General Education Assessment Committee (GEAC)

Fall 2019 Report on General Education Assessment SLO #1

GENERAL EDUCATION ASSESSMENT COMMITTEE (GEAC)
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EXECUTIVE SUMMARY – FALL 2019 ASSESSMENT REPORT (SLO #1)

- The General Education Assessment Committee (GEAC) is charged with directly assessing student learning outcomes (SLOs) for the University's General Education Program. During Fall 2019, the GEAC collected student work products pertaining to SLO #1. This SLO is separated into two sub-SLOs: SLO #1a (oral communication) and SLO #1b (written communication).
- This is the GEAC's third assessment report of the 2018 General Education program. The purpose of this report is to document the GEAC's assessment process and to provide data-driven recommendations regarding the University's General Education program to the General Education Committee and to the Division of Academic Affairs.
- Faculty compliance for submitting student work products for SLO #1a was 100%. Faculty compliance for submitting student work products for SLO #1b was 64%.
- For SLO #1a, a sample of 174 student work products was assessed and 76 were double-rated. For SLO #1b, a sample of 236 student work products was assessed and 28 were double-rated.
- Student work products were rated using common rubrics that were created during the General Education Redesign process. Several aspects of the rubrics were adapted and modified from the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics created by the Association of American Colleges and Universities (AAC&U).
- For SLO #1a, an examination of cumulative frequency revealed that about 62% of the student work products performed at or above Performance Level 2, which is the level that the GEAC established as the benchmark. For SLO #1b, 65% of the student work products performed at or above Performance Level 2.
- Data analyses of SLO #1a revealed that students with a higher incoming high school GPA were significantly more likely to perform better than those coming in with a lower high school GPA.
- The GEAC makes several recommendations driven by the findings of this analysis.
    - *General Education Assessment Committee*
        - Take note that only COM and MLS were represented and that these two assignments varied greatly
        - Consider faculty rating their own students' work and decide what level of error is acceptable
        - Find a better and more efficient method for training raters to use the rubrics
    - *General Education Committee*
        - Make it clearer that submitting student work products is a condition of teaching a general education course
    - *Academic Affairs*
        - Increase faculty compliance for submitting student work products
        - Allocate resources for digital archive for submitting student work products, preferably a system that is linked to D2L
        - Address significant differences regarding students with lower incoming high school GPAs

GLOSSARY OF TERMS

Assessment: A continuous process that allows the General Education Assessment Committee to (1) determine the extent of students' competence against a particular student learning objective, (b) identify challenges and highlight areas where students can improve, and (c) engage in effective, data-driven decision making regarding the University's General Education program.

Benchmark: A point of reference that serves as the expected level of performance along a series of progressive levels in a rubric.

Student Learning Outcome: A statement that clearly identifies the expected knowledge, skills, and dispositions that students are expected to acquire as a result of a program of study or, in this case, the General Education program.

Student Work Product: An assignment submitted by faculty to the General Education Assessment Committee to demonstrate students' competence against the student learning outcome being assessed.

A "HOW TO" GUIDE TO USING THIS REPORT

This report should be used in a manner that is appropriate and consistent with the Association of Pennsylvania State College and University Faculties (APSCUF) Collective Bargaining Agreement. Reports submitted by the GEAC, including the constituent data embedded in said reports, shall not be used in any way to evaluate the individual performance of any faculty member and shall not be included in any way in departmental, college, or university evaluation, tenure, or promotion processes.

The information within this report should be used to facilitate campus-wide discussions about the data to derive meaning and engage in effective decision making.

The information within this report should be used to facilitate conversations between academic deans, department chairs, and faculty to ensure alignment between the General Education student learning outcomes and student work products submitted to the GEAC as well as compliance with the GEAC's request for student work products.

Recommendations within this report should be considered and discussed by the General Education Committee and the Division of Academic Affairs.

I. INTRODUCTION

The General Education Assessment Committee (GEAC) was established in April 2010 by passage of the Final General Education Proposal from the General Education Task Force. Since its inception, the GEAC's purpose has been to (1) identify the means of assessing direct, and where appropriate, indirect, evidence of student learning outcomes for the General Education Program at Kutztown University (KU), (2) use data to make recommendations to the General Education Committee and to the Division of Academic Affairs on ways to improve the structure and content of the General Education program at KU, and (3) identify appropriate methods to collect assessment data to determine students' achievement of the General Education program's Student Learning Outcomes (SLOs).

Much of the 2017-2018 academic year was spent creating a new General Education program. This new program was adopted by the University and came into effect beginning with the Fall 2018 semester. The 2018 General Education program consists of eight SLOs:

- SLO #1: Communicate clearly and effectively orally and in writing.
- SLO #2: Apply scientific and quantitative reasoning to solve problems and increase knowledge.
- SLO #3: Apply skills in critical analysis and reasoning for the interpretation of data.
- SLO #4: Engage critically with creative or artistic works.
- SLO #5: Demonstrate the ability to retrieve, interpret, evaluate, and use information.
- SLO #6: Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
- SLO #7: Demonstrate an understanding of various models for the development of the whole person.
- SLO #8: Explore concepts, ideas, and methods from a variety of disciplines.

The 2018 General Education Program consists of 42-45 credits, which facilitate students' competence toward the eight SLOs. The structural components of the program include:

- First Year Seminar: Discovering College
  - 3 credits earned in a First Year Seminar (FYS) course
  - Transfer students who are transferring 30 credits or more and not transferring an FYS course may select any approved General Education course
  - The FYS course aligns with SLO #5 and SLO #7
- Category A: Communicating with and About the World
  - 12 credits distributed among four courses
  - Courses in this category align with SLO #1 and SLO #5

- Category B: Understanding Self and Others
  - 9 credits distributed among three courses
  - Courses in this category align with SLO #3 and SLO #6
- Category C: Understanding Science and Technology
  - 9-12 credits distributed among three courses
  - Courses in this category align with SLO #2 and SLO #3
- Category D: Understanding and Creating Ideas
  - 9 credits distributed among three courses
  - Courses in this category align with SLO #4 and SLO #6

Beginning with Fall 2018, the GEAC plans to assess all of the SLOs in a three-year assessment cycle, with at least one SLO assessed per semester. The GEAC's schedule for assessment is located in Appendix A. During Fall 2019, the GEAC collected data to assess SLO #1, which is associated with courses in Category A: Communicating with and About the World. Due to SLO #1's complexity, the SLO was separated into two sub-SLOs: SLO #1a—Communicate clearly and effectively orally and SLO #1b—Communicate clearly and effectively in writing.

Over the past several years, it has been the GEAC's practice to submit an annual assessment report with an extended report issued every three years. As of Fall 2018, the GEAC changed its reporting schedule to issue an assessment report every semester. This is the GEAC's third assessment report of the 2018 General Education program. The purpose of the Fall 2019 assessment report is to document the GEAC's assessment process and to provide data-informed recommendations regarding the University's General Education program to the General Education Committee and to the Division of Academic Affairs. The report will also be shared with faculty and made publicly available on the Office of Assessment's website. The Fall 2019 assessment report includes (1) the GEAC's methodology for collecting data to assess student's competence toward SLO #1, (2) findings from the data analyses, and (3) conclusions and recommendations derived from the data analyses.

II. METHODOLOGY

During Fall 2019, the GEAC collected student work product to assess students' competence regarding SLO #1. This particular SLO is connected to courses in Category A of the 2018 General Education program. It should be noted that Category A courses align with either SLO #1a (oral) or SLO #1b (written), but not both. A complete listing of Category A courses can be found on the University's General Education website. This section of the assessment report provides an overview of the data sources, a description of how the sample was selected, and an explanation of how data were derived from student work products.

Because the nature of the student work products was different for each of the two sub-SLOs, the methodology will be discussed separately in the subsequent sections.

Data Sources and Submission of Student Work Product

At the beginning of the Fall 2019 semester, the GEAC emailed all faculty who were teaching a Category A course. The message outlines the GEAC's data collection and assessment processes and requested that faculty prepare for submitting student work products that most closely aligned with the associated SLO (either 1a or 1b) and its corresponding rubric. To assist faculty in determining the suitability of a course assignment for General Education assessment purposes, the GEAC provided a description of SLO #1a and #1b with a copy of the rubric for SLO #1a (Appendix B) and for SLO #1b (Appendix C).

During the Fall 2019 semester, the University offered a total of 122 Category A course sections. Of these, 39 were designed to meet SLO #1a (oral). The remaining 83 course sections were designed to meet SLO #1b (written).

Near the beginning of the semester, the GEAC offered three information sessions regarding SLO #1's definition, associated rubrics, how to ensure the course is meeting the SLO, and how to create assignments that demonstrate alignment with the rubric. These sessions were held on September 19, 23, and 25. In total, about seven faculty members attended.

SLO #1a

Due to the performance nature of student work products under SLO #1a, instead of these faculty sending in student work products, student work products were rated in class, as they were speaking. Only two departments were represented in the Fall 2019 semester under SLO #1a—Communication Studies (COM) and Modern Language Studies (MLS).

To assess COM courses, faculty teaching Category A courses were notified that a member of the GEAC would attend one meeting of one of their sections of the course. The faculty member provided the days and times when students would be performing the chosen assignment that most aligned with SLO #1a.

Due to the foreign language component, MLS faculty rated their own students on one assignment within the courses that they taught in Category A. Thus, instead of submitting student work product, MLS faculty simply emailed the GEAC student names and ratings.

The compliance rate for submission of student work products for SLO #1a was 100%. All COM faculty allowed GEAC members to visit their classrooms, and all MLS faculty emailed ratings. The 39 course sections accounted for 863 possible student work products. MLS accounted for 125 possible student work products and the other 738 were products from COM courses.

A student not submitting their work to MLS faculty was a factor that decreased the overall number of available MLS student work products. As a result, 98 MLS student work products were rated.

Because GEAC members attended COM meetings, only the number of students that performed those days were rated. The number of student work products collected from each professor ranged from four to ten. Lower numbers per section were often impacted by students not showing up for their performance, but these no-shows were not noted. The total number of COM student work products rated was 76.

SLO #1b

The compliance rate for submission of student work product for SLO #1b was about 64%. For SLO #1b, the 83 course sections accounted for 1767 possible student work products. Non-compliance accounted for a decrease of 526 student work products out of the possible 1767. A student not submitting their work to faculty accounted for a decrease of 65 student work products. As a result of these two factors, the pool of 1767 possible student work products shrank to 1176.

Faculty were asked to email student work products along with copies of the course assignment to the GEAC chair by the conclusion of the Fall 2019 semester.

Selection of the Sample

SLO #1a

As explained above, MLS faculty attempted to rate all student work products for the

selected assignments, but did not reach 100% due to some students not showing up for or submitting their performance. COM samples were also not random, but instead collected by one GEAC member attending one meeting of one section of each faculty member teaching in Category A. The faculty member provided days and times that worked best, and the GEAC member selected from that list. Overall, of the 863 possible student work products, 174 were rated for SLO #1a (about 20%).

SLO #1b
Using a random number generator, a list of 500 numbers between 1 and 1767 was compiled. In an effort to check ratings, it was decided that about 25% of those 500 would be double-rated. Thus, after determining the 500 random student work products that were to be rated, every 14th student work product was marked to comprise a double-rated pool of 125.

Because of faculty non-compliance and student non-submissions, out of the 500 randomly chosen student work products, only 236 were submitted for rating. In addition, only 28 of the potential 125 double-rated student work products were submitted. It should be noted that the GEAC decided to pull a random sample from the entire population instead of waiting to see which faculty actually complied and submitted student work product. An argument could be made, however, for the random selection process to be completed *after* student work products are received to comprise a larger sample.

Rating Student Work Products
The assessment rubrics for both SLO #1a and SLO #1b are comprised of four performance levels. Each performance level consists of several statements that can be used to describe the student output and the quality of the student work product. These statements more accurately describe student competence rather than knowledge demonstration. A Performance Level 4 is the level that at student who is completing a capstone course should be able to achieve. In contrast, a Performance Level 1 is the expected level of a student who is only beginning their journey in higher education. A Performance Level 2 has been deemed by GEAC to be the minimum expectation for a student in a General Education course or the benchmark.

Further, it should be noted that there is no connection between a grade in a course or on an assignment and performance on the rubric. For example, receiving an "A" on the assignment does not automatically mean that the student work product should be rated at a Performance Level 4.

SLO #1a
Near the beginning of the Fall 2019 semester, those faculty teaching courses under SLO #1a were emailed regarding rating student work products. The process for COM courses differed from MLS courses so the following discusses them separately.

COM faculty were asked to provide days and times when one GEAC member could attend one meeting of one of their sections. GEAC members then chose at least one meeting to visit.

While sitting in on the performances, GEAC members utilized the SLO #1a rubric to rate each student performance as they happened. An earlier GEAC meeting was used to discuss the rating process, watch two sample student oral communication performances, and discuss each performance level of the rubric to ensure that it was being applied consistently.

The faculty member for each section was also asked to rate student performances with the GEAC member. In the email sent to these faculty, an outline of how to use the SLO #1a rubric and an explanation of the different performance levels were included. Again, the compliance rate was 100%. The GEAC viewed this double-rating by an external rater and the actual faculty member an opportunity to conduct a small pilot study regarding faculty rating their own student work products. This will be discussed more thoroughly in the Data Analysis and Findings section.

MLS faculty were asked to rate their own student work products because the GEAC realized anyone else assessing students speaking in foreign language was a barrier. Near mid-semester, the GEAC chair attended an MLS faculty meeting. During this meeting, the chair walked the MLS faculty through using the SLO #1a rubric, discussed the performance levels and expectations, and answered MLS faculty questions. Again, compliance rate was 100%. All MLS faculty submitted ratings. However, because of student non-submissions, 100% of possible student work products were not rated.

SLOB #1b

Near the middle of the Fall 2019 semester, the GEAC sent a call for faculty to volunteer to assist with rating SLO #1b student work products. Twenty-eight faculty volunteered from across the university. These volunteers were responsible for attending one of three training sessions. During each session, members of the GEAC explained the assessment process and guided the volunteers through two example student work products so SLO #1b's rubric could be applied. Further, attendees engaged in a group discussion about what constituted each performance level to ensure that the rubric was being applied consistently.

Each volunteer faculty rater was assigned and emailed about 10 student work products. No raters were given their own students' work. Raters were asked to rate the student work products against the SLO #1b rubric and to determine a single, holistic performance level, yet this rating need not be a whole number. Raters also had the option of rating a student work product as X (insufficient information) or 0 (student work product not appropriate for the SLO). However, no student work products were rated as X or 0.

III. DATA ANALYSES AND FINDINGS

The GEAC undertook several levels of data analyses, both descriptive and inferential. The GEAC's findings from these analyses are presented in this section. Again, because of the different types of student work products, analysis and findings regarding SLO #1a and SLO #1b will be discussed separately.

It should be included that Institutional Research provided many data including a list of students enrolled in all Category A courses as well as layers of demographic information.

Student Performance on SLO #1a (Oral Communication)

Data presented in this section are based on the rating of 174 student work products. This represents the number of student work products that were live-rated during COM and MLS courses. The mean rating of all student work products was 1.96 with a standard deviation of 0.65. Table 1 provides a breakdown of SLO #1a ratings. Of note is that about 62% of student work products were rated as a Performance Level 2 or higher, the expectation for General Education students established by the GEAC.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	0	0.00%	0	0.00%
3.5 – 3.9	3	1.72%	3	1.72%
3 – 3.49	12	6.90%	15	8.62%
2.5 – 2.9	22	12.64%	37	21.26%
2 – 2.49	71	40.80%	108	62.07%
1.5 – 1.9	35	20.11%	143	82.18%
1 – 1.49	21	12.07%	164	94.25%
<1	10	5.75%	174	100%
Total	174	100%	174	100%

Table 1: Breakdown of SLO #1a Ratings

After conducting a one-tailed t-test, the GEAC found that students with a high school GPA of 3.0 or higher (n=117, *M*=2.05, SD=0.63) performed significantly better than those who had a high school GPA of below a 3 (n=49, *M*=1.81, SD=0.65) ($t_{(164)}$=2.16, p=.02).[1] The difference between the two means was .24 (95% CI [.027, .453]).

The GEAC finds it important to note that type of student work product varied considerably regarding COM and MLS courses. COM courses were all introductory level speaking courses that use the entire semester to primarily focus on each bullet that happens to be included in the SLO #1a rubric. On the other hand, MLS courses were intermediate level foreign language courses that are not primarily focused on oral communication as defined by the rubric. In addition, it is obvious that the focus cannot be the same when, for most students, the language being covered is not their first.

Thus, findings between the two should be further broken down to better understand General Education competence for SLO #1a. COM student work products comprised about 44% of

[1] The high school GPAs of only 166 of the 174 students rated for SLO #1a were available to, and thus provided by, Institutional Research.

the SLO #1a sample (n=76) and had an average rating of 2.27 with a standard deviation of 0.51. Table 2 provides a breakdown of COM course ratings. Of note is that about 75% of student work products were rated as a Performance Level 2 or higher.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	0	0.00%	0	0.00%
3.5 – 3.9	2	2.63%	2	2.63%
3 – 3.49	6	7.89%	8	10.53%
2.5 – 2.9	18	23.68%	26	34.21%
2 – 2.49	31	40.79%	57	75.00%
1.5 – 1.9	15	19.74%	72	94.74%
1 – 1.49	4	5.26%	76	100%
<1	0	0.00%	76	100%
Total	76	100%	76	100%

Table 2: Breakdown of COM SLO #1a Ratings

All COM student work products were double-rated—a GEAC member attended one meeting of one course section per faculty member, and both the GEAC member and the faculty member live-rated while students performed. Not only was this completed to obtain double-ratings as a way of measuring consistency, the GEAC also saw it as an opportunity to pilot test the notion that faculty could rate their own students' work. Table 3 shows average rating errors between faculty member and GEAC member for each section meeting.[2] In the average error column, a *positive* value denotes that, on average, the faculty member noted higher ratings on student work products. A *negative* value denotes that, on average, the GEAC member recorded higher ratings.

As can be seen in Table 3, the average error for the 76 double-rated COM student work products is about 0.08. This means that, on average, faculty members rated their own students' work about 8% of one Performance Level higher than the GEAC members. As can be gleaned from the data, a t-test showed no statistically significant difference between faculty ratings and GEAC ratings.

[2] Each course section visited was given a letter to maintain faculty anonymity.

Course	Average Faculty Rating	Average GEAC Rating	Average Error
A	2.16	2.00	.16
B	2.17	2.18	-.01
C	1.86	2.31	-.45
D	2.38	2.64	-.28
E	3.38	2.44	.94
F	2.93	1.90	1.03
G	1.86	2.13	-.26
H	1.93	2.33	-.40
I	1.85	2.40	-.55
J	2.76	2.13	.64
Total	2.33	2.25	.082

Table 3: COM SLO #1a Average Rating Errors between Faculty and GEAC Members

If the GEAC's data collection model as outlined in this report is right in assuming that the GEAC or external rater is "more fair" or "less biased," it could be argued that faculty will generally rate their own students higher than an external rater. However, it should be determined by the GEAC what level of error is acceptable. This is an especially important decision for future studies because asking faculty to provide their own ratings could mean more efficient analyses and larger sample sizes. This would, of course, require faculty to participate in training to understand how to properly use the associated rubric.

MLS student work products comprised about 56% of the SLO #1a sample (n=98) and had an average rating of 1.73 with a standard deviation of 0.66. Table 4 provides a breakdown of MLS ratings. Of note is that about 52% of student work products were rated as a Performance Level 2 or higher.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	0	0.00%	0	0.00%
3.5 – 3.9	1	1.02%	1	2.63%
3 – 3.49	6	6.12%	7	7.14%
2.5 – 2.9	4	4.08%	11	11.22%
2 – 2.49	40	40.82%	51	52.04%
1.5 – 1.9	20	20.41%	71	72.45%
1 – 1.49	17	17.35%	88	89.80%
<1	10	10.20%	98	100%
Total	98	100%	98	100%

Table 4: Breakdown of MLS SLO #1a Ratings

Summing up SLO #1a, Figure 1 shows a bar graph that displays SLO #1a's percentage of ratings within eight categories, with two line graphs to show the breakout of COM and MLS percentages.

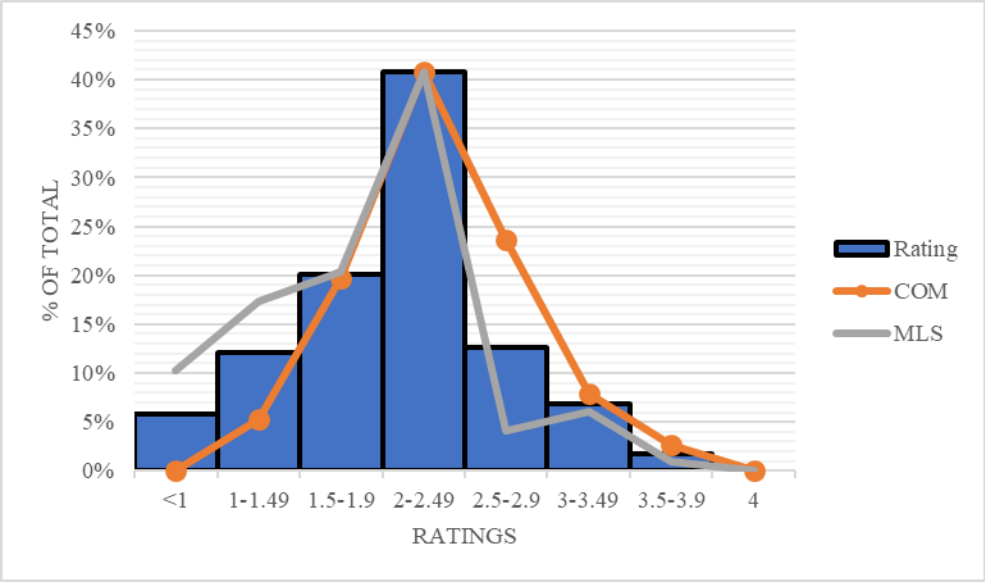

Figure 1: SLO #1a Ratings with Breakout of COM and MLS ratings

Although the average MLS rating is considerably lower than the COM average, it should again be kept in mind that the actual course content of the rated COM course is, overall, much more represented in the SLO #1a rubric than the courses rated for MLS. The GEAC should consider two variables. First, should the rubric remain as is or should it better encompass courses that are not traditionally in the Communication Studies and Public Speaking fields? In other words, should the definition of a student communicating clearly and effectively orally be reconsidered? Second, when SLO #1a comes up again for analysis (Fall 2022), many more courses will have been approved for Category A. Thus, perhaps no substantial decisions should be made until a more diverse sample can be rated and compared to this Fall 2019 analysis.

To provide a more granular view of SLO #1a competency, ratings were broken down by student home college. Table 5 summarizes number of student work products, means, and percentage reaching a Performance Level of 2 or higher.

Figure 2 displays this breakdown of ratings for SLO #1a by student home college. Data are presented for each college by percentage of the total students representing each college for eight ratings categories.

Student Home College	Number of Student Products	Mean	Percentage at 2 or higher
ACA	21	2.06	71.43%
COB	21	2.07	61.90%
COE	26	2.29	73.10%
LAS	73	1.76	52.05%
VPA	33	2.04	69.70%

Table 5: SLO #1a Ratings by Student Home College

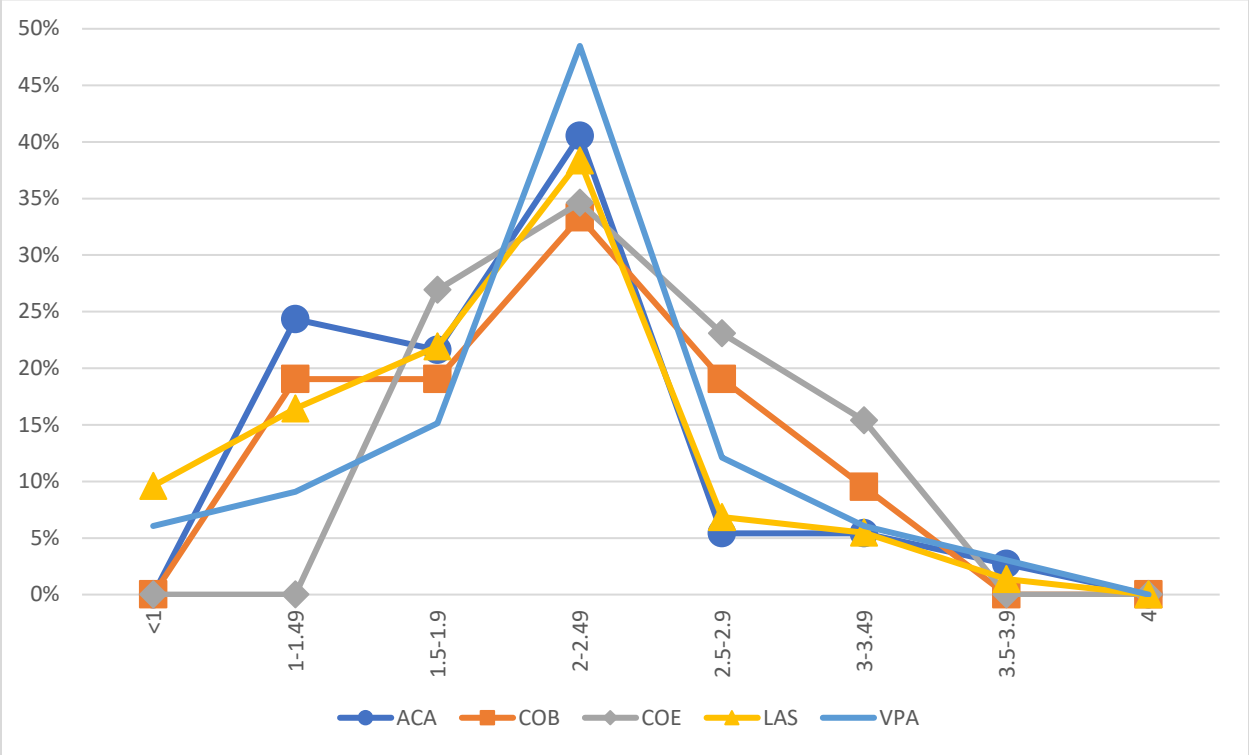

Figure 2: SLO #1a Ratings by Student Home College

Student Performance on SLO #1b (Written Communication)

Data presented in this section on based on the rating of 236 student work products. This represents the number of student work products remaining from the randomly chosen 500 after faculty non-compliance and student non-submission. The mean rating of all student work products was 2.10 with a standard deviation of 0.72. Table 5 provides a breakdown of SLO #1b ratings. Of note is that about 65% of student work products were rated as a Performance Level 2 or higher, the expectation for General Education students established by the GEAC.

Rating	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
4	6	2.54%	6	2.54%
3.5 – 3.9	11	4.66%	17	7.20%
3 – 3.49	16	6.78%	33	13.98%
2.5 – 2.9	38	16.10%	71	30.85%
2 – 2.49	82	34.75%	153	64.83%
1.5 – 1.9	46	19.49%	199	84.32%
1 – 1.49	37	15.68%	236	100%
<1	0	0.00%	236	100%
Total	236	100%	236	100%

Table 5: Breakdown of SLO #1b Ratings

Twenty-eight student work products, or about 12% of the SLO #1b student work products were double-rated. This was to gauge consistency of ratings by the volunteer faculty members. On average, the error was about 0.70. Table 6 shows a breakdown of this rater error. Of note is that almost 79% of double-rated student work products were rated within one Performance Level or less of each other.

Level of Error	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Equal	4	14.29%	4	14.29%
<.5	4	14.29%	8	28.57%
.5	8	28.57%	16	57.14%
.75	1	3.57%	17	60.71%
1	5	17.86%	22	78.57%
1.25	2	7.14%	24	85.71%
1.5	3	10.71%	27	96.43%
1.75	1	3.57%	28	100%
Total	28	100%	28	100%

Table 6: Breakdown of SLO #1b Double-Rating Error

To provide a more granular view of SLO #1b competency, ratings were broken down by student home college. Table 7 summarizes number of student work products, means, and percentage reaching a Performance Level of 2 or higher.

Student Home College	Number of Student Products	Mean	Percentage at 2 or Higher
ACA	37	1.86	54.05%
COB	62	2.22	74.19%
COE	29	2.21	69.00%
LAS	63	2.10	65.08%
VPA	45	2.10	57.78%

Table 7: SLO #1b Ratings by Student Home College

Figure 3 displays this breakdown of ratings for SLO #1b by student home college. Data are presented for each college by percentage of the total students representing each college for eight ratings categories.

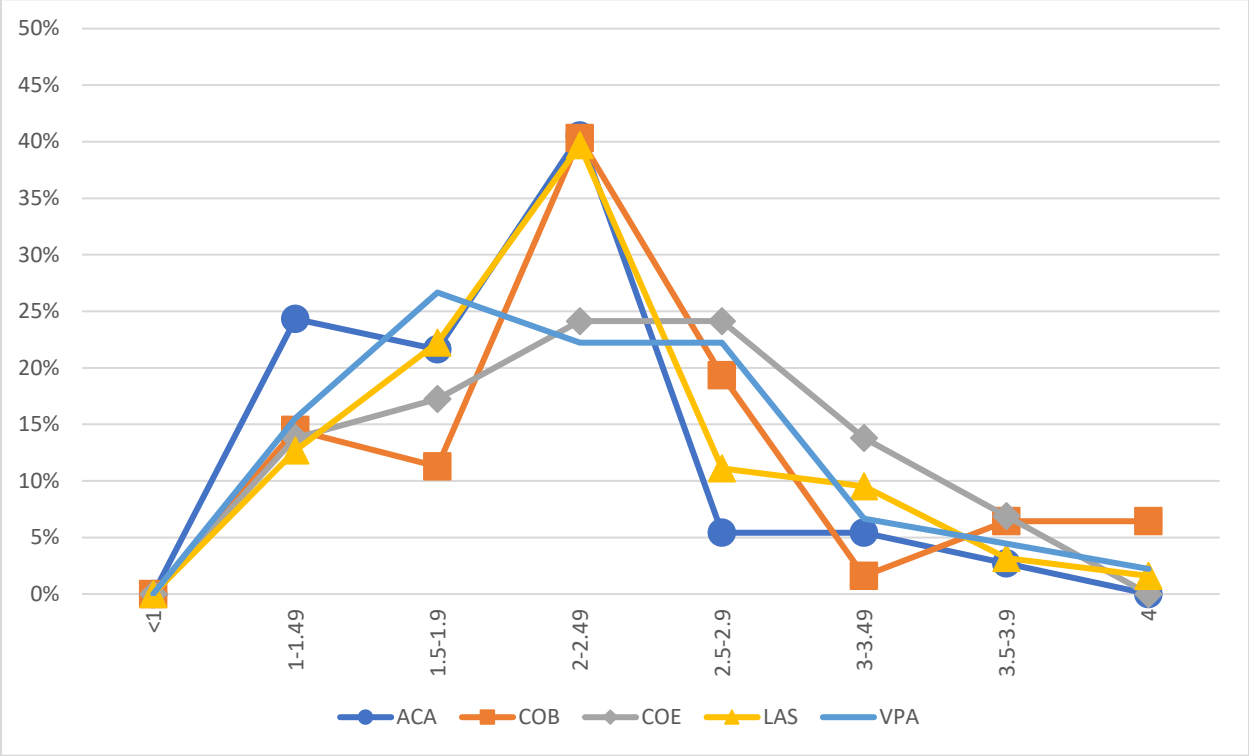

Figure 3: SLO #1b Ratings by Student Home College

IV. CONCLUSIONS AND RECOMMENDATIONS

During the Fall 2019 semester, the GEAC collected student work products from courses within Category A to assess students' competence on SLO #1, broken down into SLO #1a (oral communication) and SLO #1b (written communication). In this section, the GEAC highlights key findings and identifies data-driven recommendations organized by relevant parties.

Key Findings

- Faculty compliance with the submission of student work products for SLO #1a was 100%. However, faculty compliance with the submission of student work products for SLO #1b was 64%. On average, the compliance rate was 82% which is in line with the previous two semesters of assessing the 2018 General Education program. However Middle States has noted that we should be working at 100% compliance.
- For SLO #1a, an examination of cumulative frequency revealed that about 62% of the student work products performed at or above Performance Level 2, which is the level the GEAC established as the benchmark. The GEAC finds it important to note that two diverse types of student work products were assessed for SLO #1a—traditional public speaking speeches in COM courses and varied speaking assignments in MLS courses. Thus, ratings were further analyzed between the two. About 75% of COM student work products performed at or above Performance Level 2. About 52% of MLS student work products performed at or above Performance Level 2.
- All student work products submitted by COM faculty for SLO #1a were double-rated. Because of the performance nature, one GEAC member sat in on one section of one course for each faculty member. During this time, both the GEAC member and the faculty member live-rated student work products. The average error was 0.08 and showed the faculty, on average, rated slightly higher than GEAC members.
- For SLO #1b, an examination of cumulative frequency revealed that about 65% of the student work products rated performed at or about Performance Level 2.
- Of the 236 student work products rated to assess SLO #1b, 28 were double-rated. The average error was about 0.70 and almost 79% of double-rated student work products were rated within one Performance Level or less of each other
- Most inferential tests were not significant, but one t-test did reveal that students were significantly more likely to perform better on SLO #1a if they had a high school GPA of a 3 or higher. Last semester, a similar analysis was performed and it was found that students who had a higher high GPA performed significantly better on SLO #2a (scientific reasoning).

Recommendations

General Education Assessment Committee

- The GEAC should take note that SLO #1a was only represented in this study by two departments, and the two types of assignments varied greatly. Specifically, the COM assignments were traditionally "public speaking" assignments and seem to be

models for how the rubric was designed. On the other hand, MLS assignments were not in the students' first language, and were not traditionally "public speaking" assignments. Thus, when SLO #1 is reassessed (Fall 2022), the GEAC should pay particular attention to the newly approved Category A oral communication courses. Future data may lead to the GEAC altering the SLO #1a rubric to better define what "oral communication" is beyond notions of traditional public speaking.

- The GEAC should also look into how students are generally expected to perform in courses where the content is not in their first language. This could potentially lead to changes such as a different Performance Level benchmark for MLS students.
- Part of using double-ratings for COM SLO #1a assignments was to conduct a small pilot study to test if faculty rating their own student work products was a viable option. This study found that the average error was 0.08, leaning toward faculty, on average, rating their students' work products higher than the visiting GEAC member. The GEAC needs to deeply discuss these findings and decide what is an acceptable level of error. Tests should continue to better understand faculty rating their own students' work.
- There would most likely be less error within ratings if there was a better process for training raters on how to apply the SLOs' rubrics. The GEAC, in conjunction with the Office of Assessment, may consider creating training videos that walk raters through the rating process and provide them with sample student work products.

General Education Committee

- The General Education Committee should discuss faculty non-compliance for submitting student work product. Submitting work is supposed to be a condition of teaching in the General Education program. We recommend that the General Education Committee alter the form to more accurately represent the necessity for submitting student work products. We also suggest that the committee outline consequences that would follow if student work products are not submitted.

Academic Affairs

- Faculty compliance for submitting student work products for SLO #1b was a bit low this Fall 2019 semester (64%). For the GEAC to actually conduct internally valid studies, a larger percentage of the total possible population of student work products need to be submitted. The office of Academic Affairs should put more time and resources into planning how to eventually reach 100% compliance for every semester and every SLO assessed. This may include linking compliance rates to the allocation of resources by program or by department. For example, if a department is not 75% or more compliant, their funding drops by 25% the following semester.
- There was a 100% compliance rate for submitting student work products for SLO #1a. This was most likely the case because it became a very personal process. Because of the performance nature of the student work products, the GEAC chair worked closely with both the COM and the MLS departments, often emailing with faculty one-on-one and attending faculty meetings.
- Thus, another, more positive, compliance solution could include the creation of a group of "Assessment Fellows" that provide university-level service. This group

would be well-trained in the entire General Education Assessment process and be comprised of a representative member from each department. They could then work with their respective departments regarding submitting general education student work products. In addition, these fellows could also serve as the raters, making the process more efficient than having to ask for volunteers each semester. A pilot program could run by each Dean selecting only a few departments from each college to send a representative. For an example, see Hong's research on this topic.[3]

- The GEAC assessment process would run much more smoothly if submission of student work products was more efficient. Based in the findings of this report and the previous two under the 2018 General Education program, it is recommended that the office of Academic Affairs allocate resources for a digitized archive that faculty can submit student work products to every time they teach a General Education course, not just the semester the GEAC has scheduled to rate an SLO. This would not only make the process more seamless; it would also allow for larger sample sizes and more frequent assessments. In addition, if this archive were linked to D2L, faculty would not have to devote extra time for the General Education assessment process. The GEAC is aware that, in its current state, this is not possible with D2L. Yet, the committee still highly suggests this allocation of resources in the near future.
- For two semesters in a row, assessing different SLOs, the GEAC has found that students who enter Kutztown University with a lower high school GPA are statistically more likely to perform at a lower Performance Level. The GEAC highly recommends that the office of Academic Affairs not only look into other cases that may have similar results, but also into extracurricular programs and support for this subset of students. While we do not have the data to complete this analysis on our own, the GEAC is curious how these findings align with retention rates.

[3] Rebecca Hong, 2018, "Faculty Assessment Fellows: Shifting from a Culture of Compliance to a Culture of Assessment Advocacy." https://onlinelibrary.wiley.com/doi/full/10.1002/ir.20259

APPENDIX A
GEAC'S ASSESSMENT SCHEDULE

SLOs #1 through 7 are assessed in a three-year rotation using the schedule below. SLO #8 is evaluated every spring semester beginning 2021 through 2024 with the completion of a transcript audit to determine the breadth of courses taken by students.

YEAR	Academic Year	General Education Category	Student Learning Outcome
One	Fall 2018 Fall 2021	FYS	#7 – Demonstrate an understanding of various models for the development of the whole person.
	Spring 2019 Spring 2022	C.1 & C.2	#2 – Apply scientific and quantitative reasoning to solve problems and increase knowledge.
Two	Fall 2019 Fall 2022	A.1-4	#1 – Communicate clearly and effectively orally and in writing.
	Spring 2020 Spring 2023	B & D	#6 – Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
Three	Fall 2020 Fall 2023	FYS & A.1-4	#5 – Demonstrate the ability to retrieve, interpret, and evaluate information.
	Spring 2021 Spring 2024	D	#4 – Engage critically with creative or artistic works.
	Spring 2021 Spring 2024	B & C.1 & C.2	#3 – Apply skills in critical analysis and reasoning for the interpretation of data.

APPENDIX B
SLO #1a RUBRIC

Student Learning Outcome (SLO) #1a - Communicate clearly and effectively orally.

	Performance Levels			
	4	**3**	**2**	**1**
Student output and quality of work	• Organizational pattern is clearly, consistently observable, skillful, and makes the content of speaking cohesive • Language choices are imaginative, memorable, and compelling, enhance the speaking; language is appropriate to audience • Delivery techniques make the speaking compelling, and speaker appears polished and confident • A variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the speaking or establishes the speaker's credibility on the topic • Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported)	• Organizational pattern is clearly and consistently observable within the speaking • Language choices are thoughtful, generally support the effectiveness of the speaking, and are appropriate to the audience • Delivery techniques make the speaking interesting, and speaker appears comfortable • Supporting materials make appropriate reference to information or analysis that generally supports the speaking or establishes the speaker's credibility on the topic • Central message is clear and consistent with the supporting material	• Organizational pattern is intermittently observable within the speaking • Language choices are mundane and commonplace and partially appear to support the effectiveness of the speaking. Language is appropriate to the audience • Delivery techniques make the speaking understandable, and speaker appears tentative • Supporting materials make appropriate reference to information or analysis that partially supports the speaking or establishes the speaker's credibility on the topic • Central message is basically understandable but is not often repeated and is not memorable	• Organizational pattern is not observable within the speaking • Language choices are unclear and minimally support the effectiveness of the speaking. Language in speaking is not appropriate to the audience • Delivery techniques detract from the understandability of the speaking, and speaker appears uncomfortable • Insufficient supporting materials make reference to information or analysis that minimally supports the speaking or establishes the speaker's credibility on the topic • Central message can be deduced, but is not explicitly stated in the speaking

APPENDIX C
SLO #1b RUBRIC

Student Learning Outcome (SLO) #1b – Communicate clearly and effectively in writing

	Performance Levels			
	4	**3**	**2**	**1**
Student output and quality of work	• Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) • Uses appropriate, compelling content to illustrate mastery of the subject • Demonstrates detailed attention to conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices • Skillfully uses high- quality, credible, relevant sources • Uses graceful language that skillfully communicates meaning to readers and is virtually error-free	• Demonstrates adequate consideration of context, audience, and purpose that is responsive to the assigned task(s) • Uses appropriate, compelling content to explore idea. • Consistently uses important conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices • Consistently uses credible, relevant sources to support ideas • Uses straightforward language that generally conveys meaning to readers that has few errors	• Demonstrates awareness of context, audience, and purpose that is somewhat responsive to the assigned task(s) • Uses appropriate, relevant content to develop and explore ideas throughout most of the work • Follows expectations appropriate to the discipline and task for organization, content, presentation, formatting, and stylistic choices • Attempts to use credible and/or relevant sources to support ideas • Uses language that generally conveys meaning to readers with clarity, but includes some errors	• Demonstrates minimal attention to context, audience, and purpose of the assigned task(s) • Uses appropriate, relevant content to develop simple ideas in some parts of the work • Attempts to use a consistent system for basic organization and presentation • Attempts to use sources to support ideas • Uses language that sometimes impedes meaning because of errors in usage