

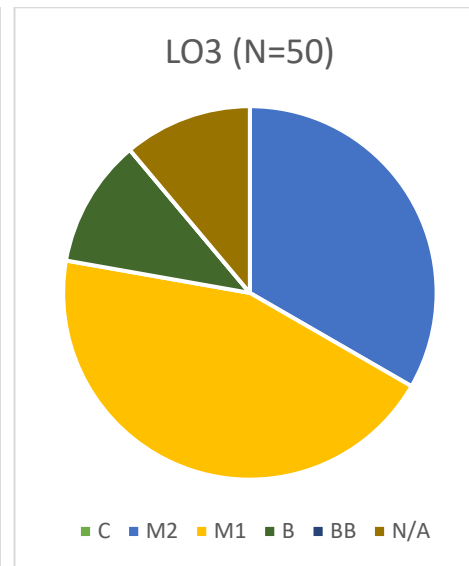
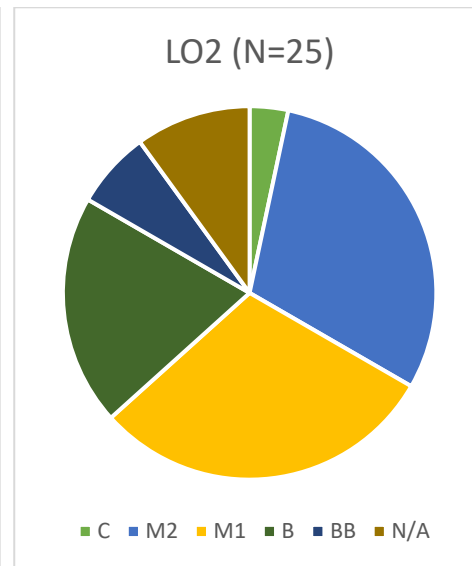
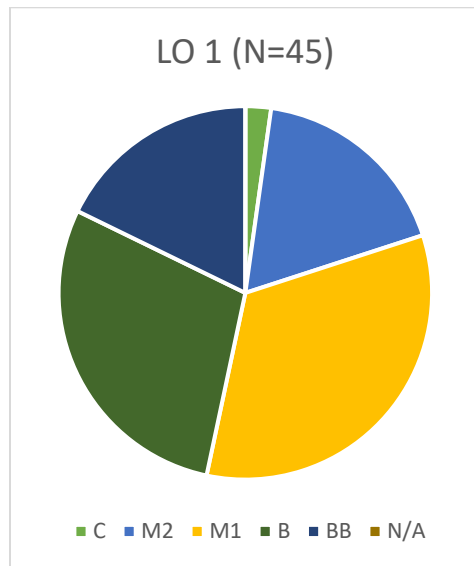
Foundational Studies Assessment Day 2/8/20 Results

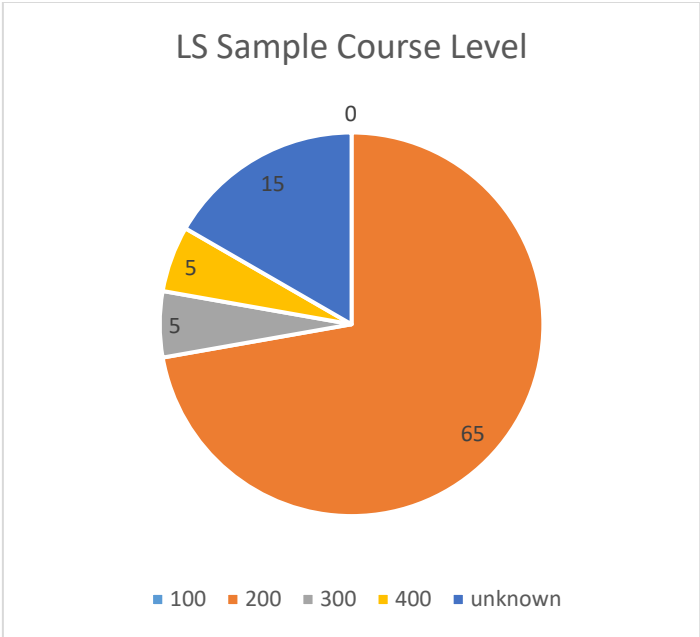
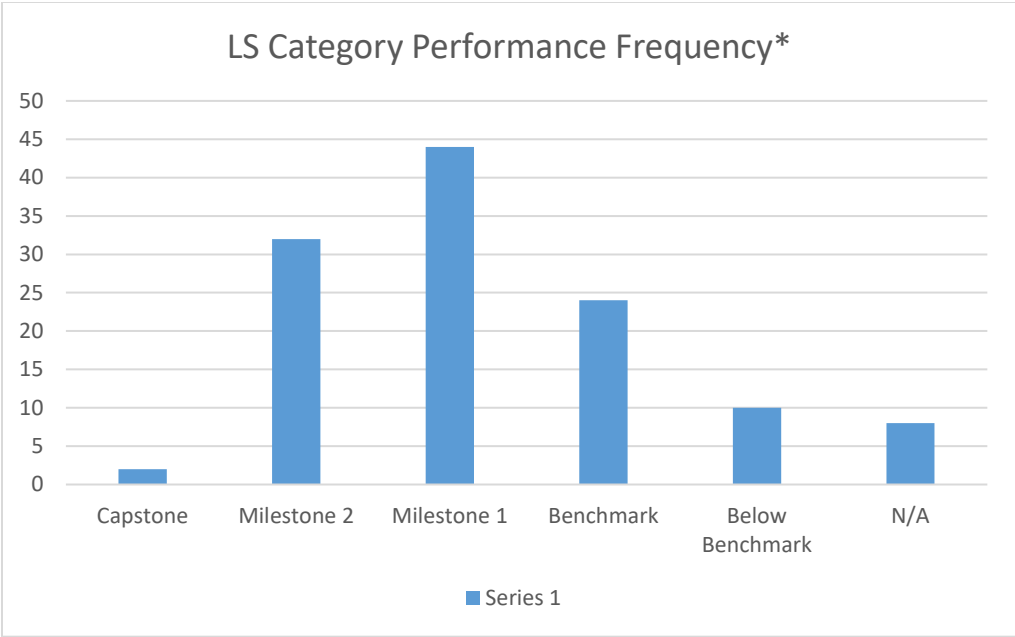
Literary Studies

n=90 (out of 100 possible)

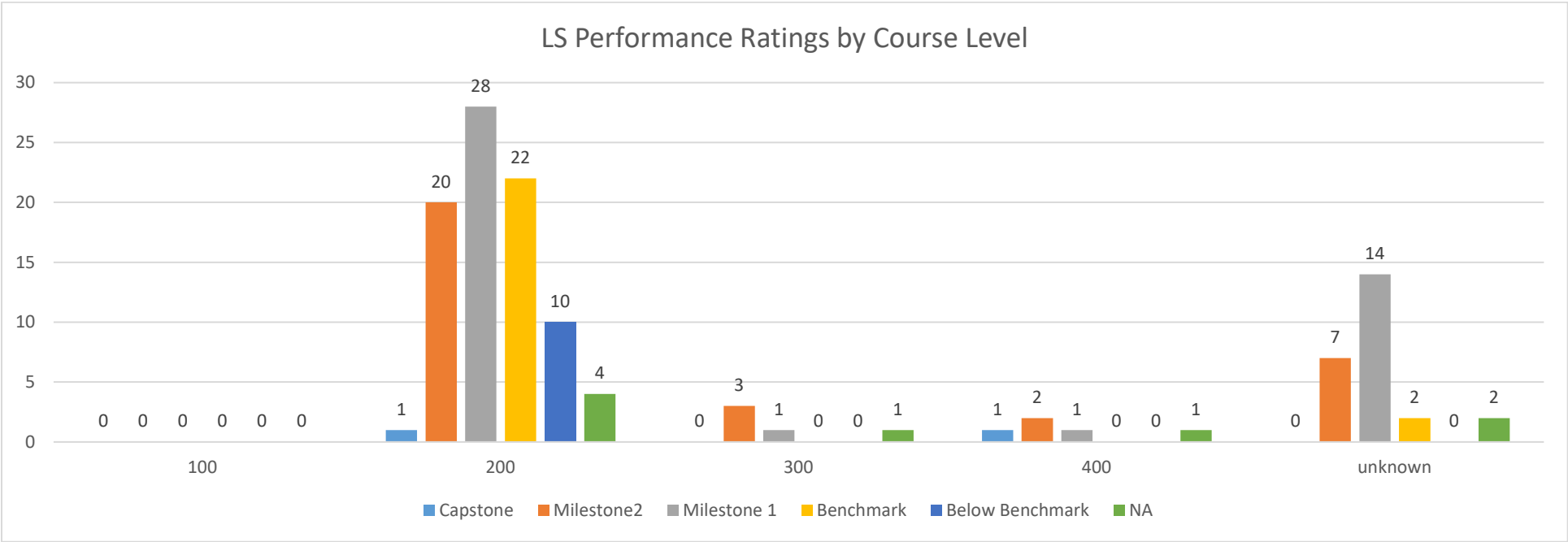
	C	M2	M1	B	BB*	N/A*	Total
LO 1: Demonstrate aesthetic responsiveness and interpretive ability.	1 2%	8 18%	15 33%	13 29%	8 18%	0 0%	45 50%
LO 2: Connect writings to their literary, cultural, and historical contexts.	1 3%	9 30%	9 30%	6 20%	2 7%	3 10%	30 33%
LO3: Employ literature to analyze issues and answers questions relating to human experience, systems, and the physical environment.	0 0%	15 33.5%	20 44.5%	5 11%	0 0%	5 11%	45 50%
LO 4: Reflect on themselves as products of and participants in traditions of literature and ideas.	0	0	0	0	0	0	0
Performance Level Totals	2	32	44	24	10	8	

*Ratings of BB were sometimes influenced by the structure of the assignment and misalignment to outcomes. N/A indicated missing or incomplete work.





*Complete category rating is limited due the absence of artifacts demonstrating LO 4.



Notes (Key: **S**ampling, **A**ssignment, **O**utcome, **R**ubric):

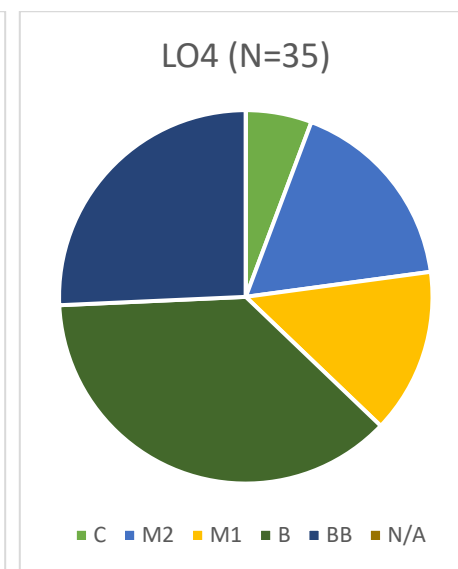
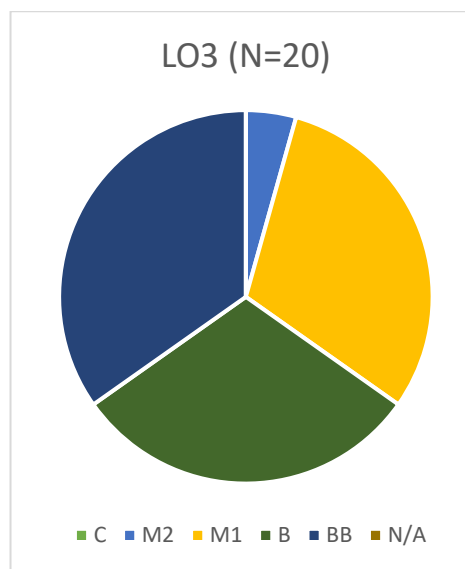
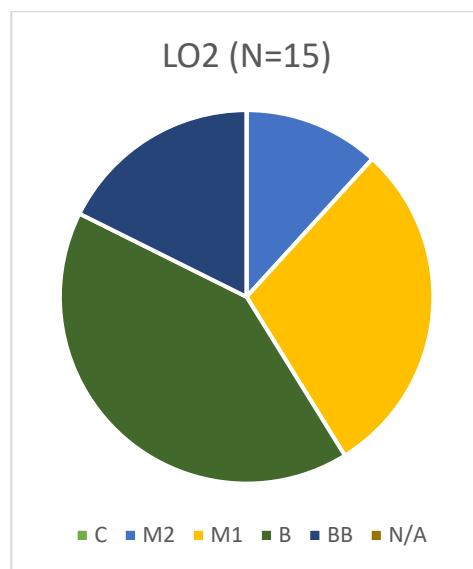
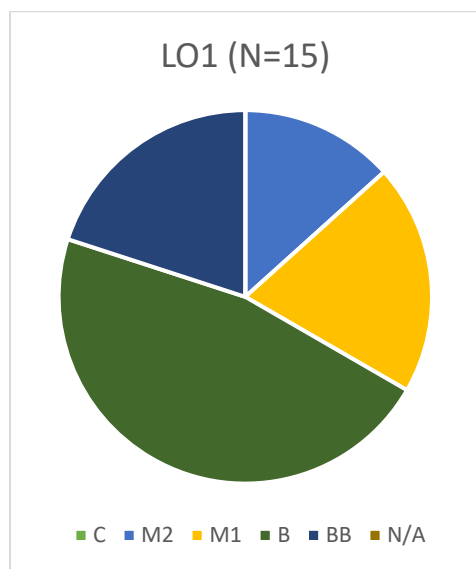
- 3 artifacts in the sample were incomplete, making thorough evaluation a challenge (affected LOs 1 & 2). **S**
- 2 artifacts in the sample were missing (affected LOs 2 & 3). **S**
- LO 2 – did “their” apply to the student or to the work? Ambiguity made rating difficult. **O**
- Assignment 3 (LOs 2 & 3) could be an exemplar. **S**
- Assignment 6 (LO 1) gave too many options to students, influencing possible performance range. **A**
- Assignment 9 (LO 3) does not force students to “employ” literature as stated in the outcome and used a short discussion format that limited possible performance range. **A**
- Assignment 10 (LOs 2 & 3) did not give opportunity to analyze “physical environment” stated in LO 3. **A/O**
- LO 3 – Benchmark level of “insufficient” performance might be a concern. Could a student be “Below Benchmark?” **R**
- 10 instances of rater disagreement exceeding 1 performance level; however, this occurred primarily in 2 rater groups rather than across the groups. **R**

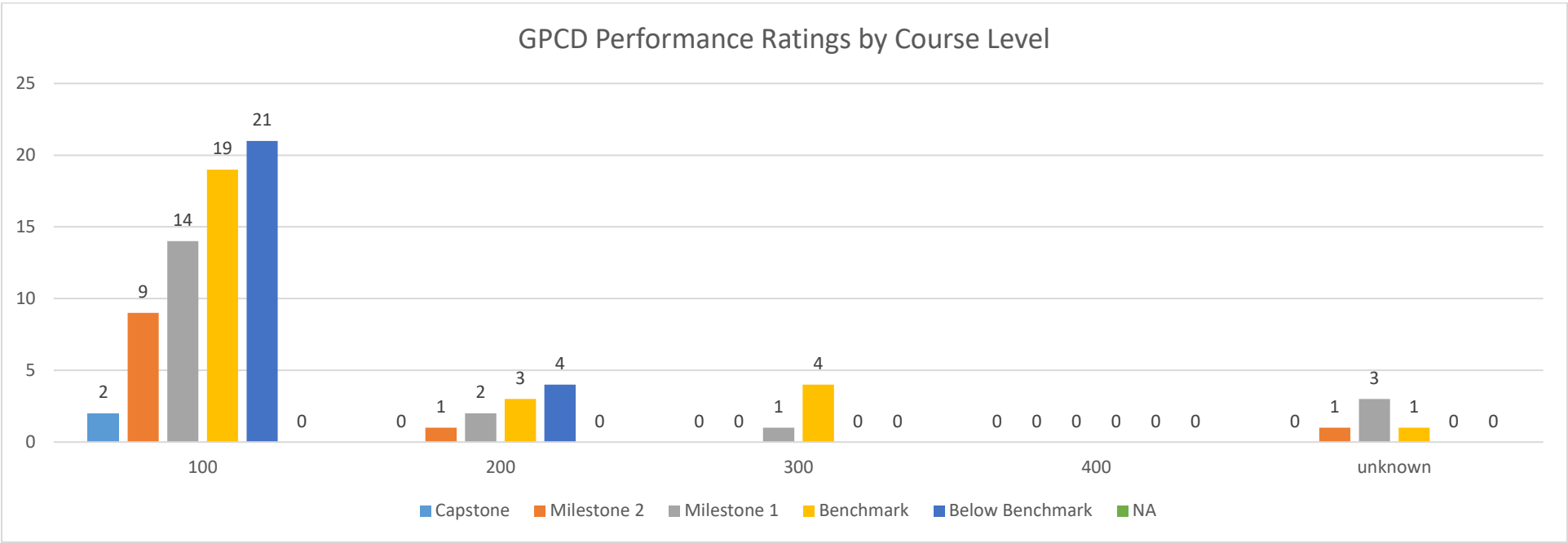
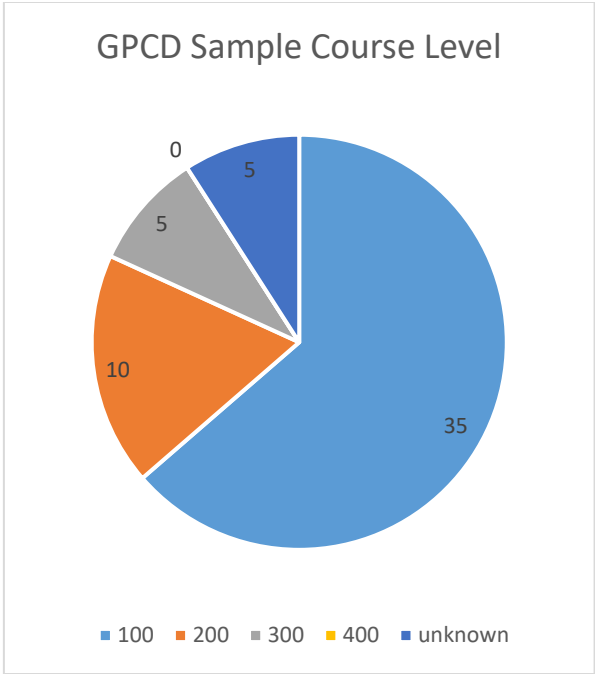
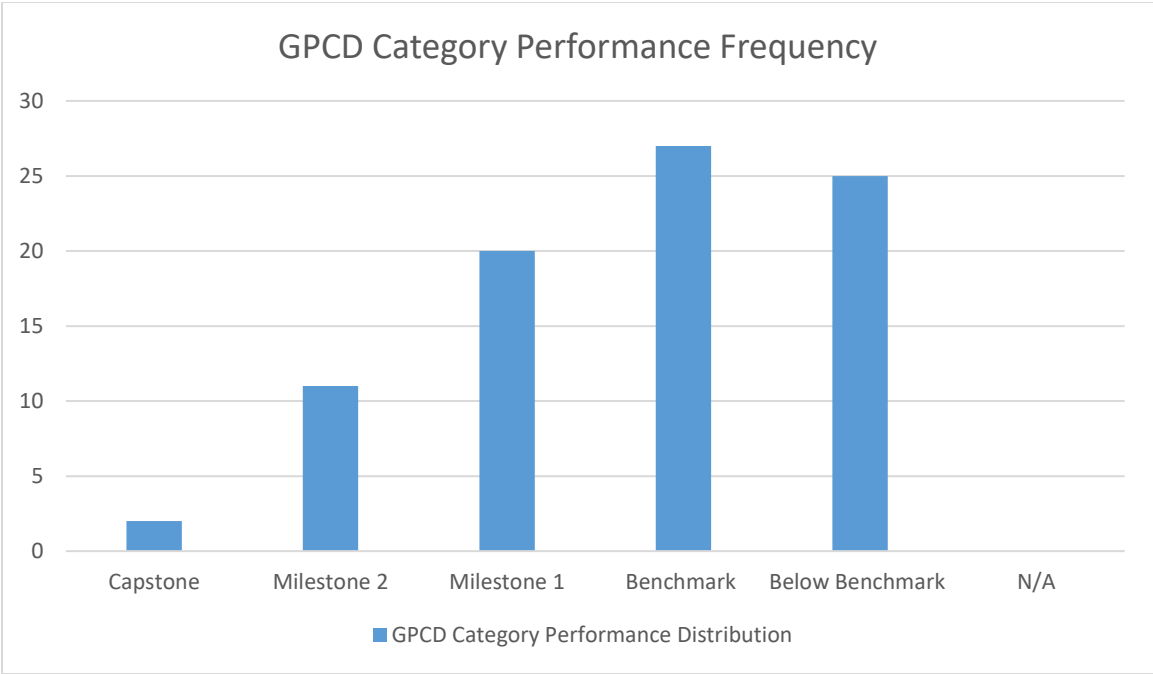
Global Perspectives and Cultural Diversity

n=55 (out of 90 possible)

	C	M2	M1	B	BB	N/A	Total
LO 1: Develop a basic understanding of one's culture in comparison to another culture or language.	0 0%	2 13%	3 20%	7 47%	3 20%	0 0%	15 28%
LO 2: Use multiple lenses, such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied.	0 0%	2 13%	5 33.5%	3 20%	5 33.5%	0 0%	15 28%
LO3: Critically examine issues of cultural differences, societal values, and relationship, and evaluate one's own culture and value systems through comparison and contrast to the target language or culture.	0 0%	1 5%	7 35%	4 20%	8 40%	0 0%	20 36%
LO 4: Use the target language or culture in developing an understanding of the world today.	2 6%	6 17%	5 14%	13 37%	9 26%	0 0%	35 64%
Performance Level Totals	2	11	20	27	25	0	

*Ratings of BB were sometimes influenced by the structure of the assignment and misalignment to outcomes. N/A indicated missing or incomplete work.





Notes (Key: **S**ampling, **A**ssignment, **O**utcome, **R**ubric):

- Only 55 of 90 possible artifacts were reviewed due to submission and sampling issues and assignment alignment issues. **S/A**
- Assignment 2 (LOs 2, 3, & 4) did not require or prompt students to make comparisons, which is required in LOs 2 & 3. Some performances showed higher levels of critical thinking than others rated higher but they lacked comparisons. **O/A**
- Assignment 3 (LO 4) did not prompt students to analyze culture as stated by the outcome; rather, they were prompted just to reflect. **A**
- It was challenging to determine between Benchmark and Milestone 1 for LO 1 due to the wording. Should there be an option for rating of shows minimal awareness of own culture, yet able to identify similarities and differences? **O**
- Assignment 5 (LOs 1, 2, & 3) reflected potential challenges of prompting students to compare their cultures with others, as performances reflected biased, value-based comparison rather than critical thinking. **O/A**
- Assignment 6 (LO 4) essay prompt only loosely related to culture. How do we allow “culture” to be defined? **O/A**
- Assignment 8 (LO 4) was a discussion board that did not allow full range of performance (could not reach capstone). **A**
- Assignment 11 (LO 3) did not lend itself to comparison as stated in the outcome. In fact, it seemed to dissuade students from doing so. All artifacts for this assignment were rated BB. Raters noted 2 of the 3 artifacts would have scored M1 and 1 would have scored B if comparison was not required. **O/A**

General Analysis

1. Student Learning Outcome Performance Insights, Limitations, & Recommendations

We need to discuss expectations for student performance in advance to understand whether our findings are in line with those expectations. In determining the level of performance we expect from our students, one can say (for example):

- “all students achieve a minimum of M1”
- “70% of students will achieve M1 or greater; 50% of students will achieve M2 or greater”

It is important to remember that the performance we “expect” is our belief of the level of learning students should achieve, not what we think they can achieve based on available performance data.

Our understanding of these data is limited in two primary ways. For the LS category, missing data regarding the 4th learning objective limits overall category analysis. For the GPCD category, scoring irregularities and low sample size limit the strength of the inferences that can be made.

2. Sampling Insights, Limitations, & Recommendations

Future sampling should require more artifacts than will be read (ex: requesting 8 knowing that we’ll use 5) in case some of the artifacts are not usable. Efforts to work more closely with faculty prior to artifact selection in order to guide appropriate selection will be made.

Future sampling can include stratification to reflect students at different points of academic progression (i.e., freshman, sophomore, etc.).

3. Assignment Insights, Limitations, & Recommendations

As noted with sampling, more advance work with faculty to ensure appropriate assignments are selected to produce artifacts will improve the yield of usable artifacts for analysis.

Bailey Bridgewater has already connected with LS faculty to understand the representation issue with the 4th learning objective.

4. Rubric & Scoring Insights, Limitations, & Recommendations

The LS rubric showed more disagreement between raters than the GPCD rubric, but the disagreement was limited to two pairs of raters. It is unclear whether the rubric or the raters posed the effect. Additional reliability testing with the rubric could be done to strengthen agreement.

Language in both rubrics created challenges for evaluators. Review of these issues will inform ongoing discussion about potential edits to the rubrics and/or the learning objective language.

Sharing Findings

Findings have been shared with the University College Council, and discussion is ongoing.

Findings will be shared with LS and GPCD course faculty.

A workshop will be held in late summer with these faculty to discuss the findings and understand assignment alignment to learning objectives.