | |
| Supporting material | No difference | No difference | No difference | Pell > Non-Pell | Senior > Junior & below | |
| Audience engagement (Peer rated) | No difference | No difference | No difference | No difference | Senior > Junior & below | |

“Closing the loop”: Faculty observations

- Overall results indicate students met the GE oral communication SLO. Faculty noted:
 - students in general appear well prepared;
 - class created “safe space” for students to practice public speaking who were initially intimidated and hesitant;
 - modeling the presentations themselves or sharing examples helped ease anxiety;
 - students in general enjoyed group projects/presentations, and were supportive of each other;
 - challenges in transitioning students into group-working mentality when students moved from online to f2f modality.
- Senior students perform better than students of junior and below standing, which suggests cumulative impact of the curriculum on student oral communication skills
 - Faculty noted higher confidence in seniors in particular
- No specific improvement needs or actions identified by faculty.

Faculty reflection on the assessment process

FACULTY ENJOYED:

- Small group environment
- Interaction with faculty from different disciplines
- Dedicated time to discuss student learning issues
- Sharing information with fellow faculty
- Right number of meetings
- Zoom meeting format for flexibility and convenience (though cautioning the a larger group may not work well in zoom)

Brief History: Summary of results

| Year | GE Learning Goal | Was the learning goal met based on faculty rubric scores? | Differences b/w student groups? |
|-------------|-------------------------|--|--|
| 2015-16 | Fundamental Knowledge | N/A | N/A |
| 2016-17 | Critical Thinking | Yes (met all 5 rubric criteria) | Female > Male on 3 criteria; First gen > Non-First gen on 1 criterion |
| 2017-18 | Teamwork | Yes (met all 6 rubric criteria) | Female > Male on 1 criterion; Male > Female on 1 criterion; Non-UR > UR on 2 criteria; Non-Pell > Pell on 1 criterion |
| 2018-19 | Diversity | No (met 2 out of 5 rubric criteria) | Non-UR > UR on all criteria; Non-Pell > Pell on 1 criterion |
| 2019-20 | Communication (written) | Yes (met all 6 rubric criteria) | Female > Male on 4 criteria; Non-UR > UR on 3 criteria |
| 2021-22 | Communication (oral) | Yes (Met all 5 rubric criteria) | Pell > Non-Pell on 5 criteria |

Plan for 2022-2023

Five GE Learning Goals: All assessed

- Fundamental Knowledge
- Critical thinking
- Communication
- Teamwork
- Diversity (local/global community)

GE Committee will review and revise GE Learning Goal 5 in 2022-23.