October 16th 2020

General Education Assessment of Artifacts Fall 2018 and Spring 2019

Report to the Provost and Vice President for Academic Affairs

This paper summarizes the findings from the assessment of 1,210 artifacts from fall 2018 and 1,357 artifacts from spring 2019 against the Alternate Writing, Writing, Analytic Reasoning, Quantitative Reasoning, and Information Management General Education rubrics.

Contents

ACKNOWLEDGEMENT

We would like to recognize and acknowledge the contributions of the General Education Working Group in creating this report:

Charge

The evaluation of student learning in the General Education curriculum will be the responsibility of the General Education Working Group, formerly the General Education Task Force. The committee will be a body consisting of representatives from several academic departments of the college. In collaboration with the Director of Policy Analysis for General Education and Student Learning Outcomes, the committee shall:

- Recommend policies and procedures for General Education assessment to the Academic Senate
- Facilitate:

1. The process by which General Education student artifacts are collected and processed
2. The scoring of student artifacts
3. The analysis of assessment data and report writing
4. The dissemination of assessment findings, including reporting to the Academic Senate

- When appropriate, identify, develop, and utilize institutional level measures (e.g., Community College Survey of Student Engagement) in concert with the Institutional Effectiveness and Institutional Research offices to complement Queensborough General Education assessment data
- Develop and review annually the General Education Handbook, including the General Education assessment protocol
- When appropriate, collaborate with the Senate Committee on Assessment and Institutional Effectiveness

Note: The Director of Policy Analysis for General Education and Student Learning Outcomes will support the committee by:

- Collecting student artifacts and overseeing the processing of student artifacts
- Overseeing the scoring of student artifacts
- Conducting the analysis of assessment data
- Providing feedback memos to participating faculty members
- Drafting an aggregate report of the assessment results

General Education Assessment Report Fall 2018 and Spring 2019

The General Education Working Group contributed to the development of this report. This group supports the ongoing assessment work for the college. The Working Group consists of faculty from several academic departments as well as the Director for Policy Analysis for General Education and Student Learning Outcomes. This group has the following charge:

- Recommend policies and procedures for General Education assessment
- Facilitate the assessment process
- Disseminate assessment results, in the form of an annual report, to relevant stakeholders
- Revise the General Education assessment protocol on an ongoing basis as needed
- When appropriate, collaborate with the Senate Committee on Assessment and Institutional Effectiveness.

METHODOLOGY

In June of 2019, seventeen QCC faculty raters assessed 1,210 fall 2018 artifacts and 1,357 spring 2019 artifacts. Each artifact was assessed twice, each time by a different rater. The assessment protocol involved the following steps:

- An email announcement was sent to all QCC faculty requesting that they submit artifacts as part of the General Education Project
- Interested faculty completed an online survey in which they identified which of their courses would be assessed and which rubrics were to be used in the assessment project.
- Faculty submitted artifacts using one of the following methods:

  i.   Submitting hardcopies of artifacts
  ii.   Submitting electronic copies
  iii. Placing the artifacts on Blackboard

- Prior to scoring artifacts, the faculty scorers normed each of the four rubrics
- Seventeen faculty raters assessed the artifacts using Aqua (by Watermark) assessment software.

- After each scoring session, the faculty raters answered reflection questions about their experiences during the assessment process and discussed their responses with the larger group.

- Faculty who submitted artifacts were sent a confidential memo outlining their students' performance on these General Education rubrics.

RESULTS

Contextual Information

Below is the assessment data from the Fall 2018 and Spring 2019 General Education Assessment project. As the data is reviewed, please note the following:

- Trend data is listed in Appendix A

- The General Education rubrics were developed to assess student performance at a four-year institution. Scores on each rubric range from zero to four with zero being "insufficient" and 4 being "superior". Therefore, one would expect a graduating Queensborough Community College student to perform at least at the developing range (between 2 and 3) on each General Education rubric.

- The numerical scores represent average scores.

Fall 2018 data

Analytical Reasoning Rubric

Faculty evaluated 510 artifacts for Analytic Reasoning using a rubric with three dimensions. Each artifact was rated on a 4-point scale. The average score across all the dimensions of the rubric was 2.43, *which represents competence at the middle Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and explain the issue, problem, or question**: 2.60 (upper Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.41 (middle Developing)
(3) **Reach an informed conclusion or solution**: 2.27 (lower Developing)

Writing Rubric

Faculty evaluated 414 Writing artifacts for which all four dimensions of the rubric were applicable. Thus, each artifact was rated for four dimensions on a 4-point scale. The average score across all four dimensions of the rubric was 2.64, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the four dimensions were as follows, each on the 4-point

scale:

   (1) **Awareness of audience, purpose, and genre**: 2.82 (upper Developing)

   (2) **Content development and organization**: 2.65 (upper Developing)

   (3) **Control of grammar and mechanics**: 2.66 (upper Developing)

   (4) **Evidence and/or sources**: 2.42 (middle Developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 466 Writing artifacts for which the fourth dimension (Evidence and/or sources) was not applicable. The average score across the three dimensions of the rubric was 2.56, *which represents competence at the middle Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

   (1) **Awareness of audience, purpose, and genre**: 2.66 (upper Developing)

   (2) **Content development and organization**: 2.49 (middle Developing)

   (3) **Control of grammar and mechanics**: 2.52 (middle Developing)

Quantitative Reasoning

Faculty evaluated 299 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 2.32, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

   (1) **Identify and Extract relevant quantitative information**: 2.49 (middle Developing)

   (2) **Application of Quantitative Data to Derive Information**: 2.40 (middle Developing)

   (3) **Analysis, explanation, and interpretation of quantitative results**: 2.07 (lower Developing)

Information Management

Faculty evaluated 151 Information Management artifacts. The average score across the three dimensions of the rubric was 2.31, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify the scope of inquiry or investigation needed for the assignment:** 2.65 (upper Developing)

(2) **Navigate digital responses to obtain relevant information**: 2.19 (lower Developing)
(3) **Use Information**: 2.10 (lower Developing)

Spring 2019

Analytical Reasoning Rubric

Faculty evaluated 930 artifacts for Analytic Reasoning. The average score across all the dimensions of the rubric was 2.38, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and explain the issue, problem, or question**: 2.64 (upper Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.30 (lower Developing)
(3) **Reach an informed conclusion or solution**: 2.20 (lower Developing)

Writing Rubric

Faculty evaluated 528 Writing artifacts for which all four dimensions of the rubric were applicable. The average score across all four dimensions of the rubric was 2.54, *which represents competence at the middle Developing range of the rubric.*

Average ratings for each of the four dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.75 (upper Developing)
(2) **Content development and organization**: 2.60 (upper Developing)
(3) **Control of grammar and mechanics**: 2.55 (middle Developing)
(4) **Evidence and/or sources**: 2.28 (lower developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 474 Writing artifacts for which the fourth dimension (Evidence and/or sources) was not applicable. The average score across the three dimensions of the rubric was 2.62, *which represents competence at the upper Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Awareness of audience, purpose, and genre**: 2.78 (upper Developing)
(2) **Content development and organization**: 2.54 (middle Developing)
(3) **Control of grammar and mechanics**: 2.54 (middle Developing)

Quantitative Reasoning

Faculty evaluated 382 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 2.31, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify and Extract relevant quantitative information**: 2.57 (middle Developing)
(2) **Application of Quantitative Data to Derive Information**: 2.33 (lower Developing)
(3) **Analysis, explanation, and interpretation of quantitative results**: 2.02 (lower Developing)

Information Management

Faculty evaluated 147 Information Management artifacts. The average score across the three dimensions of the rubric was 2.22, *which represents competence at the lower Developing range of the rubric.*

Average ratings for each of the three dimensions were as follows, each on the 4-point scale:

(1) **Identify the scope of inquiry or investigation needed for the assignment:** 2.64 (upper Developing)
(2) **Navigate digital responses to obtain relevant information**: 2.06 (lower Developing)
(3) **Use Information**: 1.97 (upper Novice)

SUMMARY

Analytical Reasoning Rubric

For both the fall 2018 and spring 2019 cohorts, the average score across all dimensions of this rubric was within the Developing range of the rubric. More specifically, across every

dimension of this rubric (with the exception of the dimension **Identify and explain the issue, problem, or question**) artifacts scored in the fall were rated higher than those assessed in the spring. In addition, compared to the assessments from other years the fall 2018 and spring 2019 scores were generally higher than those scores from previous years. Among the three dimensions of the rubric, *Conclusion: Reach an Informed conclusion or Solution* was rated the lowest.

Writing Rubric (4 Dimensions)

Across each dimension of this rubric, the spring 2019 scores were lower than the fall 2018 scores. However, both the fall 2018 scores as well as the spring 2019 scores were higher than previous cohorts' scores.

Writing Rubric (without the fourth dimension)

Across each dimension of this rubric, the spring 2019 scores were higher than the fall 2018 scores.

Quantitative Reasoning

Across every dimension of this rubric (with the exception of the dimension **Identify and Extract relevant quantitative information**) artifacts scored in the fall were rated higher than those assessed in the spring.

Information Management

Across every dimension of this rubric artifacts scored in the fall were rated higher than those assessed in the spring. Interestingly, the average score on the dimension *Use Information* was in the Novice range of the rubric for the spring 2019 cohort while the score was in the Developing range for the fall 2018 cohort. Specifically, 83% of the fall 2018 artifacts were rated 2.0 (Developing) or higher. In spring 2019, only 71% of the artifacts were rated 2.0 (Developing) or higher. Although both percentages are relatively high, the low average scores (2.10 for fall 2018 and 1.97 for spring 2019) imply that overall some fall and spring artifacts were scored within the Novice range (1.0) or lower (0).

Overall Summary

By reviewing the data across all of the outcomes, it is clear that QCC students, for the most part, are performing at the Developing level (2.0 range) on these four outcomes. This is the appropriate level of performance for this sample of students. However, relative to the other outcomes, students do not appear to perform as well on Quantitative Reasoning and

Information Management as they do on the other three outcomes. In addition, overall, potential areas of improvement include:

Analytic Reasoning rubric - Reaching an informed conclusion
Writing rubric- (4 dimensions)- Providing evidence and sources
Quantitative reasoning- Analysis, explanation, and interpretation of quantitative results
Information Management- Using information.

CONCLUSION/RECOMMENDATIONS[1]

This is the fifth year that this assessment protocol has been implemented. Below are issues to consider for future assessment efforts.

<u>Assignment Submission</u>

Faculty participants are encouraged to submit assignments when they submit their student artifacts. However, in many cases, assignments are not submitted at all. Faculty scorers have commented on their scoring reflection sheets that one of the challenges associated with scoring artifacts is not having a copy of the assignment to review. In many cases the absence of an assignment makes it difficult to assess the artifact, affecting the score assigned to the artifact.

<u>Assignment Alignment with Rubrics</u>

Related to the issue of assignment submission is the extent to which the assignment is aligned with the rubric that the artifacts are assessed against. If faculty are able to review the rubric prior to creating an assignment, this might increase the likelihood that the developed assignment will measure what the rubric is assessing.

As stated in previous reports, in order to obtain assignments that align with the rubric, faculty should consider attending workshops that enable them to learn how to create assignments that align with the various dimensions of the rubrics used for General Education assessment.

<u>Selection of Courses</u>

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[1] The information for this section, because it is still relevant, was obtained from the Fall 2017 and Spring 2018 report.

As stated in a previous report and still currently relevant, we should consider whether some courses are more conducive to being assessed by these General Education rubrics than other courses. If this is the case, then these courses should be identified.

<u>Feedback Memos</u>

Faculty who participate in this assessment project continue to receive a confidential memo summarizing how their students performed against these rubrics. Faculty have indicated that these memos are useful. In addition, it might be helpful to invite faculty to discuss the memo in greater detail to identify the implications the information in the memo might have for students and their own pedagogy.

APPENDIX A- TREND DATA

GENERAL EDUCATION OUTCOMES LONGITUDINAL RESULTS

Analytic Reasoning Rubric (Semester by Dimension)

Dimension	Issue: Identify and Explain the Issue, Problem, or Question	Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence	Conclusion: Reach an Informed Conclusion or Solution	Average Across All Dimensions
Spring 2017	2.59	2.31	2.09	2.33
Fall 2018	2.41	2.14	2.04	2.20
Spring 2019	2.57	2.28	2.13	2.33
Fall 2018	2.60	2.41	2.27	2.43
Spring 2019	2.64	2.30	2.20	2.38

Writing Rubric (4 Dimensions over a series of semesters)

Dimension	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Evidence and/or Sources	Average Across All Dimensions
Spring 2017	2.77	2.54	2.37	2.25	2.48
Fall 2018	2.54	2.40	2.42	1.98	2.34
Spring 2019	2.65	2.48	2.61	2.06	2.45
Fall 2018	2.82	2.65	2.66	2.42	2.64
Spring 2019	2.75	2.60	2.55	2.28	2.54

Writing Rubric (3 Dimensions over a series of semesters)

Dimension	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Average Across All Dimensions
Spring 2017	2.73	2.52	2.42	2.56
Fall 2018	2.57	2.41	2.44	2.47
Spring 2019	2.60	2.45	2.58	2.54
Fall 2018	2.66	2.49	2.52	2.56
Spring 2019	2.78	2.54	2.54	2.62

Quantitative Reasoning Rubric (Semester by Dimension)

Dimension	Identify and Extract Relevant Quantitative Information	Application of Quantitative Data to Derive Information	Analysis, Explanation, and Interpretation of Quantitative Results	Average Across All Dimensions
Fall 2018	2.51	2.33	2.23	2.36
Spring 2019	2.69	2.53	2.32	2.51
Fall 2018	2.49	2.40	2.07	2.32
Spring 2019	2.57	2.33	2.02	2.31

Information Management Rubric (Semester by Dimension)

Dimension	Identify the Scope of Inquiry or Investigation Needed for the Assignment	Navigate Digital Resources to Obtain Relevant Information	Use Information	Average Across All Dimensions
Fall 2018	2.31	1.82	1.84	1.99
Spring 2019	2.64	2.24	2.16	2.35
Fall 2018	2.65	2.19	2.10	2.31
Spring 2019	2.64	2.06	1.97	2.22

APPENDIX B-
COURSES IN STUDY

Courses included in the Fall 2018 General Education Assessment Project

ARTH 115- Modern Art

ARTH 116- American Art

ARTH 117- History of Photography

BI 110- Fundamentals of Life Science

BI 140- Principles of Biology

BI 201 - General Biology 1

BI 311 - Microbiology (Laboratory section)

BI 356 - Principles of Genetics

BU 108 - Income Taxation

CIS 153- Microcomputer Operating Systems & Utility Software

CIS 205 - Introduction to Information Systems Management

CH 151L - General Chemistry 1 (Lab)

CH 151 - General Chemistry 1

ET 841- Science of Energy & Power

ENGL 101- English Composition I

ENGL 102- English Composition II

DAN III- Introduction to the Art of Dance

HA 202- Western Massage

IS 151- Health of the Nations

HIST 127- Growth of American Civilization I

HIST 128- Growth of American Civilization II

LS 221- Read, Write, Speak Spanish I

LS 222- Spanish Speakers II

MA 303- Number Systems

MA 321- Math in Contemporary Society

MA 440- Pre-Calculus Math

MA 441- Analytic Geometry & Calculus I

MUS 105- Music Around the World

PH 101- Principles of Physics

PH 201 - General Physics

PH 401- General Calculus Physics A

PSYC 101- Introduction to Psychology

PSYC 250- Personality

ECON 101- Introduction to Macroeconomics

ANTH 101- Introduction to Anthropology

SOCY 101- Introduction to Sociology

TH 111- Introduction to Theatre

TH 120- Acting I

SP 211- Speech Communication

SP 213- Intercultural Communication

Courses included in the Spring 2019 General Education Assessment Project

ARTH 100- Introduction to the Survey of Art

ARTH 120- Contemporary Art

ARTH 202- History of Art II

ARTH 225- History of Graphic Design

BI 110- Fundamentals of Life Science

BI 131- Foundations of Biology

BI 160- Ecology

BI 170- Plants and People

BI 201- General Biology

BI 311- Microbiology

BI 520- Introduction to Public Health

BU 102- Principles of Accounting II

BU 108- Income Taxation

CIS 153- Microcomputer Operating System & Utility Software

CIS 205- Introduction to Information Systems & Technology

CH 127- Introduction to General Chemistry

CH 127L- Introduction to General Chemistry Lab

CH 151- General Chemistry I

CH 151L- General Chemistry Lab

ARCH 121- Architectural Design

ENGL 101- English Composition I

ENGL 102- English Composition II

HIST III- Introduction to Medieval & Early Modern Western Civilization

HIST 127- Growth of American Civilization I

HIST 128- Growth of American Civilization II

HIST 206- Topics in the History of Slavery

LS 222- Reading & Writing for Spanish Heritage Speakers II

LS 223- Reading & Writing for Spanish Heritage Speakers III

HA 205- Professional Issues in Massage Therapy

HE 102- Health, Behavior & Society

MA 114- College Algebra & Trigonometry

MA 119- College Algebra

MA 128- Calculus for Technical & Business Students

MA 321 – Mathematics in Contemporary Society

MA 336- Statistics

MA 440- Pre-Calculus Math

MA 441- Analytic Geometry & Calculus

MA 442- Analytic Geometry & Calculus II

MUS 101- Introduction to Music

MUS 103- 20th Century Music

NU 204- Nursing and Societal Forces

PH 101- Principles of Physics

PH 201 - General Physics

ECON 101- Introduction to Macroeconomics

ECON 102- Introduction to Microeconomics

ECON 235- International Economics

PSYC 101- Introduction to Psychology

PLSC 101- American Government & Politics

ANTH 140- North American Indians

SOCY 101- Introduction to Sociology

CRIM 101- Criminology

TH 120- Acting I

TH 111- Introduction to Theatre

SP 211- Speech Communication

SP 213- Intercultural Communication

APPENDIX C-
AQUA DATA

FALL 2018 DATA

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING ALT. WRITING RUBRIC- QCC

Filtering by		
Student Demographics	Gender	**All**
	Race/Ethnicity	**All**
	Pell Eligibility	**All**
	Major	**All**
	Degree Level	**All**
	Credits Earned	**All**
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by   **All Criteria**

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING ALT. WRITING RUBRIC- QCC

AVERAGE BY CRITERION

Criterion	Average: 2.56

Awareness of audience, purpose, an...

Content development and...

Control of Grammar and...
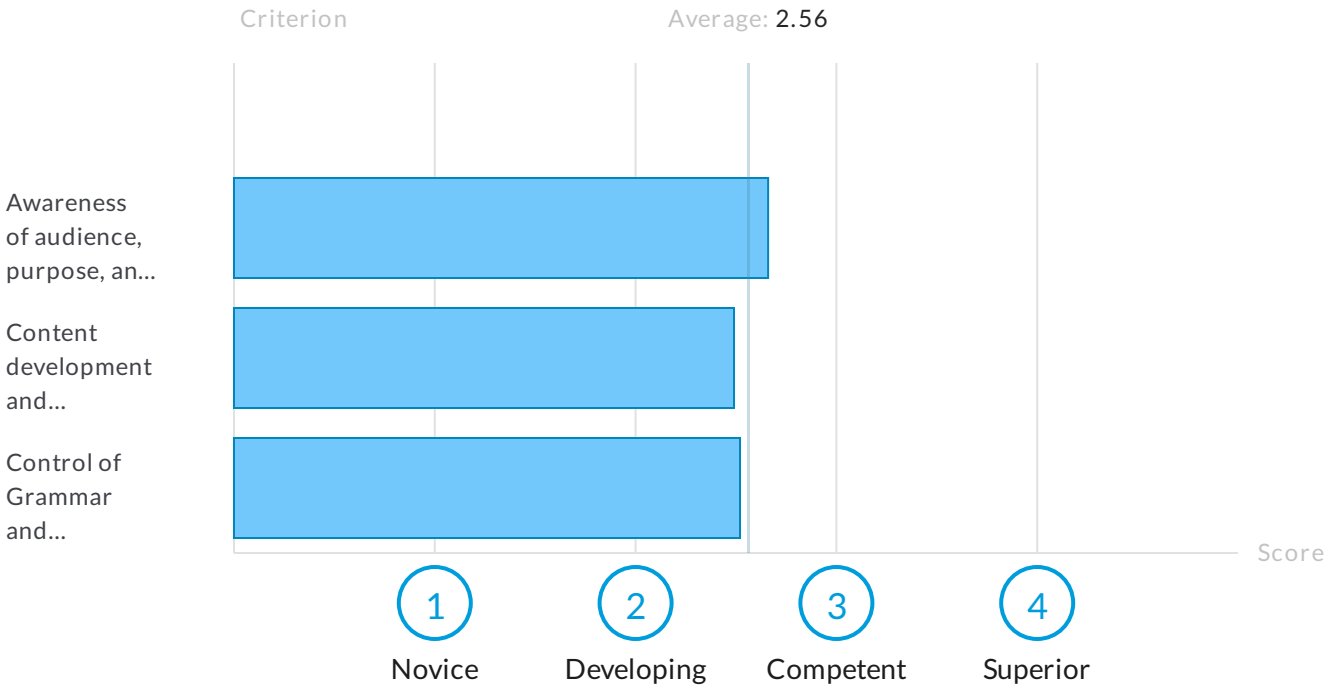
Score

1 Novice
2 Developing
3 Competent
4 Superior

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING ALT. WRITING RUBRIC- QCC

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.66

Number of Submissions: 466

Number of Scores: 924

Content development and organization

Average Score: 2.49

Number of Submissions: 467

Number of Scores: 929

Control of Grammar and Mechanics

Average Score: 2.52

Number of Submissions: 466

Number of Scores: 927

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING ALT. WRITING RUBRIC- QCC

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness of audience, purpose, an...

Content development and...

Control of Grammar and...

Score

1	2	3	4
Novice	Developing	Competent	Superior

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING ALT. WRITING RUBRIC- QCC

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5
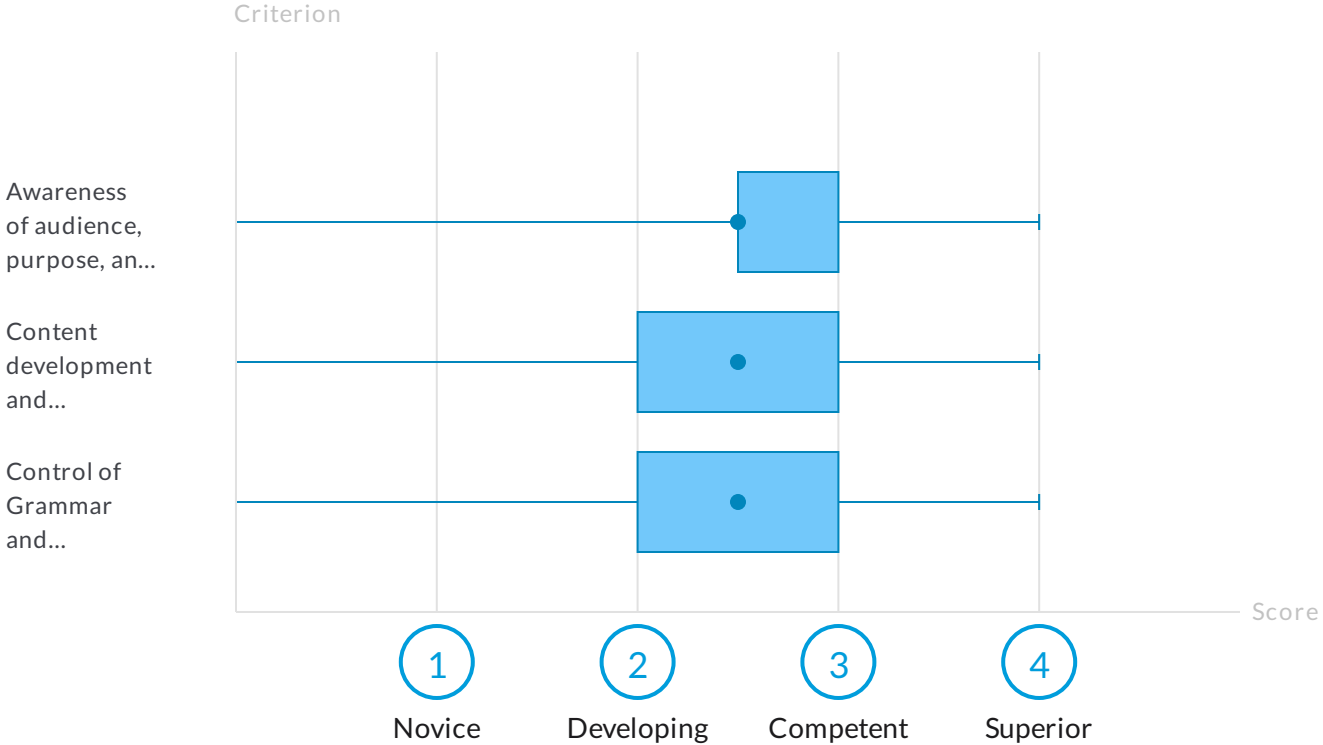
Number Of Submissions: 466

Content development and organization

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 467

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 466

Aqua

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING- WRITING RUBRIC- QCC

Filtering by		
Student Demographics	Gender	**All**
	Race/Ethnicity	**All**
	Pell Eligibility	**All**
	Major	**All**
	Degree Level	**All**
	Credits Earned	**All**
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by   **All Criteria**

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING- WRITING RUBRIC- QCC

AVERAGE BY CRITERION

Criterion | Average: 2.64

Awareness of audience, purpose, an...	
Content development and...	
Control of Grammar and...	
Evidence and/or Sources	

Score

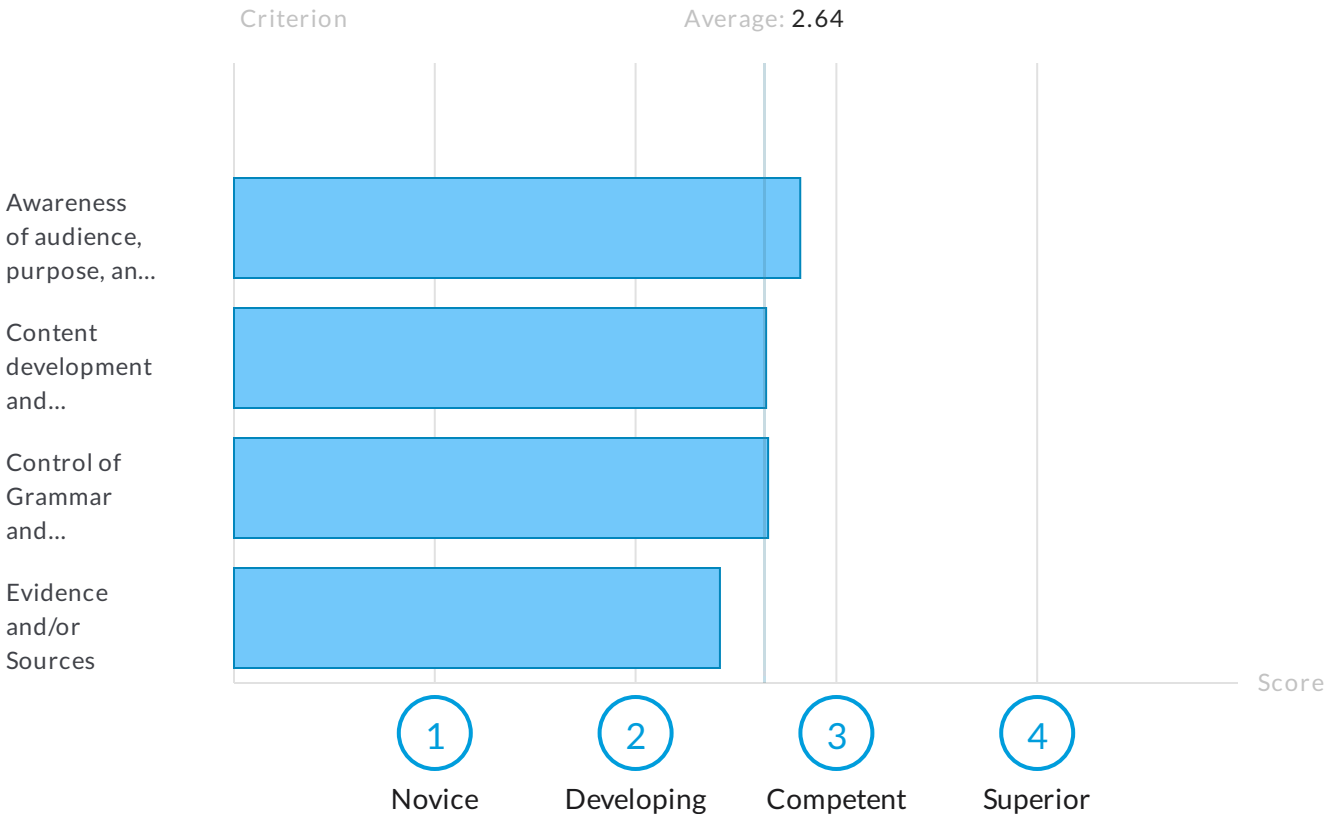| 1	2	3	4
Novice	Developing	Competent	Superior

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING- WRITING RUBRIC- QCC

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.82

Number of Submissions: 414

Number of Scores: 808

Content development and organization

Average Score: 2.65

Number of Submissions: 414

Number of Scores: 807

Control of Grammar and Mechanics

Average Score: 2.66

Number of Submissions: 412

Number of Scores: 809

Evidence and/or Sources

Average Score: 2.42

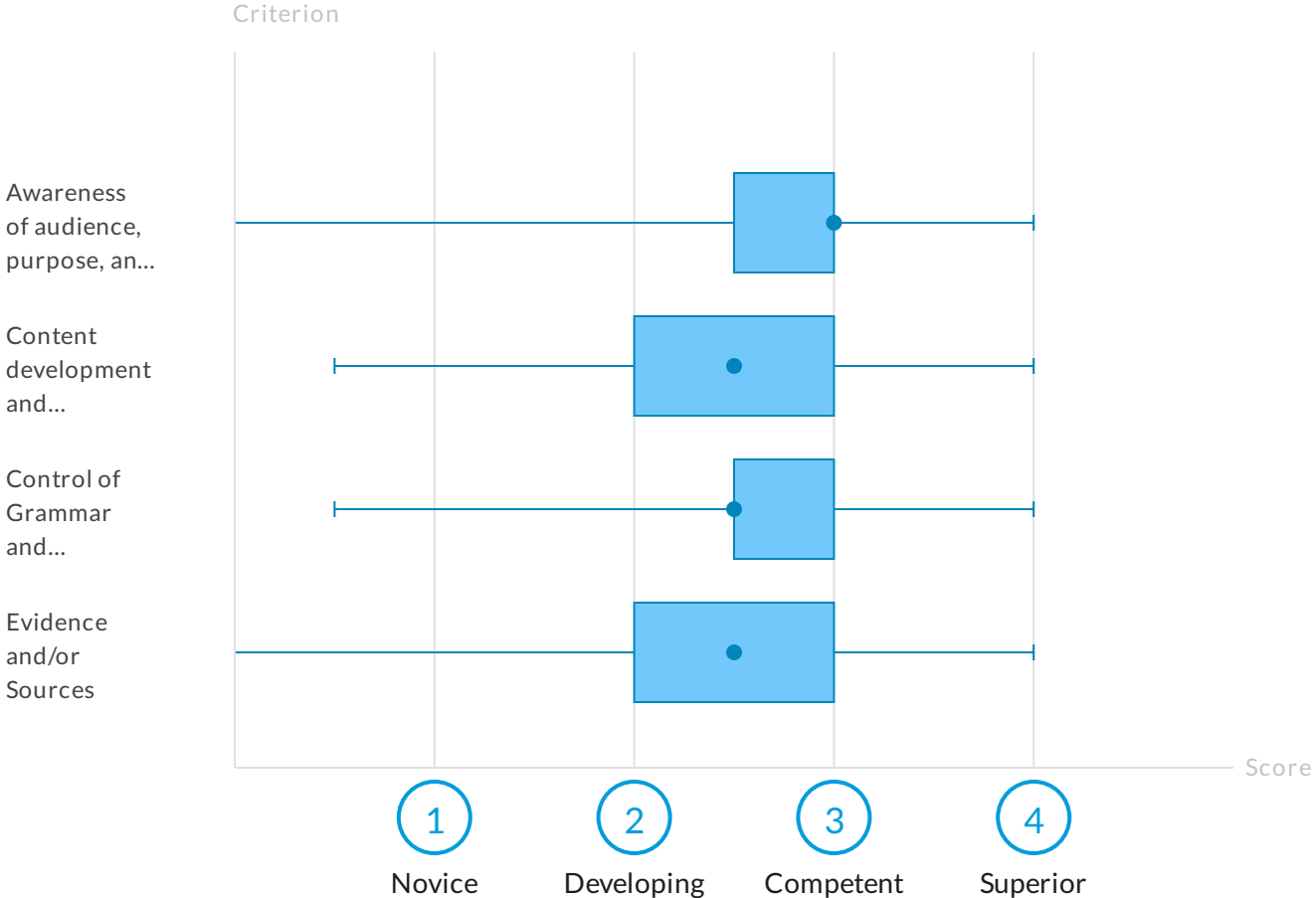Number of Submissions: 408

Number of Scores: 743

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING- WRITING RUBRIC- QCC

SCORE DISTRIBUTION BY CRITERION

Criterion

- Awareness of audience, purpose, an...
- Content development and...
- Control of Grammar and...
- Evidence and/or Sources

Score

1 Novice
2 Developing
3 Competent
4 Superior

Outcome Performance Report: O1: COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING & LISTENING- WRITING RUBRIC- QCC

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 4

Minimum Score: 0

Median Score: 3

Number Of Submissions: 414

Content development and organization

Maximum Score: 4

Minimum Score: 0.5

Median Score: 2.5

Number Of Submissions: 414

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0.5

Median Score: 2.5

Number Of Submissions: 412

Evidence and/or Sources

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 408

Aqua

Outcome Performance Report: O2: USE ANALYT. RSNG TO IDENTIFY ISSUES/PROBLEMS & EVALUATE EVIDENCE TO MAKE DECISIONS - QCC

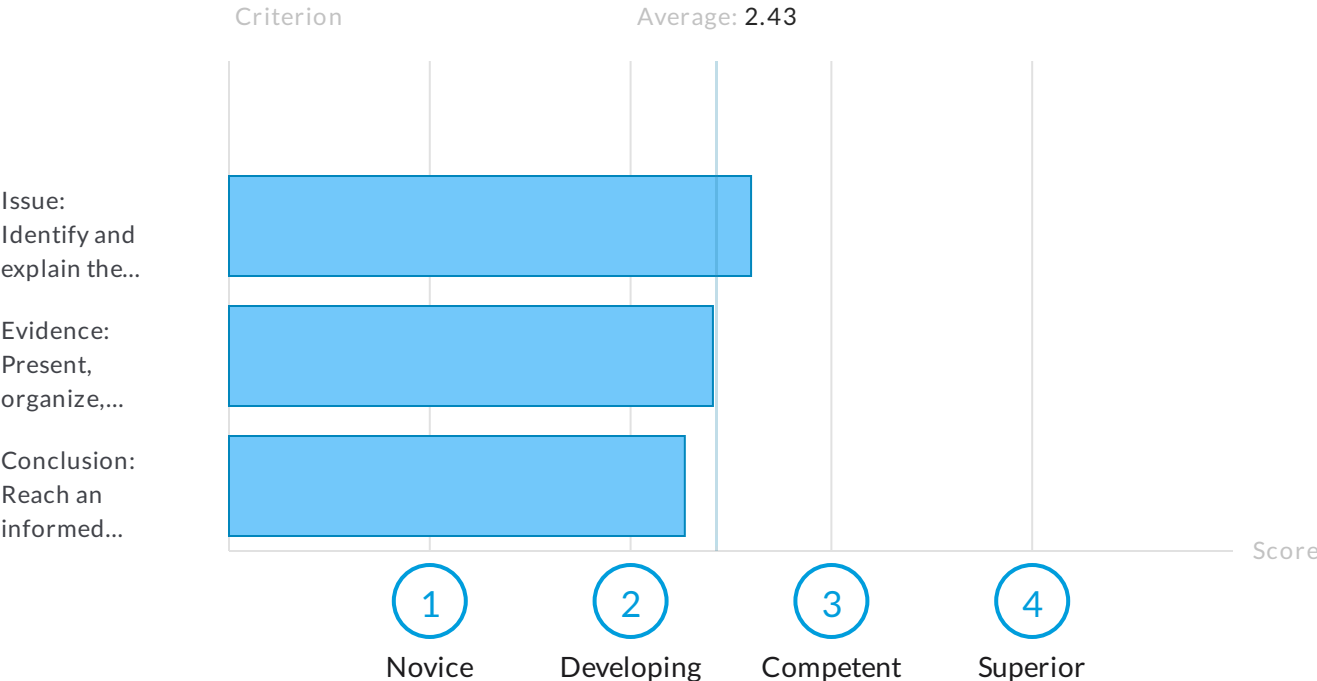| Filtering by		
Student Demographics	Gender	**All**
	Race/Ethnicity	**All**
	Pell Eligibility	**All**
	Major	**All**
	Degree Level	**All**
	Credits Earned	**All**
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by   **All Criteria**

Outcome Performance Report: O2: USE ANALYT. RSNG TO IDENTIFY ISSUES/PROBLEMS & EVALUATE EVIDENCE TO MAKE DECISIONS - QCC

AVERAGE BY CRITERION

Criterion	Average: 2.43

Criterion	Score
Issue: Identify and explain the...	
Evidence: Present, organize,...	
Conclusion: Reach an informed...	

1 Novice 2 Developing 3 Competent 4 Superior

Outcome Performance Report: O2: USE ANALYT. RSNG TO IDENTIFY ISSUES/PROBLEMS & EVALUATE EVIDENCE TO MAKE DECISIONS - QCC

Average by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Average Score: 2.6

Number of Submissions: 510

Number of Scores: 1012

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Average Score: 2.41

Number of Submissions: 509

Number of Scores: 998

Conclusion: Reach an informed conclusion or solution.

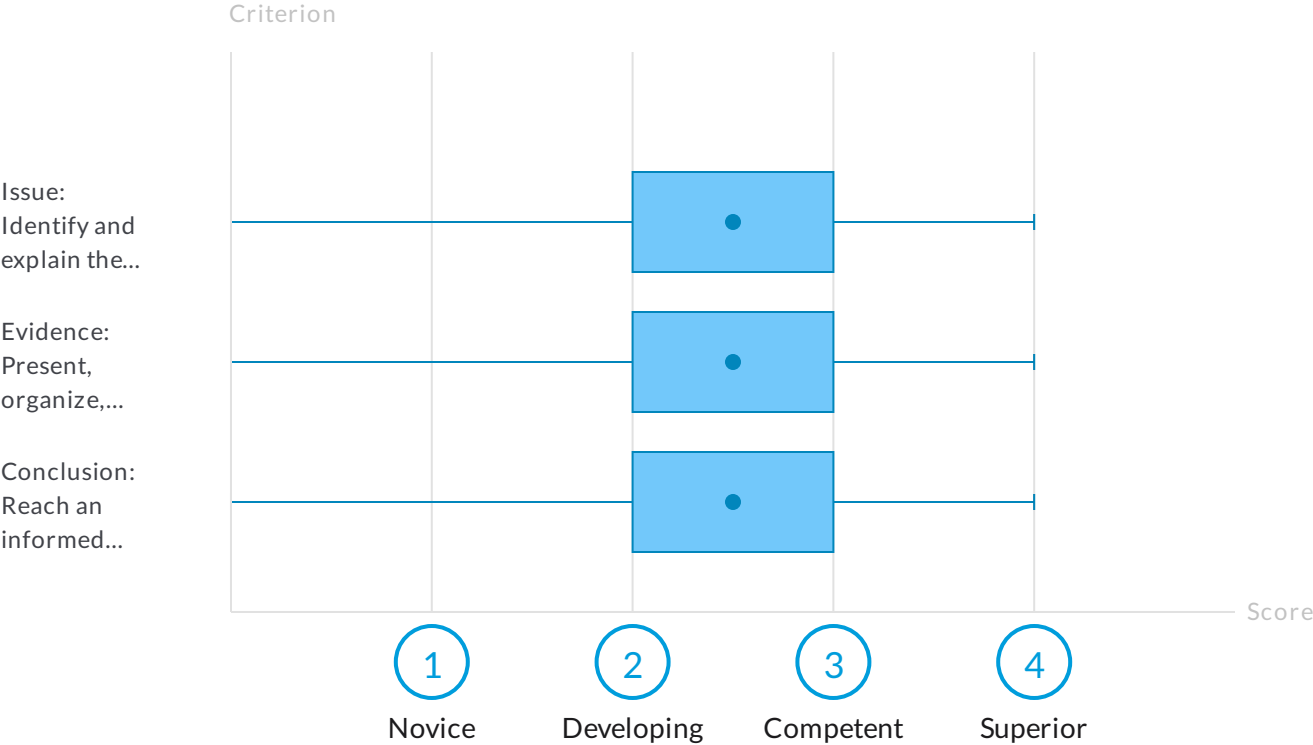Average Score: 2.27

Number of Submissions: 508

Number of Scores: 978

Outcome Performance Report: O2: USE ANALYT. RSNG TO IDENTIFY ISSUES/PROBLEMS & EVALUATE EVIDENCE TO MAKE DECISIONS - QCC

SCORE DISTRIBUTION BY CRITERION

Criterion

Issue: Identify and explain the...

Evidence: Present, organize,...

Conclusion: Reach an informed...

Score

1 Novice

2 Developing

3 Competent

4 Superior

Outcome Performance Report: O2: USE ANALYT. RSNG TO IDENTIFY ISSUES/PROBLEMS & EVALUATE EVIDENCE TO MAKE DECISIONS - QCC

Score Distribution by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 510

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 509

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 508

Outcome Performance Report: Quantitative Reasoning Rubric Spring 2018

Filtering by			
Student Demographics	Gender	**All**	
	Race/Ethnicity	**All**	
	Pell Eligibility	**All**	
	Major	**All**	
	Degree Level	**All**	
	Credits Earned	**All**	
Assignment Data	Assignment	**All**	
Courses	Course	**All**	
	Course Section	**All**	

Viewing by   **All Criteria**

Outcome Performance Report: Quantitative Reasoning Rubric Spring 2018

AVERAGE BY CRITERION

Criterion	Average: 2.32

Identify and Extract relevant...

Application of Quantitativ...

Analysis, explanation, and...

1	2	3	4
Novice	Developing	Competent	Superior

Score

Outcome Performance Report: Quantitative Reasoning Rubric Spring 2018
Average by Criterion chart details

Identify and Extract relevant quantitative information

Average Score: 2.49

Number of Submissions: 299

Number of Scores: 555

Application of Quantitative Data to Derive Information

Average Score: 2.4

Number of Submissions: 295

Number of Scores: 549

Analysis, explanation, and interpretation of quantitative results.
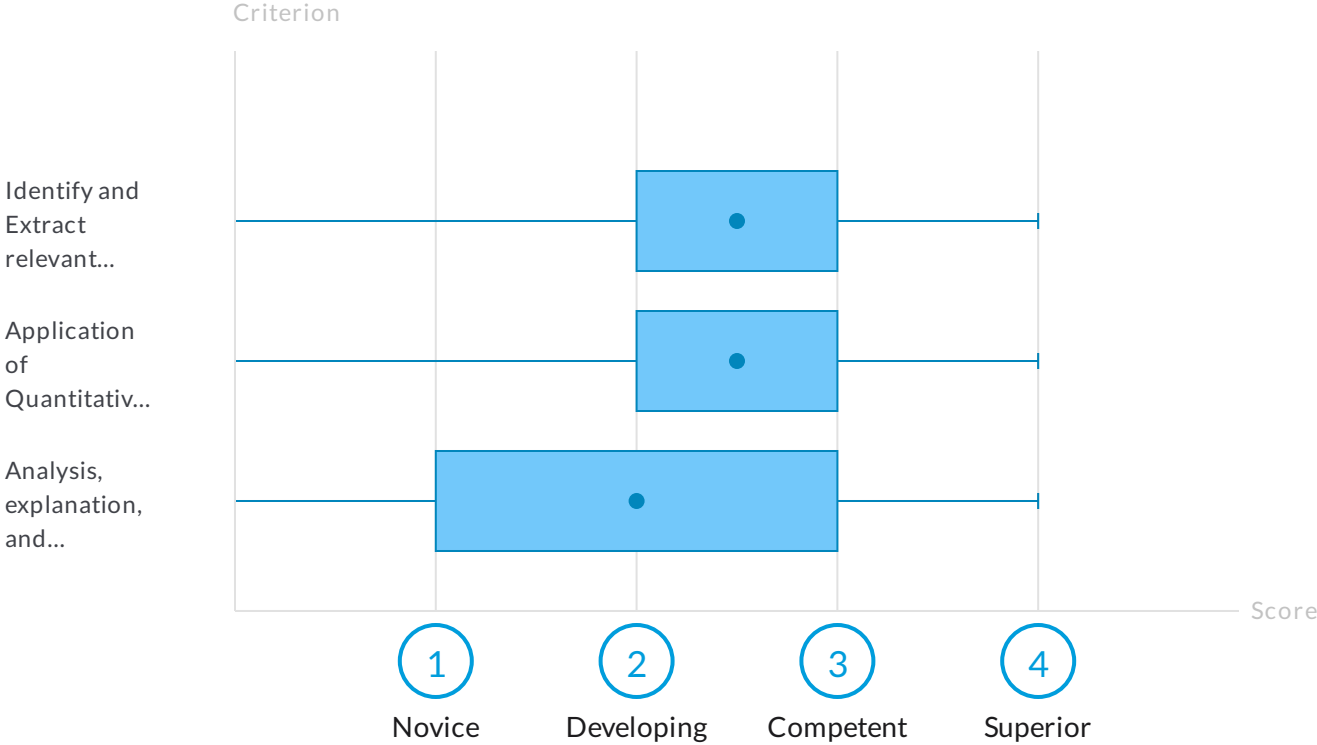
Average Score: 2.07

Number of Submissions: 294

Number of Scores: 532

Outcome Performance Report: Quantitative Reasoning Rubric Spring 2018

SCORE DISTRIBUTION BY CRITERION

Criterion

Identify and
Extract
relevant...

Application
of
Quantitativ...

Analysis,
explanation,
and...

Score

| 1 | 2 | 3 | 4 |
| Novice | Developing | Competent | Superior |

Outcome Performance Report: Quantitative Reasoning Rubric Spring 2018

Score Distribution by Criterion chart details

Identify and Extract relevant quantitative information

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 299

Application of Quantitative Data to Derive Information

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 295

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 4

Minimum Score: 0

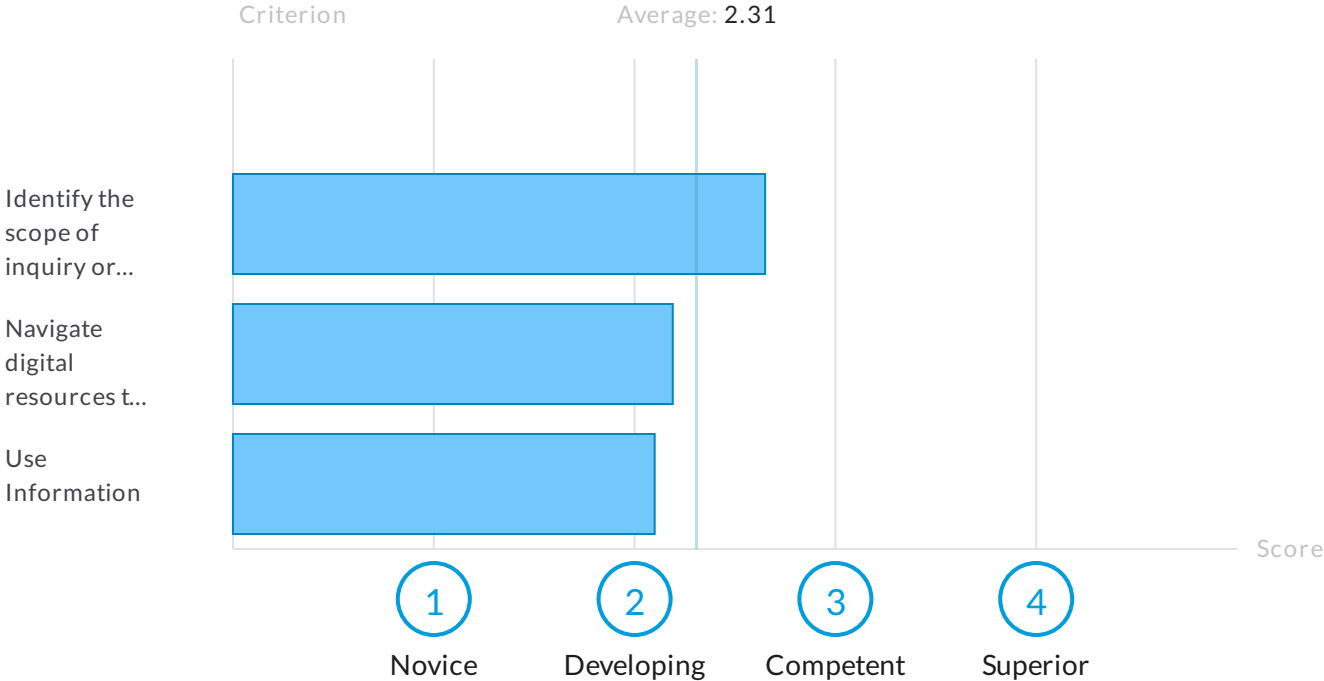Median Score: 2

Number Of Submissions: 294

Outcome Performance Report: INFORMATION MANAGEMENT RUBRIC FOR SPRING 2018

Filtering by		
Student Demographics	Gender	**All**
	Race/Ethnicity	**All**
	Pell Eligibility	**All**
	Major	**All**
	Degree Level	**All**
	Credits Earned	**All**
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by   **All Criteria**

Outcome Performance Report: INFORMATION MANAGEMENT RUBRIC FOR SPRING 2018

AVERAGE BY CRITERION

Criterion   Average: **2.31**

Identify the scope of inquiry or...

Navigate digital resources t...

Use Information

Score

1 Novice   2 Developing   3 Competent   4 Superior

Identify the scope of inquiry or investigation needed for the assignment.

Average Score: 2.65

Number of Submissions: 155

Number of Scores: 307

Navigate digital resources to obtain relevant Information

Average Score: 2.19

Number of Submissions: 151

Number of Scores: 281

Use Information

Average Score: 2.1

Number of Submissions: 152

Number of Scores: 287
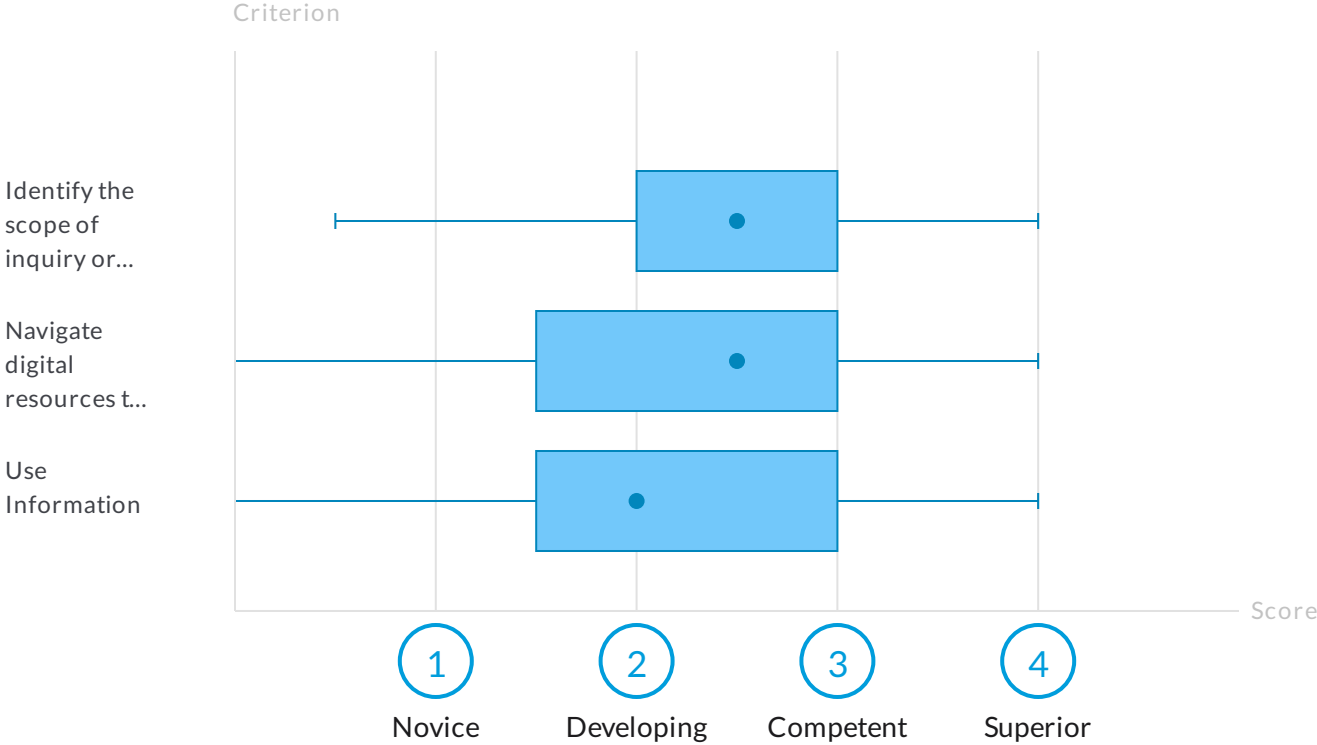
Outcome Performance Report: INFORMATION MANAGEMENT RUBRIC FOR SPRING 2018

SCORE DISTRIBUTION BY CRITERION

Criterion

Identify the scope of inquiry or...

Navigate digital resources t...

Use Information

Score

1	2	3	4
Novice	Developing	Competent	Superior

Identify the scope of inquiry or investigation needed for the assignment.

Maximum Score: 4

Minimum Score: 0.5

Median Score: 2.5

Number Of Submissions: 155

Navigate digital resources to obtain relevant Information

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 151

Use Information

Maximum Score: 4

Minimum Score: 0

Median Score: 2

Number Of Submissions: 152
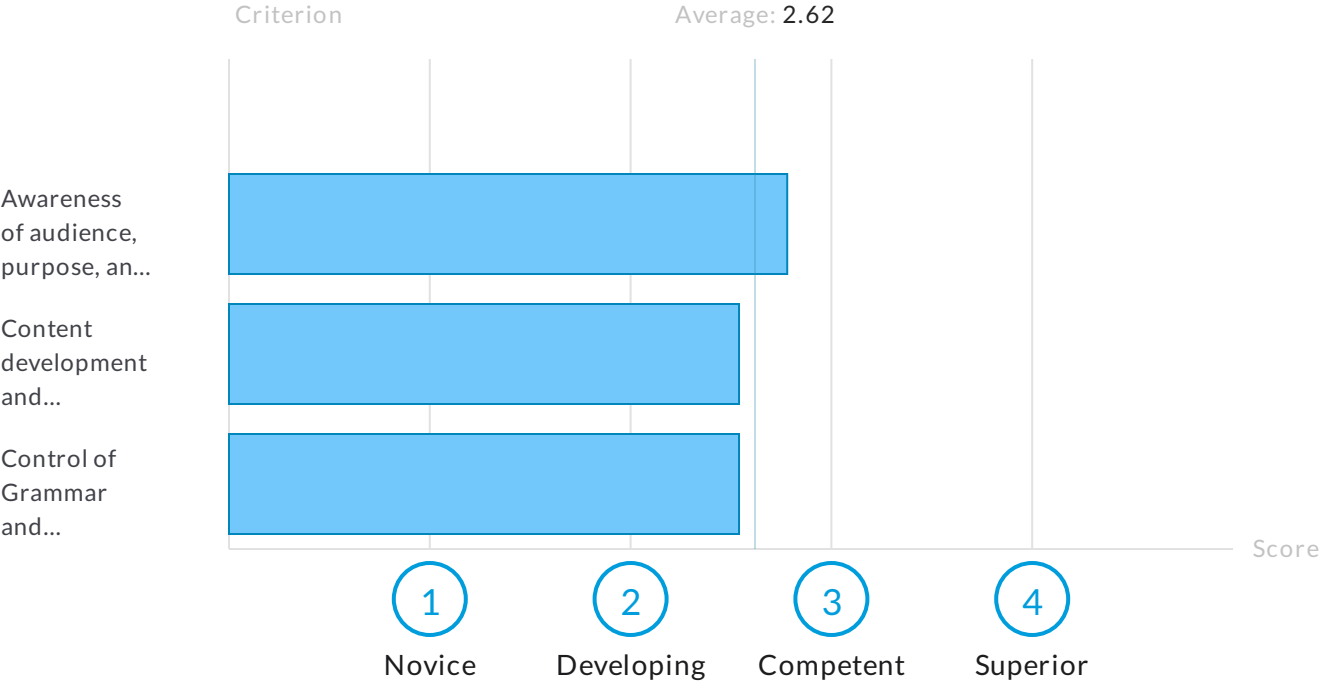
SPRING 2019 DATA

Outcome Performance Report: EDUCATIONAL OUTCOME 1

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by   **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 1

AVERAGE BY CRITERION

Criterion
Average: **2.62**

Awareness of audience, purpose, an...

Content development and...

Control of Grammar and...

Score

1 — Novice
2 — Developing
3 — Competent
4 — Superior

Outcome Performance Report: EDUCATIONAL OUTCOME 1
Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.78

Number of Submissions: 474

Number of Scores: 948

Content development and organization

Average Score: 2.54

Number of Submissions: 474

Number of Scores: 948

Control of Grammar and Mechanics

Average Score: 2.54

Number of Submissions: 474

Number of Scores: 948

Outcome Performance Report: EDUCATIONAL OUTCOME 1
Average by Criterion chart details
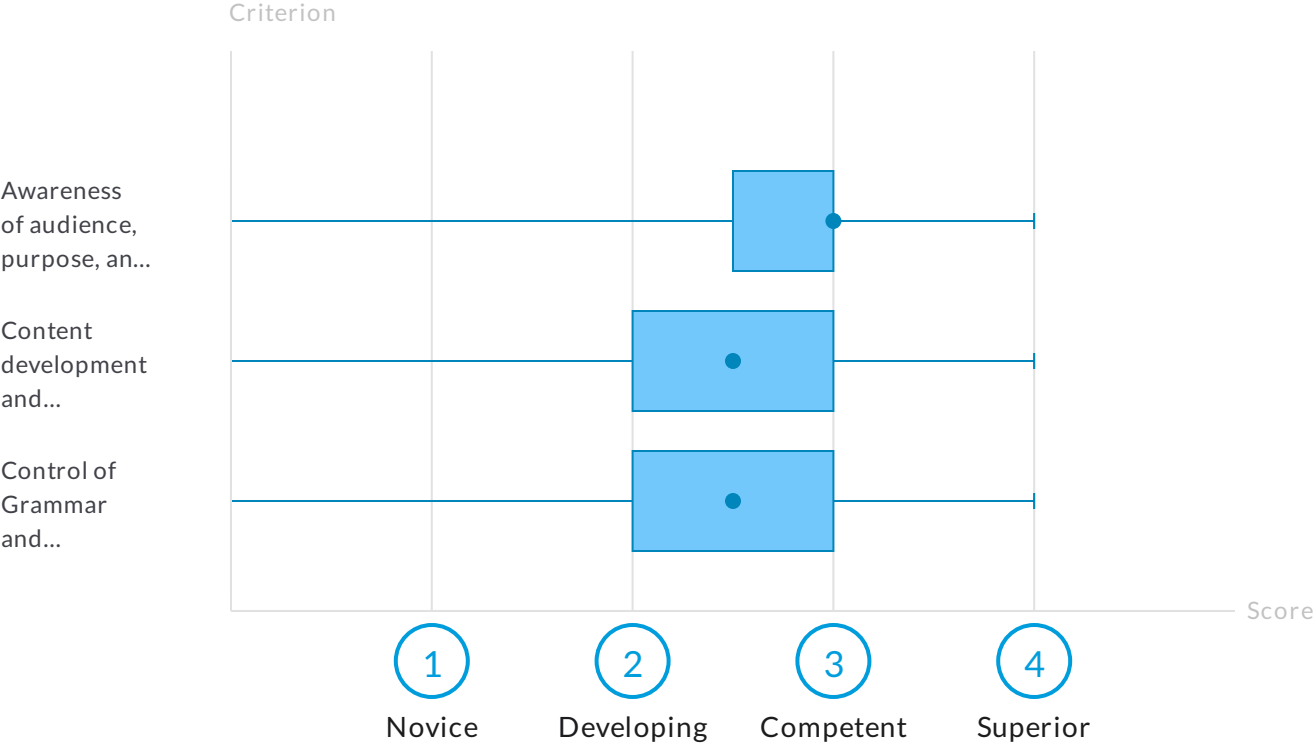
Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness of audience, purpose, an...

Content development and...

Control of Grammar and...

Score

1 Novice
2 Developing
3 Competent
4 Superior

Outcome Performance Report: EDUCATIONAL OUTCOME 1

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 4

Minimum Score: 0

Median Score: 3

Number Of Submissions: 474

Content development and organization

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 474

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 474
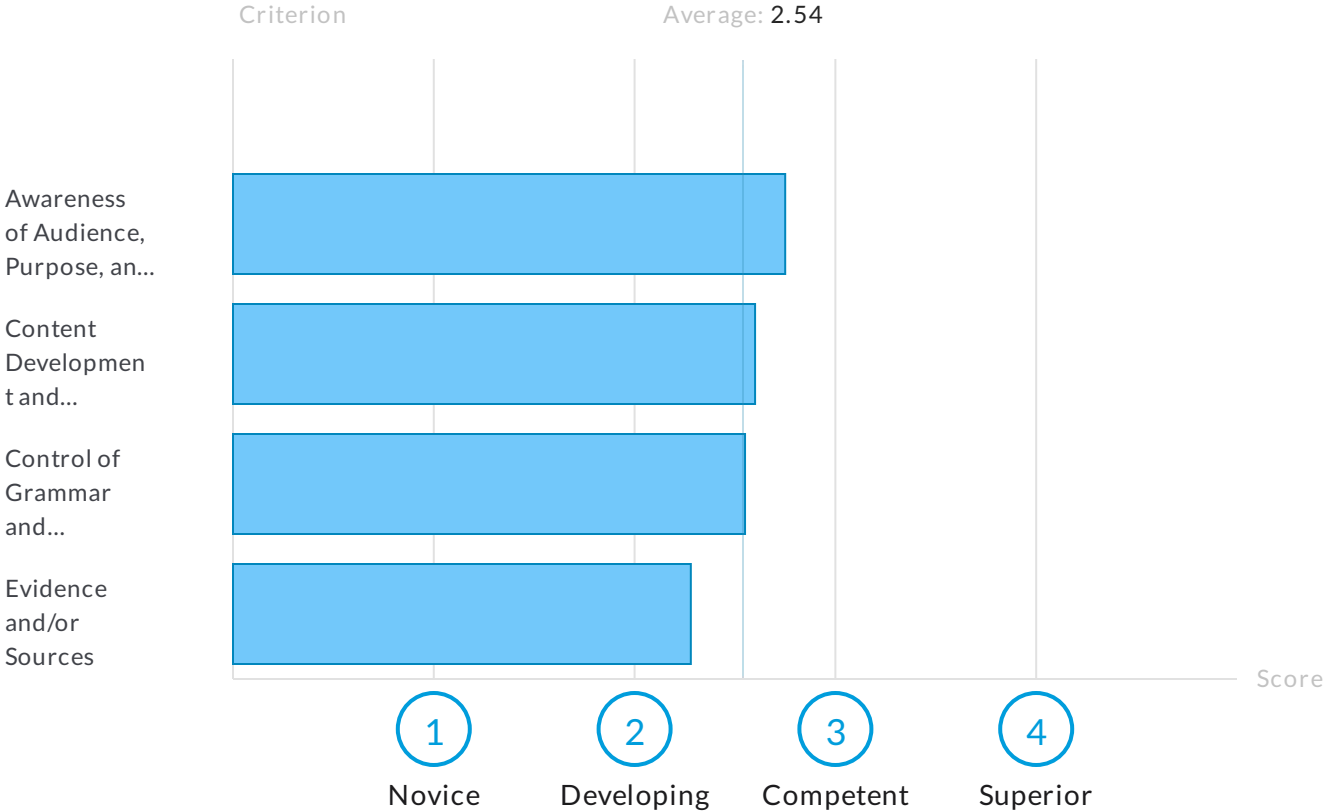
Aqua

Outcome Performance Report: WRITING RUBRIC

Filtering by			
Assignment Data	Assignment	**All**	
Courses	Course	**All**	
	Course Section	**All**	

Viewing by   **All Criteria**

Outcome Performance Report: WRITING RUBRIC

AVERAGE BY CRITERION

Criterion   Average: **2.54**

Awareness of Audience, Purpose, an...

Content Developmen t and...

Control of Grammar and...

Evidence and/or Sources

Score

(1) Novice   (2) Developing   (3) Competent   (4) Superior

Outcome Performance Report: WRITING RUBRIC
Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.75

Number of Submissions: 528

Number of Scores: 1056

Content Development and Organization

Average Score: 2.6

Number of Submissions: 528

Number of Scores: 1056

Control of Grammar and Mechanics

Average Score: 2.55

Number of Submissions: 528
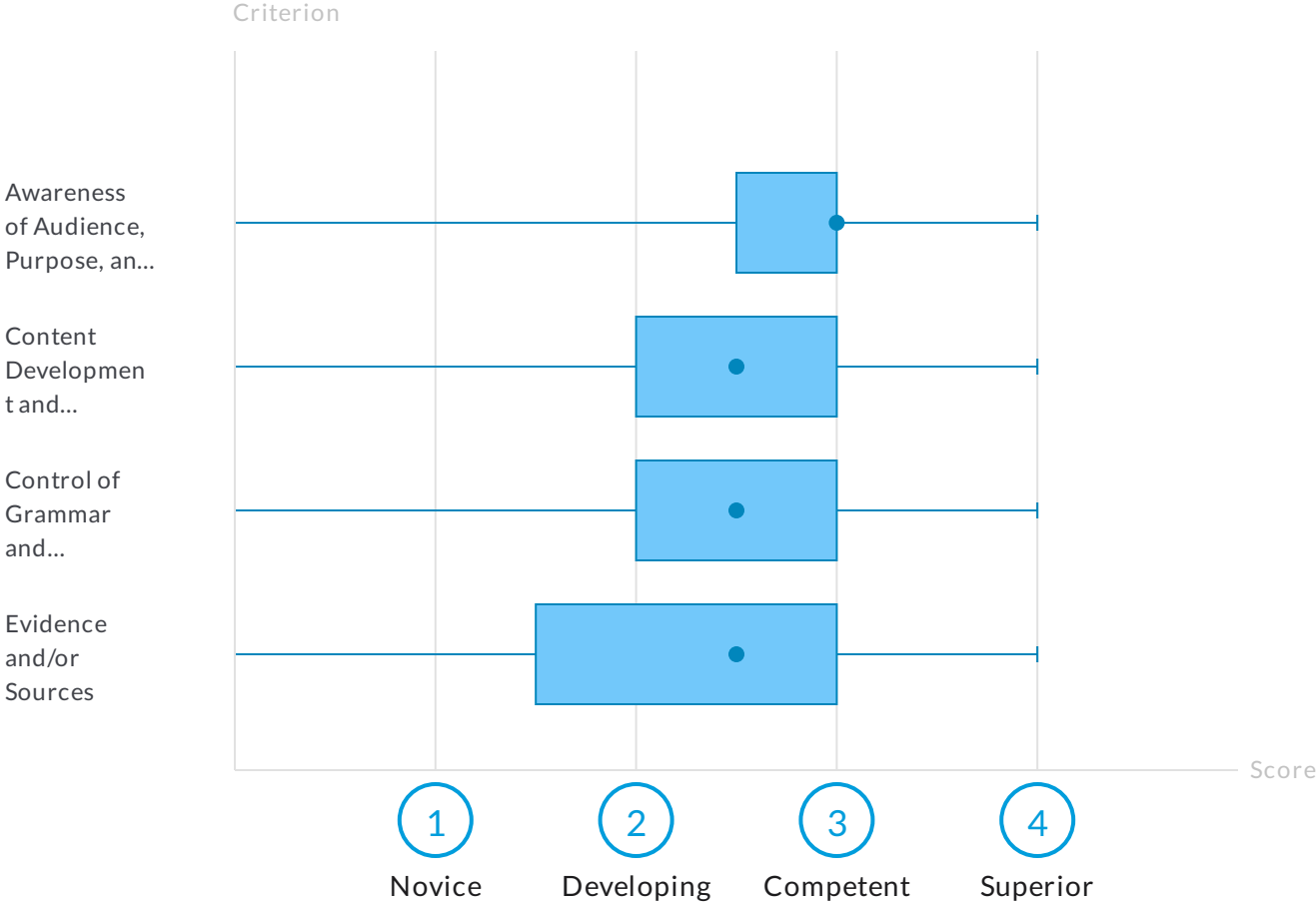
Number of Scores: 1056

Evidence and/or Sources

Average Score: 2.28

Number of Submissions: 528

Number of Scores: 1056

Outcome Performance Report: WRITING RUBRIC
Average by Criterion chart details

Outcome Performance Report: WRITING RUBRIC

Criterion

Awareness of Audience, Purpose, an...

Content Development and...

Control of Grammar and...

Evidence and/or Sources

Score

| 1 | 2 | 3 | 4 |
| Novice | Developing | Competent | Superior |

Outcome Performance Report: WRITING RUBRIC

Score Distribution by Criterion chart details

Awareness of Audience, Purpose, and Genre

Maximum Score: 4

Minimum Score: 0

Median Score: 3

Number Of Submissions: 528

Content Development and Organization

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 528

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 528

Evidence and/or Sources

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 528
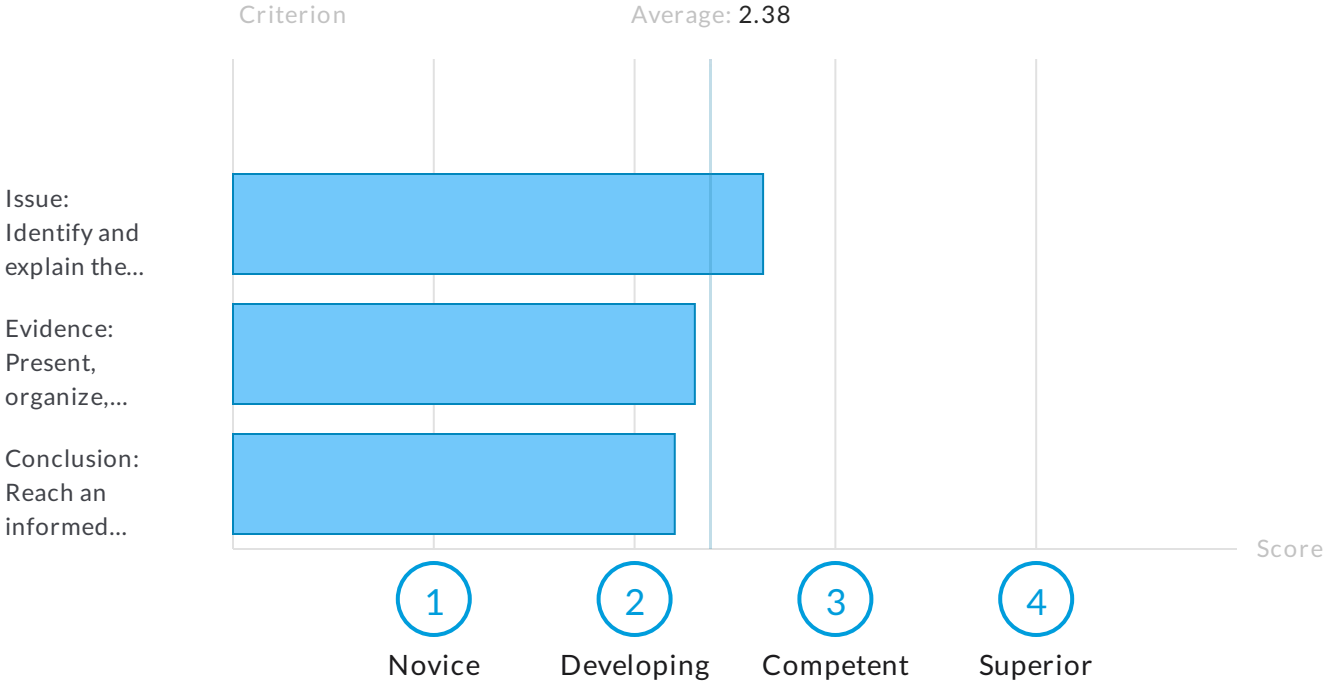
Aqua

Outcome Performance Report: EDUCATIONAL OUTCOME 2

Filtering by			
Assignment Data	Assignment	**All**	
Courses	Course	**All**	
	Course Section	**All**	

Viewing by   **All Criteria**

Outcome Performance Report: EDUCATIONAL OUTCOME 2

AVERAGE BY CRITERION

Criterion	Average: 2.38

Issue: Identify and explain the...

Evidence: Present, organize,...

Conclusion: Reach an informed...

Score

1 Novice   2 Developing   3 Competent   4 Superior

Outcome Performance Report: EDUCATIONAL OUTCOME 2
Average by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Average Score: 2.64

Number of Submissions: 930

Number of Scores: 1860

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Average Score: 2.3

Number of Submissions: 930

Number of Scores: 1860
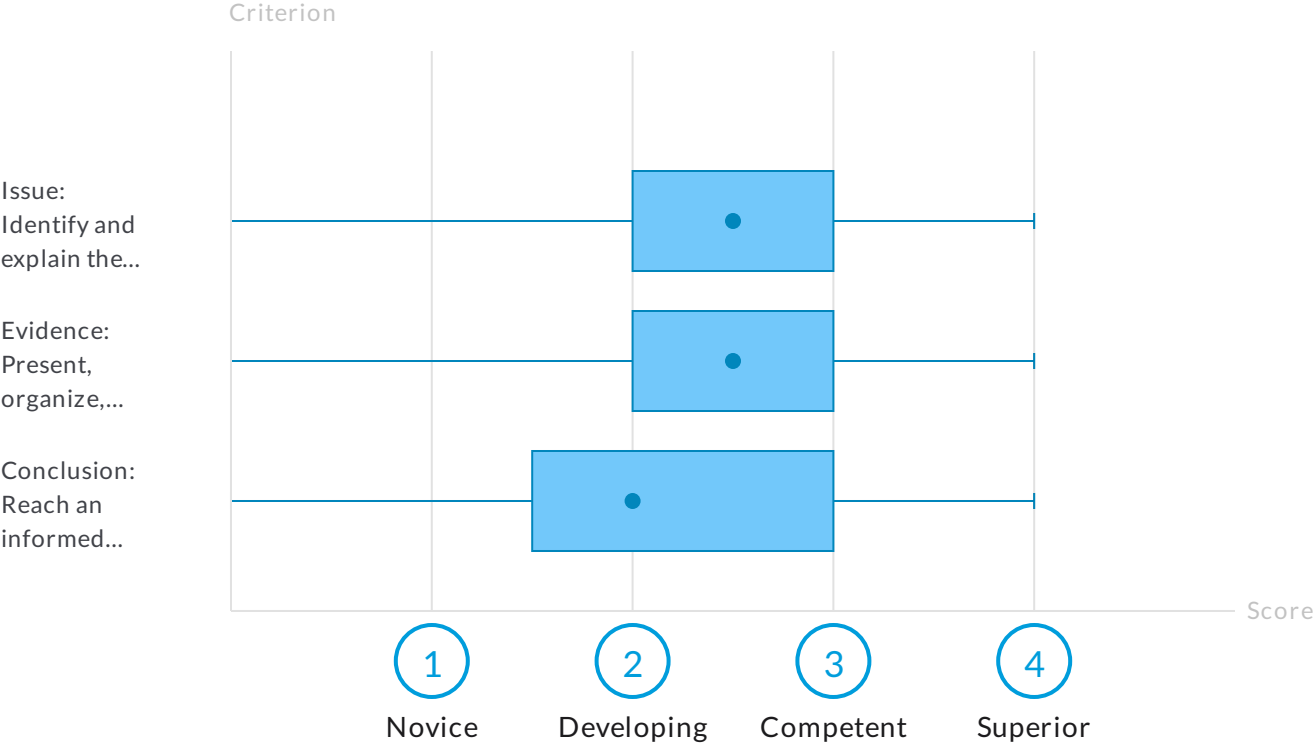

Conclusion: Reach an informed conclusion or solution.

Average Score: 2.2

Number of Submissions: 930

Number of Scores: 1860

Outcome Performance Report: EDUCATIONAL OUTCOME 2
Average by Criterion chart details

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION

Criterion

Issue:
Identify and
explain the...

Evidence:
Present,
organize,...

Conclusion:
Reach an
informed...

Score

1
Novice

2
Developing

3
Competent

4
Superior

Outcome Performance Report: EDUCATIONAL OUTCOME 2
Score Distribution by Criterion chart details

Issue: Identify and explain the issue, problem, or question.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 930

Evidence: Present, organize, and evaluate sufficient and relevant evidence.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 930

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 0

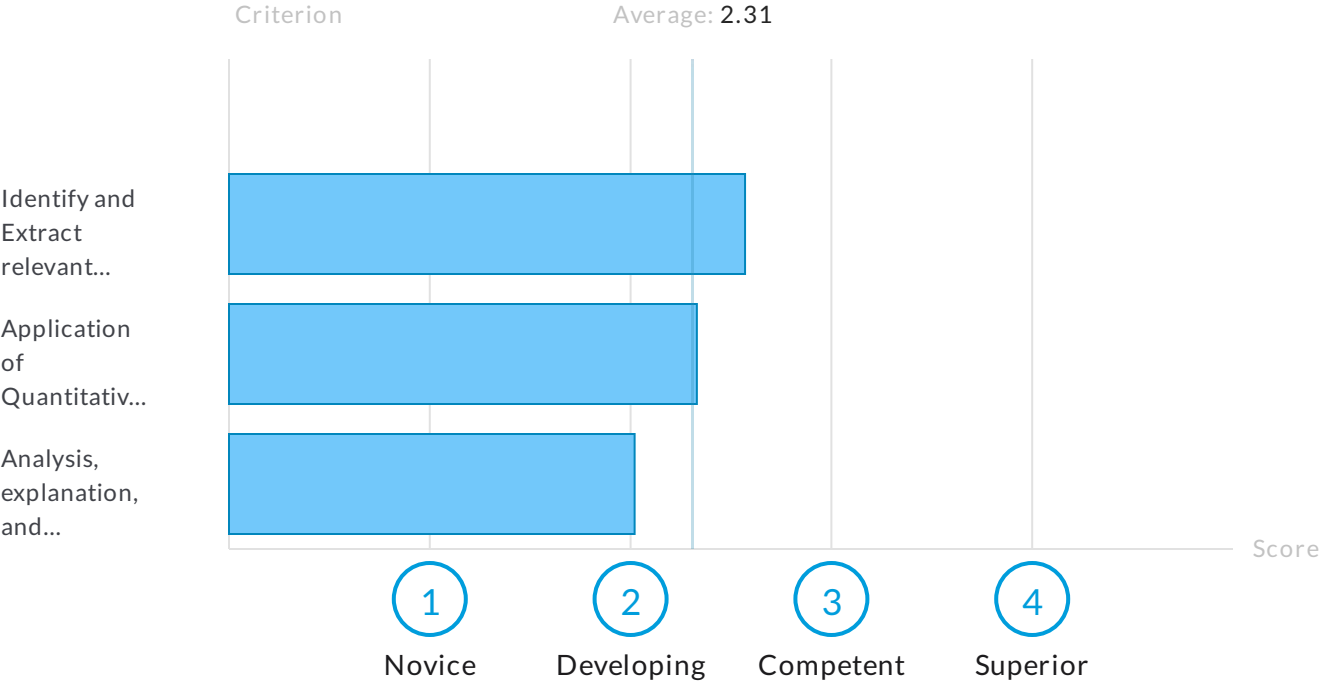Median Score: 2

Number Of Submissions: 930

Outcome Performance Report: QUANTITATIVE REASONING

Filtering by		
Assignment Data	Assignment	**All**
Courses	Course	**All**
	Course Section	**All**

Viewing by   **All Criteria**

Outcome Performance Report: QUANTITATIVE REASONING

AVERAGE BY CRITERION

Criterion	Average: **2.31**

Identify and Extract relevant...

Application of Quantitativ...

Analysis, explanation, and...

Score

(1) Novice (2) Developing (3) Competent (4) Superior

Outcome Performance Report: QUANTITATIVE REASONING
Average by Criterion chart details

Identify and Extract relevant quantitative information

Average Score: 2.57

Number of Submissions: 382

Number of Scores: 764

Application of Quantitative Data to Derive Information

Average Score: 2.33

Number of Submissions: 382

Number of Scores: 764

Analysis, explanation, and interpretation of quantitative results.

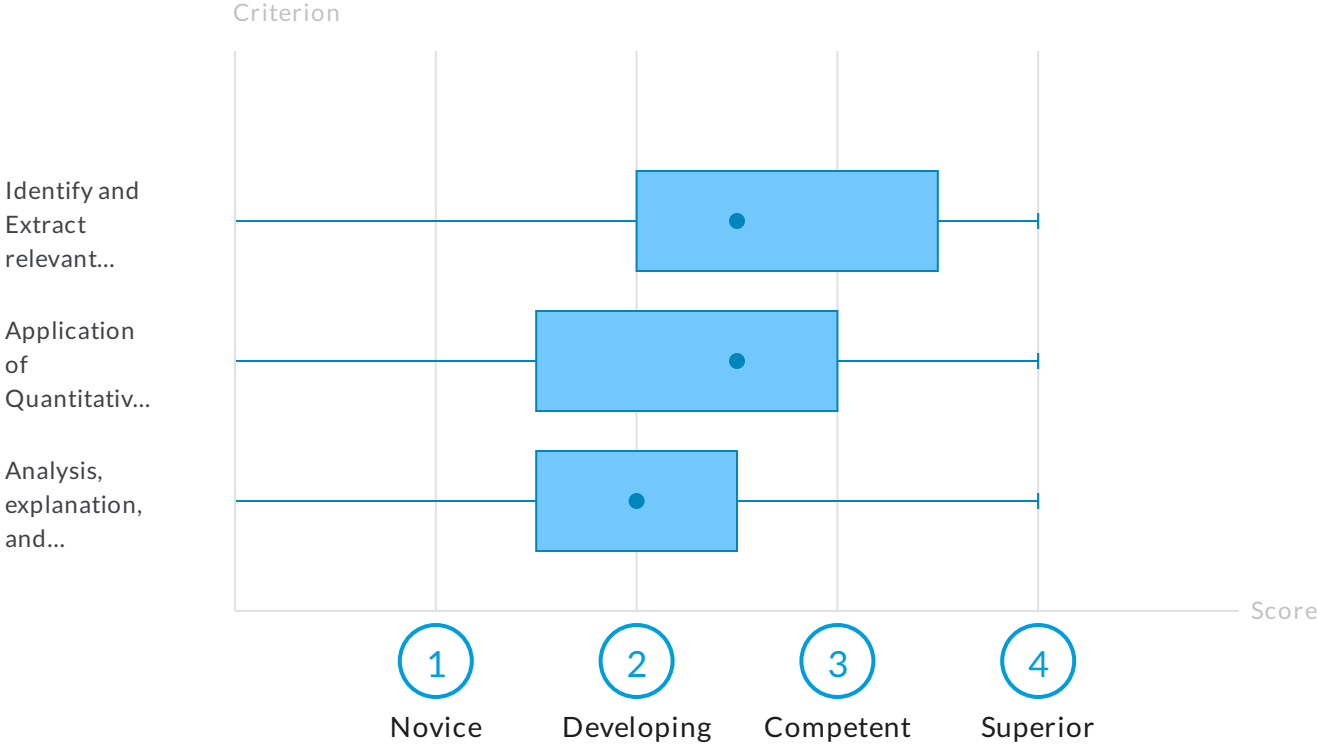Average Score: 2.02

Number of Submissions: 382

Number of Scores: 764

Outcome Performance Report: QUANTITATIVE REASONING
Average by Criterion chart details

Outcome Performance Report: QUANTITATIVE REASONING

SCORE DISTRIBUTION BY CRITERION

Criterion

Identify and Extract relevant...

Application of Quantitativ...

Analysis, explanation, and...

Score

1 Novice

2 Developing

3 Competent

4 Superior

Outcome Performance Report: QUANTITATIVE REASONING
Score Distribution by Criterion chart details

Identify and Extract relevant quantitative information

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 382

Application of Quantitative Data to Derive Information

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 382

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 4

Minimum Score: 0

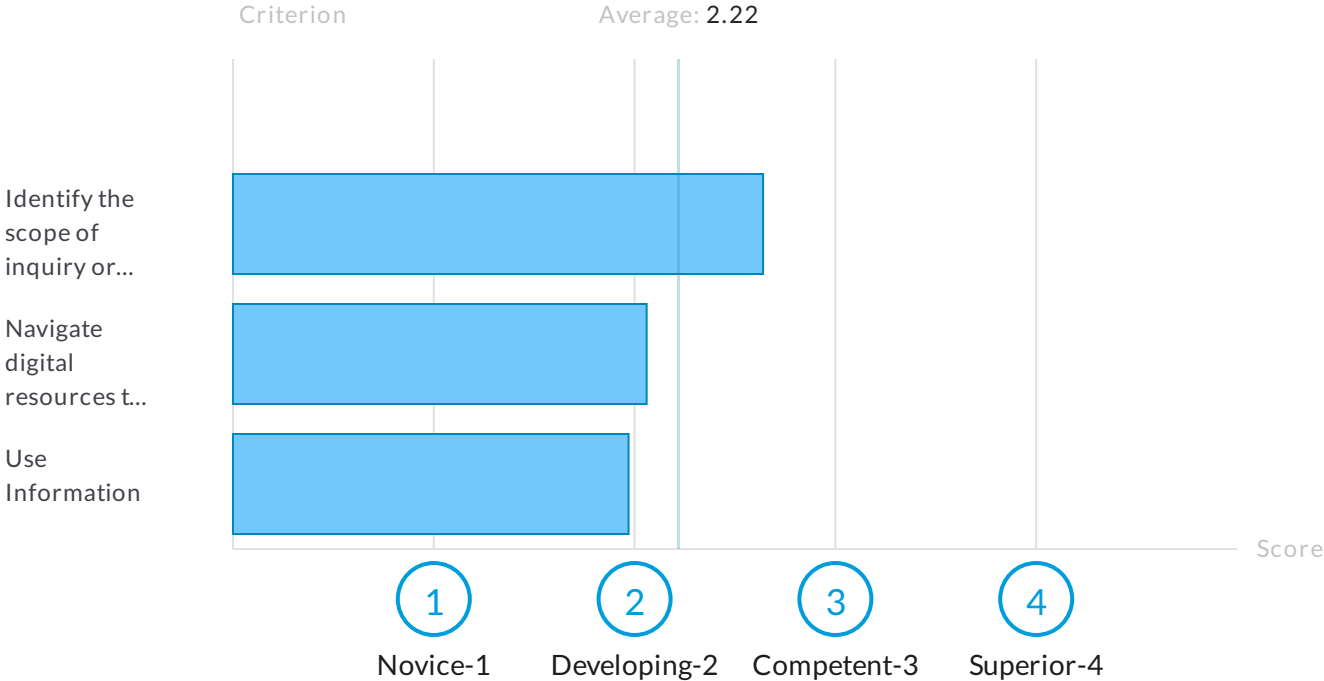Median Score: 2

Number Of Submissions: 382

Outcome Performance Report: INFORMATION MANAGEMENT

Filtering by		
Assignment Data	Assignment	All
Courses	Course	All
	Course Section	All

Viewing by   **All Criteria**

Outcome Performance Report: INFORMATION MANAGEMENT

AVERAGE BY CRITERION

Criterion | Average: **2.22**

Identify the scope of inquiry or...

Navigate digital resources t...

Use Information

Score

1 — Novice-1
2 — Developing-2
3 — Competent-3
4 — Superior-4

Identify the scope of inquiry or investigation needed for the assignment.

Average Score: 2.64

Number of Submissions: 147

Number of Scores: 294

Navigate digital resources to obtain relevant Information

Average Score: 2.06

Number of Submissions: 147
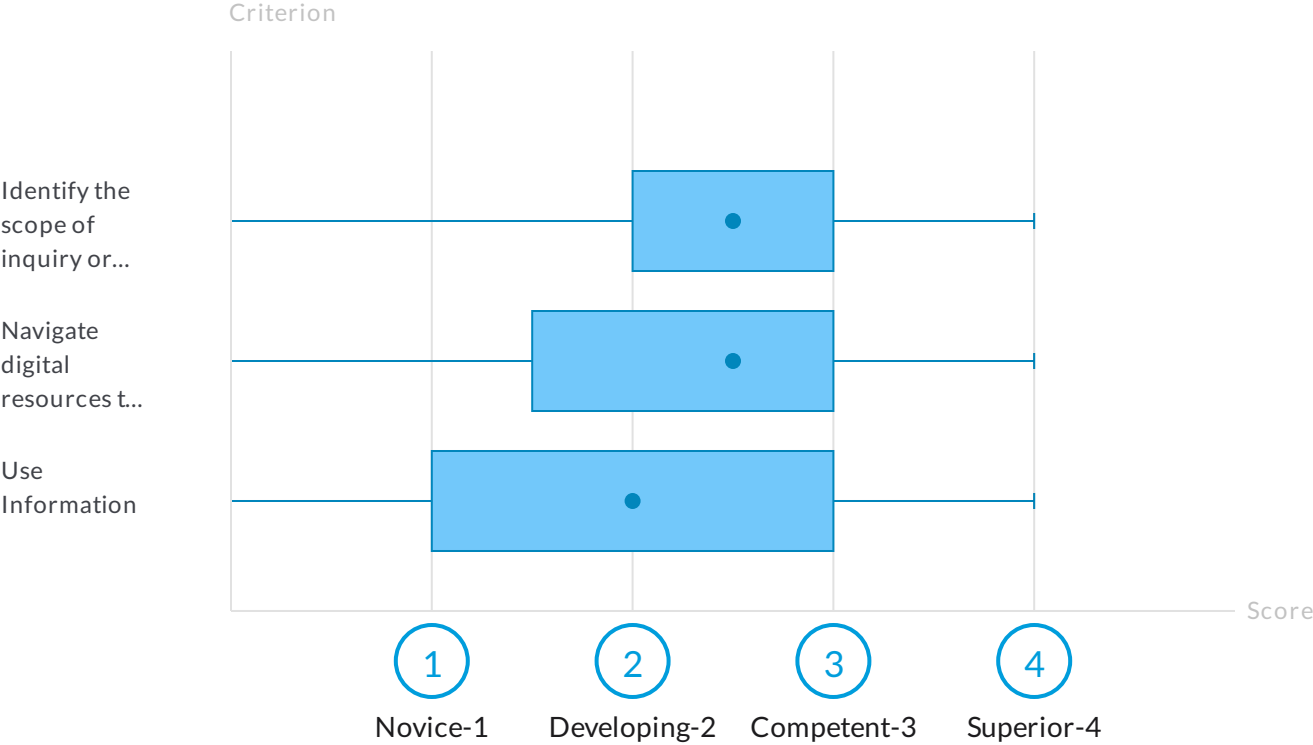
Number of Scores: 294

Use Information

Average Score: 1.97

Number of Submissions: 147

Number of Scores: 294

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION

Criterion

Identify the
scope of
inquiry or...

Navigate
digital
resources t...

Use
Information

Score

1 Novice-1

2 Developing-2

3 Competent-3

4 Superior-4

Outcome Performance Report: INFORMATION MANAGEMENT
Score Distribution by Criterion chart details

Identify the scope of inquiry or investigation needed for the assignment.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 147

Navigate digital resources to obtain relevant Information

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 147

Use Information

Maximum Score: 4

Minimum Score: 0

Median Score: 2

Number Of Submissions: 147