

General Education Core Assessment Results

Core Quality: Effective Communicator

Academic Year 2020-2021

Core Curriculum Assessment and Improvement Summary

Strategies: Core Curriculum Assessment and Improvement

The revitalization of the core curriculum created a new cycle of core assessment with new goals under the direction of Vice Provost of Curriculum, Assessment and Accreditation (T. Eitle). The 2019-2020 assessment cycle established a baseline of faculty and staff participation in workshops and activities of 183 individuals. A target of 366 unique individuals participating in workshops and activities by 2024 was made.

The 2020-2021 assessment cycle was spearheaded by the Core Curriculum Committee (CCC) under new Vice Provost Swinford and an assessment rubric addressing the indicators embedded in the Core Quality: Effective Communicator was drafted by the CCC. (See rubric attached following this report.)

What was Done

Artifacts of student work were collected in all 10 versions of US seminar offered by MSU and Gallatin College. Artifacts from WRIT 101 courses were collected from 48 sections delivered by MSU and from 6 sections delivered by Gallatin College.

Figure 1. Distribution of Student Artifacts across Core Categories.

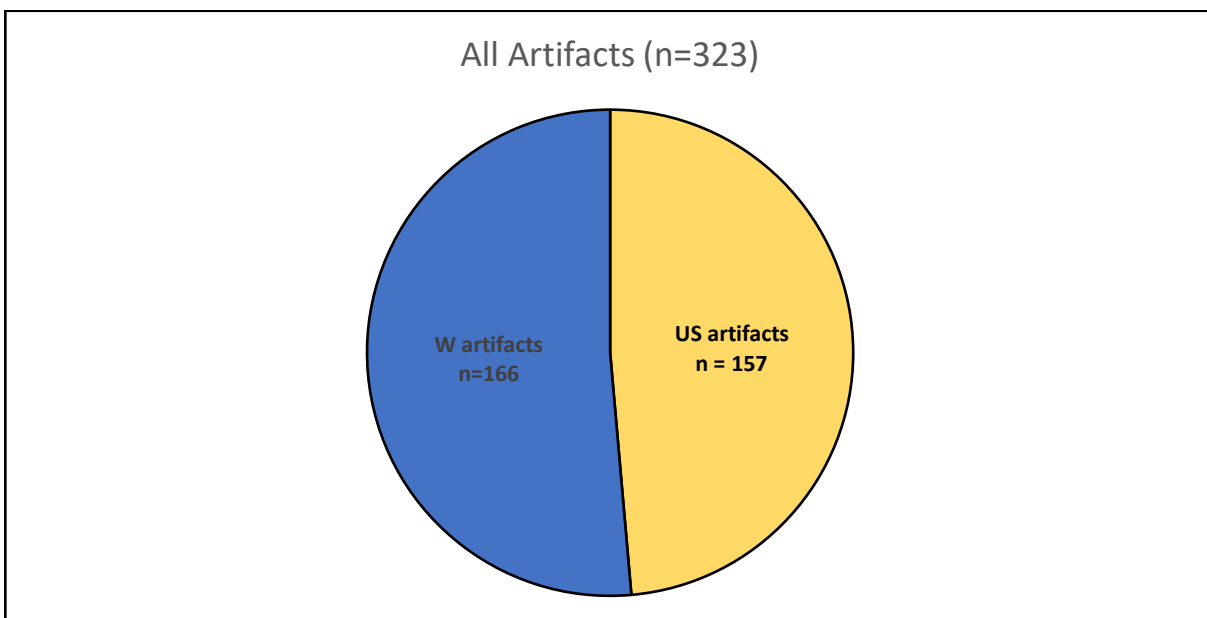
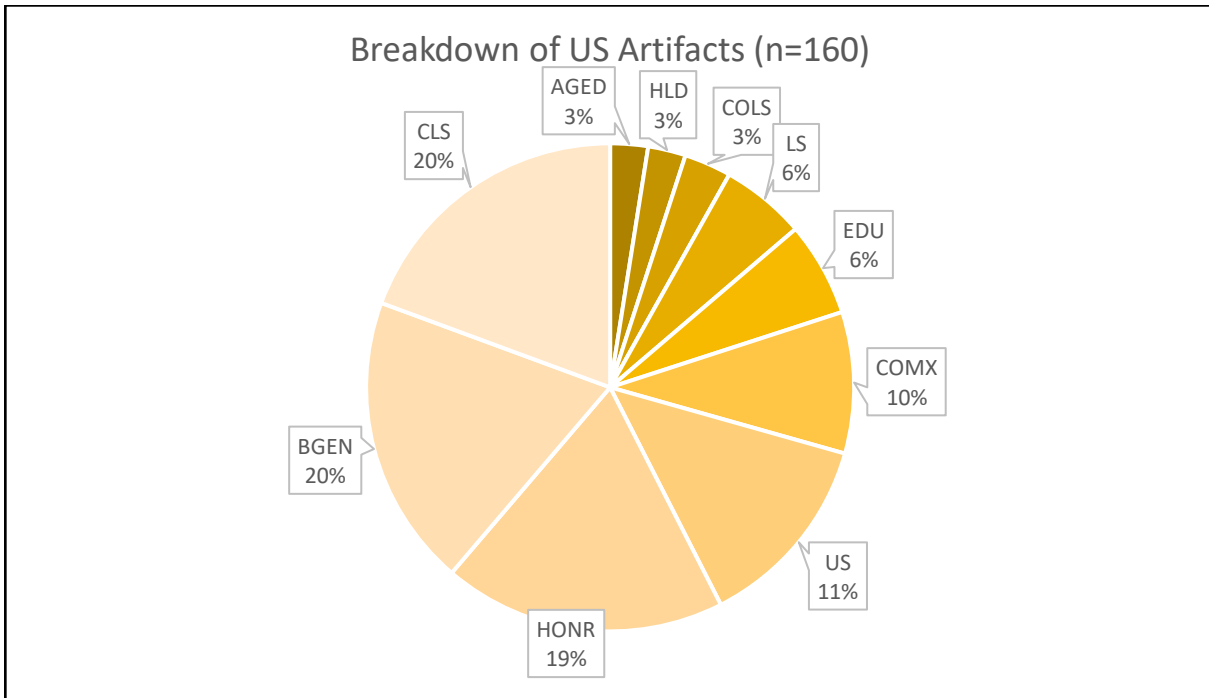


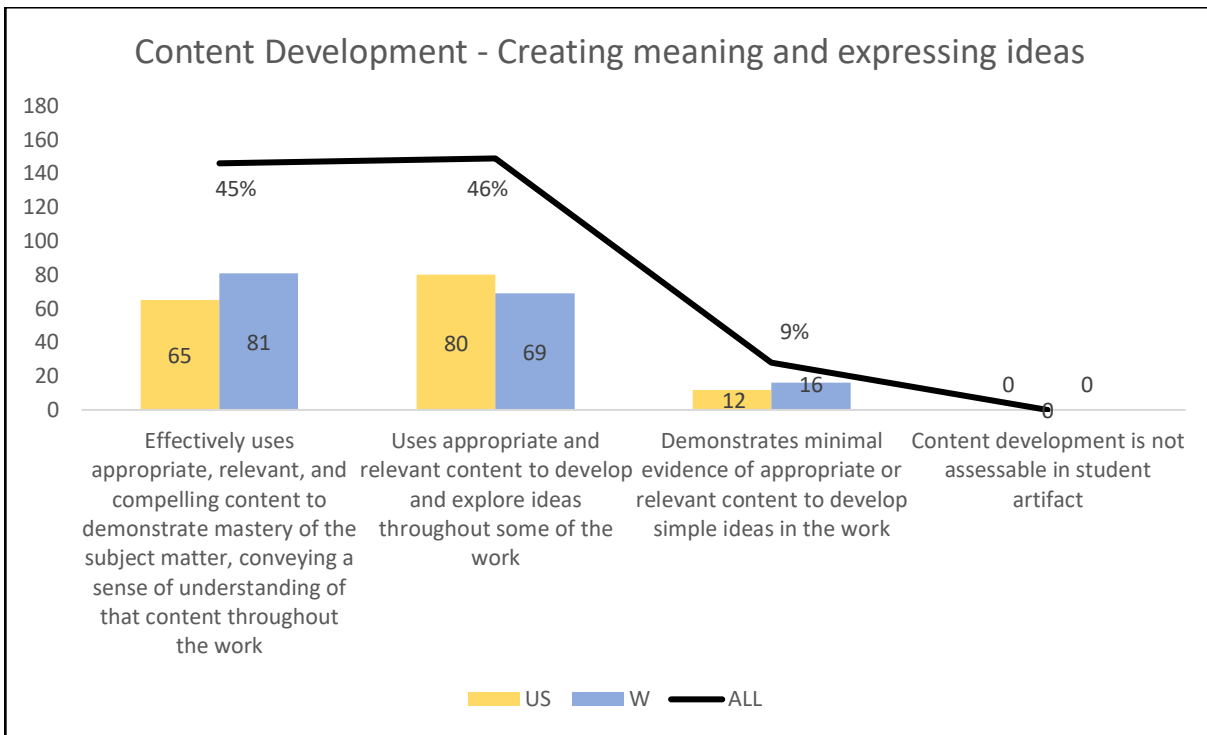
Figure 2. Distribution of Student Artifacts across US Seminar Types.



The distribution of artifacts across versions of US seminar varies as the sampling plan was designed to capture the relative total enrollment in the course across the university.

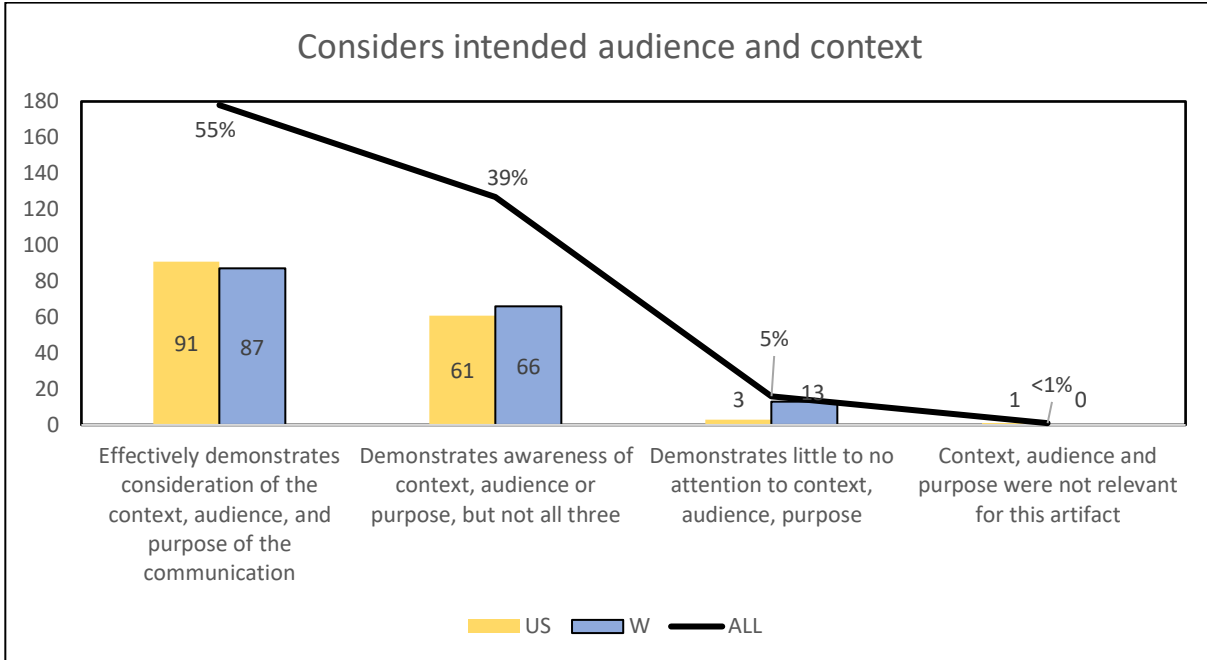
What was Learned

Table 1. Results for criteria: Content Development – creating meaning and expressing ideas.



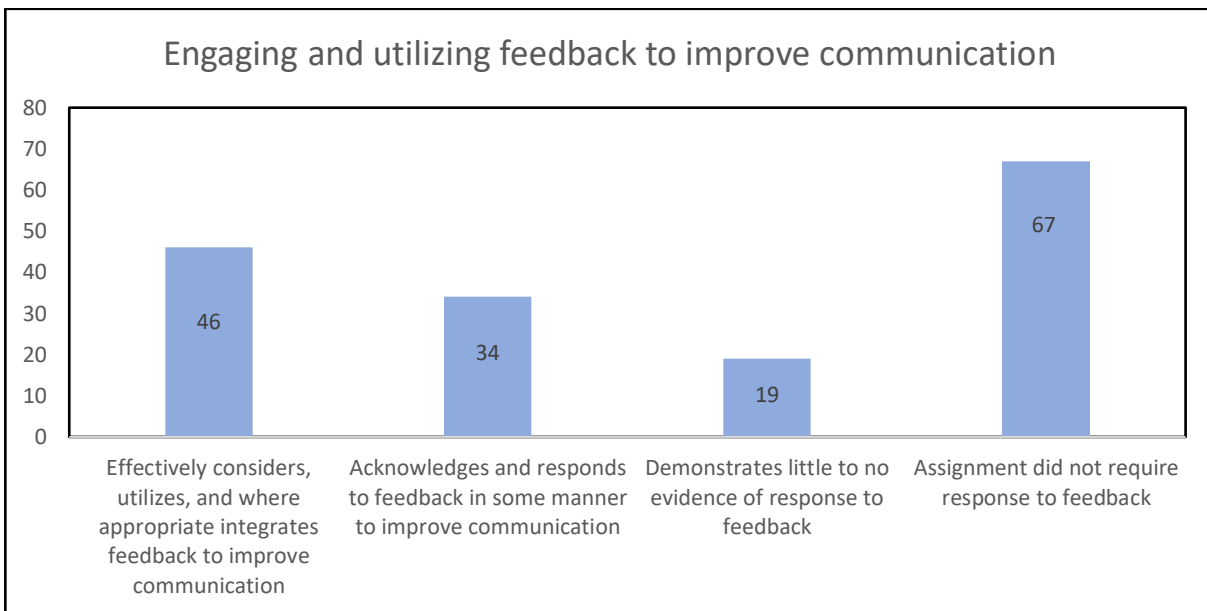
Ninety-one percent of student artifacts across both W and US Core courses were determined to demonstrate the ability to create meaning and express ideas. More specifically, 92 percent of student artifacts in the US Core courses and 89 percent in W courses met this benchmark.

Table 2. Results for criteria: Considers intended audience and context.



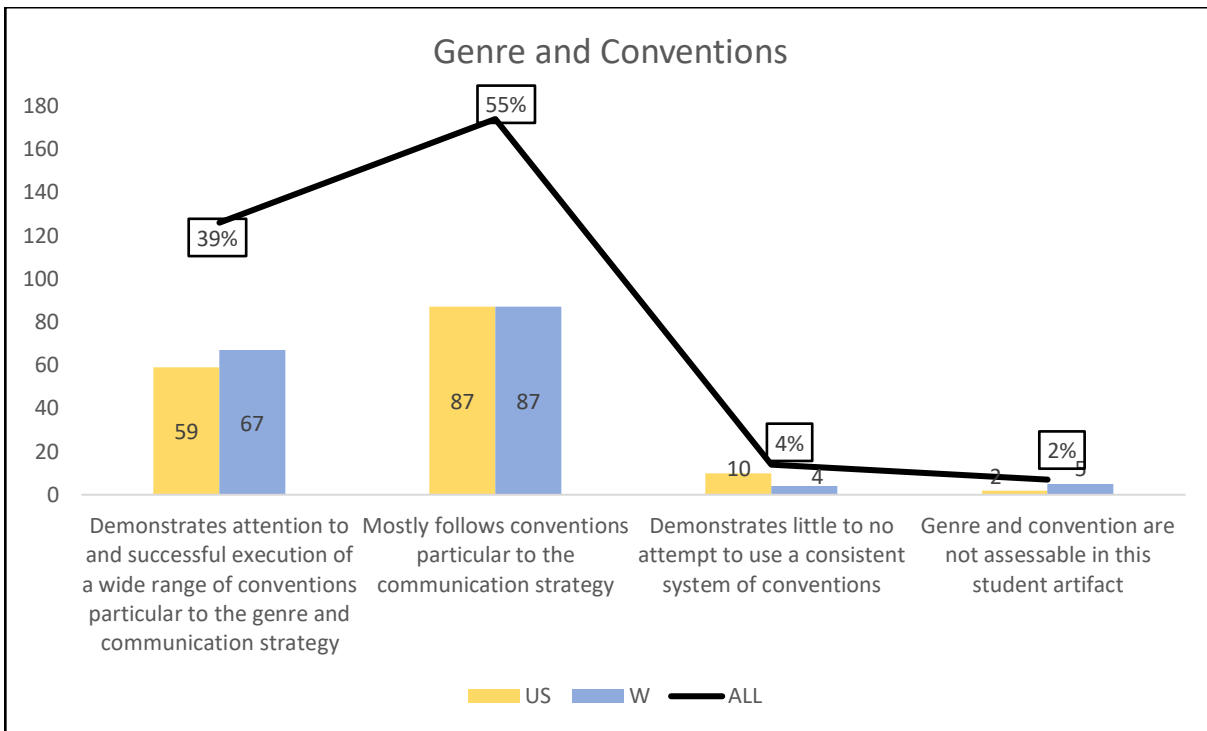
It was determined that 94 percent of student artifacts across both W and US Core courses considered the intended audience, context, and purpose of the communication. In the US seminar, 97 percent of assessed artifacts met the standard while 92 percent of artifacts in W courses did so. (Table 2)

Table 3. Results of criteria: Engaging and utilizing feedback to improve communication.



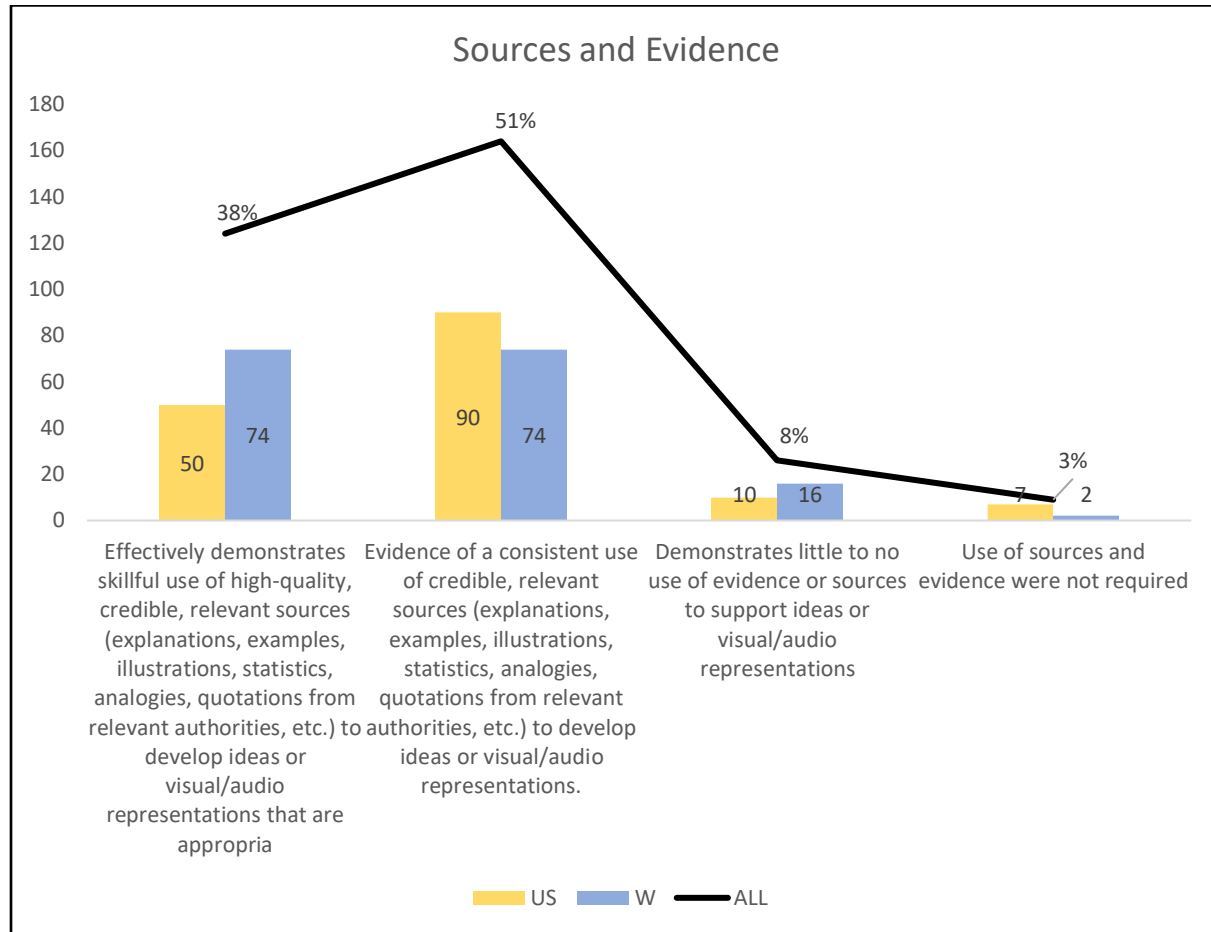
This chart represents only artifacts collected from a subset of assignments in the W core category. Overall, 81 percent of assessed artifacts met the benchmark of acknowledging and responding to feedback provided by the instructor. The committee, in future assessments of this indicator in the Effective Communicator Core Quality, would suggest assessment of artifacts that are not limited to static, written student work.

Table 4. Results of criteria: Genre and Conventions



Overall, in 94 percent of student artifacts across both W and US Core courses it was found that the student followed appropriate genres and conventions in communicating their ideas. In the US seminar, 92 percent of assessed artifacts met the standard while 94.5 percent of artifacts in W courses did so.

Table 5. Results of criteria: Sources and Evidence.



In 89 percent of student artifacts across both W and US Core courses, it was found that the student used credible and relevant sources to develop ideas. In the US seminar, 89 percent of assessed artifacts met the standard while 89 percent of artifacts in W courses also did so.

Table 6. Results of criteria: Construct persuasive arguments.

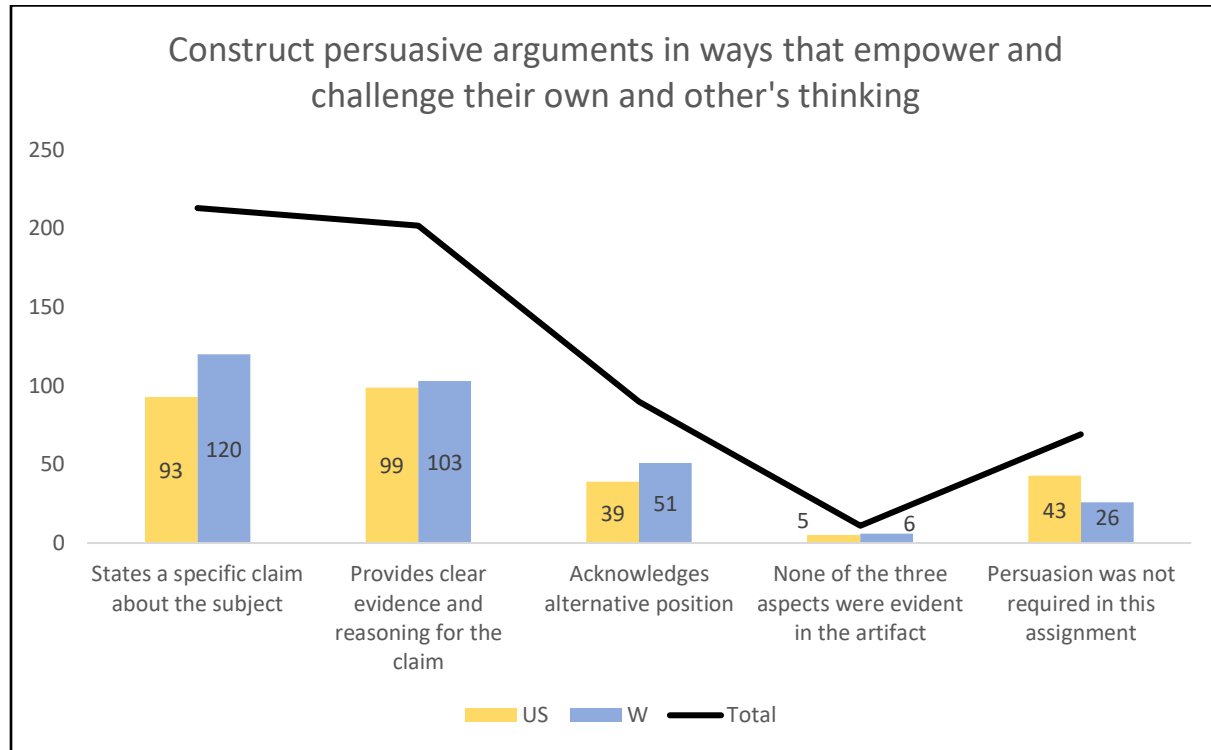


Table 6 depicts the results of the three aspects being assessed: 1) states specific claim, 2) provides clear evidence and reasoning, 3) acknowledges alternative position. Please select all that apply.

a. Areas of strength.

All measures met the 80% threshold:

- 91% of student artifacts across both W and US Core courses were determined to demonstrate the ability to create meaning and express ideas.
- 94% of student artifacts across both W and US Core courses considered the intended audience, context, and purpose of the communication
- 81% of assessed artifacts met the benchmark of acknowledging and responding to feedback provided by the instructor (W only)
- 89% of student artifacts across both W and US Core courses, it was found that the student used credible and relevant sources to develop idea

b. Areas that need improvement.

In future assessments of this indicator in the Effective Communicator Core Quality, the committee suggests: including an assessment of artifacts that are not limited to static, written student work; pulling artifacts from other Core that claim to address Effective Communicator; assess across Core, especially at capstone; and assessment of placement and exemption from Core.

Next Steps

Based on your analysis, are there other assessment strategies or outcomes that should be considered to better demonstrate performance indicators?

YES ___X___

NO _____

The Core Committee would like to capture artifacts from students who did not complete the course in future assessments. In addition, collection of artifacts from students who failed the course could be useful as well.

MSU Core Quality: Effective Communicator Assessment Rubric (2021)

Assessment Guidelines: this rubric also includes a category for “Does not apply”

		1 (Outstanding)	2 (Strong)	3 (Competent)	4 (underdeveloped)
1	Content Development – Creating meaning and expressing ideas.	Uses appropriate, relevant, and compelling content to demonstrate mastery of the subject matter, conveying a sense of understanding of that content throughout the work.	Uses appropriate and relevant content to develop and explore ideas throughout some of the work.	Demonstrates minimal evidence of appropriate or relevant content to develop simple ideas in the work	Content development is not assessable in student artifact
2	Considers intended audience and context (Unless noted consider the audience to be the course instructor)	Effectively demonstrates consideration of the context, audience, and purpose of the communication	Demonstrates awareness of context, audience or purpose, but not all three	Demonstrates little to no attention to context, audience, purpose.	Context, audience and purpose were not relevant for this artifact
3	Engaging and utilizing feedback to improve communication	Effectively considers, utilizes, and where appropriate integrates feedback to improve communication.	Acknowledges and responds to feedback in some manner to improve communication.	Demonstrates little to no evidence of response to feedback.	Assignment did not require response to feedback.
4	Genre and Conventions (Conventions vary for different types of presentations, but include things like appropriate punctuation, grammar, spelling, avoiding long unintentional pauses, ums or ahs, speaking too quickly, mispronouncing words, dressing in a way that distracts from the content of the communication.)	Demonstrates attention to and successful execution of a wide range of conventions (organization, content, presentation, style, etc.) particular to the genre and communication strategy (written, oral, visual)	Mostly follows conventions (organization, content, presentation, style, etc.) particular to the communication strategy (written, oral, visual)	Demonstrates little to no attempt to use a consistent system of conventions.	Genre and convention are not assessable in this student artifact
5	Sources and Evidence	Effectively demonstrates skillful use of high-quality, credible, relevant sources (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, etc.) to develop ideas or visual/audio representations that are appropriate for the subject content.	Evidence of a consistent use of credible, relevant sources (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, etc.) to develop ideas or visual/audio representations.	Demonstrates little to no use of evidence or sources to support ideas or visual/audio representations.	Use of sources and evidence were not required
6	Construct persuasive arguments in ways that empower and challenge their own and other’s thinking.	States a specific claim about the subject	Provides clear evidence and reasoning for the claim	Acknowledges alternative position	None of the three aspects were evidence in the artifact