

Report of Essential Learning Review
May/June, 2015

The process of review of EL student learning outcomes began on May 19 when two groups of faculty met to calibrate the written communication and critical thinking rubrics. Members of the groups were:

Written Communication	Critical Thinking
Robin Calland	Sean Flannigan
Kate Dreiling	Olga Grisak
Kurt Haas	Suzanne Lay
Courtney Kasun	Brian Parry
Suzan Longest	Vince Patarino
Carrie McVean-Waring	Shanell Sanchez
Bette Schans	Bill Wright

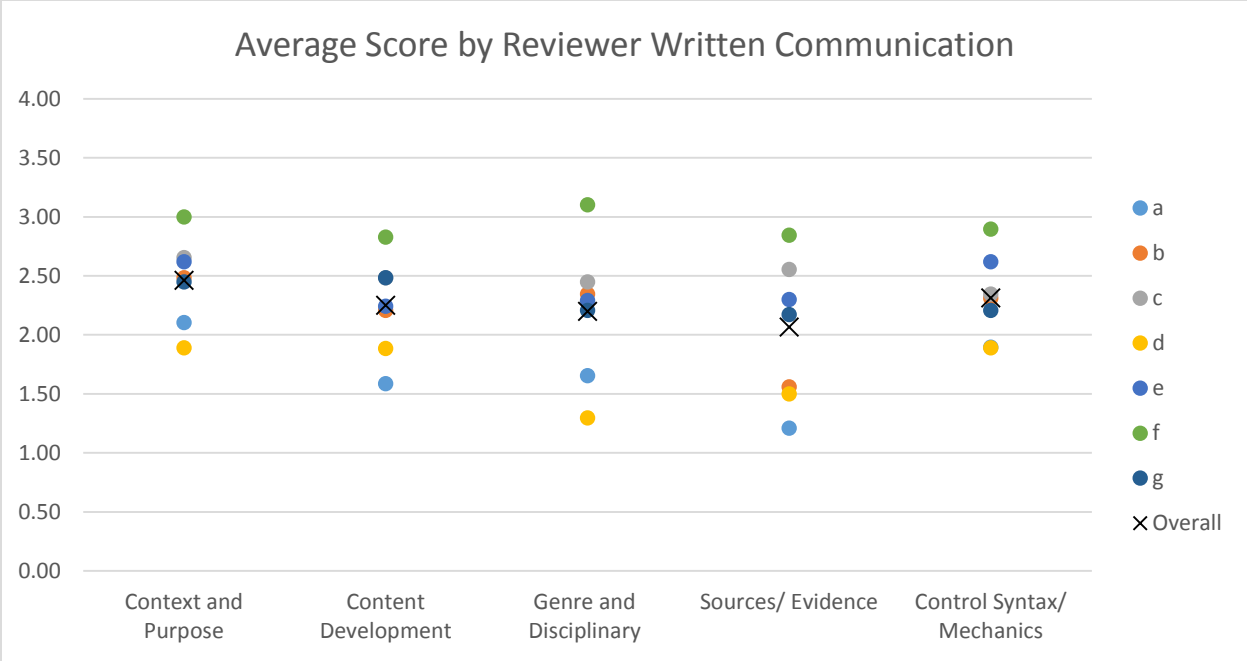
The calibration sessions took approximately 3 hours to complete. Each faculty member was given approximately 30 artifacts to review and score over the course of 3½ weeks. Score sheets were submitted and data compiled. Each criteria score was averaged and the results are as follows:

Written Communication

	Average
Context and Purpose for Writing	2.46
Content Development	2.25
Genre and Disciplinary Conventions	2.20
Sources and Evidence	2.07
Control of Syntax and Mechanics	2.31
Total rubric average	2.26

Seven faculty reviewers scored 110 artifacts that came from ENGL 111 and 112, Fine Arts, Theatre, Music, Social Behavioral Sciences and Humanities courses. The types of assignments were research, argument and critique papers. Each artifact was scored by two reviewers.

Overall, the average scores were higher than scores from November, 2014. This may be due to the time spent explaining the rubric prior to the calibration of two artifacts. A correlation was performed between the scores of the criteria and all had fairly high correlation with the highest between Context and Purpose for Writing, and Content Development. The lowest correlation was between Content Development and Control of Syntax and Mechanics.



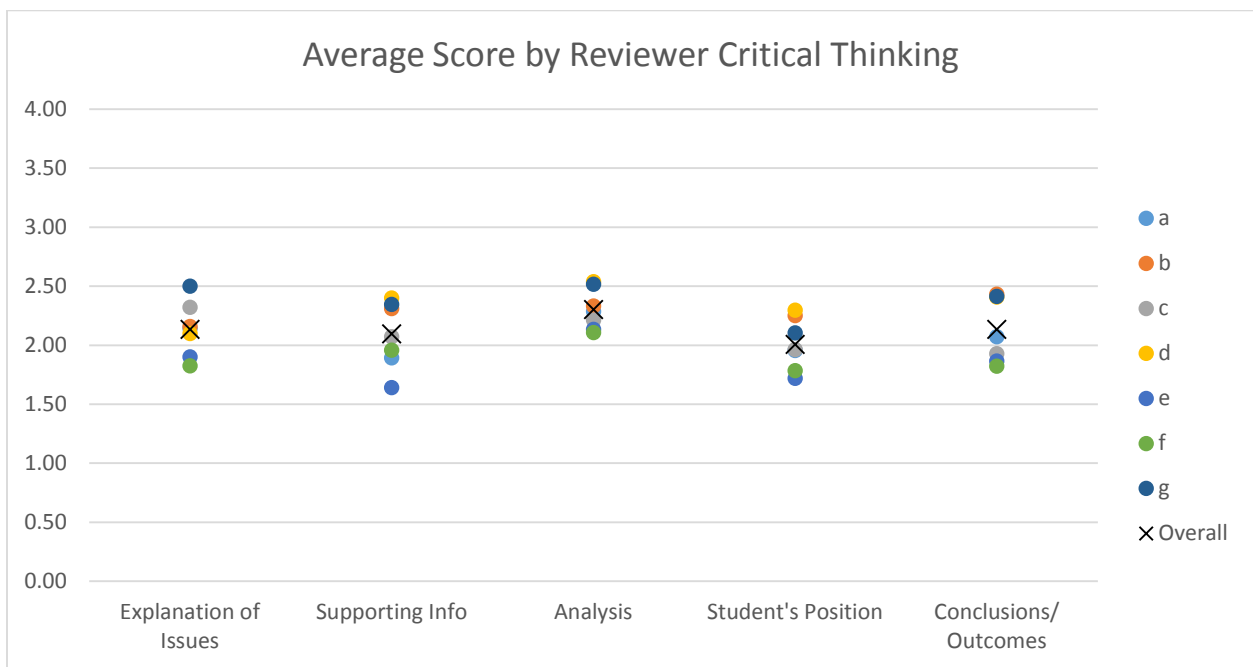
Comments from the reviewers included suggestions for improving methods of artifact distribution such as asking faculty to submit all artifacts from an assignment and then have the director of assessment do a random selection of artifacts; and, assure that all faculty submitting artifacts also provide the information coversheet with the criteria that are covered and the assignment for the assessment.

A major concern for reviewers was, again, the lack of citation of resources or actual resources in the papers. As we move forward, there needs to be a discussion among faculty teaching essential learning courses regarding inclusion of resources and citations in essays submitted for assessment.

Critical Thinking

	Average
Explanation of Issues	2.13
Supporting Information	2.10
Analysis	2.30
Student's Position	2.01
Conclusions and Related Outcomes	2.14
Total rubric average:	2.18

110 artifacts came from the Social Behavioral Sciences, Humanities, and Fine Arts courses. Overall, the average scores were lower than scores from November, 2014 with the exception of Criterion 3. The reason for the lower scores may be the same as it is for Written Communication in that the reviewers had better idea of how to score the criteria which resulted in lower averages. Correlation scores were again high between criteria with the highest score comparing Analysis and, Conclusions and Related Outcomes. The lowest correlation score was between Supporting Information and, Conclusions and Related Outcomes.



Future Assessment

Fall of 2015 we, again, will be assessing Written Communication and Critical Thinking. Work on assessment of Quantitative Literacy will begin with discussion of a common rubric for both CSMS and Natural Sciences. Three other EL outcomes (Examine and Evaluate an Argument, Demonstrate Investigative and Analytical Thinking Skills, and Select and Use Appropriate Information or Techniques) will be assessed in spring, 2016. Discussion of assessment methods will begin this fall.