



# GENERAL EDUCATION ANNUAL REPORT

Curriculum Committee 2022-2023

## Abstract

Annual assessment of General Education Content Areas: Communication (Written and Oral) and Fine Arts Juried Assessment completed Summer 2023 with reflection and comments provided Academic year 2023-2024.

Respectfully submitted, Dr. Carrie McCray

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# General Education Annual Assessment Report

## Curriculum Committee

### 2023-2024

#### Overview/History of General Education

Starting in 2007, the General Education program began collecting data on the performance of students in those classes listed as “General Education.” Students in classes that satisfied each of the ten general education classes were assessed on a three-year rotation: in the first year of rotation, three of the ten areas were assessed; in the next year, three other areas were assessed. In the third year, the remaining four areas were assessed, and the data collected through these methods was stored in our then assessment system, tk20.

Students’ work in general education classes was assessed in the following way: if a student was enrolled in a general education class in an area scheduled for assessment, artifacts (essays, portfolios, etc.) were collected of all students enrolled in the class. Those artifacts were then evaluated after the end of the semester using rubrics developed by faculty in those areas (in most cases, the assignments were evaluated by instructors before the end of the semester, and used in that manner as part of the grade for the class—the general education assessment, taking place after the end of the semester, had no direct effect on a student’s grade in the class, even in those cases where the assessors’ evaluation coincided with that of the instructor). It is the data collected by scoring with rubrics that was then stored. The data for the general education assessment is neutral to the course content, as it is assessed by a neutral member of the faculty.

The General Education program was restructured in the fall semester 2015 moving the content areas into four clusters to assist in the coordination of assessment and evaluation of the General Education program. The General Education assessment moved to a 4-year cycle focusing on one cluster each year.

The university implemented a new assessment software fall 2016 prompting the curriculum committee to hold on assessing the necessary content areas until a sufficient pool of samples within the new system was collected. Faculty began utilizing a Watermark product in the fall 2016 and required students to upload an assignment each GE course through the software. At the end of the spring 2018 academic semester, the curriculum committee moved forward with assessing 2 of the 4 general education clusters. By the spring of 2019 the rotation was fully on track and assessment of the general education clusters is as planned on the map of assessment.

During the 2021-2022 academic year the faculty and Curriculum Committee discussed and approved a revision to the format of General Education. The Curriculum Committee settled on a Two-tier General Education system. Tier I focuses on providing foundational skills necessary to successfully complete their undergraduate degrees. Tier II allows students to explore three thematic categories. The Faculty voted in March 2022 to determine the course requirements for Tier I. With the first tier established, the Curriculum Committee created three broad thematic categories for Tier II. The Faculty approved the final Two-Tier General Education framework on May 4, 2023, during the Spring Assessment Workshop.

During the 2022-2023 academic year, the Curriculum Committee focus on the implementation of the new general education framework. In October 2023, the committee drafted rubrics for the four new general education categories: Cultures & Communities, Inquiry & Analysis, Expression & Invention, and Information Literacy. The committee held workshops to help faculty who teach general education courses transition their courses to the new system. During the Winter Intersession, faculty were invited to apply to have their courses included in the

Two-Tier system using an expedited application process. The Curriculum Committee coordinated with the Vice Provost of the Undergraduate Affairs and the Registrar to ensure that the applications submitted and approved during the expedited process were sufficient to move forward with the transition. In the opening weeks of January 2023, the Curriculum Committee, the vice Provost of Undergraduate Affairs, the Registrar, and the Provost concluded that the university was prepared to move forward with the new General Education system beginning in Fall 2024.

Following the Fall 2023 semester, Curriculum Committee invited Fine Art and Communications faculty to an assessment retreat in December. This assessment model was initiated in the Fall of 2019 due to time limitations for faculty to meet during the traditional semester. The committee felt it was easier to get allocated time at the end of the term for faculty to review the assessment from the previous summer. During the retreat, faculty were prompted to complete a Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis of their assessment data and rubrics. The data sample was also provided for the faculty to review. Faculty worked on the artifacts and split up the responsibilities ensuring that faculty reviewed artifacts from their content area, but not from their courses. An assignment from each course was reviewed to ensure that content faculty had a solid understanding of what the assessments looked like and how the work was being assigned in other areas. The summary that work is in the report below.

## General Education Purpose Statement

*Approved April 5, 2016 Faculty Assembly*

William Woods University strives to build upon student knowledge beyond their academic specialty areas. To supplement varied student goals and aspirations with core learning experiences, the University General Education curriculum engages all students in critical analysis, quantitative inquiry, creative expression, and substantive understanding of the relationships between individuals and societies. Accordingly, all undergraduate students must complete the required General Education credits in addition to the coursework for their respective majors.

## Two-Tier General Education

Students are required to complete **39 credit hours** of general education. The program is divided into two-tiers.

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### Tier I: Foundations – 21 credit hours

Courses found in this tier are designed to deliver students the essential skills needed to successfully complete their coursework throughout their educational career.

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#### Written Communication – 6cr

\_\_\_ ENG 101 English Composition I

\_\_\_ ENG 102 English Composition II

#### Oral Communication – 3cr

\_\_\_ COM 101 Intro to Speech  
or

\_\_\_ COM 105 Voice & Diction

#### Information Literacy – 3cr

\_\_\_

#### Historical Perspective – 3cr

\_\_\_ HIS \_\_\_

#### Natural Science – 3cr

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#### Mathematics – 3cr

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### Tier II: Exploration – 18 credit hours

Students will build upon their foundational skills to pursue their scholarly interests across multiple domains of knowledge and methods of thinking.

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#### Expression & Invention – 6cr (-EI)

In these classes, students will combine or synthesize existing ideas, images, or expertise in original ways to demonstrate innovation, creativity, divergent thinking, and risk taking.

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#### Inquiry & Analysis – 6cr (-IA)

In these classes, students explore issues, objects, or works through the collection and analysis of evidence to make informed conclusions or judgments.

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#### Cultures & Communities - 6cr (-CC)

In these classes, students will engage complex, diverse interdependent systems and legacies to foster effective and appropriate interactions in a variety of cultural and ethical contexts.

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Assessment calendar reflecting assessment of retiring process.

Outcome Area	Learning Outcomes	Assessment *Standardized Measures	Expected use for Assessment	Schedule for Analysis of Assessment Data
<b>Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content</b>				
<b>Critical Thinking</b>	Students will use the principles of logic to develop analytical and reasoning skills	CLA  Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty.	Value Added scores on CLA Critical Thinking  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021 Spring 2025
<b>Ethical Reasoning</b>	Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.	CLA  Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty.	Value added scores on CLA Analytic Reasoning  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021 Spring 2025
<b>Meaning</b>	Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.	CLA  Rubric developed by English faculty.	Value added scores on CLA Analytic Reasoning  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021 Spring 2025
<b>Society &amp; the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.</b>				
<b>Social Science</b>	Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.	Rubric Developed by Social Science Faculty.	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2018 Spring 2022
<b>Diversity</b>	Students will solve problems through an analysis of quantitative relationships.	*NSSE Results  Rubric Developed by Diversity Faculty.	Results of NSSE dealing with Diversity  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2018 Spring 2022

<b>Historical Perspective</b>	Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.	Rubric developed by History Faculty	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future	Spring 2018 Spring 2022
<b>Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms</b>				
<b>Communication (writing)</b>	Students will transmit information effectively in written or spoken form.	Communication Rubric revised by COM and ENG	CLA Writing: Value Added scores  Assess sample work determine if set benchmarks are met and to assess course/assessment changes in the future	Spring 2019 Spring 2023
<b>(Oral)</b>		Communication Rubric revised by COM and ENG faculty	Assess sample work to determine if benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring 2023
<b>Fine Arts: Creative and Aesthetic Sensibility</b>	Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music.	Rubric developed by Art Faculty	Assess sample work from to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring2023
<b>Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.</b>				
<b>Natural Science</b>	Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.	Rubric Developed by Science Faculty.	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020 Spring 2024
<b>Mathematics</b>	Students will solve problems through an analysis of quantitative relationships.	Rubric developed by Math faculty	Assess sample work determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020 Spring 2024

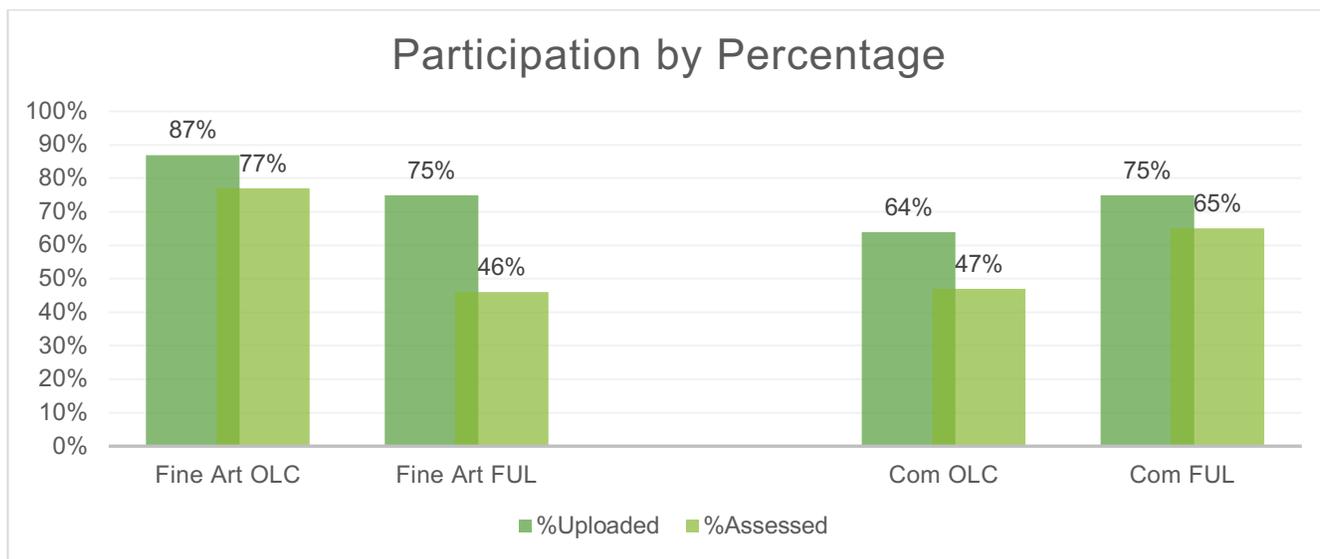
The Curriculum Committee proposes a two-year collection period for collection of Tier 1 and Tier 2 artifacts prior to assessment. This assessment schedule will then be as follows:

Outcome Area	Learning Outcomes	Assessment *Standardized Measures	Expected use for Assessment	Schedule for Analysis of Assessment Data
<b>Tier I Foundations: Courses found in this tier are designed to deliver students the essential skills needed to successfully complete their coursework throughout their educational career.</b>				
<b>Written Communication</b>	Students will transmit information effectively in written form.	Written Communication Rubric revised by COM and ENG faculty	CLA Writing: Value Added scores  Assess sample work determine if set benchmarks are met and to assess course/assessment changes in the future	Spring 2028 Spring 2031 Spring 2034
<b>Oral Communication</b>	Students will transmit information effectively in spoken form.	Oral Communication Rubric revised by COM and ENG faculty	Assess sample work to determine if benchmarks are met and to assess course/assessment changes in the future.	Spring 2028 Spring 2031 Spring 2034
<b>Information Literacy</b>		Information Literacy Rubric revised by faculty	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2027 Spring 2030 Spring 2033
<b>Historical Perspective</b>	Students will think historically, meaning that they will understand both how the present is shaped by the past and how our interpretation of the past is shaped by the present.	Information Literacy Rubric revised by faculty	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2027 Spring 2030 Spring 2033
<b>Natural Science</b>	Students will understand that scientific knowledge is developed through a continual process based on the interpretation and communication of quantifiable information	Natural Science Rubric revised by Natural Science faculty	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2026 Spring 2029 Spring 2032
<b>Mathematics</b>	Students will solve problems through an analysis of quantitative relationships.	Natural Science Rubric revised by Math faculty	Assess sample work determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2026 Spring 2029

				Spring 2032
<b>Tier 2 Exploration: Students will build upon their foundational skills to pursue their scholarly interests across multiple domains of knowledge and methods of thinking.</b>				
<b>Expression &amp; Invention</b>	Students will combine or synthesize existing ideas, images, or expertise in original ways to demonstrate innovation, creativity, divergent thinking, and risk taking.	Expression & Invention Rubric revised by faculty teaching in that area	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2028 Spring 2031 Spring 2034
<b>Inquiry &amp; Analysis</b>	Students explore issues, objects, or works through the collection and analysis of evidence to make informed conclusions or judgments.	Inquiry & Analysis Rubric revised by faculty teaching in that area	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2026 Spring 2029 Spring 2032
<b>Cultures &amp; Communities</b>	Students will engage complex, diverse interdependent systems and legacies to foster effective and appropriate interactions in a variety of cultural and ethical contexts.	Cultures & Communities Rubric revised by faculty teaching in that area	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future	Spring 2027 Spring 2030 Spring 2033

Demographic Data of Assessed Content (Data represent the past 6 semesters of collected data)

GE Area	Criterion	Students Registered	Student uploads	Assessed in Via
		On Ground/OLC Total	On Ground/OLC	On Ground/OLC
Fine Art	Applies knowledge of processes and techniques specific to disciplines in the arts.	475/244 719	356 / 213 569	219/190 356
	Demonstrates innovative and creative thinking to convey and/or interpret meaning.			
	Articulates an understanding of the creative process and the aesthetic principles that guide the arts.			
Communication	Artifact evidences substantive content.	951/358 1309	718/231 949	414/170 584
	Artifact evidences effectual organization.			
	Artifact evidences compelling style elements.			



Limitations on the data:

- Not all data uploaded to the Via program was assessed by the Program faculty, so there are data pulled for Juried assessment not assessed by a faculty member in Via.
- Some content area data is concentrated by specific courses due to the limitation of variation within offerings online.
- Data from 22-23 was lighter due to the knowledge that the faculty were changing the GE program.

Demographic Data per Content Area:

\*Representative Sample –Data pulled from Jenzabar “General Education Enrollment Report 2019-2022”

General Education Area	Total Enrollment	% Withdrawn	% Fail	Different Courses offered	Total Classes offered
Art (Campus) Total	475	1.14%	2.37 %	22	63
Art (Online) Total	244	2.37%	3.16%	4	21
Communication (Campus) Total	951	1.47%	4.17%	4	86
Communication (Online) Total	358	4.41%	3.68%	3	33

There are assignments loaded in VIA that were used in the sample that had were reviewed by a faculty member. Some assignments were pulled from classes where none of the student work had been assessed by the faculty. Some GE assignments were not linked to the GE rubric, but implemented a GE assignment. The “All” data report chart is only reflective of the data that was assessed by the faculty in Via using the GE rubric.

## Fine Art

Student Population N= 719

Student OLC N=50

Student on Campus N=50

	Uploaded not assessed	Assessed by Faculty	Total Artifacts used for GE assessment
On Ground	137	219	356
Online	23	190	213

Classes Used:

**On Ground:** ART 105 (F19; F20; F21; F22); ART 110 (SP20; SP22; SP23); ART 115 (SP20; SP21); ART 116 ( SP21); ART 123 (F20; SP21; SP22; SP23); ART 140 (F20; SP21; F21; SP22; F22; SP23); ART 203 (F19; F20; F21; F22 ); ART 206 (F19; ); ART 220 (SP20); ART 222 (SP 20); ART 223 (F19); ART 230 (F19); ART 231 (SP20); ART 256 (F20; F21; SP22; F22; SP23); MUS 101 (SP21; SP23); MUS 103 (SP20; F20; SP21; F21; SP22; F22; SP23); MUS 111 (F20; SP22; F22); THA 110 (F19; F22); THA 210 (F19; F20); THA 231 (F20; F22); THA 240 (SP20; SP22); THA 255 (F19; SP21; SP22);

**OLC:** ART 105 (F19; SP20; SU20; F20; SP21; F21; SP22); ART 238 (SU21; SU22); MUSIC 103 (F19; SU20; F20; SU21; F21; SU22; F22);

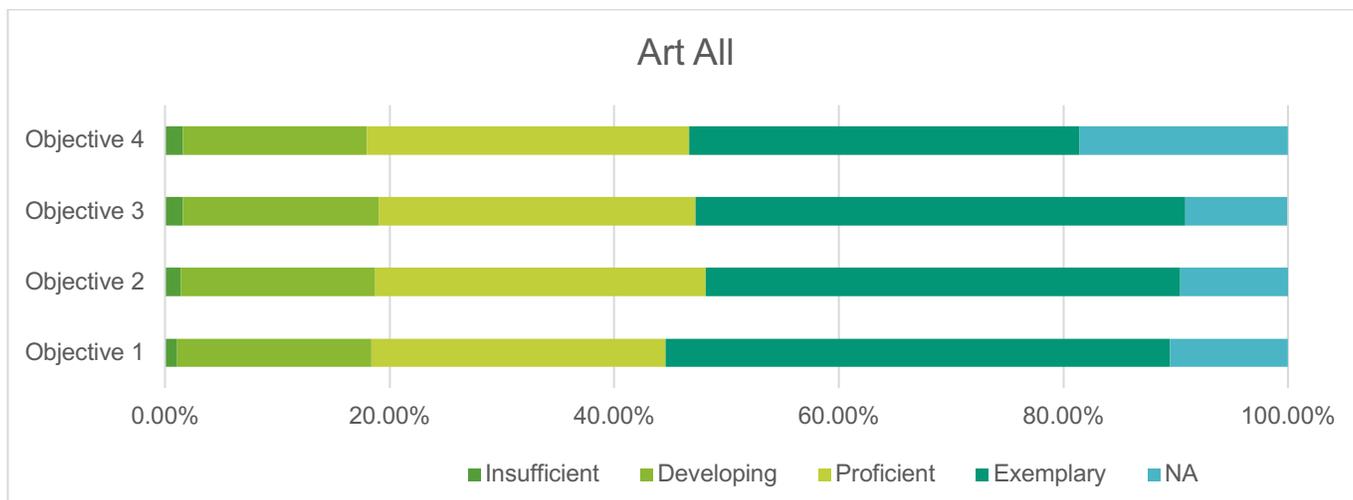
Did not participate:

**On Ground:** ART 223 (SP20); ART 116 (SP21); ART 256 (SP21); ART 140 (F21); ART 256 (F21); ART 140 (SP22); MUS 111 (SP22); THA 240 (SP22); THA 255 (SP22); ART 140 (F22); THA 231 (F22)

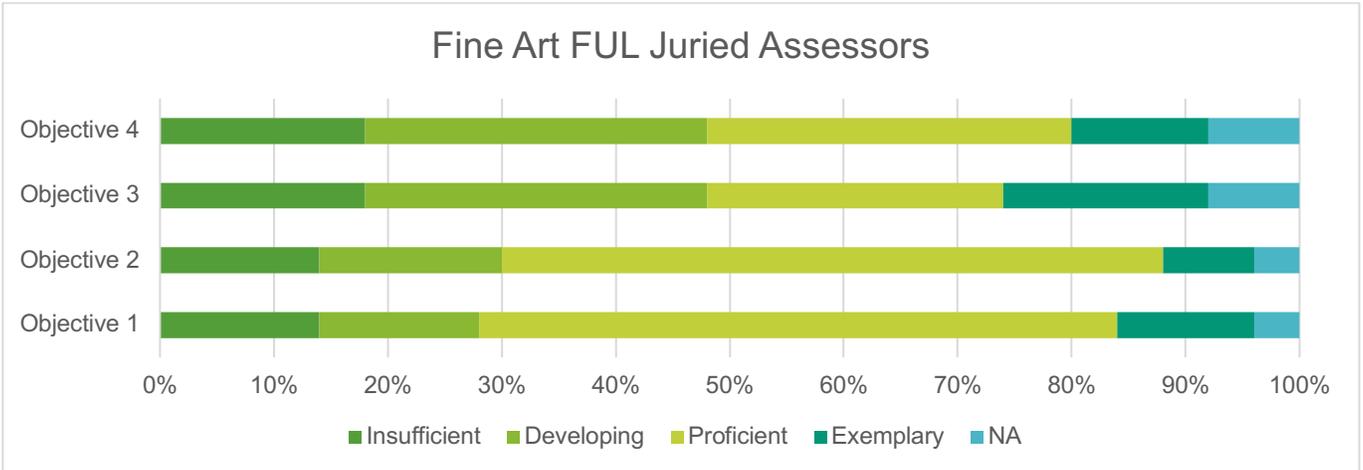
**Online:** ART 105 (SU20)

\*Spring 2023 data came in too late for the data pull so data submitted during finals week was not used.

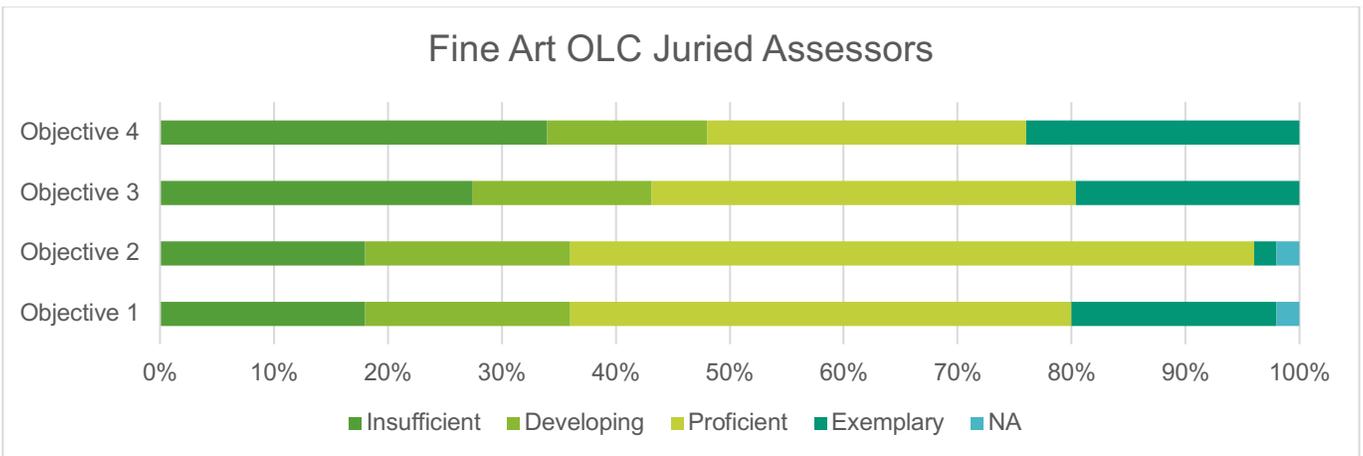
### Assessment Results:



	Insufficient	Developing	Proficient	Exemplary	NA
<b>Objective 1</b>	1.07%	17.29%	26.20%	44.92%	10.52%
Objective 2	1.43%	17.29%	29.41%	42.25%	9.63%
Objective 3	1.60%	17.47%	28.16%	43.63%	9.09%
Objective 4	1.60%	16.40%	28.70%	34.76%	18.54%



	Insufficient	Developing	Proficient	Exemplary	NA
<b>Objective 1</b>	14%	14%	56%	12%	4%
Objective 2	14%	16%	58%	8%	4%
Objective 3	18%	30%	26%	18%	8%
Objective 4	18%	30%	32%	12%	8%



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	18%	18%	44%	18%	2%
Objective 2	18%	18%	60%	2%	2%
Objective 3	28%	16%	38%	20%	0%
Objective 4	34%	14%	28%	24%	0%

**Feedback from Juried Assessors:**

Many of the artifacts that were presented only addressed one half or the other of the fine art rubric. Two of the standards within the rubric ask about the process and techniques of creating art while the other two seem to focus on analyzing and contextualizing works of art. Most assignments for both online and on ground did well to address half of the rubric at the expense of the other stuff. Some assignments however did address both sides of the rubric. Those were assignments that asked for a creative artifact in addition to some sort of written analysis. These two-part assignments were able to fully address all four standards set forth by the rubric.

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Some of the art projects were pictures of projects without explanations written in the text area or separately. These were harder to evaluate especially if the directions included the words “as discussed in class” and then I wasn’t as sure what I was supposed to be looking for.

Similarly, some assignments contained an explanation without a picture. If it was a famous artist, I could google the image, but if it was a personal project then again it was harder to evaluate.

I took the first two objectives of the rubric to evaluate the student’s creation and the last two to evaluate the student’s explanation so, for example, if they were missing the explanation, I put an N/A for those objectives.

I appreciated seeing the project descriptions! Even if the links weren’t linked, I could still type in the site and find the information that was referenced.

It was hard for me to differentiate “highly creative or original” especially when the artifact was a paper about an artist and not student creations.

There were a couple directions that referenced the “five criteria” on the rubric, but there were only 4 on the rubric.

The majority of the artifacts were easy to assess with the rubric and I noticed the directions of the assignments seem to fit the objectives very well.

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**Faculty Response:**

## VIA Assessment Cycle Discussion

Program : Fine Art

Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc / Notes
#1ART 105 BASIC DESIGN	Assessment - Good assessment of basic principles of design	Assessment -	Assessment - Needs written component to speak to historical	Assessment -
#2 ART 223 CERAMICS 1	Assessment - meets rubric			
#3 ART 110 DRAWING 1	Assessment - Direct interaction with the historical and critique.	Assessment -	Assessment -	Assessment -
#4 ART 220 WATER BASED PAINTING	Assessment - straightforward interaction with the fundamentals art while working with the historical	Assessment -	Assessment -	Assessment -
#5 ART 231 SURVEY OF WESTERN ART	Assessment - This meets the rubrics	Assessment -	Assessment -	Assessment -
#6 ART 256 INTRO TO PHOTO -	Assessment - Prompt seems to meet all rubric requirements but no artifacts are attached	Assessment -	Assessment -	Assessment -
#7 ART 203 ART APPLICATIONS	Assessment - Meets rubric	Meets Rubric	Meets Rubric	Assessment -
#8 ART 206 PAINTING 1	Assessment - Appropriate artifact for the course and rubric	Assessment -	Assessment -	Assessment -
#9 THA 110 INTRO TO THEATHER	Assessment - artifacts are appropriate for the course and rubric	Assessment -	Assessment -	Assessment -
#10 THA 225 ACTING 1	Assessment - Nothing submitted	Nothing submitted	Nothing submitted	Assessment - Nothing submitted

#12 ART 115 COLOR AND LIGHT	Assessment - Definitely meets the criteria	Assessment -	Assessment -	Assessment -
#13 ART 222 CERAMICS 1	Assessment -	Assessment -	Assessment -	Assessment -
#14 MUS 103 MUSIC APPRECIATION	Assessment - artifacts are appropriate for the course and rubric	Assessment -	Assessment -	Assessment -
#15 THA 240 STAGE COMBAT	Assessment - Meets rubric	Meets Rubric	Assessment - Meets rubric	Fascinating project
#16 ART 140 ADOBE CC	Assessment - Student are creating work that works with the fundamentals of graphic design	Assessment -	Assessment -	Assessment - Missing a historical component to speak to the last rubric item
#17 MUS 111 JAZZ POP AND ROCK	Assessment - Meets rubric	Meets Rubric	Meets Rubric	Assessment -
#18 THA 231 MAKEUP, STAGE, AND FILM	Assessment - No artifacts	Assessment -	Assessment -	Assessment -
#19 ART 116 FIBER ARTS	Meets Rubric	Meets Rubric	Could use more visuals	Assessment -
#20 MUS 101 MUSIC FUNDAMENTALS	Assessment -No artifact	Assessment -	Video link would be interesting	Assessment -
#22 THA 255 ACTING 1	Assessment - no artifacts	Assessment -	Assessment -	Assessment -
#23 THA 240 STAGE COMBAT	Assessment - No artifact	Assessment -	Assessment -	Assessment -
#24 ART 256 INTRO TO PHOTO	Assessment - Meets rubric	Assessment - Meets rubric	Assessment - Meets rubric	Assessment - Amazing artifact

Were the assignments used appropriate for the GE rubric representing the content area?

- Yes, generally the assignments at large fulfilled the rubric requirements.

Are there issues with the content assessment rubric that need to be addressed?

- It's hard for the visual and performing arts to produce an assignment that fulfills the historical component of the rubric without a written component. This was commonly where the visual courses struggled with their assessment.

## Suggestions not noted in the above chart that the program intends to alter or modify moving forward?

- No. The new GE rubrics have removed the historical component requirement and solves the concerns.

## Communication

**Student Population All N= 1309**

**Student OLC N=50**

**Student On Campus N=50**

Classes involved:

**On Ground:** COM 101 (F19; SP20; SU20; F20; SP21;SU21; F21; SP22; SU22; F22; SP23); COM 105 (SP20; SP21; SP22; SP23); ENG 101 (F19; SU20; F20; SP21;SU21; F21; SP22; SU22; F22; SP23); ENG 102 (F19; SP20; SU20; F20; SP21;SU21; F21; SP22; SU22; F22; SP23)

**OLC:** COM 101 (F19; SP20; SU20; F20; SP21;SU21; F21; SP22; SU22; F22; SP23); ENG 101 (F19; SU20; F20; SP21;SU21; F21; SP22; SU22; F22; SP23); ENG 102 (F19; SP20; SU20; F20; SP21;SU21; F21; SP22; SU22; F22; SP23)

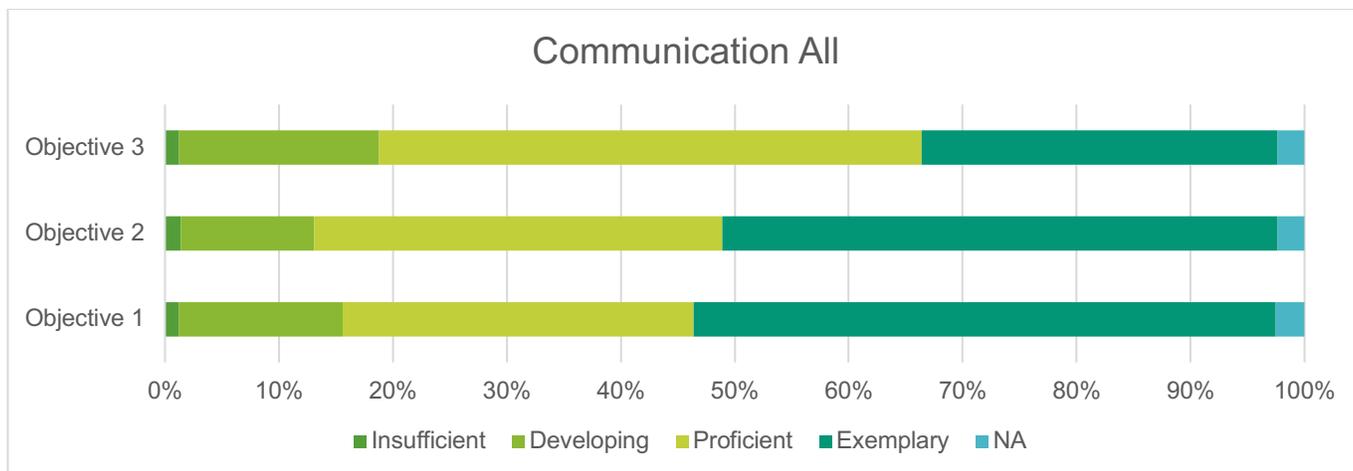
Did not participate:

**On Ground:** COM 101-06(F19); ENG 101-04 (F19); ENG 101-07 (F19); COM 101-01 (SP20); ENG 102-02(SP20); ENG101-06 (F20); ENG 102-03(SP21); ENG 101-02 (F21); ENG 101-03 (F21); ENG 101-04(F21); ENG 101-06 (F21); ENG 102-02 (F21); ENG 101-02 (SP22); ENG 102-02 (SP22); ENG 102-03 (SP22); ENG 102-04 (SP22); ENG 101-01(F22); COM 101-01(SP23)ENG 102-05 (SP23)

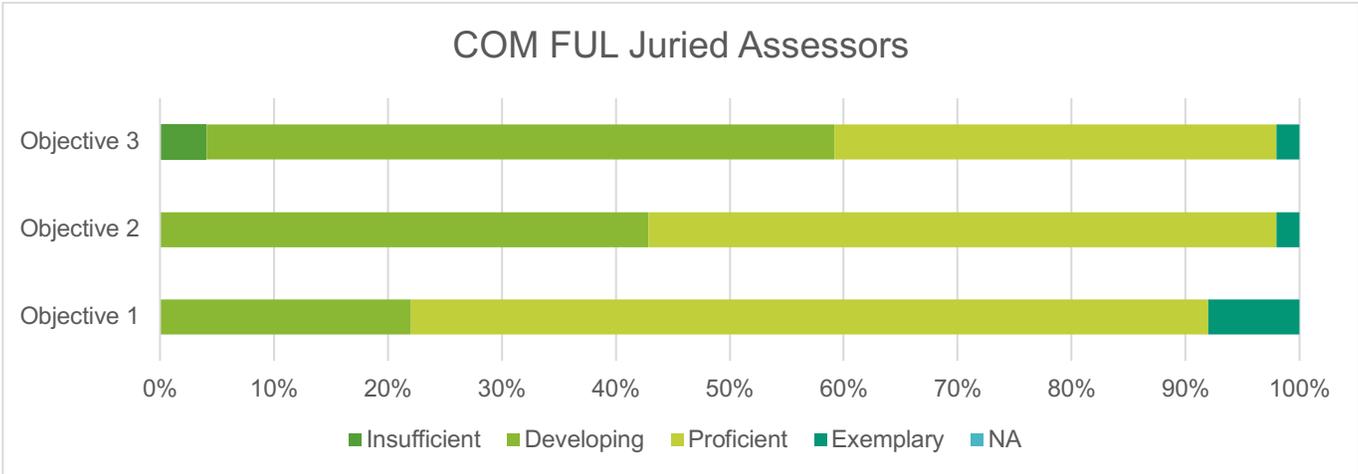
**Online:** ENG 102 (SU21)

	Uploaded not assessed	Assessed by Faculty	Total Artifacts used for GE assessment
<b>On Ground</b>	304	414	718
<b>Online</b>	61	170	231

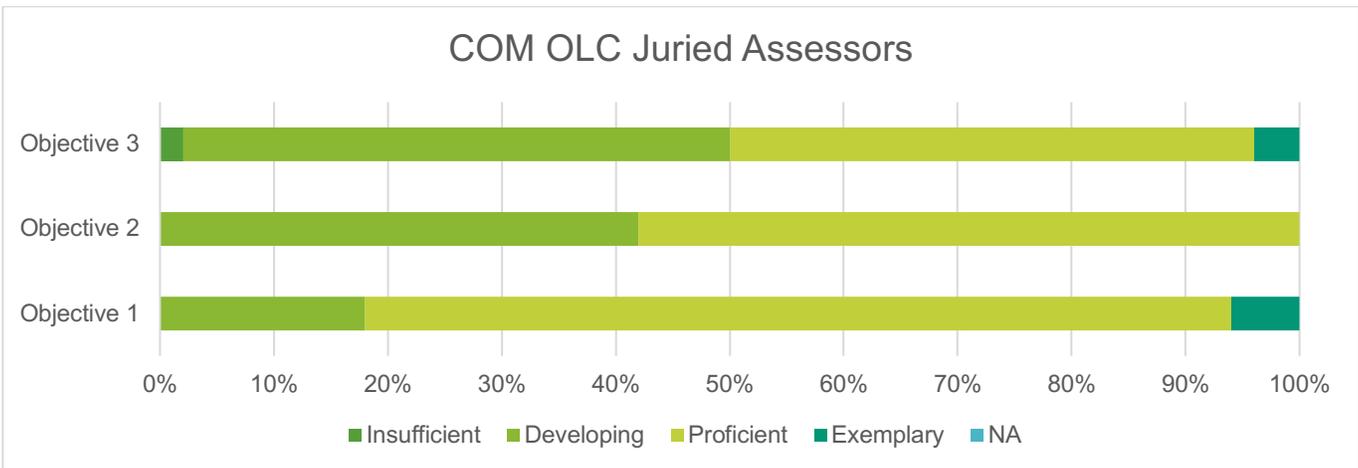
Assessment Data:



	Insufficient	Developing	Proficient	Exemplary	NA
<b>Objective 1</b>	1.26%	14.35%	30.76%	51.10%	2.52%
<b>Objective 2</b>	1.42%	11.67%	35.80%	48.74%	2.37%
<b>Objective 3</b>	1.26%	17.51%	47.63%	31.23%	2.37%



	Insufficient	Developing	Proficient	Exemplary	NA
<b>Objective 1</b>	0%	22%	70%	8%	0%
<b>Objective 2</b>	0%	42.86%	55.10%	2.04%	0%
<b>Objective 3</b>	4.08%	55.10%	38.78%	2.04%	0%



	Insufficient	Developing	Proficient	Exemplary	NA
<b>Objective 1</b>	0%	18%	76%	6%	0%
<b>Objective 2</b>	0%	42.00%	58.00%	0.00%	0%
<b>Objective 3</b>	2.00%	48.00%	46.00%	4.00%	0.00%

### Juried Assessor Response:

#### Issues:

I did not have any issues assessing any of the artifacts. A few of the videos would stop playing halfway through and say my server couldn't be reached or something, but if I started them over, they would play through fine. This may have to do with just switching over to a new device/Office365, rather than the actual artifact.

#### Positives:

I was pleasantly surprised by many of the online student speeches! Many of the students did a great job. I had never watched or assessed an online speech course, so I wasn't sure what to expect. It was also very helpful that many of the artifacts had the assignment details attached, so I knew what the students were supposed to be doing in their speech or paper.

#### Challenge:

I think this rubric works well with the ENG 101 or 102 artifacts, and it was easy to assess them using the criteria from the rubric. It works better for ENG than COM, in my opinion. Although this will be resolved in the future with COM creating their own rubric. For ENG it was easier to assess whether they had "substantive content" because they had citations and bibliographies. For the speeches, that was not always available, so I had no way of knowing whether the content was substantive, besides using my own judgement.

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### Faculty Response:

VIA Assessment Cycle Discussion				
Program : Communication				
Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc / Notes
COM 101 - Introduction to Speech	Assessment -	Assessment -	Assessment -	Assessment -
ENG 101 - English Composition I FUL, 31, 38, 40, 46	Topics are narrowed well, and organization seems central to the assignment and is logical throughout. Artifacts summarize their reviewed material well. Students are	Seems to be some confusion on how and when to use sources.	None Needed	None

	engaging with the source and discussing how the source fits into their topic.			
ENG 101 - English Composition I OLC, 2, 31, 43, 44	The consistency of the assignment's topic made it a bit easier to assess/ compare amongst students. The assignment provides a well narrowed topic that allows students to apply their arguments.	Students seem to struggle with developing introductions conclusions. Citations continue to be inconsistent.		
ENG 102 - English Composition II FUL, 19, 26, 27, 43, 50	Assignment encourages relevant and timely topics. Encourages the use of research and organization to support their arguments. Format allows for the student to incorporate their own voice and style	Source citations and in-text citations are inconsistent. Personal experiences sometimes formed the base of the paper.	Encourage distinction between how to use primary sources and personal experience to frame arguments.	None
ENG 102 - English Composition II OLC, 4, 7, 28, 45, 46	Progress from 101 to 102 is clear. The assignment allows for students to pull from a variety of sources and incorporate personal experience.	Formatting varies from artifact to artifact - along with style.		
COM 105 - Voice & Diction	Assessment -	Assessment -	Assessment -	Assessment -
#5	Assessment -	Assessment -	Assessment -	Assessment -

## Were the assignments used appropriate for the GE rubric representing the content area?

- Yes, each assignment provided students with the opportunity to engage with each element of the rubric. Through engagement with making an argument, students were able to incorporate outside materials, along with their own personal take, and reconcile the two. This assisted students with developing some "style" within their coursework, rather than stripping down their voice to strict academic/professional tones. However, students did well not to become too casual in their writing.

## Are there issues with the content assessment rubric that need to be addressed?

- There are no recommendations or major issues in the evaluation rubric noted by reviewing faculty.

## Suggestions not noted in the above chart that the program intends to alter or modify moving forward?

- As of this time, COM 101 does not foresee any major changes. We understand that the video format can be prohibitive when technology doesn't cooperate. However, a suitable alternative hasn't been found. COM faculty will discuss and see if there is a method of providing video that won't be so challenging to outside reviewers.
- Relationship between activities and rubric
- The artifacts we reviewed, for both online and face-to-face courses, spoke directly to the COM rubric which they are associated with in Watermark, and all worked well as artifacts for assessing the effectiveness of our COM General Education endeavors. It was easy to identify the elements of the rubric (organization, content, and style) easily in these speeches. It was even possible to recognize different levels of achievement on these elements across different presentations. That said, some were more accomplished in terms of thoroughness and specificity (the detailed speech / presentation outline, the video speech recording), while others were less substantive due to the nature of their mediums (the audio speech and the presentation power point, both of which are somewhat lacking in detail). Overall, though, artifacts were solid representations of the 3 COM rubric focus areas and provide enough relevant content to support the direct application of this rubric for assessment purposes.
- With regard to the Juried Assessor responses, we generally align with the positive feedback involving the COM artifacts and have nothing to add beyond these perspectives. Regarding the juror criticism that the COM rubric works better for ENG assignments, we contend that substance in a recorded speech or a presentation outline can be discerned from the depth of knowledge, detail, logic, rhetorical approaches, etc. evidenced in the artifacts, even if the artifacts in question are not traditional academic research papers.
- We found this was a successful round of assessment for this GE area. The results of the juried assessors show that students are, with exceptions, meeting the objectives of this area, and no changes to assignments or rubric seem necessary at this time.

## Curriculum Committee Summary

The general education assessment held in the summer of 2023 covered the areas of Fine Art and Communication. Faculty were asked to contact the Curriculum Committee if they were interested in serving as a juried assessor. The classes were audited for assessment and assignment upload before random selection was determined. The assignments chosen were determined through a random number process and represent a diverse section of assignments that make up each individual content area.

The Curriculum Committee is satisfied with the satisfied with the assessment retreat format to review general education assessment. We propose a two-year collection period for collection of Tier 1 and Tier 2 artifacts prior to assessment. That assessment will commence with Natural Science, Mathematics, and Inquiry & Analysis starting Spring 2026 from data collected over the first two years of the Tier 1 and Tier 2 General Education organization.

Respectfully Submitted,  
Curriculum Committee

Faculty Vote to Accept Report: February 2024