

WCU GENERAL EDUCATION ASSESSMENT

2014 PILOT PROJECT

General Education Goals Assessed:

- Goal #1:** Students graduating from West Chester University will be able to communicate effectively.
- Goal #5:** Students graduating from West Chester University will be able to respond thoughtfully to diversity.

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Pilot Project Background, Plan, & Timeline

Assessment of the General Education program at WCU has, for several years, been conducted by engaging a group of faculty over the summer months to score or rate a set of artifacts collected from courses that have individual general education goals as their student learning outcomes. At least two (of six) general education goals were selected each year for assessment. The CAPC General Education Committee chairperson would identify courses associated with each of the selected goals. Then, a random selection of students from those classes would be generated. Instructors were then asked to submit one artifact for each randomly selected student enrolled in their specific general education class. Selected faculty would work each summer to score those artifacts using scoring rubrics for each goal, rubrics that were developed by our own CAPC representatives.

This approach represented a clear and useful attempt to measure the goals of our general education “program”. It clearly went beyond individual courses and allowed us to look for evidence of student attainment of learning outcomes or goals across a broad range of approved general education courses. It was not without its limitations, however. We learned, over several years, a variety of important lessons. They included the following:

1. Course assignments were not, typically, developed with assessment of general education goals in mind. Faculty developed assignments they could use for grading purposes but very few assignments actually allowed measurement of the learning outcomes associated with each individual general education goal. Thus, while we collected a very large number of artifacts from a variety of general education courses each academic year, many of those artifacts could not be included in the assessment process. This remained true even after we intentionally provided the appropriate scoring rubric to faculty instructors in advance of the start of the semester.
2. Most of the artifacts that we were able to use for assessment purposes could be used to measure only a subset of the learning outcomes associated with each general education goal. Very few, if any, course assignments were designed specifically to measure all (or even most) of the learning outcomes associated with each program goal.
3. Assessing student learning outcomes in early curriculum courses (i.e., required general education courses taken early in a student’s career) was not, necessarily, the best way to determine if students were achieving those learning outcomes as a result of the general education curriculum. For example, the general education goal of effective communication (WCU Gen Ed Goal #1) was assessed via artifacts collected from the first year writing program (WRT120) and from the required public speaking course (SPK208 or SPK230). Each of these courses represent only beginning efforts of the general education program. Given a general education curriculum that incorporates a wide variety of courses, we should expect to see students progress toward those learning outcomes throughout their undergraduate careers. Thus, we should be assessing student

performance on general education goals across academic levels and should be looking at student performance in courses outside the general education curriculum, courses that also include goals and student learning outcomes that are consistent with the general education goals and student learning outcomes.

4. After several years of collecting general education artifacts in this manner, it seemed to us that we needed to more directly involve the instructors of general education courses (and other courses that might also be included in the assessment of general education goals) in the assessment process.

Given these limitations, we decided to pilot a new approach to general education assessment during the 2013-2014 academic year. The plan included the following components:

1. Identify two general education goals for assessment (Fall 2013):
 - a. General Education Goal #1 (Effective Communication): Students graduating from West Chester University will be able to communicate effectively. This was further broken down:
 - 1) Effective written communication
 - 2) Effective oral communication
 - b. General Education Goal #5 (Diversity): Students graduating from West Chester University will be able to respond thoughtfully to diversity.
2. Identify courses offered during Spring 2014 semester that are designed to address these goals. We focused on Writing Emphasis courses (at a variety of academic levels) that were not part of the required writing program (to assess effective written communication) and major program capstone courses that included an oral presentation requirement (to assess effective oral communication). We also identified all Diverse Communities courses (at a variety of academic levels) for the assessment of thoughtful responses to diversity.
3. Identify potential rubrics for the assessment of each goal (Fall 2013).
4. Invite faculty teaching the identified Spring 2014 courses to participate. Arrange for a reasonable sample of faculty and courses from the five academic colleges (Fall 2013).
5. Develop and implement a winter session workshop (specifics are described below).
6. Collect assessment artifacts by the end of the spring semester.
7. Plan and implement summer assessment sessions (norming sessions, rubric revisions, etc., as described below).
8. Collect feedback from faculty participants about the process (usefulness, scheduling, etc.) (Fall 2014).
9. Write up assessment results for each assessment group (Fall 2014).
10. Prepare an overall General Education Assessment report outlining the process, the results, the implications of the results, and next steps (Fall 2014).

Participants

Instructors of all identified courses were invited to participate. An e-mail outlining the purposes and specifics of the proposed assessment process was sent to 146 instructors of Writing Emphasis courses, 39 instructors of senior level capstone courses, and 26 instructors of Diverse Communities courses. A final group of 27 instructors agreed to participate in all phases of the project:

1. Written Communication – 11 instructors/10 different courses
 - 6 CAS, 2 CBPA, 1 CHS, 2 COE
 - 3 100-level, 2 200-level, 3 300-level, 3 400-level courses
2. Oral Communication – 7 instructors/7 different courses
 - 3 CAS, 3 CBPA, 2 CHS
 - 7 400-level course

3. Diversity – 9 instructors/7 different courses
 - 8 CAS, 1 CVPA
 - 1 100-level, 5 200-level, 3 300-level

Rubrics

We selected a set of three VALUE Rubrics, developed as part of the Liberal Education and America's Promise (LEAP) initiative undertaken by the Association of American Colleges & Universities (AAC&U). The VALUE Rubrics chosen were those designed to measure Written Communication, Oral Communication, and Intercultural Knowledge and Competence. We also made available, for review, the existing WCU-developed rubrics for Effective Communication (previously used for the assessment of both written and oral communication) and Diversity. Copies of both WCU and VALUE rubrics are included in Appendices A and B.

Winter Retreat

Faculty participants were asked to participate in a one-day workshop during the winter session and to bring with them a course assignment that they believed would permit assessment of the appropriate general education goal. During that workshop, the assessment team members provided an overview of the importance of general education assessment, and reviewed the previous assessment procedures. We discussed the limitations of that procedure and gave a general introduction to our plan for involving them in the assessment process. Following this large group discussion, participants were divided into assessment groups (written communication, oral communication, and diversity) based upon the general education goal associated with their courses. Each assessment team member served as a team leader for one of the groups (see results section for team leader assignments). Within those assessment groups, the VALUE rubrics for the associated general education goals were discussed and considered for use throughout the pilot project. Both the written and oral communication groups agreed that the VALUE rubrics would be appropriate and useful for their assessment tasks. The diversity group, however, chose to work with the locally developed rubric, pointing out that the VALUE rubric did not address the specific goals of our Diverse Communities ("J") courses. Sample course assignments were then shared by team members and discussed. The conversation focused on how well the assignment "matched" the rubric. That is, we discussed whether or not their chosen assignment would allow for the assessment of the learning outcomes identified on the chosen rubric. Participants left this workshop with three assigned tasks:

1. They were to develop a course assignment that they believe would allow for the assessment of the learning outcomes identified on the chosen rubric. They were NOT required to use the rubric for their own grading purposes. They were simply asked to identify and/or develop a course assignment that would serve as an appropriate artifact for the assessment process at the end of the semester.
2. Participants were also asked to consider, throughout the semester, some ways in which each of the categorical descriptions included on the chosen rubric might be written more specifically for their course assignment. That is, participants were asked to help the other members of the group (faculty from a wide variety of disciplines) understand what the categorical descriptions might represent within their assignments.
3. Finally, participants were asked to maintain copies of their chosen artifacts and to download copies or upload videos to a D2L account set up specifically for this pilot project.

Faculty were compensated \$200 each for their participation in this winter workshop.

Spring Assessment Preparation

Throughout the Spring 2014 semester, faculty participants worked on the identification of specific assignment characteristics or definitions that would aid other scorers in using the assessment rubric to assess

their chosen course artifact. Oral presentations were videotaped for later scoring and written artifacts were downloaded to a D2L site set up specifically for this assessment project. Assessment team members organized artifacts and randomly selected some examples for training purposes. They also developed scoring forms and instructions for use during the summer scoring sessions.

Summer Norming Sessions, Inter-Rater Reliability, and Final Scoring

A large group meeting took place in early summer. This group meeting allowed all three assessment team leaders to hear from all participants simultaneously. Participants provided feedback on the process of developing class assignments that would allow for the assessment of each general education goal. They also provided general information about the usefulness of the rubrics each group had chosen in their course planning efforts.

Following a general discussion with the entire group, the three groups broke up to begin working on the scoring process. Each group completed this phase independently but we agreed to a few basic rules. First, we agreed that a period of training/norming (including multiple practice scoring periods) would take place before final scoring assignments were made within the groups. We agreed that each artifact included in the final data analyses would be rated by at least two scorers. And, we agreed that inter-rater agreement would be measured by the percentage of artifacts that were assigned ratings within 1 point by the two independent coders.

During the early summer (May, June, July) each group worked on the development of inter-rater agreement. Scoring assignments were made by each assessment team leader and groups met multiple times to discuss both the scoring process and the resulting scores. As this process progressed, some groups made minor revisions to the rubrics they were working with, revisions that provided better assessment of our own general education goals. Both the Written Communication and the Oral Communication groups made such revisions. Revised rubrics are available in Appendix C. The Diverse Communities group did not make any revisions to their rubric as they had agreed, from the beginning, to use the WCU rubric that had been developed specifically to measure our general education goal.

Results: Written Communication

Training and norming sessions occurred early in the Summer of 2014. Artifacts from each of the included writing emphasis courses were utilized during training sessions and for out-of-session scoring. Following these sessions, 12 artifacts were randomly selected from 10 of the 11 class sets. Only 11 artifacts were still available for the remaining class. Thus, 131 artifacts were distributed among 11 coders, with two coders assigned to each artifact, one as primary and one as secondary. Two artifacts were deleted from the analyses (one because it was incomplete, and one because there was suspicion of plagiarism). Thus, 129 artifacts were included in the final analyses.

All 129 artifacts were scored by both coders for 4 of the 5 dimensions included on the Value Rubric. Only 94 rubrics were scored for the dimension of Sources & Evidence (as sources and evidence were not included in the requirements for three of the 11 classes).

Given this methodology, a total of 610 pairs of ratings were collected. Agreement was assessed by measuring the number/percentage of rating pairs that differed by no more than 1 point on the associated 5-point rating scale (0-4).

Score Differences/Rater Agreement: Score differences are summarized below.

Difference	Context & Purposes	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics
0	49	52	66	49	50
1	67	68	52	38	67
2	12	8	11	7	10
3	1	1	0	0	2
Total	129	129	129	94	129
% Within 1 Rating Point	89.92	93.02	91.47	92.55	90.70

Frequency of score differences within 1 rating point are highlighted. Perfect agreement between coders was achieved for 266 of the 610 score pairs (43.6%). **Agreement within one rating point was achieved for 558 of the 610 score pairs (91.5%).**

Final Scores: Primary coder ratings were assigned as final ratings for each of the five dimensions for the 129 artifacts when the two coder scores were within one rating point of each other. When discrepancies greater than one rating point occurred, a third coder determined the final ratings.

Rating	Context & Purposes	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics	Overall
Below Benchmark (0)	0	0	0	0	0	0
Benchmark (1)	2 (1.55%)	2 (1.55%)	1 (0.78%)	1 (0.78%)	1 (0.78%)	7 (1.15%)
Milestone (2)	44 (34.11%)	52 (40.31%)	47 (36.43%)	35 (37.23%)	53 (41.09%)	231 (37.87%)
Milestone (3)	56 (43.41%)	63 (48.84%)	73 (56.59%)	46 (48.94%)	66 (51.16%)	254 (41.64%)
Capstone (4)	27 (20.93%)	12 (9.30%)	8 (6.20%)	12 (12.77%)	9 (6.98%)	68 (11.15%)
Total	129	129	129	94	129	610

None of the ratings fell below benchmark level. All but seven of the 610 ratings were at milestone level or higher. Across all dimensions, the greatest percentage of scores were at milestone levels, with slightly higher percentages found at the higher milestone level than the lower milestone level.

Final Scores by Course Level: Given the developmental nature of the Value rubric, the ratings were divided by course level (100 – 400 level).

100 Level Courses (3 courses)

Rating	Context & Purposes	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics	All Dimensions
Below Benchmark (0)	0	0	0	0	0	0
Benchmark (1)	0	0	0	1 (2.86%)	1 (2.86%)	2 (1.14%)
Milestone (2)	10 (28.57%)	15 (42.86%)	11 (31.43%)	14 (40.00%)	18 (51.43%)	68 (38.86%)
Milestone (3)	18 (51.43%)	18 (51.43%)	21 (60.00%)	17 (48.57%)	14 (40.00%)	88 (50.29%)
Capstone (4)	7 (20.00%)	2 (5.71%)	3 (8.57%)	3 (8.57%)	2 (5.71%)	17 (9.71%)
Total	35	35	35	35	35	175

200 Level Courses (2 courses)

Rating	Context & Purposes	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics	All Dimensions
Below Benchmark (0)	0	0	0	0	0	0
Benchmark (1)	2 (8.70%)	2 (8.70%)	1 (4.35%)	0	0	5 (4.35%)
Milestone (2)	9 (38.63%)	8 (34.78%)	10 (43.48%)	6 (26.09%)	12 (52.17%)	45 (39.13%)
Milestone (3)	6 (26.09%)	10 (43.48%)	12 (51.43%)	14 (60.87%)	10 (43.48%)	52 (45.21%)
Capstone (4)	6 (26.09%)	3 (13.04%)	0	3 (13.04%)	1 (4.35%)	13 (11.30%)
Total	23	23	23	23	23	115

300 Level Courses (3 courses)

Rating	Context & Purposes	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics	All Dimensions
Below Benchmark (0)	0	0	0	0	0	0
Benchmark (1)	0	0	0	0	0	0
Milestone (2)	14 (40.00%)	15 (42.86%)	14 (40.00%)	6 (50.00%)	10 (28.57%)	59 (38.81%)
Milestone (3)	13 (37.14%)	14 (40.00%)	19 (54.29%)	5 (41.67%)	23 (65.71%)	74 (48.68%)
Capstone (4)	8 (22.86%)	6 (17.14%)	2 (5.71%)	1 (8.33%)	2 (5.71%)	19 (12.50%)
Total	35	35	35	12	35	152

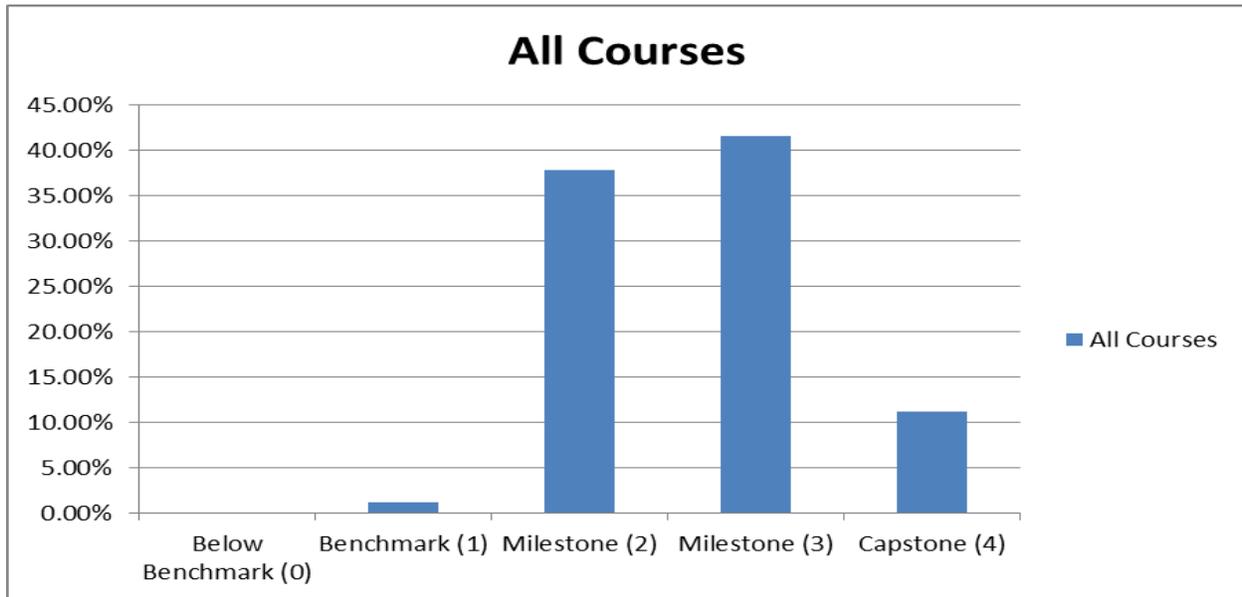
400 Level Courses (3 courses)

Rating	Context & Purposes	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics	All Dimensions
Below Benchmark (0)	0	0	0	0	0	0
Benchmark (1)	0	0	0	0	0	0
Milestone (2)	11 (30.56%)	14 (38.89%)	13 (36.11%)	9 (37.50%)	13 (36.11%)	60 (35.71%)
Milestone (3)	19 (52.78%)	21 (58.33%)	20 (55.56%)	10 (41.67%)	19 (52.78%)	89 (52.98%)
Capstone (4)	6 (16.67%)	1 (2.78%)	3 (8.33%)	5 (20.83%)	4 (11.11%)	19 (11.31%)
Total	36	36	36	24	36	168

Interpretation of Written Communication Results: Inter-rater agreement reached more than adequate levels for all five dimensions of the VALUE rubric. As already pointed out, the greatest percentage of scores across all dimensions was at milestone levels and no scores fell

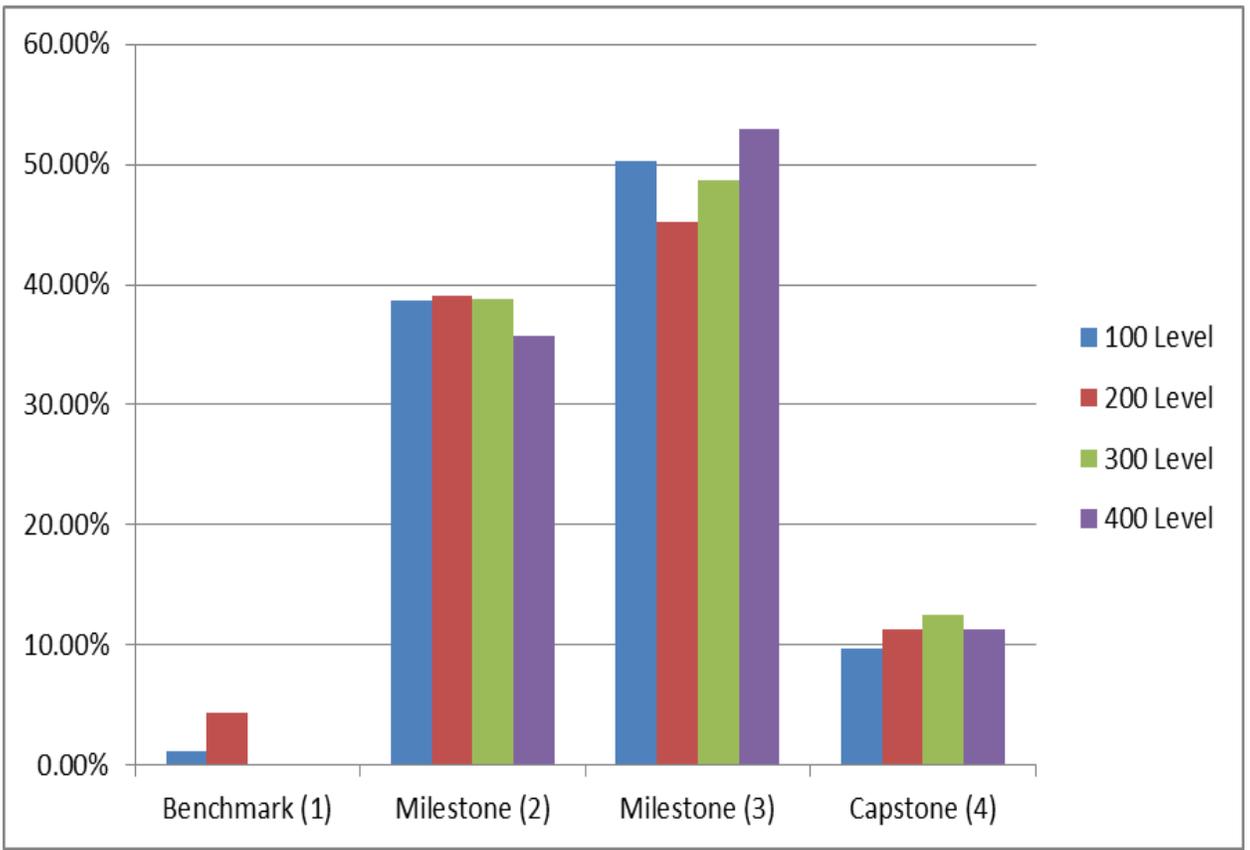
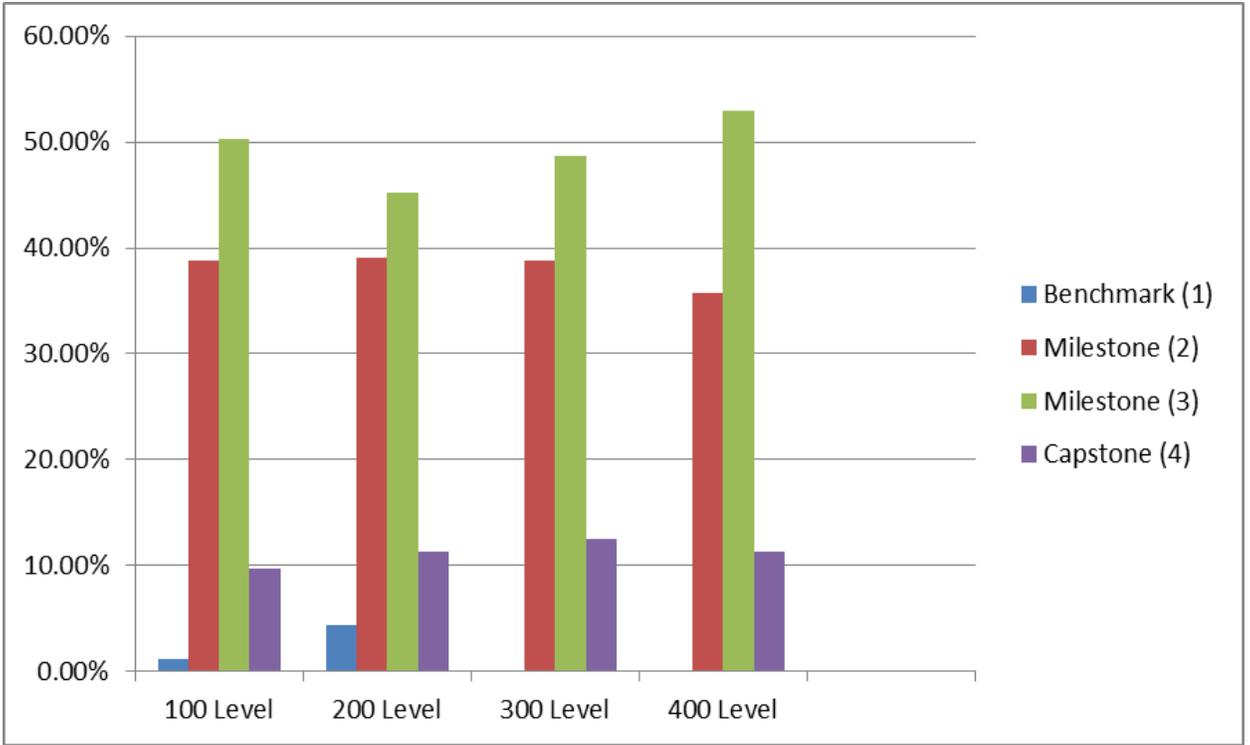
below benchmark level. Across all courses, percentage of scores at each level exhibited the same pattern (from highest to lowest): Milestone (3), Milestone (2), Capstone (4), and Benchmark (1).

Written Communication Ratings All Dimensions, All Courses



It is interesting to note, however, that it was the dimension of Context & Purposes that received the highest percentage of scores at capstone level (20.93%) over all courses. Why might this be true? The assessment group discussed at least two possibilities. Might it be that WCU students are just very compliant? Or, might it be that we, as instructors, are very good at helping students to understand the goal of a particular assignment and providing the context for the assignment but are, perhaps, not as good at providing guidance for the other dimensions assessed? Might this depend upon the level of the course or the particular course included in the assessment process?

Given this question and the developmental nature of the VALUE rubric, we decided to look at the distribution of ratings across courses at different academic levels (100-400 level). The overall pattern of results remained the same across all course levels. That is, at every course level, the percentage of scores at each rating level (both overall and within dimensions) exhibited the same pattern (from highest to lowest): Milestone (3), Milestone (2), Capstone (4), and Benchmark (1).



Furthermore, at most course levels, the dimension of Context & Purposes received the highest percentage of scores at capstone level (20.00% for 100 level; 26.09% for 200 level; 22.86% for 300 level). At the 400 level, however, the dimension for which students received the highest percentage of capstone ratings was the Sources & Evidence dimension (20.83% vs 16.67% for Context & Purposes). Might this be, simply, a function of the nature or type of courses at each of these levels? We believe so.

The courses included in this assessment pilot project at each level included:

100 level – LIT 165 (2 sections) and SPP106

200 level – ESS204 and PSC200

300 level – EDR304, EDS306, and GEO310

400 level – COM445, ENG400, and MAT401

The assignments for the 400 level courses (perhaps capstone level courses?) tended to require more research-based evidence than did courses at the lower levels (with the exception of SPP106). Thus, it may be that instructors of these courses provide more guidance for this particular dimension, assuming, perhaps, that by the time students are enrolled in 400 level courses they should have already appropriately developed the other writing skills? We don't know, of course, if this is true. But, it suggests that we might, possibly, need to try to identify the specific writing skills that faculty focus on at different course levels.

Does the writing of our students appear to follow a developmental path overall (i.e., is student writing improving across course levels)? In order to address this question, a series of chi-square analyses were implemented, one for each dimension of the VALUE rubric. These analyses addressed the question of whether there was any significant relationship between dimension scores and course level (100 – 400). Only one set of dimension scores approached significance, Content Development [$\chi^2(9) = 15.72, p = .07$]. It was noted by the group that ratings for one of the 100-level courses included many more ratings of capstone level writing than any other 100-level course. When we discussed why this might be the case, we discovered that students enrolled in this course are not general first-year students. Instead, this course included only students admitted to a highly-competitive major who were required to write advanced research papers from this early course and were, therefore, provided with more specific training from the start of their undergraduate career. Thus, we removed the scores from this one course and re-ran the chi-square analyses. The relationship between ratings and course level did reach statistical significance for the Content Development dimension [$\chi^2(9) = 17.07, p < .05$] but none of the other relationships approached significance. We also wondered if we should look for a developmental trend beyond the 100 level. Perhaps we should look only at those students who have completed the first year writing courses. While we did not identify these students specifically, we did decide to compare student ratings for courses above the 100 level. Again, the only relationship between ratings and course level that approached significance was that for Content Development [$\chi^2(6) = 11.38, p = .08$]. Thus, our data do not support the notion that the writing skills of our students follow a developmental path through course levels.

Some Participant Responses to Process: Some of the faculty who participated in the assessment of written communication for this pilot project were surprised to learn that all approved writing emphasis (“W”) courses were supposed to share several goals associated with the teaching of writing. The writing emphasis designation is not intended, simply, to identify courses with more writing assignments but is, instead, intended to help students continue to learn about the writing process beyond the first year required writing courses. There are, we believe, numerous reasons for

this surprise. More important than those reasons are the lessons this teaches us. We now know, for example, that not all faculty who teach writing emphasis courses are prepared to actually address the intended goals of the designation. We also know that many faculty aren't even aware of the intended goals. Some participants inherited their course from their department but had never been provided the appropriate information about the general education requirements and goals. Participants suggested that all instructors of "W" courses be provided with this information.

Some participants were also unaware of the nature of the assessment process for the general education program. They reported having no idea how collected artifacts were used for assessment purposes. They also reported that they had never clearly understood the importance of their class assignments in this process. This was true despite the fact that instructors had previously been provided with the appropriate rubric to be applied to their assignments in advance of the semester during which the assignments would be made. In essence, participants told us that this was the very first time they had ever considered designing an assignment that would allow for assessment of general education program goals. Thus, they suggested that instructors of writing emphasis courses be more involved in the assessment process.

Recommendations of the Written Communication Assessment Group: Participants made multiple recommendations, both short- and long-term, regarding the improvement of student writing, the improvement of faculty preparation for teaching writing across the curriculum, improving the assessment of general education goals, and for institutionalizing a culture of writing instruction at West Chester University.

1. A more permanent committee or cohort of faculty should be tasked with ongoing assessment of writing in the disciplines, the analysis of assessment data, and the development of faculty development programs to support continued improvement in the instruction of writing across the curriculum. The existing Writing Emphasis sub-committee of the CAPC General Education Committee is currently responsible for the review of proposals for new writing emphasis courses, the maintenance of a handbook for the development of writing emphasis courses, and the review of general education syllabi (including those for writing emphasis courses) as part of the 5-year Program Review process. They cannot take on the additional tasks recommended by this faculty body. Thus, a separate committee should be identified.
2. Provide all instructors of writing emphasis ("W") courses with information about syllabus requirements and the assessment of writing from classroom assignments on a regular basis, as instructors change and not all are aware of the requirements. Consider the development of a Writing Emphasis Booklet to be provided to all instructors of writing emphasis courses. The booklet should provide specific information about the requirements of writing emphasis courses, the need for assignments that allow for the assessment of effective writing, and good examples of classroom assignments that allow for appropriate assessment. Booklet should also include information about strategies for teaching writing (including simple strategies such as reading aloud).
3. Require, at minimum, that students complete WRT120 before taking a general education writing emphasis course. Provide a set of developmental writing goals/outcomes that would be associated with writing or writing emphasis courses at various levels. In this way, instructors teaching writing emphasis courses at various levels might be aware of what writing skills their students should have mastered before entering their classes. At the very least, they may then be able to test whether or not their students do, indeed, have these skills and be aware of the specific skills that their courses are required to help students develop.
4. Focus on the development of writing skills for transfer across the curriculum. Require that "W" courses specifically include content for transfer.

5. Provide specialized workshops and training sessions to assist faculty in learning how to teach writing across the curriculum. This recommendation is already being implemented with the development of the “W on Wednesdays” series of lunch-time presentations and workshops co-sponsored by the Teaching, Learning, and Assessment Center and the Committee for Excellence in Learning and Teaching, a series designed for faculty teaching (or thinking about teaching) writing emphasis (“W”) courses. Focus of this series will be on writing pedagogy and helping faculty to teaching writing across the curriculum.
6. Consider offering writing retreats for faculty as writers or for faculty as writing teachers. One possibility might be a Writing Project Model, in which faculty write and, simultaneously, learn about how to work with students to develop their writing skills.
7. Develop a set of online modules to illustrate teaching practices related to writing across the curriculum. Make these easily available to faculty through the Teaching, Learning, & Assessment web-page.
8. Consider identifying and publicizing best practices in the teaching of “W” courses
9. Create a culture of writing and writing development at WCU:
 - a. Create a formal Writing Across the Curriculum (WAC) program at WCU.
 - b. Fund a regular position (half-time or full-time) for someone to serve as the WAC Director who would implement recommendations and would serve as leader or chairperson of the extended faculty committee described above.
 - c. Provide a location for this WAC program and director on campus, preferably as part of a Center for Writing Excellence or a Center for Teaching Excellence or a Teaching and Learning Center.
 - d. Develop a certification program for faculty teaching writing across the curriculum and require certification (in much the same way as we currently require faculty to be approved for teaching hybrid or online courses after completing a training session).
 - e. Create “W” mentors or faculty liaisons (much like Assessment Coordinators) to work with faculty on the development of teaching across the curriculum skills.
10. Consider replication of this pilot project with an additional sample of artifacts from the same classes, taught by the same instructors. This would allow for collection of information about pedagogical changes made by instructors and for a comparison of student performance ratings in these same classes. In so doing, the group would like to consider the possibility of:
 - a. Using a 3rd coder for all scoring differences
 - b. Refining the rubric categories a bit further before applying it again
11. Given the apparent lack of understanding about the intended goals of the writing emphasis courses, consider a process for review of general education syllabi (including those for “W” courses) for accredited programs (as they do not currently undergo the 5-year Program Review).

Results: Oral Communication

Instructors of senior capstone courses (all 400 level) who included an oral presentation as part of their course grade were invited to participate in the pilot project. Following our introductory workshop in January 2014, 7 instructors agreed to allow video-recording of their students’ oral presentations for assessment purposes. Students were asked to sign consent forms in each class. Throughout the semester, recorded sessions were submitted to D2L as student artifacts. Training and norming sessions occurred early in the summer of 2014. Evaluators were broken into two teams of 4 evaluators (the 7 instructors and the assessment team leader). Each team evaluated 20 student presentations using all of the dimensions of the VALUE Rubric for Oral Communication, with all 4 team members rating each of the 20 presentations independently.

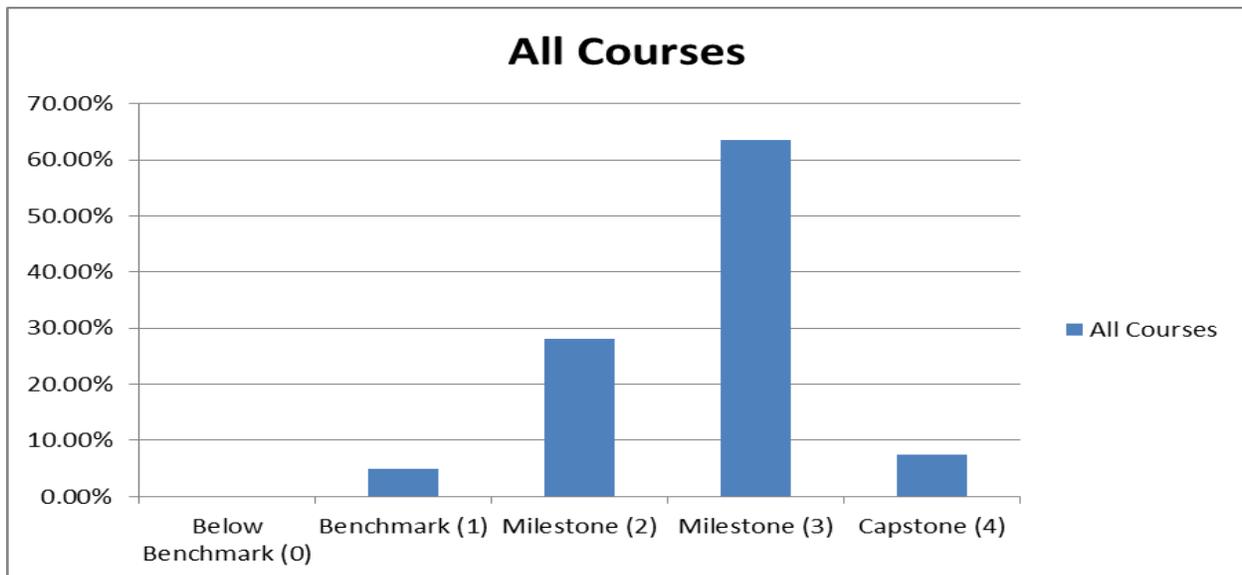
Inter-rater agreement was assessed by comparing individual rater scores within teams and within dimensions. 75% agreement for each rating (i.e., each dimension for each artifact) was the goal. That is, we accepted all ratings as final when 3 or the 4 team members (i.e., 75% of the team) agreed on a rating. If fewer than 3 team members agreed on any rating, consensus was obtained by viewing the artifact as a

team and discussing the scoring. At least 3 team members had to agree on a final rating. Thus, all individual ratings were the result of consensus by at least 3 of 4 team members

Final (Consensus) Scores:

Rating	Organization	Language	Delivery	Supporting Material	Central Message	Overall
Below Benchmark (0)	0	0	0	0	0	0
Benchmark (1)	0	1 (2.50%)	0	0	1 (2.50%)	2 (5.00%)
Milestone (2)	10 (25.00%)	9 (22.50%)	8 (20.00%)	21 (52.50%)	8 (20.00%)	56 (28.00%)
Milestone (3)	25 (62.50%)	23 (57.50%)	31 (77.50%)	18 (45.0%)	30 (75.00%)	127 (63.5%)
Capstone (4)	5 (12.50%)	7 (17.50%)	1 (2.50%)	1 (2.50%)	1 (2.50%)	15 (7.50%)
Total	40	40	40	40	40	200

**Oral Communication Ratings
All Dimensions, All Courses**



None of the ratings fell below benchmark level. Only 5% of all ratings were at the benchmark level. Across almost all dimensions (with the exception of Supporting Material), the greatest percentage of scores were at milestone levels, with higher percentages found at the higher milestone level than the lower milestone level.

Interpretation of Oral Communication Results: These results demonstrate that students are achieving milestone status as it relates to oral communication within their disciplines. However, given that the individuals assessed were senior-level students, we expected to see a greater percentage of students scoring at the capstone level. While students are meeting appropriate milestones, the general premise of the VALUE rubric is that senior level students should be at the level of capstone.

Recommendations of Oral Communication Assessment Group: The recommendations of the group are to continue the use of the VALUE rubric, including the refinements made to the rubric through the summer pilot project (see Appendix C). The faculty involved in the project felt more individuals across the institution should consider adopting the VALUE rubric for their individual course and/or program assessments of Oral Communication.

Results: Diversity

Two hundred four artifacts (from 8 different class sections) were scored by two independent coders for all 4 dimensions included on the WCU rubric. Thus, 816 pairs of ratings were collected. Agreement was assessed by measuring the number/percentage of rating pairs that differed by no more than 1 point on the associated 4-point rating scale (1-4).

Score Differences/Rater Agreement: Score differences are summarized below

Difference	Diverse Communities Perspective	Reasoned Openness	Ideological, Historical & Cultural Causes	Understanding of the Perspectives
0	83	81	91	76
1	107	113	90	100
2	11	9	21	26
3	3	1	2	2
Total	204	204	204	204
% Within 1 Rating Point	93.14%	95.10%	88.73%	86.27%

Frequency of score differences within 1 rating point are highlighted. Perfect agreement between coders was achieved for 331 of the 816 score pairs (40.56%). **Agreement within one rating point was achieved for 741 of the 816 score pairs (90.81%).**

Final Scores: Primary coder ratings were assigned as final ratings for each of the four dimensions when the two coder scores were within one rating point of each other. When discrepancies greater than one rating point occurred, a third coder determined the final ratings. In addition, ratings for 8 artifacts that were used for training/norming purposes were included in the final analyses (as no changes were made to the rubric as a result of this training). The ratings for these 8 artifacts are the result of consensus among the entire group of 9 coders. Final ratings are available, then, for 212 artifacts.

Rating	Diverse Communities Perspective	Reasoned Openness	Ideological, Historical & Cultural Causes	Understanding of the Perspective	Overall
1	52 (24.53%)	13 (6.13%)	74 (34.91%)	67 (31.60%)	206 (24.29%)
2	93 (43.87%)	88 (41.51%)	82 (38.68%)	91 (42.92%)	354 (41.75%)
3	58 (27.36%)	98 (46.23%)	49 (23.11%)	45 (21.23%)	250 (29.48%)
4	9 (4.25%)	13 (6.13%)	7 (3.03%)	9 (4.25%)	38 (4.48%)
Total	212	212	212	212	848

Thoughtful Response To Diversity Ratings
All Dimensions, All Courses



While the scores assigned to this group of artifacts are spread throughout the range of 1-4, the majority of scores fall in the 1-2 area (66.04%), with higher scores being less common. Ratings of 4 are only between 3-6% of the total for all dimensions. Among raters, Dimension 2 (Reasoned Openness) was considered the easiest to find evidence of while Dimension 3 (Ideological, Historical, & Cultural Causes) was considered to be the most difficult, as is reflected by these ratings.

Interpretation of the Thoughtful Response to Diversity Assessment Results: Raters noted that higher ratings were found clustered in specific sets of artifacts (courses). While this is *not* visible in the data above, it led to the conclusion that not all instructors were producing assignments that could adequately reflect the four dimensions on the rubric. While the communication and procedures for this project matched those of the other two groups, the quality of the artifacts did not, possibly because faculty did not understand the values behind some of the dimensions on the rubric.

Recommendations of the Thoughtful Response to Diversity Assessment Group: The group agreed that Diverse Communities courses and students would benefit from better faculty understanding of the student learning outcomes for the courses. In contrast to the other groups involved in this project, this group suggested that more faculty development opportunities be offered before conducting the next assessment.

Participant Survey Responses

All participants were invited to complete an anonymous online survey about their experience with the project. Of the 27 faculty members involved in the project, 21 completed the survey (10 from the written communication group, 5 from the oral communication group, 6 from the diversity group). Survey items included 4 likert-scale items and 7 open-ended items. Results for the scale items were overwhelmingly positive and include:

1. I enjoyed my participation in the General Education Pilot Project.

Strongly Agree	11
Agree	9
Neither Agree Nor Disagree	1
Disagree	0
Strongly Disagree	0

2. I now look at my General Education course/goal more critically than prior to my participation.

Strongly Agree	13
Agree	7
Neither Agree Nor Disagree	1
Disagree	0
Strongly Disagree	0

3. This project is an effective approach to helping faculty better appreciate student learning assessment.

Strongly Agree	13
Agree	7
Neither Agree Nor Disagree	0
Disagree	1
Strongly Disagree	0

4. I would recommend participation in this project to my colleagues if it were offered again.

Strongly Agree	12
Agree	8
Neither Agree Nor Disagree	0
Disagree	1
Strongly Disagree	0

Responses to the open-ended items are provided in Appendix D. There were very good suggestions for improvement, etc. But, overall, we believe the responses demonstrate that the pilot project was very successful in engaging faculty in the assessment of general education and in helping faculty to appreciate the assessment process in general. Furthermore, we believe that the responses of this group of faculty support the continuation of assessment projects much like this one.

Action Plans

Following a review of the results of each assessment sub-group and a discussion of the lessons learned, the Assessment Team members considered various follow-up plans, both generally and with the individual sub-groups in mind.

General Follow-Up: Assessment Team members will need to be in contact with faculty participants over the next academic year to gather information about the precise ways in which they made changes to their general education courses. We will ask about changes to syllabi, assignments, and teaching methods. The results of this follow-up will be presented in a follow-up report.

Effective Written Communication: Sub-group participants all expressed the desire to implement change in their writing emphasis courses. They planned to redesign multiple course assignments and they intended to focus class time directly on those areas identified as areas of weakness by our assessment results. They also hoped to be able to engage in this very same assessment process again, hoping to see improvement in student performance overall. They have all agreed to keep artifacts from their 2014-2015 classes for assessment purposes. Thus, the team recommends that the same participants be invited to participate in a repeat of this project. Following a series of norming sessions using the revised VALUE rubric during early summer (2015), participants will be asked to score artifacts in much the same way they did during last summer. Results of the 2014-2015 assessment process will be compared to the results of the 2014 assessment process. The VALUE rubric will be, if necessary, further revised and will then be made available for campus-wide implementation and for use in training instructors of writing emphasis courses. We request that participants be compensated for their participation at the rate of 2 summer credits.

Effective Oral Communication: Members of this sub-group also expressed interest in redesigning course assignments and classroom procedures. They also expressed interest in continuing with the assessment project. Thus, the team recommends that this sub-group also be invited to participate in a repeat of this project. Norming and scoring procedures will be repeated. The VALUE rubric will be, if necessary, further revised. Results will be compared to previous results and plans for dissemination of assessment results and faculty development for instructors teaching courses that include significant oral communication components will be developed. Again, we request that participants be compensated for their participation at the rate of 2 summer credits.

Thoughtful Response to Diversity: One of the most important lessons learned from the work conducted by the diversity sub-group was, quite simply, that the purposes and goals of our diverse communities courses are not well understood on this campus. Even those teaching the diverse communities courses differed significantly in terms of the degree to which they focused class activities and/or course assignments on issues of structural inequality or social justice. In some cases, faculty were surprised to learn that a focus on multiculturalism and/or an appreciation of difference wasn't the primary goal of our diverse communities courses. In other cases, faculty clearly dealt with issues beyond multiculturalism in their classes but did not include assignments that would allow the assessment of the multiple outcomes associated with this goal (i.e., ability to examine assigned issues from a diverse communities perspective, ability to demonstrate a reasoned openness to diversity, ability to evaluate the ideological, historical, and cultural causes of structural inequality, and ability to demonstrate an understanding of the perspectives of historically marginalized groups). Thus, the assessment team believes that a strong emphasis on faculty development around the goals of the diverse communities course requirement is needed. We propose to invite instructors of diverse communities courses across campus to participate in one or more of a series of workshops to be scheduled during the summer of 2015. These workshops will actively engage faculty in the development of appropriate

assignments for their diverse communities courses, assignments that will allow students to demonstrate the specific outcomes associated with this general education goal. Thus, following participation in at least two workshops, participating faculty members will submit a revised syllabus that clearly incorporates all of the learning outcomes associated with the diverse communities designation and at least one course assignment description that permits appropriate assessment. We request that participants be compensated at a rate of \$200 per two-hour workshop attended.

APPENDIX A: WCU RUBRICS

GOAL 1 RUBRIC (Effective Communication)

“Students graduating from West Chester University will be able to communicate effectively”

Subgoal (Student Learning Outcome)	1	2	3	4
<p>A. Content Students will demonstrate the ability to present a persuasive speech or essay, including a clear thesis with adequate support.</p>	The paper or speech fails to make a claim, present a controlling idea, or state a thesis, OR it does but fails to provide details or evidence in support of the idea, claim, or thesis.	The paper or speech attempts to state claims, controlling ideas, or theses, but the results are vague or not compelling. Details or evidence provide insufficient support.	The paper or speech consistently states clear claims, theses, or controlling ideas, AND supports them with adequate details or evidence.	The paper or speech consistently states clear claims, theses, or controlling ideas, AND supports them with adequate details or evidence. The result is an especially convincing or compelling argument.
<p>B. Form Students will demonstrate control over formal properties of effective communication as appropriate to spoken or written communication in an academic text.</p>	Formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are inadequate.	Some formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are adequate, while others are not.	Formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are adequate.	Formal properties such as vocabulary, syntax, pronunciation, dynamics, tone, expression, gestures, volume, and/or speaking rate are excellent.
<p>C. Organization Students will produce organized essays that effectively lead their audience through their arguments.</p>	The speech or paper does a poor job of guiding the audience with a weak introduction and conclusion, and inadequate transitions and/or signpost words.	The speech or paper does an inadequate job of guiding the audience, missing one or more of the following elements: a strong introduction, a strong conclusion, or effective transitions and/or signpost words.	The speech or paper does an adequate job of guiding the audience with an appropriate introduction or conclusion, and suitable transitions and/or signpost words.	The speech or paper does an excellent job of guiding the audience through a strong introduction and conclusion, and effective transitions and/or signpost words.

<p>D. Audience Students will produce persuasive speeches or essays on topics that are appropriate and engaging to their audience.</p>	<p>Overall, the speech or essay fails to offer a compelling argument to its audience. There is nothing to engage the interest of the audience in terms of content or delivery.</p>	<p>Some aspects of the speech or essay indicate an attempt to engage the audience, but the essay or speech as a whole is not compelling or interesting.</p>	<p>The speech or essay successfully engages the audience in terms of content and delivery.</p>	<p>The speech or essay very successfully engages the audience in terms of content and delivery, offering a compelling, interesting argument.</p>
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GOAL 5 RUBRIC (Diversity)

“Students graduating from West Chester University will be able to respond thoughtfully to diversity”

Learning Outcome	1	2	3	4
A. Examine assigned issues from a diverse communities perspective	Student fails to analyze issues in light of a diverse communities perspective.	Student uses terms or ideas consistent with a diverse communities perspective without demonstrating a clear understanding of underlying issues.	Student applies terms or ideas consistent with a diverse communities perspective, demonstrating a clear understanding of underlying issues.	Student applies terms or ideas with a diverse communities perspective in a way that is original, sophisticated, or advanced for the course level.
B. Demonstrate a reasoned openness to diversity	Student does not demonstrate openness in their thinking about diversity.	Student demonstrates some openness in their thinking about diversity, but in a way that is not detailed or convincing.	Student demonstrates a reasoned openness in their thinking about diversity.	Student demonstrates an active curiosity in their thinking about diversity in a way that is original, sophisticated, or advanced for the course level.
C. Evaluate the ideological, historical and cultural causes of structural inequality	Student does not indicate any awareness of the ideological, historical and cultural causes of structural inequality.	Student indicates some awareness of the ideological, historical and cultural causes of structural inequality.	Student adequately connects ideological, historical or cultural causes of structural inequality to their resulting conditions.	Student connects ideological, historical or cultural causes of structural inequality to their resulting conditions in a way that is original, sophisticated, or advanced for the course level.
D. Demonstrate an understanding of the perspectives of historically marginalized groups	Student does not demonstrate an understanding of the perspectives of historically marginalized groups on a given issue.	Student demonstrates a simplistic understanding of the perspectives of historically marginalized groups on a given issue.	Student articulates an informed understanding of the perspectives of historically marginalized groups on a given issue.	Student articulates a nuanced or original analysis of the perspectives of historically marginalized groups on a given issue in a way that is original, sophisticated, or advanced for the course level.

Key Terms:

diverse communities perspective: A perspective that includes sensitivity to the historical, cultural, and ideological sources of structural inequality and or unequal privilege as well as the ability to understand a situation or issue from the perspective of someone in a historically marginalized group. This includes but isn't limited to the ability to understand the modes and practices of resistance and negotiation by those marginalized peoples to the prevailing concepts or practices that are determined by the dominant culture.

historically marginalized groups: those groups of people who have been historically and systemically excluded from advantage, or oppressed by a dominant group. Categories of marginalization have included race, ethnicity, class, gender, sexual orientation, religion, physical ability, and immigrant status.

structural inequality: a process and a set of institutional relationships by which groups are historically and systematically excluded from advantage or oppressed by a dominant group. These inequalities are established and maintained by the dominant group, which results in the marginalization of other peoples and their concepts or practices. These marginalized groups in turn negotiate and contest the status and meaning of the concepts and practices of the dominant group.

reasoned openness: an attitude that includes acknowledging the viewpoints of others, approaching them with objectivity, and understanding the factual bases of differences in power between dominant and marginalized groups. In addition, a reasoned openness to diversity includes valuing the experiences and perspectives of historically marginalized peoples.

APPENDIX B: VALUE RUBRICS

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinary through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples or collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or

political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/ or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias.
- **Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.**
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful

choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.

- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

Supporting Material	<p>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>
Central Message	<p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</p>	<p>Central message is clear and consistent with the supporting material.</p>	<p>Central message is basically understandable but is not often repeated and is not memorable.</p>	<p>Central message can be deduced, but is not explicitly stated in the presentation.</p>

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense

of belonging to a society or group, based on the values shared by that society or group.

- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. 'Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/ cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self.
- Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

APPENDIX C: REVISED VALUE RUBRICS

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates appropriate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. (Much like a beginner in the discipline)	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions (Conventions of Form & Structure) <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, (content, removed from description) presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, (content, removed from description) presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, (content, removed from description) and presentation	Attempts to use a consistent system for basic organization and presentation.

Sources and Evidence (Use of Evidence)	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. **Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias.** Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful

choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.

- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<p>Supporting Material</p>	<p>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>	<p>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.</p>
<p>Central Message</p>	<p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</p>	<p>Central message is clear and consistent with the supporting material.</p>	<p>Central message is basically understandable but is not often repeated and is not memorable.</p>	<p>Central message can be deduced, but is not explicitly stated in the presentation.</p>

APPENDIX D: RESPONSES TO OPEN-ENDED SURVEY ITEM

How has your participation in this project altered your thinking about your course?

This project has altered my thinking. In the future, I plan to reconsider the organization of the project and how the individual pieces are weighted. In the past, I let students choose a flow that best suited them, but from an audience perspective, this does not work. Better organization and better timing.

My participation has altered my thinking about my course. I believe I will revise/modify the rubrics I currently use as well as perhaps include another short speaking assignment in the course.

I will be more clear with my students about how my assignments meet gen ed goals.

My assignments can be better designed with the Gen Ed goals in mind.

It has given me concrete examples of what success and failure look like in determining success of diversity courses. I will alter some of my writing assignments to include different elements, but will mostly be sure to bring certain things up in class discussions more to make sure they're getting it.

I plan to change my content as well as directions for two assignments.

I may look to provide additional support material to help broaden student understanding of the primary course material

Match outcomes to the rubric better

I will focus more on the specific elements of oral presentations that I am grading. I will be more clear about evaluation.

I have had to review both my syllabus and actual class practice. I am working on making my syllabus more precise. I will spend even more time on teaching writing than I have in the past

I will spend more time explicitly teaching writing and use a more precise rubric for the final piece that students write in the W course I teach.

no

Sharing different classes' rubrics and assignment descriptions helped me re-design my course assignments. I will provide students with more specific feedback and chances to revise their assignments.

I will articulate the goals of my general education course more clearly and also revise some of my assignments.

Yes. I will teach based on what I have learned from this process.

Assignments should reflect assessable goals a bit more clearly

My assignment details and parameters will be further geared toward building transferrable writing skills.

I prepared a rubric for evaluating student performance. Also, I am requiring better integration of evidence into the body of the presentation.

It makes me want to take more active leadership around the teaching of writing.

Making sure the assignments deal very specifically with the outcomes.

I have a much better understanding of what is expected from quality oral communication. I will alter my rubrics to reflect these specific objectives and I will allow more practice.

What, if anything, have you learned about the WCU General Education program as a result of your participation in this project?

In order for the university to evaluate these components, there needs to be more consistency throughout the university in how these are measured.

N/A

We are not properly preparing faculty to teach diversity courses or ensuring instructors are aware of the expectations for the courses when they prepare their syllabi.

Student assessment and the assessment of teaching practices are difficult to separately evaluate.

The issues surrounding the curriculum and J-course requirement.

N/A

It could use a fair amount of attention to make it more effective

Respect for assessment

I have learned that evaluation of the success of the program is individual to each instructor and discipline, and difficult to make universal, but worth it if we can.

I have learned more about writing and that faculty should talk more

That WCU truly strives to make the Gen Ed program relevant and rigorous.

The experience revealed to me that the assessment portion is highly problematic - asking individuals from different disciplines to assess aspects of student writing including "adherence to disciplinary conventions" is an impractical and ineffective means of assessing writing competency.

It may be possible to utilize a generic rubric to assess students' writing artifacts regardless of genres and disciplines. Targeting undergraduate students' learning outcomes across majors and professional fields makes sense.

Assessment of general education at WCU is a thoughtful, dynamic process.

About the requirements for teaching W classes.

How tough it is to assess writing

The Gen Ed program is not a static one, but, rather, one that will shift with the needs of our students.

Hard to say.

That articulating goals on paper is good, but it is not enough to change practice.

Diversity classes need to be offered by people who understand critical pedagogies. They need to be credentialed.

I had a bunch of experience with Gen Ed before, so I did not learn a lot.

What are some “key” points you think the wider university should be aware of with regard to teaching of the general education goal you worked with during this project?

That these evaluations exist and faculty need to be flexible and may need to alter their projects in order for students to be evaluated appropriately.

I think the university community should be aware of "oral communication" as a general education goal. Oral communication assignments should be given in various classes in order for the students to have the opportunity to succeed at speaking comfortably in front of a group of people. This should be offered in more than just "speaking" classes.

They should know exactly what is meant by the terms on the rubrics and what kind of assignments best achieve the goals of a diversity course.

There is the capacity to address diversity issues in every aspect of the university. White privilege needs to be addressed explicitly, as does heterosexism and male privilege.

There were important discussions about the issues surrounding what counts as a J course and only requiring one for graduation. These are issues I think need to be part of a bigger conversation.

Teachers of J credit courses should be made clear the expectations of a J credit course. Adjuncts are rarely informed.

To articulate more clearly the goals and outcomes expected from a diverse communities class.

The variety of writing instruction and styles

Make grading more explicit, but more importantly, show students an example/model

It became clear that not all "W" faculty knew the CAPC expectations, including myself and I prepared the original request for the "W". Some new faculty inherited a course and really had no training in teaching writing.

Students need to be shown how to write - the process needs to be explicitly demonstrated repeatedly.

I think the university needs to make sure that all instructors who teach a "W" course are aware of the requirements a course is supposed to meet in order to receive the W designation. Many new faculty inherit W courses and are never informed of these rules.

If you inherited a W/I/J course, you should probably investigate what the actual requirements are for such a course.

There should be a workbook on writing for all students and faculty teaching W classes.

Our refinements of the rubrics should be codified better into the outcomes.

Writing Emphasis instructors need to be better supported and educated on the expectations of what teaching a W course entails.

Instructors should be aware of the institutional rubric and adapt it to the needs of their class.

"Good/effective writing" is context-bound, discipline-specific, and teachable

See above

If the university could distribute the rubric widely so that all faculty who are doing oral communication have the same understanding of what is expected, I think that would be very helpful.

What were the strengths of this project?

Fairly small team made it easy to work with people. Program was organized. Expectations were clear from the beginning.

The diversity of the group of faculty involved.

It made very clear what kinds of assignments work and what kind don't. Certain assignments did a great job guiding students to think critically about diversity and structural inequalities. Other assignments were too open-ended and vague. They didn't ask students to think about the very thing being assessed.

Great communication between group members, solid leadership

Being able to be in a room with colleagues across disciplines and having conversations with people that have different experiences.

The way that the assessment process was scaffolded.

Helped to clarify assessment procedures as well as identify challenges to these procedures and offer some possible solutions

It built a good cohort of engaged participants

working with colleagues

This was one of the best faculty development experiences I have had in a long career. The intellectual conversations and sharing were very helpful. Reading each other's student papers was helpful.

It provided opportunities for faculty members to collaborate with colleagues from other colleges and departments. This provided me a great deal of insight regarding what we expect from our students in terms of writing.

The most useful aspect was having the opportunity to meet other faculty from across campus and to gain some exposure to the types of writing they are requiring of students.

Including multiple disciplines must be one of the strengths of the project.

Norming sessions were very useful for critiquing and fine-tuning the rubric

The leaders and the goal of the project.

The diversity of viewpoints

Strong collaborative environment that benefitted from the diversity of each member.

We got to see a variety of subjects presented using very different conventions.

bottom-up approach

--

The best thing for me was engaging with people who are experts in oral communication. I really learned a lot.

How can this project be improved for the future?

Most of the issues that came up were unpredictable - AV issues particularly. Now that we've run through it once we'll have a better idea of how to fix those issues. Other than that, I think it went smoothly.

N/A

I think it would help if you offered workshops of some kind over the next year to see if assignments improve, and then run the program again.

More focus on revising the assignments so that they fit specified Gen Ed goals.

Maybe a clear timeline at the beginning of the project. I was a bit confused about what was happening until right before it happened. But I'm sure that's due to everyone being new to this particular project.

N/A

revision of the assessment tool

Academic year participation and AWA would make it more rigorous and productive.

better video recording that includes powerpoint and visual aids

I would suggest replicating it.

I thought everything was well-planned and organized.

Assessors need to have discipline specific competency and/or students need to be assigned a common writing assignment as part of an unified "great read" or something of that nature that could allow for a more consistent and credible assessment of writing.

I hope more faculty members can participate in the project.

In the future, a new rubric should be designed based on the outcomes of our pilot project. The new rubric may make norming sessions go more quickly.

Larger sample from across the university.

Better communication between participants

Allow for each of the three groups (W, J, I) to merge together to hear the "conversations" that resulted from each cohort.

Much better audio. The speakers must be miked or we can hardly hear; a big problem for oral presentation. Slide files should be submitted separately and spliced into the video.

Assure that the learning from the small group gets carried out to the larger campus, which perhaps it is going to!

--

We were able to improve the rubric. That should help. There is some terminology which is unclear. There were a variety of styles of presentations, so a one-size fits all rubric might not be the best approach.

Any additional feedback?

I think there needs to be workshops for those who teach diversity courses explaining the terms on the rubrics and, in particular, helping instructors distinguish between acknowledging differences and understanding the structures that create inequality.

I hope to be a part of this ongoing process as it continues into the 2014-2015 school year.

I appreciated being able to participate in the project
thanks for the opportunity

The value rubric needs to be considered, especially if it will be used for all "W" courses. It took us several meetings to understand and agree what each category meant. It takes a long time to assess student work using the rubric but it does get faster with use. I would encourage more conversations like we had with the project. We had a lot of expertise to share. It was good to look at student writing from the 100 to 400 level.

I learned a great deal about "behind the scenes" of assessment. It was very enlightening and will be useful in the future. Thank you!

It was a pleasure to be included in the study, and a wonderful professional development opportunity.

Very difficult to assess presentations with multiple presenters. We need to revise/simplify the oral communications rubric to meet our own needs.