

Foundational Studies Assessment 2022

Upper Division Integrative Electives

Sample Summary:

$n_{\text{courses}} = 36$ $n_{\text{artifacts}} = 177^*$

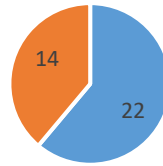
course data not submitted = 7

participation rate = 84%

$\bar{x}_{\text{rating}} = 3.22$, between Milestone 1 & 2

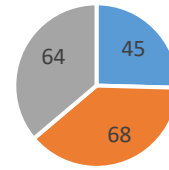
*2 courses submitted fewer than 5 artifacts

Course Level Distribution



■ 300 ■ 400

Learning Objective Distribution

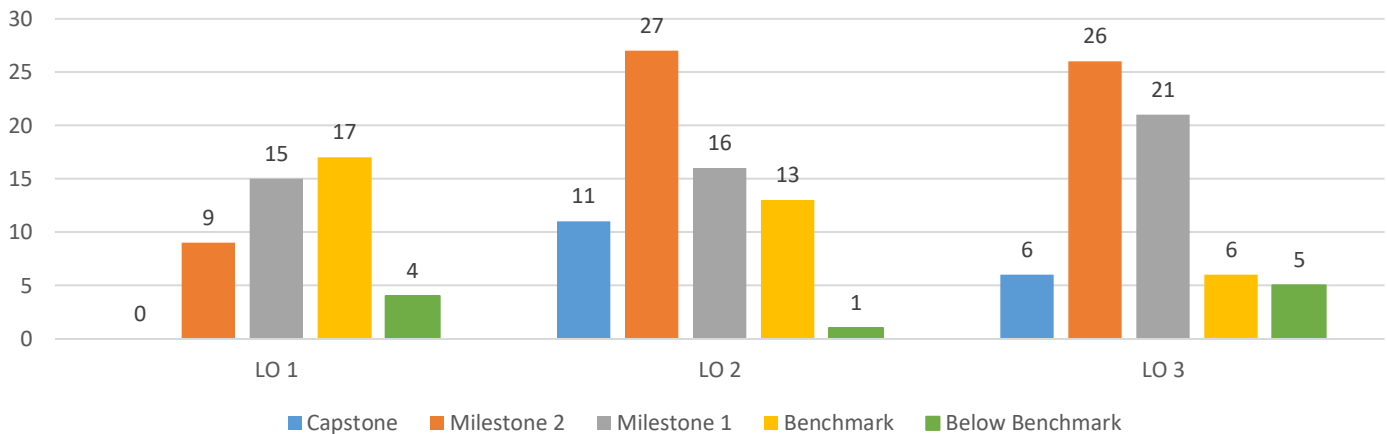


■ LO 1 ■ LO 2 ■ LO 3

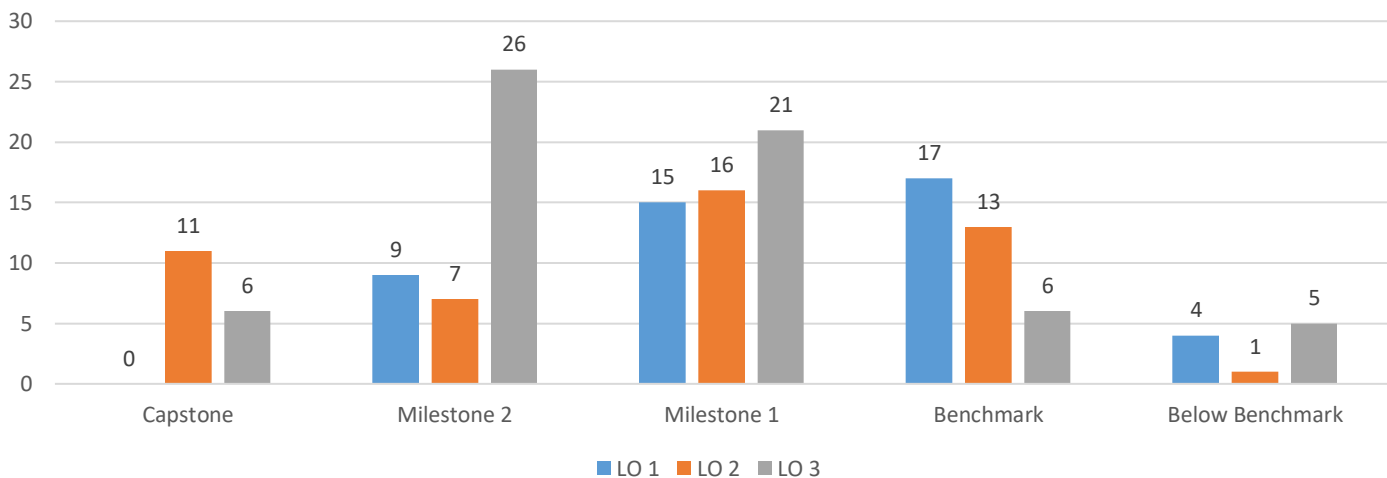
Learning Objectives:

1. Use a thematic approach that integrates multiple ways of knowing to address a particular topic or issue.
2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a topic or issue.
3. Analyze and write at an advanced level.

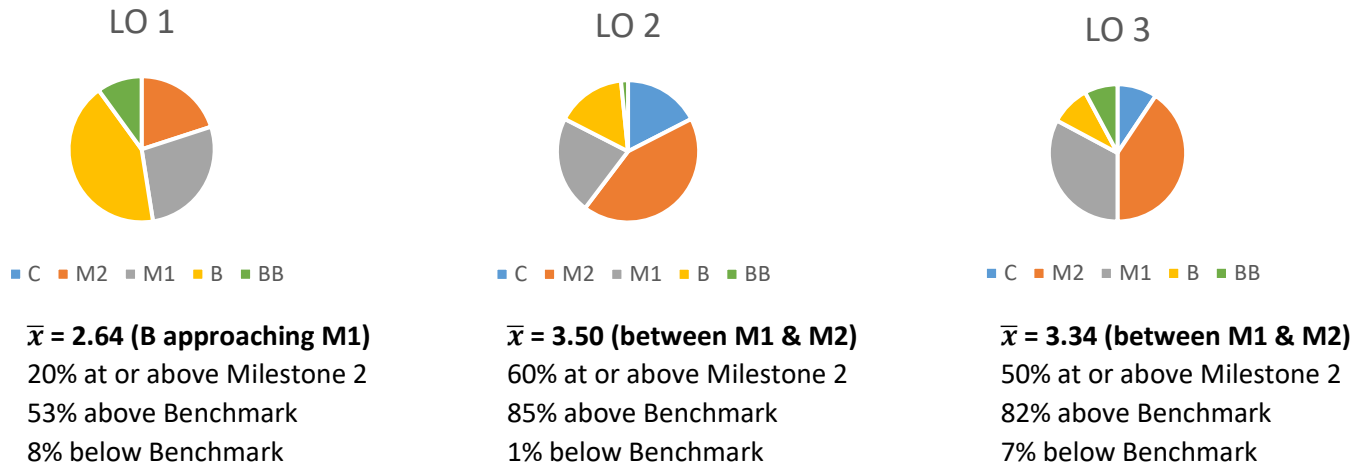
Ratings by Learning Objective



Learning Objectives by Rating



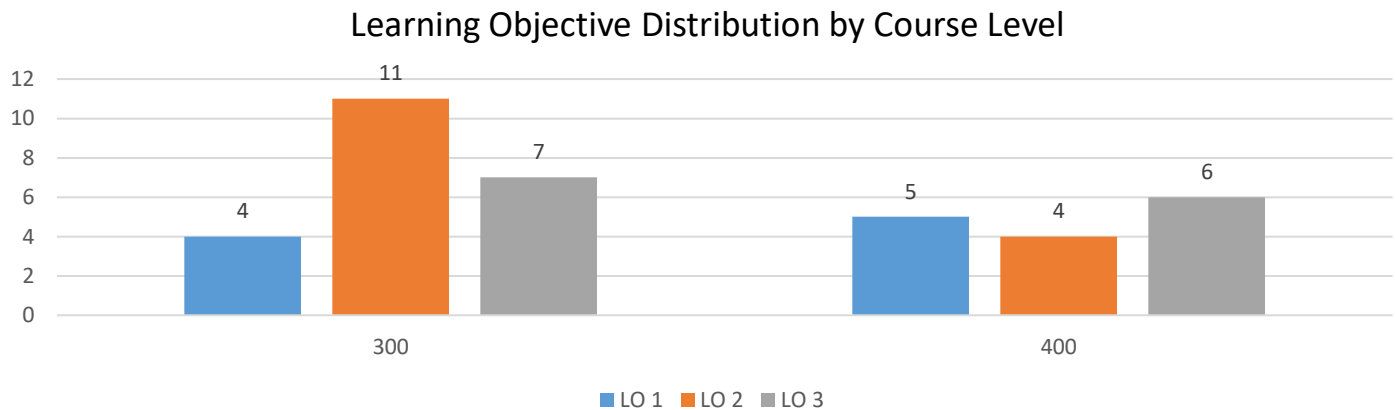
Ratings by Learning Objective



Conversion of ordinal data to discrete data for analysis (e.g., BB=1, B=2, M1=3, M2=4, C=5) yields the following:

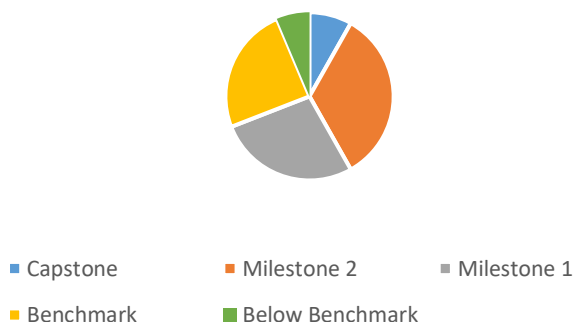
$\bar{x} = 3.22$ median = 3 mode = 4 range = 4 s = 1.05 CI = 3.0690 – 3.3829, $\alpha=0.05$

95% confidence that the population mean rating for the category will plausibly fall in Milestone 1, in the lower end of the range between Milestone 1 and Milestone 2.



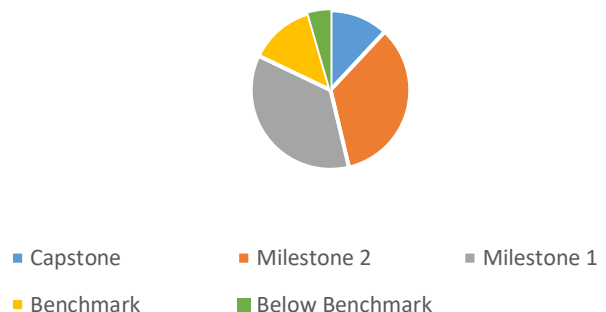
Rating Distribution by Course Level

300 Level Courses (n=22)



41% at or above Milestone 2
69% above Benchmark; 6% below Benchmark

400 Level Courses (n=14)



46% at or above Milestone 2
82% above Benchmark; 4% below Benchmark

Reviewer Notes

UDIE Reviewers:

Amanda Muhammad	Arif Akgul	Ann Rider	Jim Wurtz	Maureen Casile
Kurt Fowler	Colleen Haas	Darlene Hantzis	Malea Crosby	Isaac Land
Kelley Woods-Johnson	Emily Capettini	Mandy Reid	Kevin Ward	Alicia Jay
Andrea Arrington-Sirois	Riem Rostom	Annie Liner	Tom Nesser	Brian Kilp
Brian Stone				

Objective Rating Potentially Affected	Factor			
	Assignment Type or Instructions	Learning Objective Language	Rubric Language	Other
LO 1	The lesson prompt does not indicate what disciplines to draw from, hard to detect multiple ways of knowing from the artifacts (Class 26)	Reviewers had trouble understanding the meaning of “multiple ways of knowing,” and wondered if this was also interpreted in different ways by different instructors. Most reviewers didn’t seem aware that FS has specifically defined ways of knowing.		
	Not sure this prompt allows students to demonstrate the learning objective "applying multiple ways of knowing." (Class 31)			
	Instructor did not include the assignment description (Class 9)			
	Assignment prompt would better instruct students to incorporate multiple ways of knowing by asking them to explicitly describe the literary devices used to intentionally express the points they make. The SBS/GPCD lens of gender studies was very clear in papers, but it was harder to see the LS way of knowing in active, intentional use by students. (Class 17)			

LO 2	Assignment lacked clear description for students to provide examples of the various ways of knowing used to support the LO (Class 1)	Noted by committee during rubric development: LO 2 is more of a design objective (did they or did they not “engage in a project or conduct research,” but for the purposes of evaluation we framed it as an LO despite significant overlap with LO 1.		
	Assignment lacked clear description for students to provide examples of the various ways of knowing used to support the LO (Class 11)	Reviewers had trouble understanding the meaning of “multiple ways of knowing,” and wondered if this was also interpreted in different ways by different instructors. Most reviewers didn’t seem aware that FS has specifically defined ways of knowing.		
	Assignment description needs to be clearer in order for students to demonstrate the LO (Class 14)			
	Assignment does not really prompt students to incorporate multiple ways of knowing. We rated the artifacts anyway, making a stretch just for the sake of evaluation. Students do present historical facts about the topic, and include other factual information (demographics, economic impact), but these are just surface statements. There is no application, analysis, or integration prompted (Class 28).			
LO 3	The raters agreed that the assignment limited what students could do (Class 43)		Clarified during norming exercise that evaluation of this LO would include consideration of elements of writing	

			such as grammar, spelling, style, etc., acknowledging that “sophisticated” performances would do all of these well.	
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Compiled by Dr. Kelley Woods-Johnson, Assessment and Accreditation Coordinator, 3/9/2022