November 16th 2022

General Education Assessment of Artifacts Fall 2019 Fall 2020 and Spring 2021

Report to the Provost and Vice President for Academic Affairs

This paper summarizes the findings from the assessment of 688 artifacts from fall 2019, 770 artifacts from fall 2020, and 339 artifacts from spring 2021 against the Alternate Writing, Writing, Analytic Reasoning, Quantitative Reasoning, and Information Management General Education rubrics.

Contents

ACKNOWLEDGEMENT

General Education Assessment Report Fall 2019, Fall 2020, and Spring 2021

INTRODUCTION

The General Education Working Group contributed to this report's development. 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; and
- When appropriate, collaborate with the Senate Committee on Assessment and Institutional Effectiveness.

METHODOLOGY

In June 2020 13 raters assessed 688 Fall 2019 artifacts. Each artifact was assessed three times by three different raters. In June 2021, 11 raters assessed 770 Fall 2020 artifacts twice by two different raters. Finally, in June 2021 10 raters assessed 339 Spring 2021 artifacts three times by three different raters.

- 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 artifacts in Drop Box

- All faculty raters assessed the artifacts using Outcomes Assessment Project (formerly called 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[1] [2]

Fall 2019 data[3]

Analytical Reasoning Rubric

Faculty evaluated 570 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 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**: 2.66 (upper Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.36 (lower Developing)
(3) **Reach an informed conclusion or solution**: 2.26 (lower Developing)

Writing Rubric

Faculty evaluated 225 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 2.60, *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:

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[1] Trend data for each semester is listed in Appendix A, while Appendix B displays the trend data in charts with percentage change values.

[2] The scale on each rubric ranges from a lowest possible score of 0 to a highest possible score of 4. It is anticipated that a graduating Queensborough Community College student should score within the range of 2.0 and 3.0 on these rubrics. This would translate into a student performing within the developmental range on any of the rubrics

[3] The numerical scores represent average scores.

(1) **Awareness of audience, purpose, and genre**: 2.80 (upper Developing)

(2) **Content development and organization**: 2.68 (upper Developing)

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

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

Writing Rubric (without the fourth dimension)

Faculty evaluated 357 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 2.69, *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**: 2.84 (upper Developing)

(2) **Content development and organization**: 2.70 (upper Developing)

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

Quantitative Reasoning

Faculty evaluated 122 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 1.85, *which represents competence at the upper Novice 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**: 2.22 (lower Developing)

(2) **Application of Quantitative Data to Derive Information**: 1.87 (upper Novice)

(3) **Analysis, explanation, and interpretation of quantitative results**: 1.45 (lower Novice)

Information Management

Faculty evaluated 138 Information Management artifacts. The average score across the three dimensions of the rubric was 1.87, *which represents competence at the upper Novice 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:** 2.29 (lower Developing)

(2) **Navigate digital responses to obtain relevant information**: 1.60 (upper Novice)
(3) **Use Information**: 1.71 (upper Novice)

Fall 2020 data[4]

Analytical Reasoning Rubric

Faculty evaluated 397 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 2.57, *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**: 2.74 (upper Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.53 (middle Developing)
(3) **Reach an informed conclusion or solution**: 2.43 (lower Developing)

Writing Rubric

Faculty evaluated 187 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 2.75, *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**: 2.97 (upper Developing)
(2) **Content development and organization**: 2.75 (upper Developing)
(3) **Control of grammar and mechanics**: 2.70 (upper Developing)
(4) **Evidence and/or sources**: 2.56 (middle Developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 329 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 2.64, *which represents competence at the upper Developing range of the rubric.*

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[4] The numerical scores represent average scores.

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

(1) **Awareness of audience, purpose, and genre**: 2.73 (upper Developing)
(2) **Content development and organization**: 2.55 (middle Developing)
(3) **Control of grammar and mechanics**: 2.65 (upper Developing)

Quantitative Reasoning

Faculty evaluated 239 Quantitative Reasoning artifacts. The average score across the three dimensions of the rubric was 2.55, *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 Extract relevant quantitative information**: 2.82 (upper Developing)
(2) **Application of Quantitative Data to Derive Information**: 2.69 (upper Developing)
(3) **Analysis, explanation, and interpretation of quantitative results**: 2.14 (lower Developing)

Information Management

Faculty evaluated 47 Information Management artifacts. The average score across the three dimensions of the rubric was 2.17, *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:** 2.81 **(**upper Developing**)**
(2) **Navigate digital responses to obtain relevant information**: 1.86 (upper Novice)
(3) **Use Information**: 1.85 (upper Novice)

Spring 2021

Analytical Reasoning Rubric

Faculty evaluated 206 artifacts for Analytic Reasoning. The average score across all the dimensions of the rubric was 2.68, *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) **Identify and explain the issue, problem, or question**: 2.83 (upper Developing)
(2) **Present, organize, and evaluate sufficient and relevant evidence**: 2.67 (upper Developing)
(3) **Reach an informed conclusion or solution**: 2.55 (middle Developing)

Writing Rubric

Faculty evaluated 161 Writing artifacts for which all four dimensions of the rubric were applicable. The average score across all four dimensions of the rubric was 2.72, *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**: 2.88 (upper Developing)
(2) **Content development and organization**: 2.72 (upper Developing)
(3) **Control of grammar and mechanics**: 2.72 (upper Developing)
(4) **Evidence and/or sources**: 2.54 (middle Developing)

Writing Rubric (without the fourth dimension)

Faculty evaluated 278 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 2.77, *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**: 2.87 (upper Developing)
(2) **Content development and organization**: 2.67 (upper Developing)
(3) **Control of grammar and mechanics**: 2.77 (upper Developing)

Information Management

Faculty evaluated 133 Information Management artifacts. The average score across the three dimensions of the rubric was 2.51, *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 the scope of inquiry or investigation needed for the assignment:** 2.80 (upper Developing)
(2) **Navigate digital responses to obtain relevant information**: 2.26 (lower Developing)
(3) **Use Information**: 2.48 (lower Developing)

Four dimension writing outcome

Writing Rubric (4 Dimensions)				% change[5]	
	fall 2019	fall 2020	spring 2021	fa19-fa20	fa20-sp21
Awareness of Audience, Purpose and Genre	2.80	2.97	2.88	6.1%	-3.0%
Content Development and Organization	2.68	2.75	2.72	2.6%	-1.1%
Control of Grammar and Mechanics	2.52	2.70	2.72	7.1%	0.7%
Evidence and/or Sources	2.42	2.56	2.54	5.8%	-0.8%
Average Across all Dimensions	2.60	2.75	2.72	5.8%	-1.1%

Scores for the 4-dimension writing rubric had a large increase from fall 2019 to fall 2020, especially in the dimensions of awareness of audience, purpose and genre, and control of grammar mechanics. From fall 2020 to spring 2021, there was a slight decrease with the most significant decrease in the awareness of audience, purpose and genre dimension. These changes could be attributed to varying courses and different scorers. Overall, the scores were within the developing (2) to competent (3) range, and generally on the upper end.

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[5] In this report percentage change is the difference value after subtracting the mean score associated with an earlier year (e.g. 2019) from the mean score associated with the later year (e.g. 2020) and then dividing that difference by the mean score associated with the earlier year, and multiplying that value by 100 to show it as a percentage. For example, the percentage change from fall 2019 to fall 2020 for the dimension *Awareness of Audience, Purpose and Genre* would be calculated as ((2.97-2.80)/2.80) *100 which rounded would be 6.1%

Three dimension writing outcome

Writing Rubric (3 Dimensions)				% change	
	fall 2019	fall 2020	spring 2021	fa19-fa20	fa20-sp21
Awareness of Audience, Purpose and Genre	2.84	2.73	2.87	-3.9%	5.1%
Content Development and Organization	2.70	2.55	2.67	-5.6%	4.7%
Control of Grammar and Mechanics	2.52	2.65	2.77	5.2%	4.5%
Average Across all Dimensions	2.69	2.64	2.77	-1.9%	4.9%

Scores for the 3-dimension writing rubric were mixed, with all but one dimension decreasing from fall 2019 to fall 2020. The largest decrease was in the content development and organization dimension. There was an increase in the control of grammar dimension which was notable. From fall 2020 to spring 2021 there was a recovery of most of the losses, if not an increase from the fall 2019 scores. These changes could be attributed to varying courses and different scorers. Student scores reflected performance in either the developing (2) or competent (3) range of the rubric. With both writing rubrics, it would appear that the shift in modality did not adversely affect student performance and in some cases average student scores increased between semesters.

Analytical Reasoning outcome

	Analytical Reasoning			% change	
	fall 2019	fall 2020	spring 2021	fa19-fa20	fa20-sp21
Issue: Identify and Explain the Issue, Problem, or Question	2.66	2.74	2.83	3.0%	3.3%
Evidence: Present, Organize, and Evaluate Sufficient and Relevant Evidence	2.36	2.53	2.67	7.2%	5.5%
Conclusion: Reach an Informed conclusion or Solution	2.26	2.43	2.55	7.5%	4.9%
Average Across all Dimensions	2.43	2.57	2.68	5.8%	4.3%

Although there was positive percentage change on all dimensions of this rubric, the largest percentage change scores (with the exception of the first dimension) were from fall 2019 to fall 2020. On the other hand, while there was positive change from fall 2020 to spring 2021 (except for the first dimension), the change was smaller than from fall 2019 to fall 2020.

Quantitative Reasoning outcome

	Quantitative Reasoning			% change	
	fall 2019	fall 2020	spring 2021[6]	fa19-fa20	fa20-sp21
Identify and Extract Relevant Quantitative Information	2.22	2.82	NA	27.0%	NA
Application of Quantitative Data to Derive Information	1.87	2.69	NA	43.9%	NA
Analysis, Explanation, and Interpretation of Quantitative Results	1.45	2.14	NA	47.6%	NA
Average Across all Dimensions	1.85	2.55	NA	37.8%	NA

In both fall 2019, as well as fall 2020, on average, student scores decreased on each dimension of the rubric as the dimension changed from measuring lower order cognitive skills (LOCS) like identifying and applying to measuring higher order cognitive skills (HOCS) like analyzing. Also, the percentage change of scores from fall 2019 to fall 2020 were relatively large on each dimension of the rubric with the analysis dimension recording the largest percentage increase. The change was so

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[6] Financial constraints prevented these artifacts from being scored.

large that while the second and third dimension scores were in the novice range in fall 2019, they increased to the developing level in fall 2020. At this point there is no way to definitively determine the cause of this large change in scores from fall 2019 to fall 2020.[7]

Information Management outcome

	Information Management			% change	
	fall 2019	fall 2020	spring 2021	fa19-fa20	fa20-sp21
Identify the Scope of Inquiry or Investigation Needed for the Assignment	2.29	2.81	2.80	22.7%	-0.4%
Navigate Digital Resources to Obtain Relevant Information	1.60	1.86	2.26	16.3%	21.5%
Use Information	1.71	1.85	2.48	8.2%	34.1%
Average Across all Dimensions	1.87	2.17	2.51	16.0%	15.7%

Just as students' scores were affected by the cognitive level of the dimension they were assessed against, the same pattern was evidenced on the Information Management rubric. Specifically, on the Information Management rubric students scored lower on dimensions that measured HOCS compared to LOCS. In addition, except for the first dimension, students advanced from the novice range of the rubric to the developing range of the rubric. Again these large change scores might be explained by students being in an online modality in 2021 compared to being in person in fall 2019.

Additional observations of this rubric included the following:

- There were far fewer artifacts submitted and scored in 2021, which might explain the data values and interpretation of the findings
- While generally students appear to be able to identify the scope of inquiry or investigation needed for the assignment, the data would suggest that they are less skilled in navigating digital resources in order to locate relevant information or using information. This may imply students need research instruction in order to become more proficient in credible, relevant digital information. These results may also suggest that students would benefit from using the campus Writing Center.

CONCLUSION[8]

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

Assignment Submission

Faculty participants are encouraged to submit assignment prompts when they submit their student artifacts. However, in many cases, assignment prompts 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 prompt to review. In many cases the absence of an assignment prompt makes it difficult to assess the artifact, affecting the score assigned to the artifact.

Assignment Prompt's alignment with Rubrics

Related to the issue of assignment prompt submission is the extent to which the assignment prompt is aligned with the rubric dimensions that the artifacts are assessed against. If faculty are able to review the rubric dimensions prior to creating an assignment prompt, this might increase the likelihood that the developed assignment prompt will elicit student responses (eg. artifacts) that will align with the rubric dimensions they are assessed against.

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

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[8] Some of the information for this section, because it is still relevant, was obtained from the Fall 2018 and Spring 2019 report.

Pandemic Effect

According to the results of this assessment project, it could be argued that the COVID-19 pandemic impacted student performance on these rubrics. Every general education outcome assessed in this project illustrated positive percentage change values in fall 20 and spring 21. In the case of quantitative reasoning and information management the percent change values were rather large. These findings are interesting given that several researchers have determined that, generally, the pandemic had an adverse effect (at least indirectly) on student academic performance (Hamlin, A.R., Barney, S.T. Hamlin, 2021). Based on those findings, the current assessment findings may appear puzzling. The only constant in this project were the scorers. As a result, it might be argued that the scorers were less stringent on the students in fall 2020 and spring 2021 than they were on the fall 2019 students because of factors associated with the pandemic. Moving forward, this statement should be verified by querying past scorers.

Feedback Memos

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

Fall 2019, Fall 2020 and Spring 2021

Analytic Rubric

Dimension Semester	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
Fall 2019	2.66	2.36	2.26	2.43
Fall 2020	2.74	2.53	2.43	2.57
Spring 2021	2.83	2.67	2.55	2.68

Writing Rubric (4 Dimensions)

Dimension Semester	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Evidence and/or Sources	Average Across all Dimensions
Fall 2019	2.80	2.68	2.52	2.42	2.60
Fall 2020	2.97	2.75	2.70	2.56	2.75
Spring 2021	2.88	2.72	2.72	2.54	2.72

Writing Rubric (3 Dimensions)

Dimension Semester	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Average Across all Dimensions
Fall 2019	2.84	2.70	2.52	2.69
Fall 2020	2.73	2.55	2.65	2.64
Spring 2021	2.87	2.67	2.77	2.77

Quantitative Reasoning Rubric

Dimension Semester	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 2019	2.22	1.87	1.45	1.85
Fall 2020	2.82	2.69	2.14	2.55
Spring 2021	NA	NA	NA	NA

Information Management Rubric

Dimension / Semester	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 2019	2.29	1.60	1.71	1.87
Fall 2020	2.81	1.86	1.85	2.17
Spring 2021	2.80	2.26	2.48	2.51

Semester	Total artifact submissions	Artifacts scored	Percent scored
Fall 2019	706	688	97%
Fall 2020	829	770	92%
Spring 2021	459	339	73%

APPENDIX B-
DATA CHARTS

Writing Rubric (3 Dimensions)

	Awareness of Audience, Purpose and Genre	Content Development and Organization	Control of Grammar and Mechanics	Average Across all Dimensions
fall 2020	-3.9%	-5.6%	+5.2%	-1.9%
spring 2021	+5.1%	+4.7%	+4.5%	+4.9%

■ fall 2019 ■ fall 2020 ■ spring 2021

Writing Rubric (4 Dimensions)

	fall 2019	fall 2020	spring 2021
Awareness of Audience, Purpose and Genre		+6.1%	-3.0%
Content Development and Organization		+2.6%	-1.1%
Control of Grammar and Mechanics		+7.1%	+0.7%
Evidence and/or Sources		+5.8%	-0.8%
Average Across all Dimensions		+5.8%	-1.1%

Analytic Rubric

+3.0% +3.3%
+7.2% +5.5%
+7.5% +4.9%
+5.8% +4.3%

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

■ fall 2019   ■ fall 2020   ■ spring 2021

Information Management Rubric

Bar chart data:

Identify the Scope of Inquiry or Investigation Needed for the Assignment
- fall 2019: ~2.28
- fall 2020: ~2.80 (+22.7%)
- spring 2021: ~2.79 (-0.4%)

Navigate Digital Resources to Obtain Relevant Information
- fall 2019: ~1.60
- fall 2020: ~1.86 (+16.3%)
- spring 2021: ~2.25 (+21.5%)

Use Information
- fall 2019: ~1.71
- fall 2020: ~1.85 (+8.2%)
- spring 2021: ~2.47 (+34.1%)

Average Across All Dimensions
- fall 2019: ~1.87
- fall 2020: ~2.17 (+16.0%)
- spring 2021: ~2.51 (+15.7%)

Legend: ■ fall 2019 ■ fall 2020 ■ spring 2021

APPENDIX C- COURSES IN ASSESSMENT PROJECT

Courses included in the Fall 2019 General Education Assessment Project

ARTH 100- Survey of Art

BU 108- Income Taxation

CH 151- General Chemistry

DAN 111- Introduction to the Art of Dance

ENGL 101- English Composition I

ENGL 102-English Composition II

HIST 111- Medieval and Early Modern Western Civilization

HIST 239- Recent American Civilization

LS 221- Spanish Heritage Speakers I

LS 222- Spanish Heritage Speakers II

LS 315- Spanish American Literature

MA 114- College Algebra & Trig for Tech Students

MA 119- College Algebra

MA 128- Calculus for Tech & Bus Students

MA 301- Mathematics for Liberal Arts

MA 336- Statistics

MA 440- Pre-Calculus Math

MA 441- Analytic Geometry & Calculus

MUS 101- Introduction to Music

MUS 105- Music Around the World

PH 111- Space, Astronomy and our Universe

PLSC 101- American Government and Politics

TH 111- Introduction to Theatre

TH 120- Introduction to Acting

SP 211- Speech Communication

Courses included in the Fall 2020 General Education Assessment Project

ARTH 100- Survey of Art

CIS 153- Microcomputer Operating Systems and Utility Software

CH 127- Introduction General Chemistry

ENGL 101- English Composition I

ENGL 102-English Composition II

ENGL 217- Contemporary Literature in English

ENGL 231- Special Topics in Writing Studies

DAN 111- Introduction to the Art of Dance

LF 401- French and Franco Cultures Today

LS 221- Spanish Heritage Speakers I

LS 222- Spanish Heritage Speakers II

LS 315- Spanish American Literature

HIST 127- Growth of American Civilization I: Colonial Period Through Reconstruction

MA 119- College Algebra

MA 336- Statistics

MA 303- Numbers Systems

MA 441- Analytic Geometry & Calculus

MUS 101- Introduction to Music

MUS 104- Jazz: An Introduction

MUS 105- Music Around the World

PLSC 101- American Government and Politics

SP 211- Speech Communication

MA 114- College Algebra & Trig for Tech Students

MA 128- Calculus for Tech & Bus Students

MA 301- Mathematics for Liberal Arts

MA 440- Pre-Calculus Math

MUS 105- Music Around the World

PH 111- Space, Astronomy and our Universe

TH 111- Introduction to Theatre

TH 120- Introduction to Acting

Courses included in the Spring 2021 General Education Assessment Project

BU 108- Income Taxation

CH 110- Chemistry and the Environment

CH 111 – Chemistry and the Environment Laboratory

DAN 111- Introduction to the Art of Dance

ENGL 101- English Composition I

ENGL 102-English Composition II

ENGL 216- American Literature II: Civil War to the Present

HIST 111- Medieval and Early Modern Western Civilization

HIST 127- Growth of American Civilization II: Reconstruction to the Present

HE 114- Principles and Practices of Public Health

HIST 127- Growth of American I: Colonial Period Through Reconstruction

IS 151- Health of the Nation

LF 401- French and Franco Cultures Today

LI 401- Italian Culture Through Film

LS 213- Intermediate Spanish I

LS 221- Spanish Heritage Speakers I

LS 223-Workshop in Reading and Writing for Spanish Heritage Speakers III

MA 119- College Algebra

MA 336- Statistics

MA 303- Number Systems

MUS 101- Introduction to Music

MUS 104- Jazz: An Introduction

MUS 105- Music Around the World

PLSC 101- American Government and Politics

TH 120- Introduction to Acting

SP 211- Speech Communication

APPENDIX D-
RUBRIC RESULTS

FALL 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 | Averages: 2.69 |

Awareness of audience, purpose, a…

Content development and…

Control of Grammar and…

Score

1 — Novice -
2 — Developing -
3 — Competent -
4 — Superior -
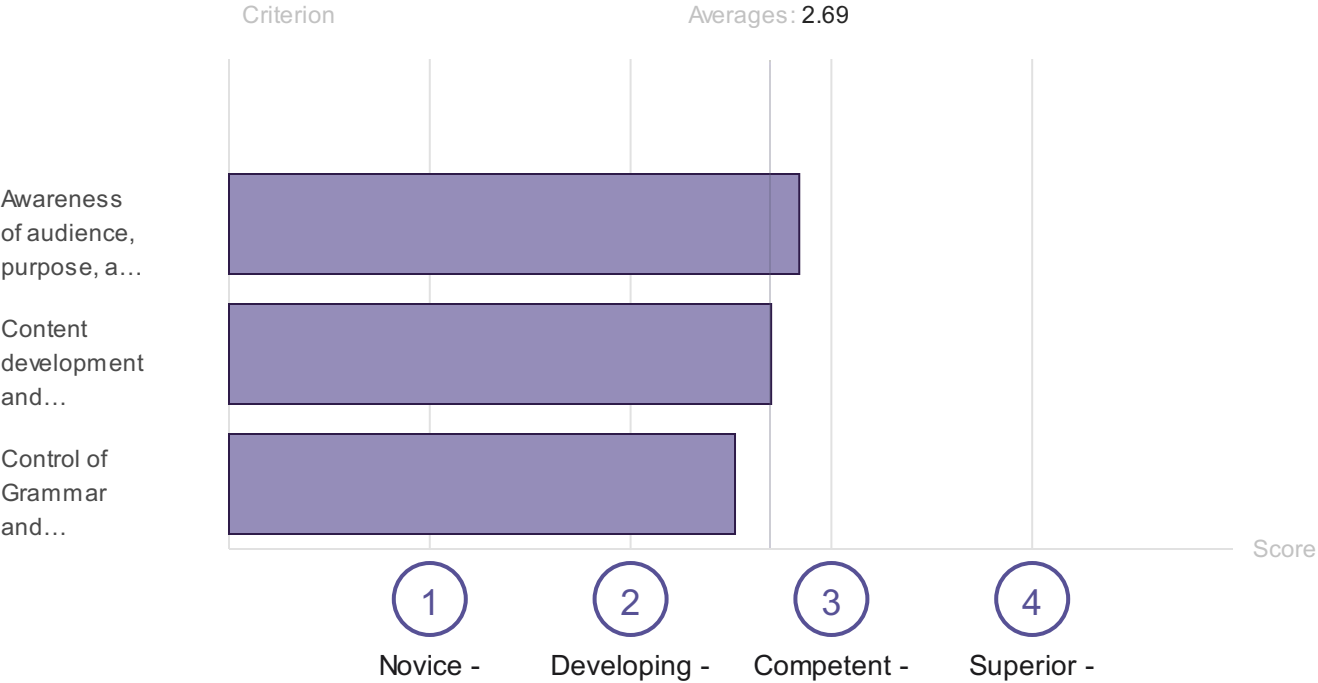
Outcome Performance Report: EDUCATIONAL OUTCOME 1

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.84

Number of Submissions: 357

Number of Scores: 1067

Content development and organization

Average Score: 2.7

Number of Submissions: 357

Number of Scores: 1067

Control of Grammar and Mechanics

Average Score: 2.52

Number of Submissions: 357

Number of Scores: 1067

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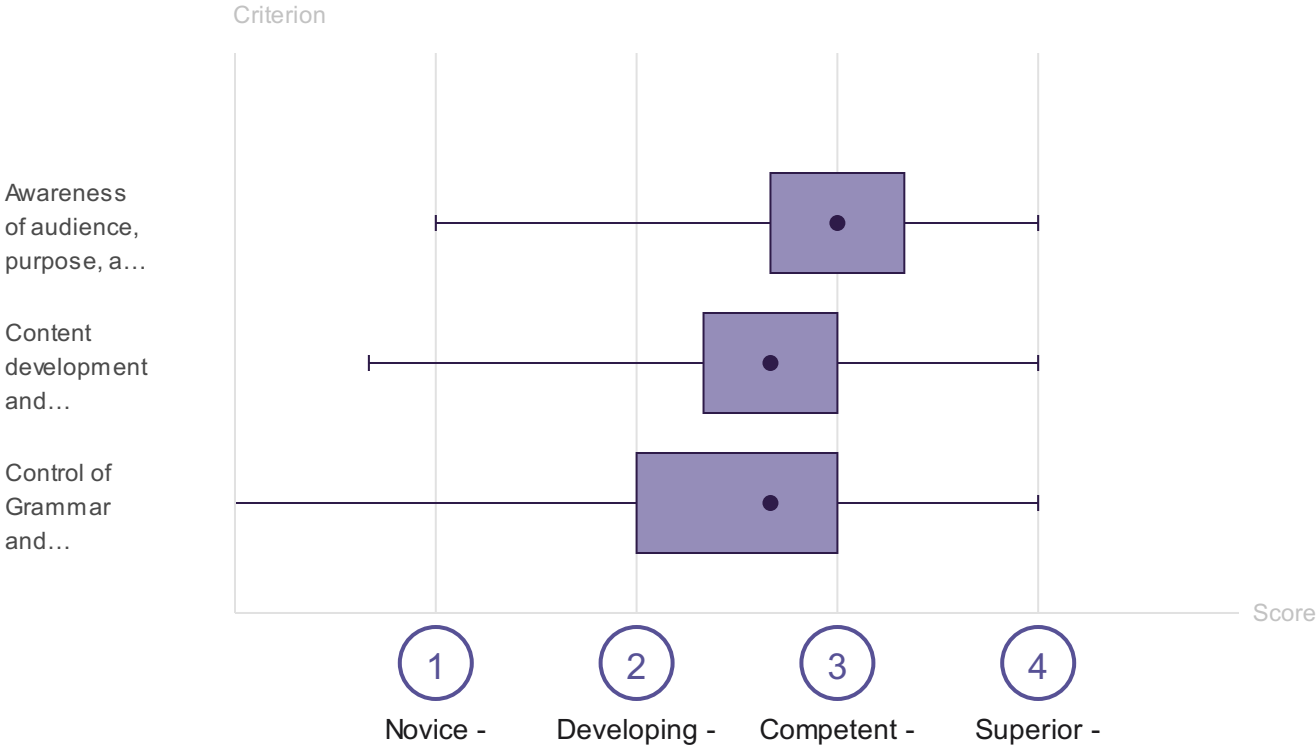
Average by Criterion chart details

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION

Criterion

- Awareness of audience, purpose, a…
- Content development and…
- Control of Grammar and…

Score

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

Outcome Performance Report: EDUCATIONAL OUTCOME 1

Score Distribution by Criterion chart details

Awareness of audience, purpose, and genre

Maximum Score: 4

Minimum Score: 1

Median Score: 3

Number Of Submissions: 357

Content development and organization

Maximum Score: 4

Minimum Score: 0.67

Median Score: 2.67

Number Of Submissions: 357

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0

Median Score: 2.67

Number Of Submissions: 357

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   Averages: **2.6**

Awareness of Audience, Purpose, a…	
Content Development and…	
Control of Grammar and…	
Evidence and/or Sources	

Score

(1) Novice -
(2) Developing -
(3) Competent -
(4) Superior -
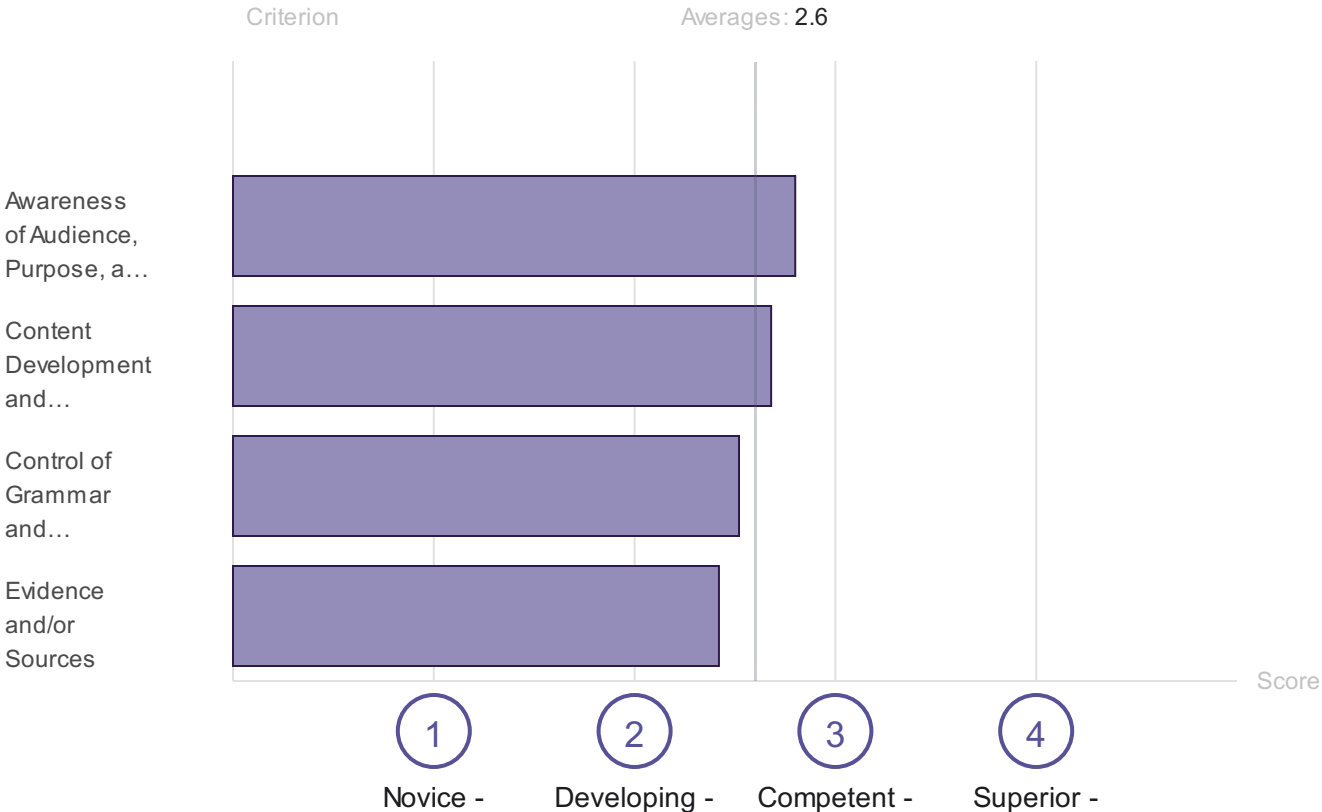
Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.8

Number of Submissions: 225

Number of Scores: 675

Content Development and Organization

Average Score: 2.68

Number of Submissions: 225

Number of Scores: 675

Control of Grammar and Mechanics

Average Score: 2.52

Number of Submissions: 225

Number of Scores: 675

Evidence and/or Sources
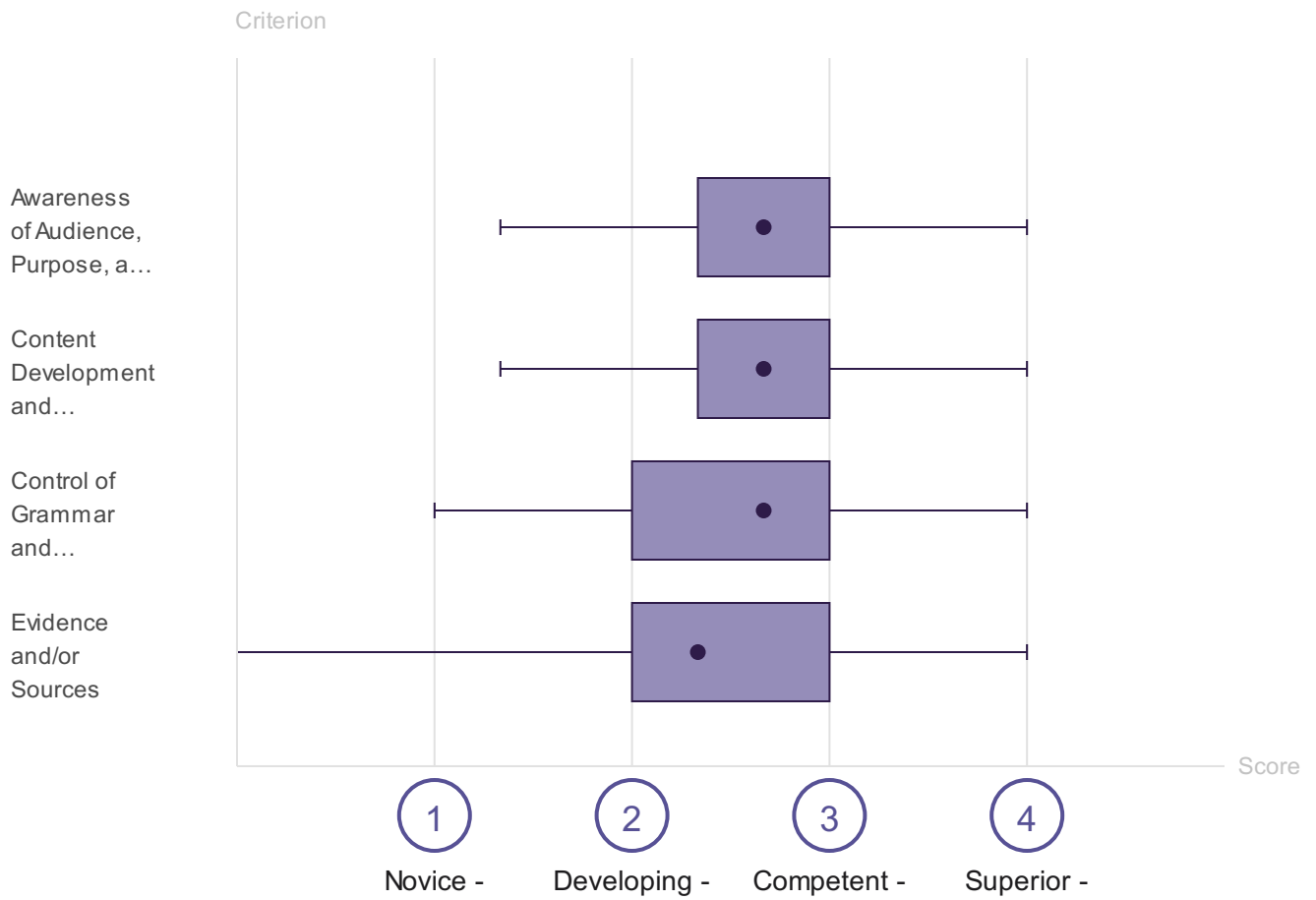
Average Score: 2.42

Number of Submissions: 225

Number of Scores: 675

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness
of Audience,
Purpose, a…

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: 1.33

Median Score: 2.67

Number Of Submissions: 225

Content Development and Organization

Maximum Score: 4

Minimum Score: 1.33

Median Score: 2.67

Number Of Submissions: 225

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 1

Median Score: 2.67

Number Of Submissions: 225

Evidence and/or Sources

Maximum Score: 4

Minimum Score: 0

Median Score: 2.33

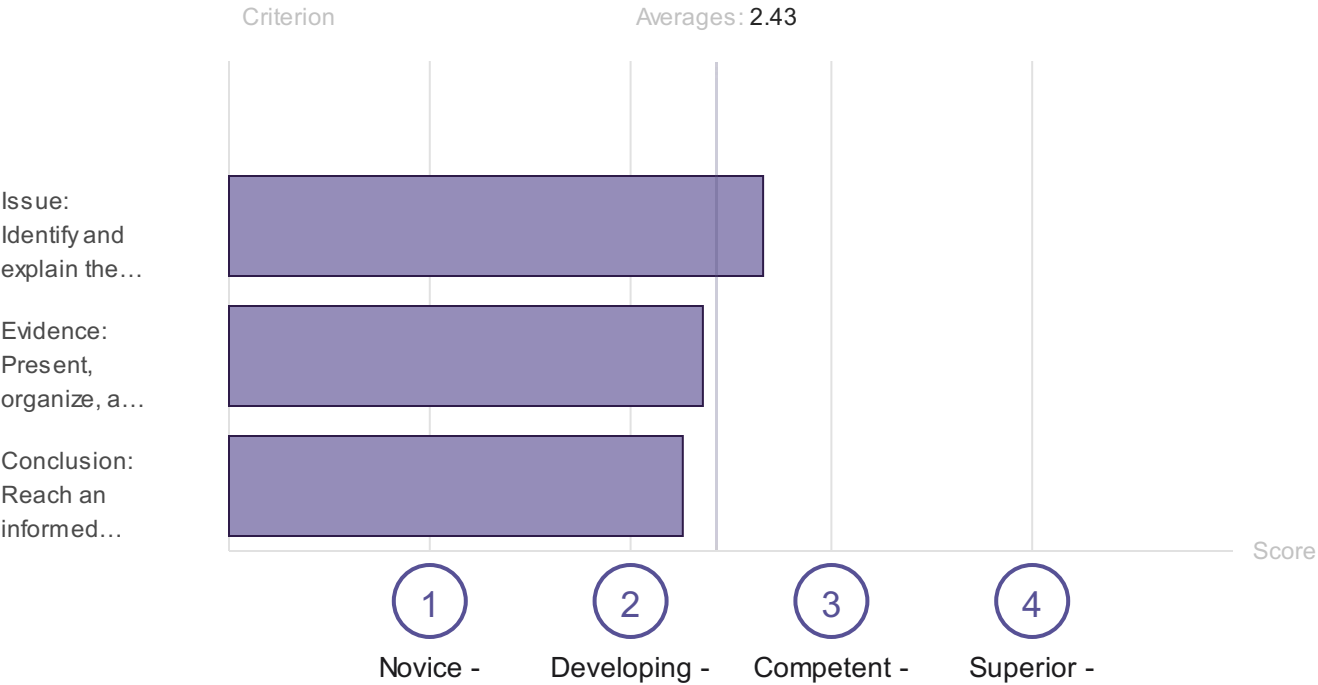Number Of Submissions: 225

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   Averages: **2.43**

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

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: 2.66

Number of Submissions: 570

Number of Scores: 1706

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

Average Score: 2.36

Number of Submissions: 570

Number of Scores: 1706

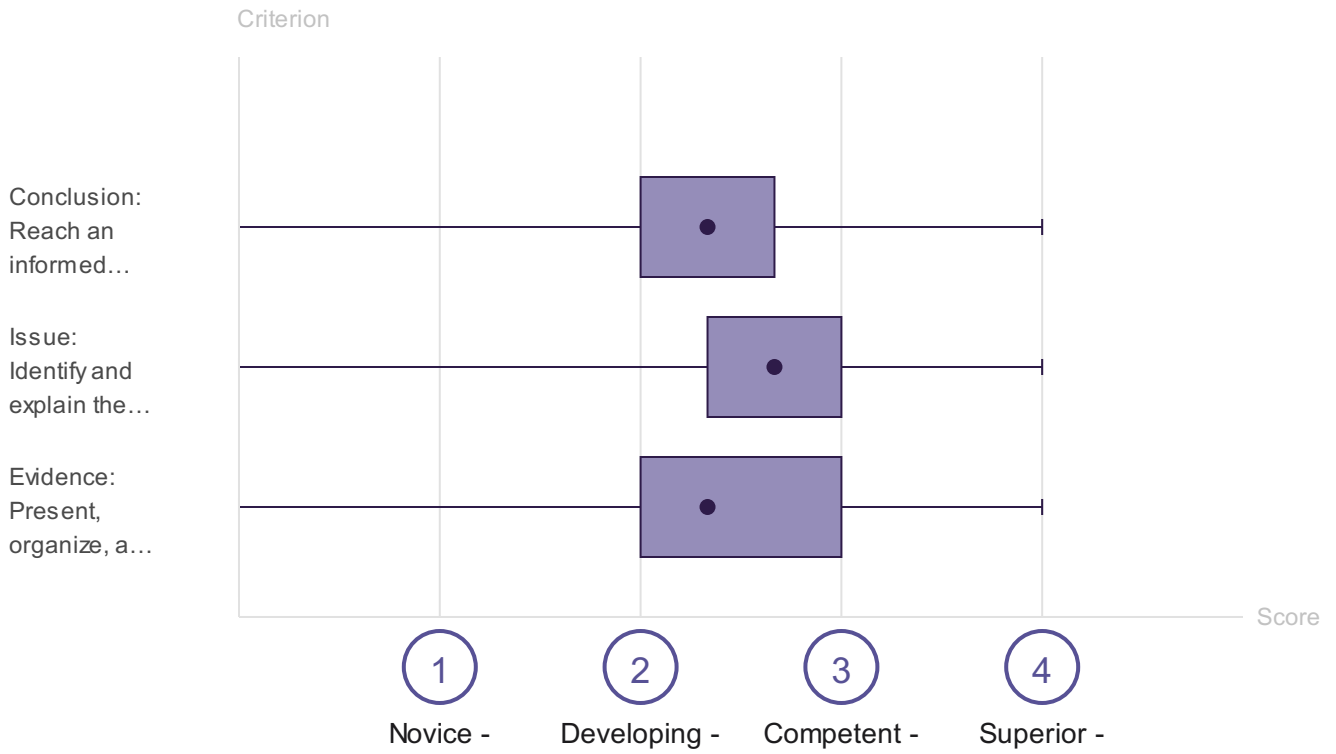**Conclusion: Reach an informed conclusion or solution.**

Average Score: 2.26

Number of Submissions: 570

Number of Scores: 1706

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION

Criterion

Conclusion: Reach an informed…

Issue: Identify and explain the…

Evidence: Present, organize, a…

Score

1 Novice -

2 Developing -

3 Competent -

4 Superior -

Outcome Performance Report: EDUCATIONAL OUTCOME 2

Score Distribution by Criterion chart details

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.33

Number Of Submissions: 570

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

Maximum Score: 4

Minimum Score: 0

Median Score: 2.67

Number Of Submissions: 570

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

Maximum Score: 4

Minimum Score: 0

Median Score: 2.33

Number Of Submissions: 570
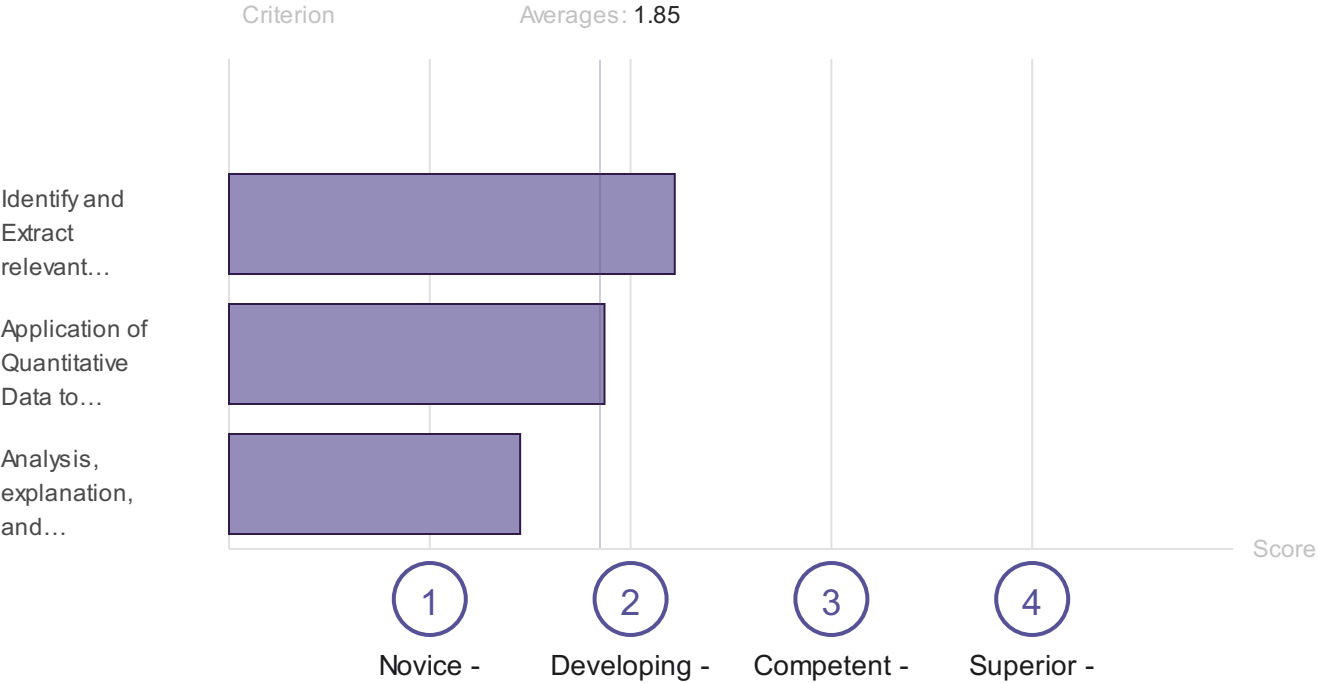
Outcome Performance Report: QUANTITATIVE REASONING

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   Averages: **1.85**

Identify and Extract relevant…

Application of Quantitative Data to…

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: 2.22

Number of Submissions: 122

Number of Scores: 362

Application of Quantitative Data to Derive Information

Average Score: 1.87

Number of Submissions: 122

Number of Scores: 362

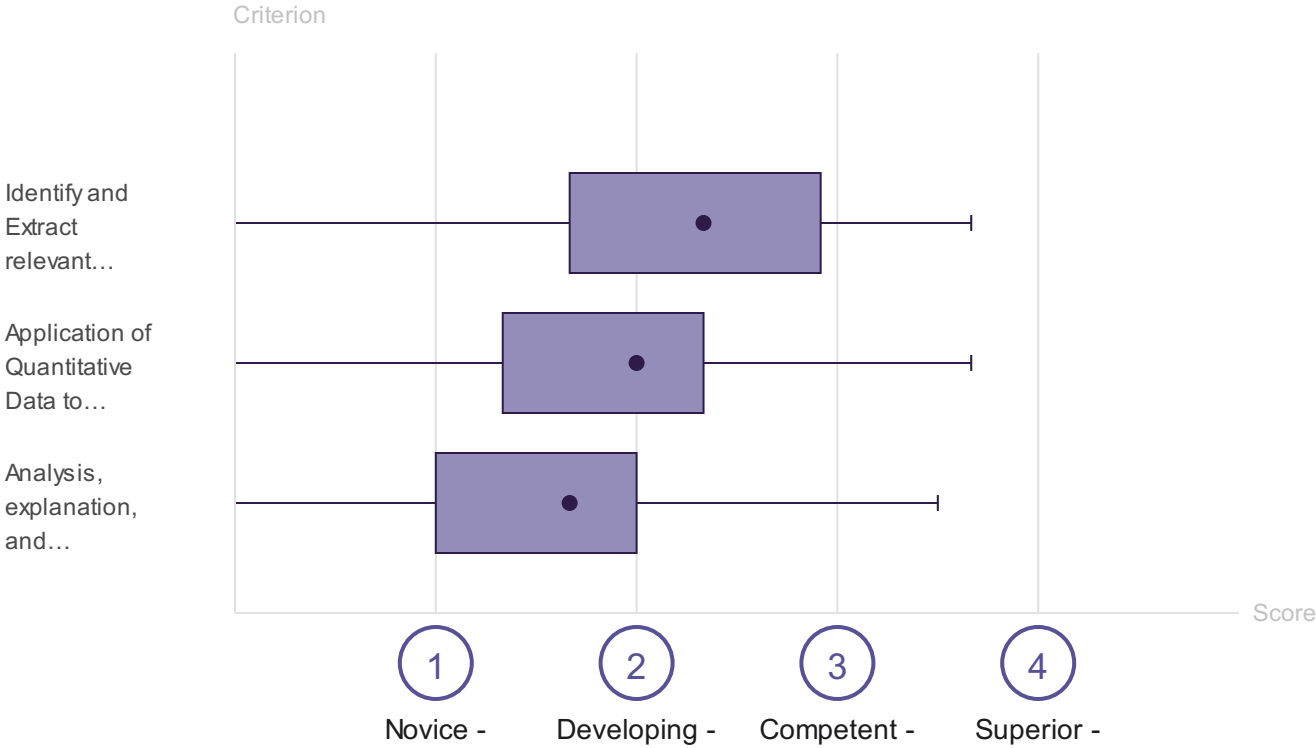**Analysis, explanation, and interpretation of quantitative results.**

Average Score: 1.45

Number of Submissions: 122

Number of Scores: 362

Outcome Performance Report: QUANTITATIVE REASONING

SCORE DISTRIBUTION BY CRITERION

Criterion

- Identify and Extract relevant…
- Application of Quantitative Data to…
- Analysis, explanation, and…

Score

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

Identify and Extract relevant quantitative information

Maximum Score: 3.67

Minimum Score: 0

Median Score: 2.33

Number Of Submissions: 122

Application of Quantitative Data to Derive Information

Maximum Score: 3.67

Minimum Score: 0

Median Score: 2

Number Of Submissions: 122

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 3.5

Minimum Score: 0

Median Score: 1.67

Number Of Submissions: 122

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 | Averages: 1.87 | Score |

Identify the scope of inquiry or…

Navigate digital resources t…

Use Information

| 1 | 2 | 3 | 4 |
| Novice-1 | Developing-2 | Competent-3 | Superior-4 |
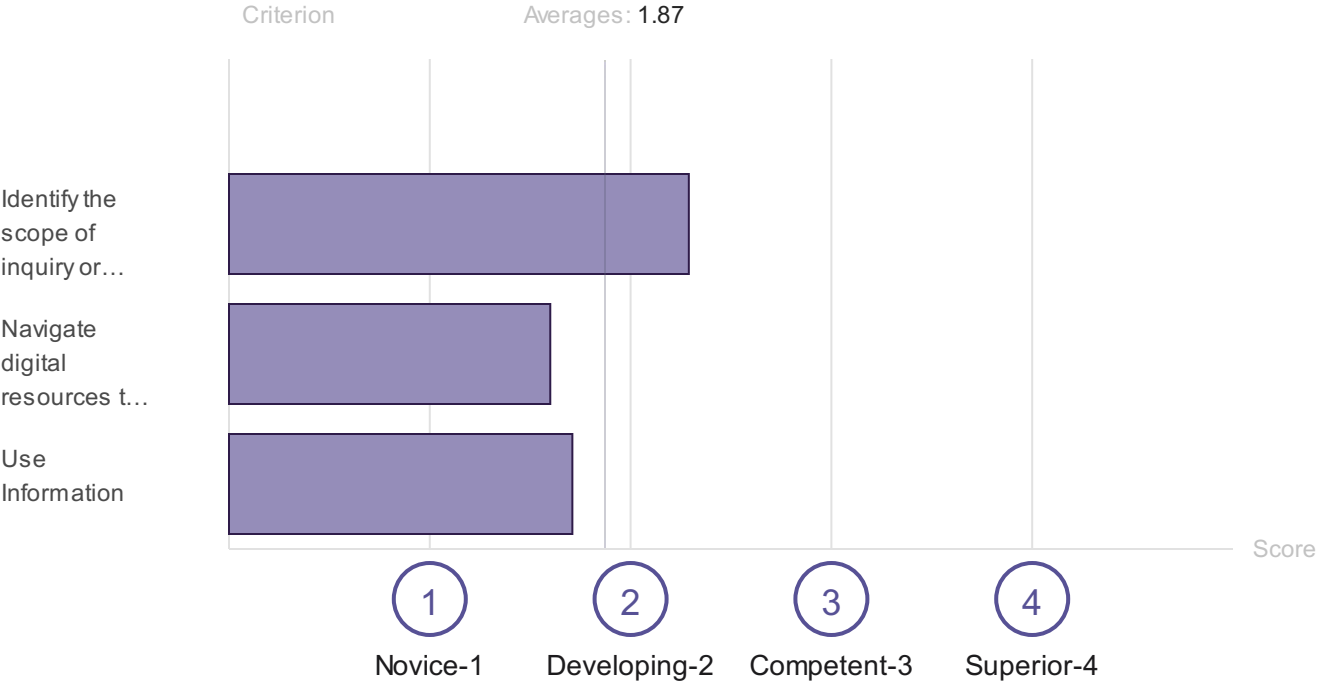
Outcome Performance Report: INFORMATION MANAGEMENT
Average by Criterion chart details

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

Average Score: 2.29

Number of Submissions: 138

Number of Scores: 414

Navigate digital resources to obtain relevant Information

Average Score: 1.6

Number of Submissions: 138

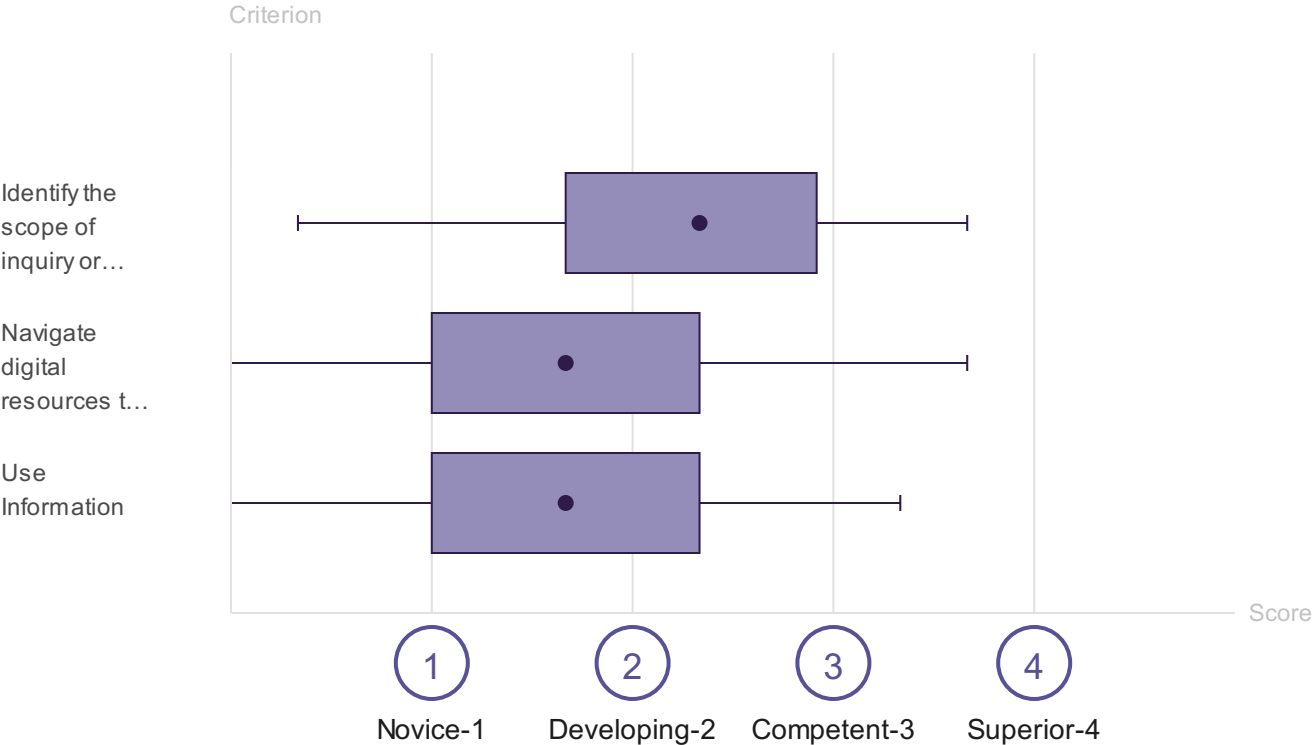Number of Scores: 414

Use Information

Average Score: 1.71

Number of Submissions: 138

Number of Scores: 414

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION

Criterion

Identify the scope of inquiry or…

Navigate digital resources t…

Use Information

Score

1	2	3	4
Novice-1	Developing-2	Competent-3	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: 3.67

Minimum Score: 0.33

Median Score: 2.33

Number Of Submissions: 138

Navigate digital resources to obtain relevant Information

Maximum Score: 3.67

Minimum Score: 0

Median Score: 1.67

Number Of Submissions: 138

Use Information

Maximum Score: 3.33

Minimum Score: 0

Median Score: 1.67

Number Of Submissions: 138
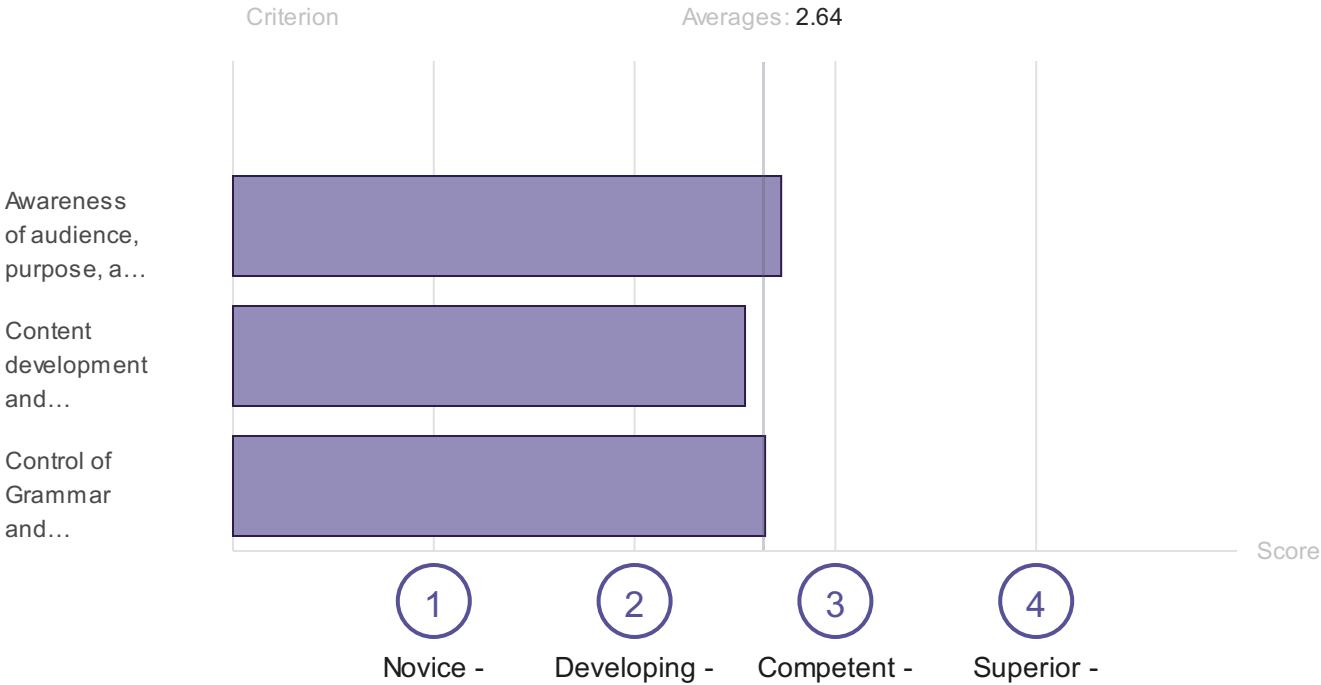
FALL 2020 DATA

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   Averages: **2.64**

Awareness of audience, purpose, a…

Content development and…

Control of Grammar and…

Score

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

Outcome Performance Report: EDUCATIONAL OUTCOME 1

Average by Criterion chart details

Awareness of audience, purpose, and genre

Average Score: 2.73

Number of Submissions: 329

Number of Scores: 653

Content development and organization

Average Score: 2.55

Number of Submissions: 329

Number of Scores: 653
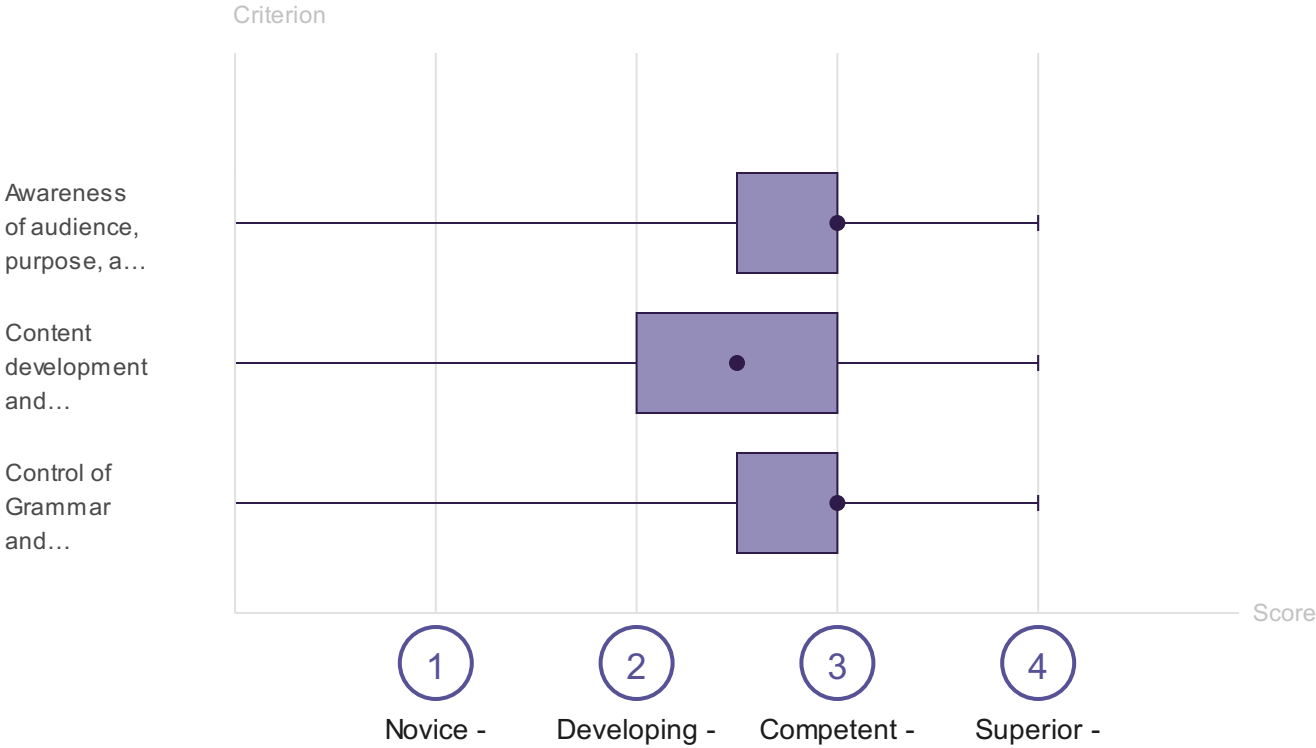
Control of Grammar and Mechanics

Average Score: 2.65

Number of Submissions: 329

Number of Scores: 653

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness of audience, purpose, a…

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: 329

Content development and organization

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 329

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0

Median Score: 3
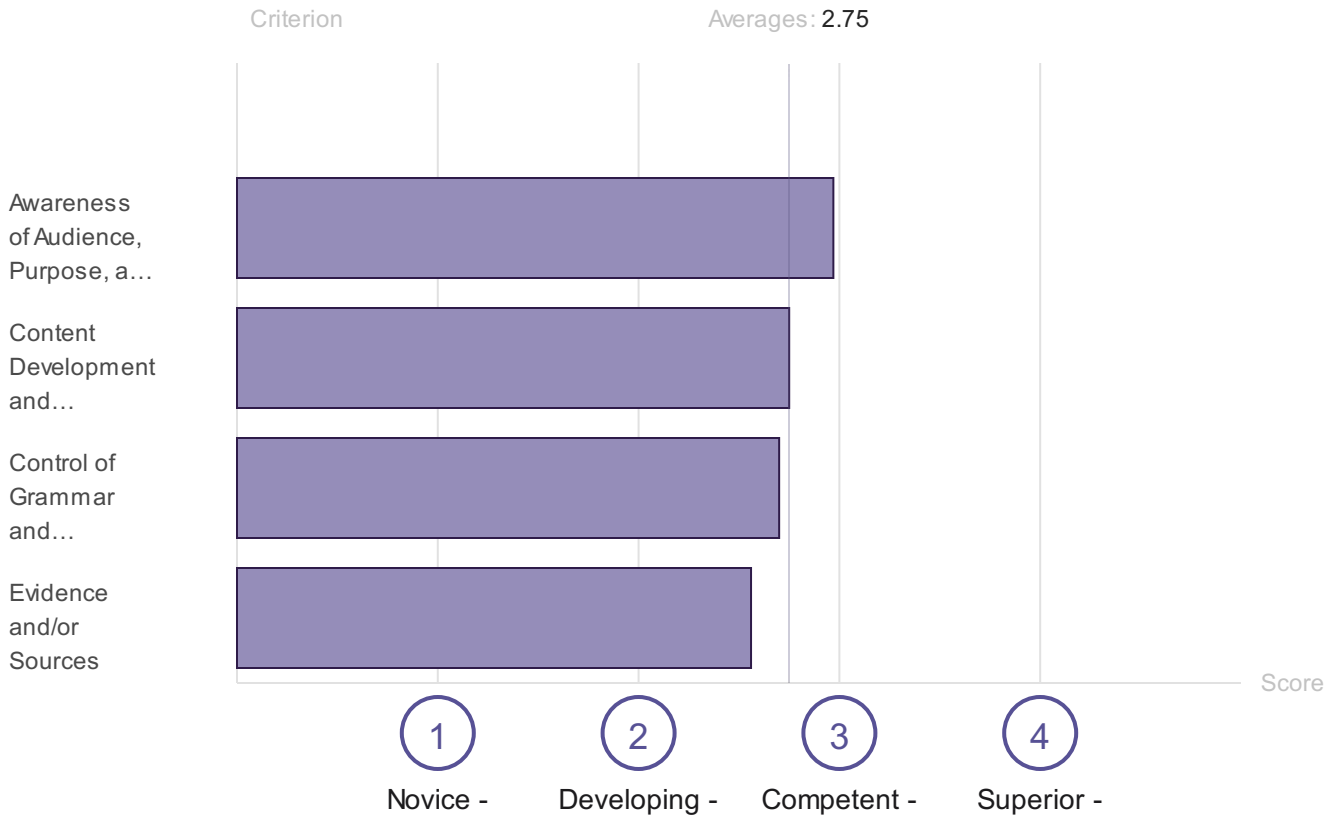
Number Of Submissions: 329

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   Averages: **2.75**

Criterion	Score
Awareness of Audience, Purpose, a…	
Content Development and…	
Control of Grammar and…	
Evidence and/or Sources	

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

Score

Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.97

Number of Submissions: 187

Number of Scores: 368

Content Development and Organization

Average Score: 2.75

Number of Submissions: 187

Number of Scores: 368

Control of Grammar and Mechanics

Average Score: 2.7

Number of Submissions: 187

Number of Scores: 368

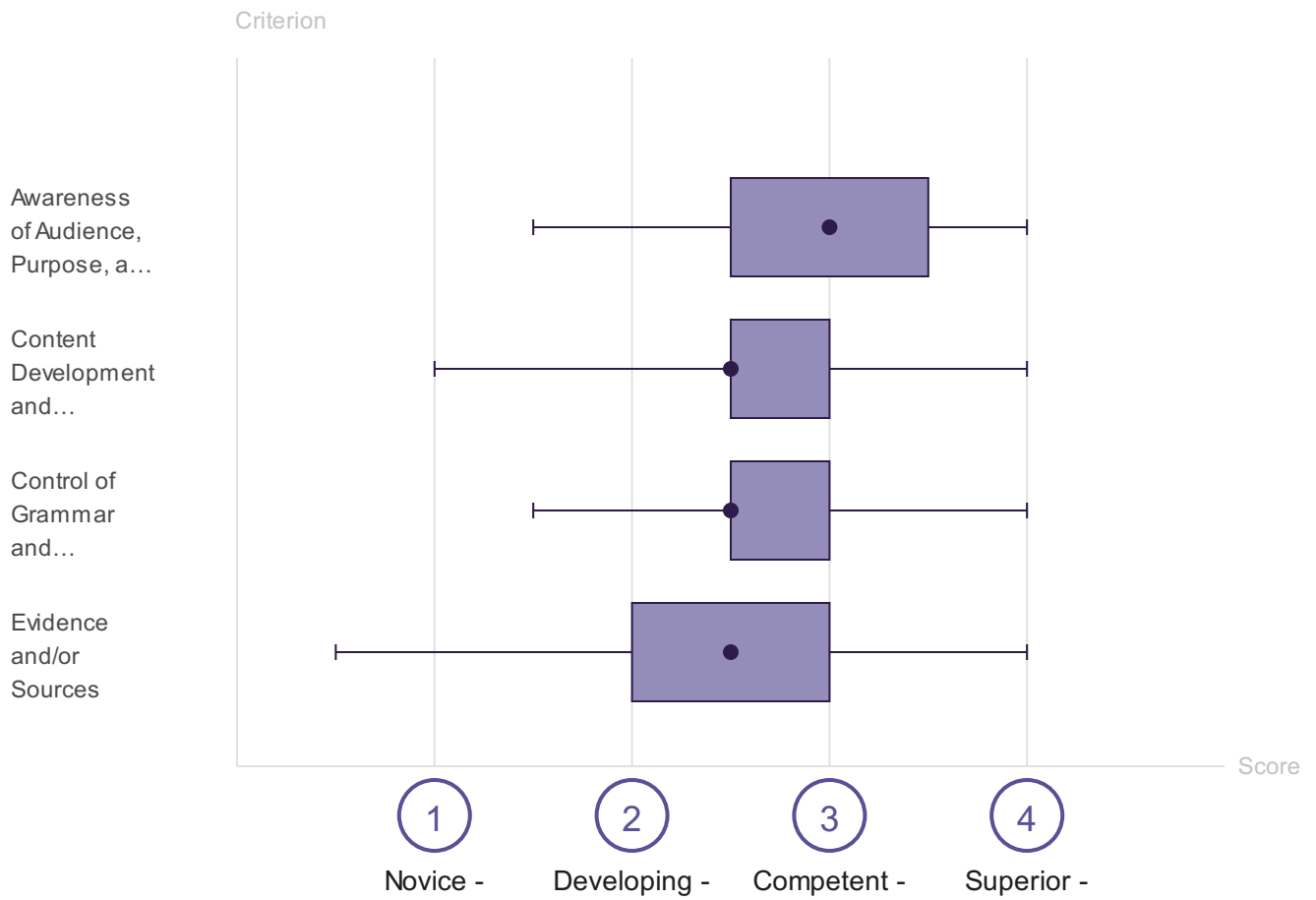### Evidence and/or Sources

Average Score: 2.56

Number of Submissions: 187

Number of Scores: 368

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness of Audience, Purpose, a…

Content Development and…

Control of Grammar and…

Evidence and/or Sources

Score

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

Outcome Performance Report: WRITING RUBRIC

Score Distribution by Criterion chart details

Awareness of Audience, Purpose, and Genre

Maximum Score: 4

Minimum Score: 1.5

Median Score: 3

Number Of Submissions: 187

Content Development and Organization

Maximum Score: 4

Minimum Score: 1

Median Score: 2.5

Number Of Submissions: 187

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 1.5

Median Score: 2.5

Number Of Submissions: 187

Evidence and/or Sources

Maximum Score: 4

Minimum Score: 0.5

Median Score: 2.5

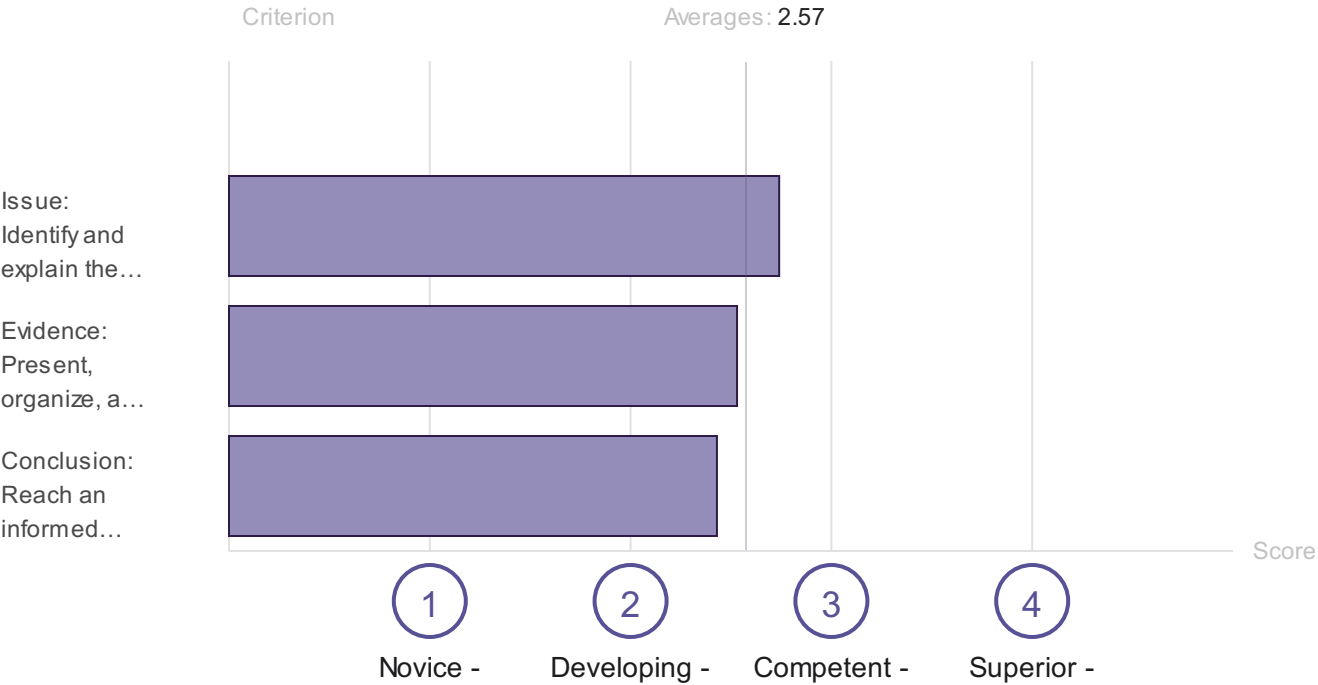Number Of Submissions: 187

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   Averages: 2.57

Criterion	
Issue: Identify and explain the…	
Evidence: Present, organize, a…	
Conclusion: Reach an informed…	

Score

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

Outcome Performance Report: EDUCATIONAL OUTCOME 2

Average by Criterion chart details

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

Average Score: 2.74

Number of Submissions: 397

Number of Scores: 786

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

Average Score: 2.53

Number of Submissions: 397

Number of Scores: 786

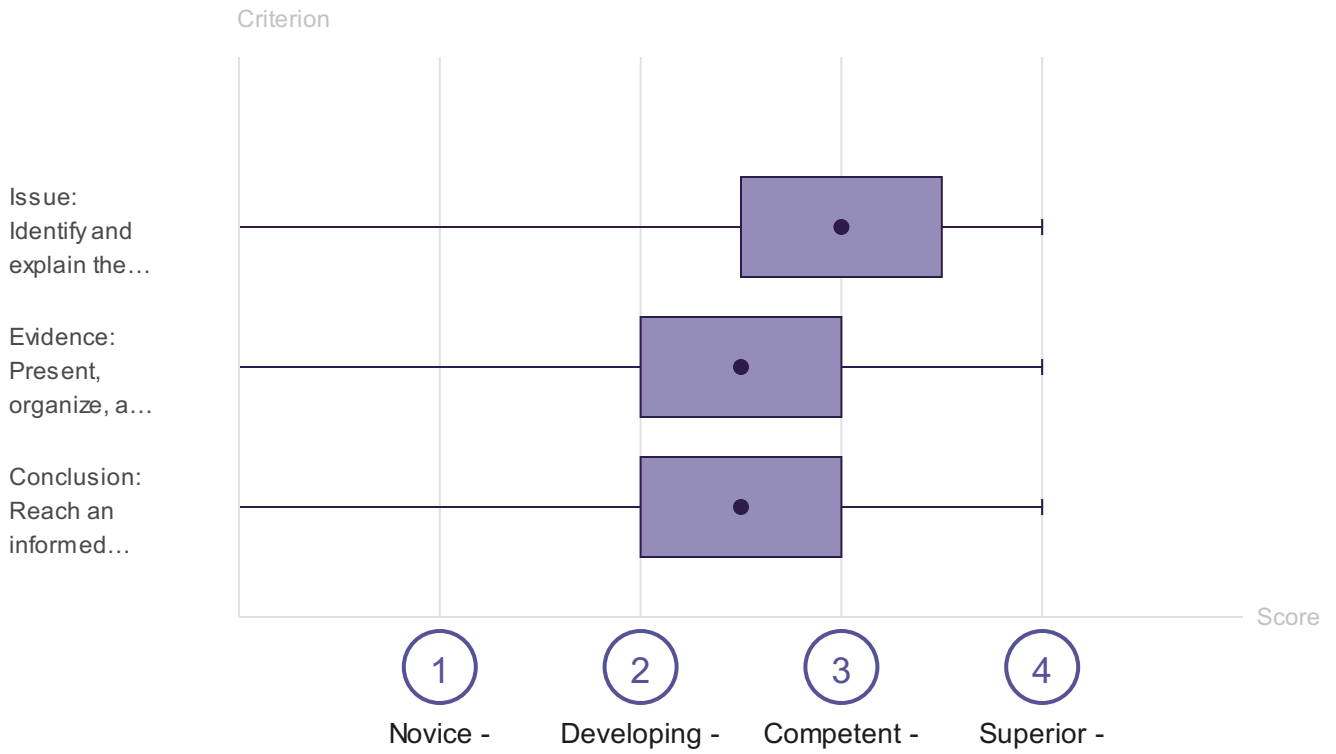**Conclusion: Reach an informed conclusion or solution.**

Average Score: 2.43

Number of Submissions: 397

Number of Scores: 786

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION

Criterion

Issue:
Identify and
explain the…

Evidence:
Present,
organize, a…

Conclusion:
Reach an
informed…

Score

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

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

Maximum Score: 4

Minimum Score: 0

Median Score: 3

Number Of Submissions: 397

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

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

Number Of Submissions: 397

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

Minimum Score: 0

Median Score: 2.5

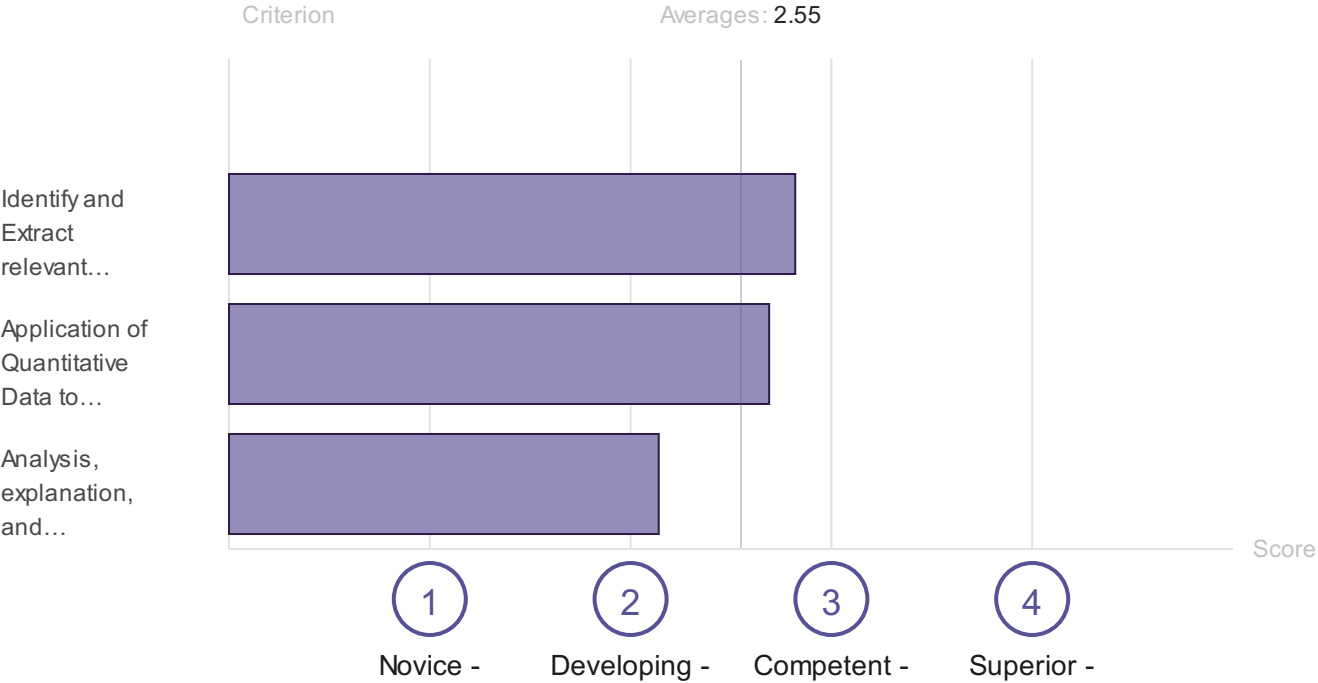Number Of Submissions: 397

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   Averages: **2.55**

Criterion	Score
Identify and Extract relevant…	
Application of Quantitative Data to…	
Analysis, explanation, and…	

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: 2.82

Number of Submissions: 239

Number of Scores: 322

Application of Quantitative Data to Derive Information

Average Score: 2.69

Number of Submissions: 239

Number of Scores: 322

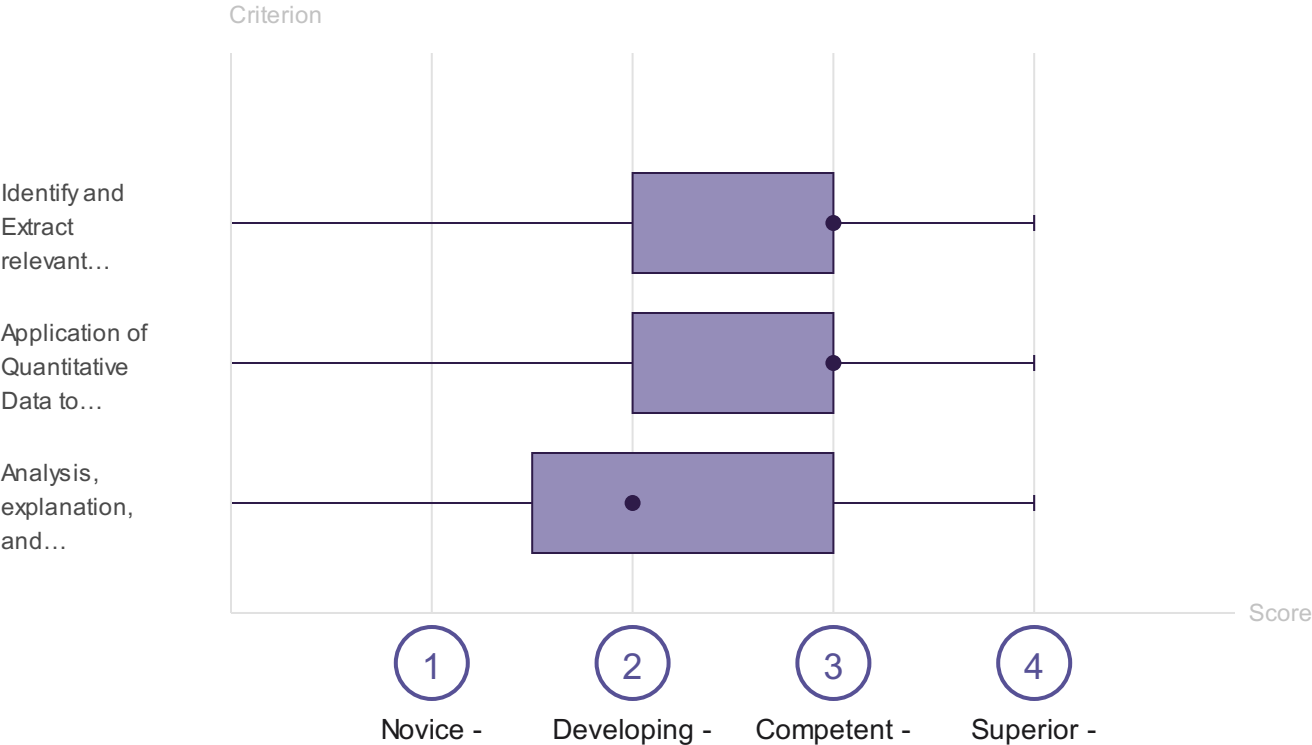**Analysis, explanation, and interpretation of quantitative results.**

Average Score: 2.14

Number of Submissions: 239

Number of Scores: 322

Outcome Performance Report: QUANTITATIVE REASONING

SCORE DISTRIBUTION BY CRITERION

Criterion	
Identify and Extract relevant…	
Application of Quantitative Data to…	
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: 3

Number Of Submissions: 239

Application of Quantitative Data to Derive Information

Maximum Score: 4

Minimum Score: 0

Median Score: 3

Number Of Submissions: 239

Analysis, explanation, and interpretation of quantitative results.

Maximum Score: 4

Minimum Score: 0

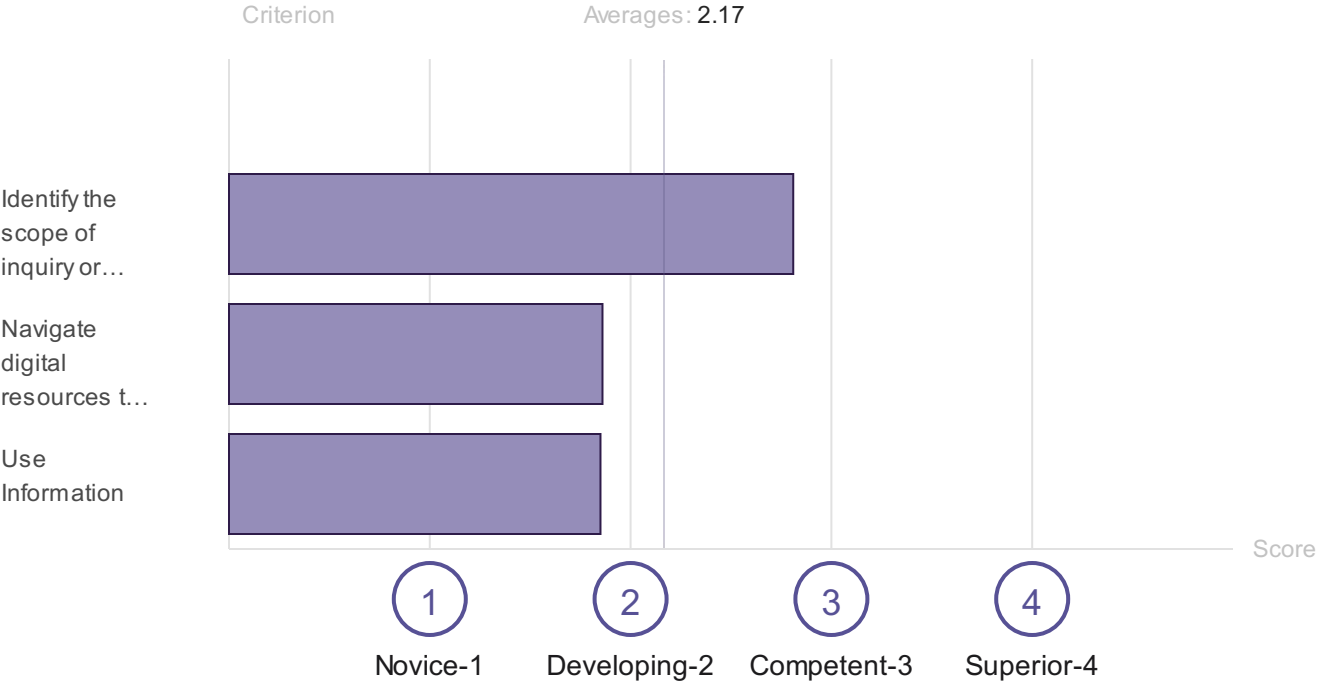Median Score: 2

Number Of Submissions: 239

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   Averages: **2.17**

Criterion	Score
Identify the scope of inquiry or…	
Navigate digital resources t…	
Use Information	

1   2   3   4

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

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

Average Score: 2.81

Number of Submissions: 47

Number of Scores: 94

Navigate digital resources to obtain relevant Information

Average Score: 1.86

Number of Submissions: 47

Number of Scores: 94
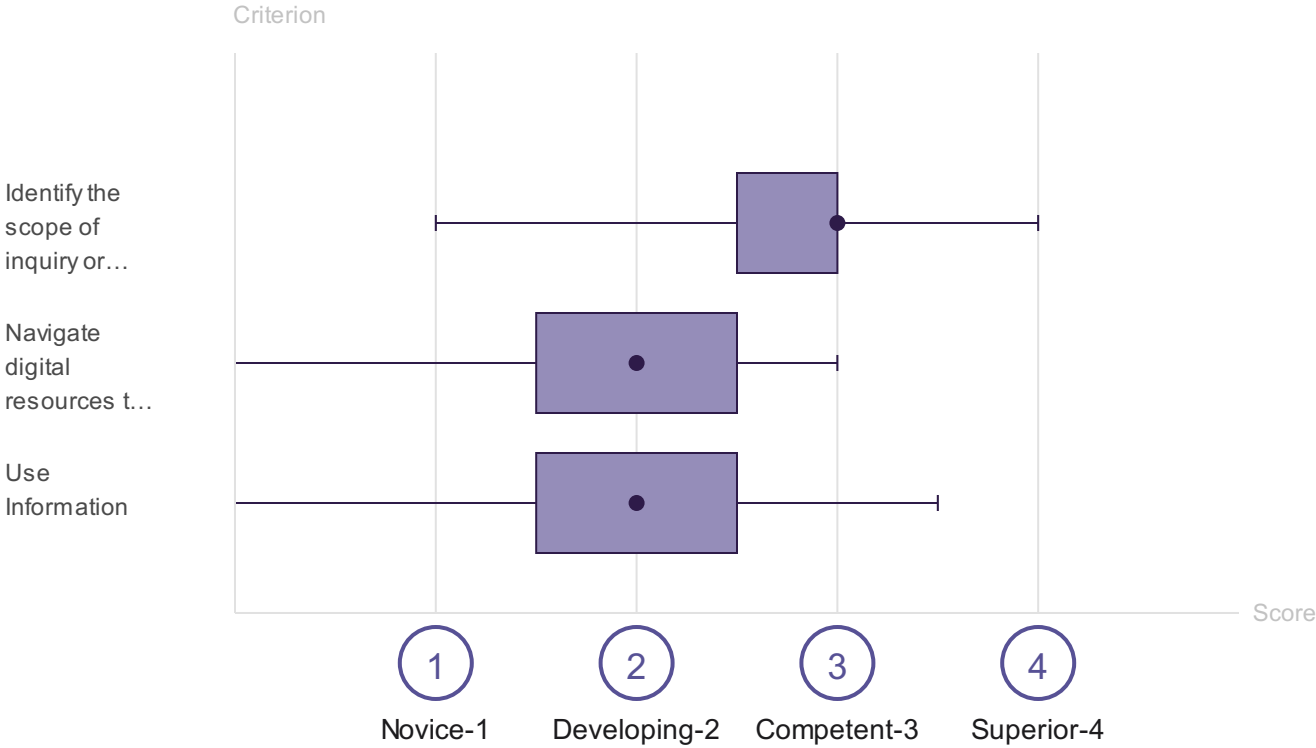
Use Information

Average Score: 1.85

Number of Submissions: 47

Number of Scores: 94

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: 1

Median Score: 3

Number Of Submissions: 47

Navigate digital resources to obtain relevant Information

Maximum Score: 3

Minimum Score: 0

Median Score: 2

Number Of Submissions: 47

Use Information

Maximum Score: 3.5

Minimum Score: 0

Median Score: 2

Number Of Submissions: 47
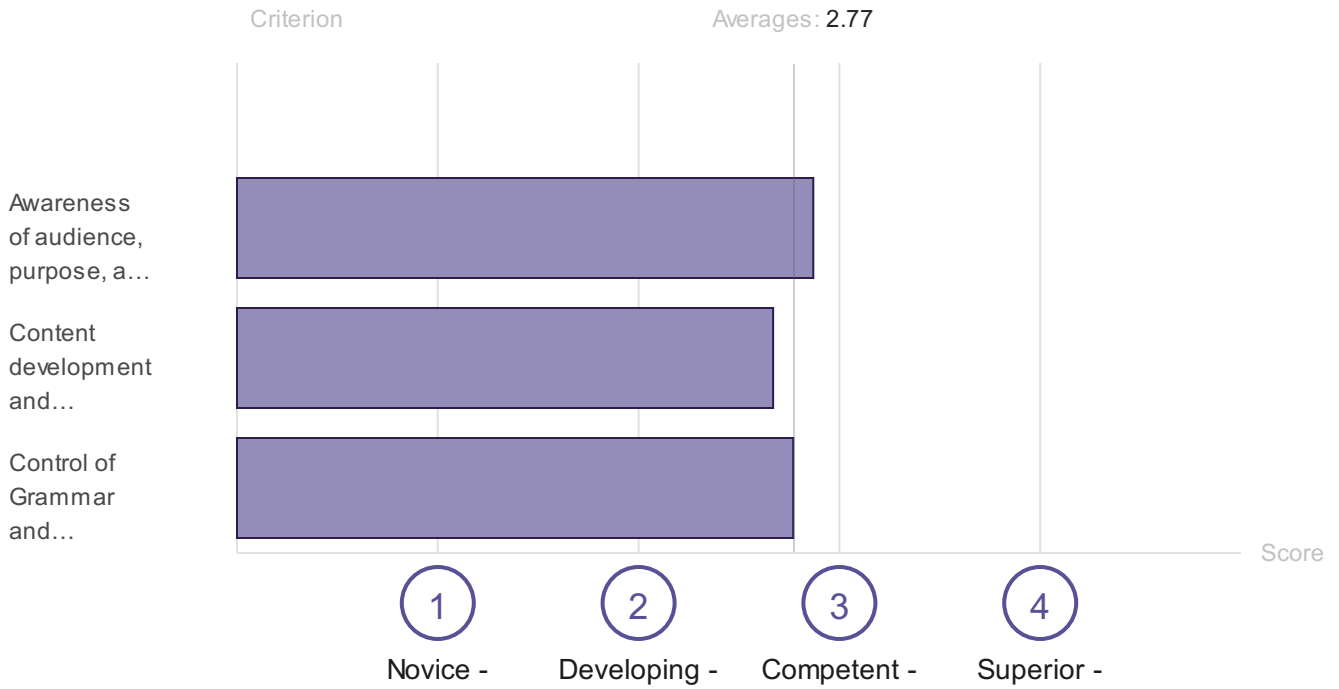
SPRING 2021 DATA

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   Averages: **2.77**

Criterion	Score
Awareness of audience, purpose, a…	(bar ≈ 2.9)
Content development and…	(bar ≈ 2.7)
Control of Grammar and…	(bar ≈ 2.75)

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: 2.87

Number of Submissions: 278

Number of Scores: 706

Content development and organization

Average Score: 2.67

Number of Submissions: 278

Number of Scores: 706

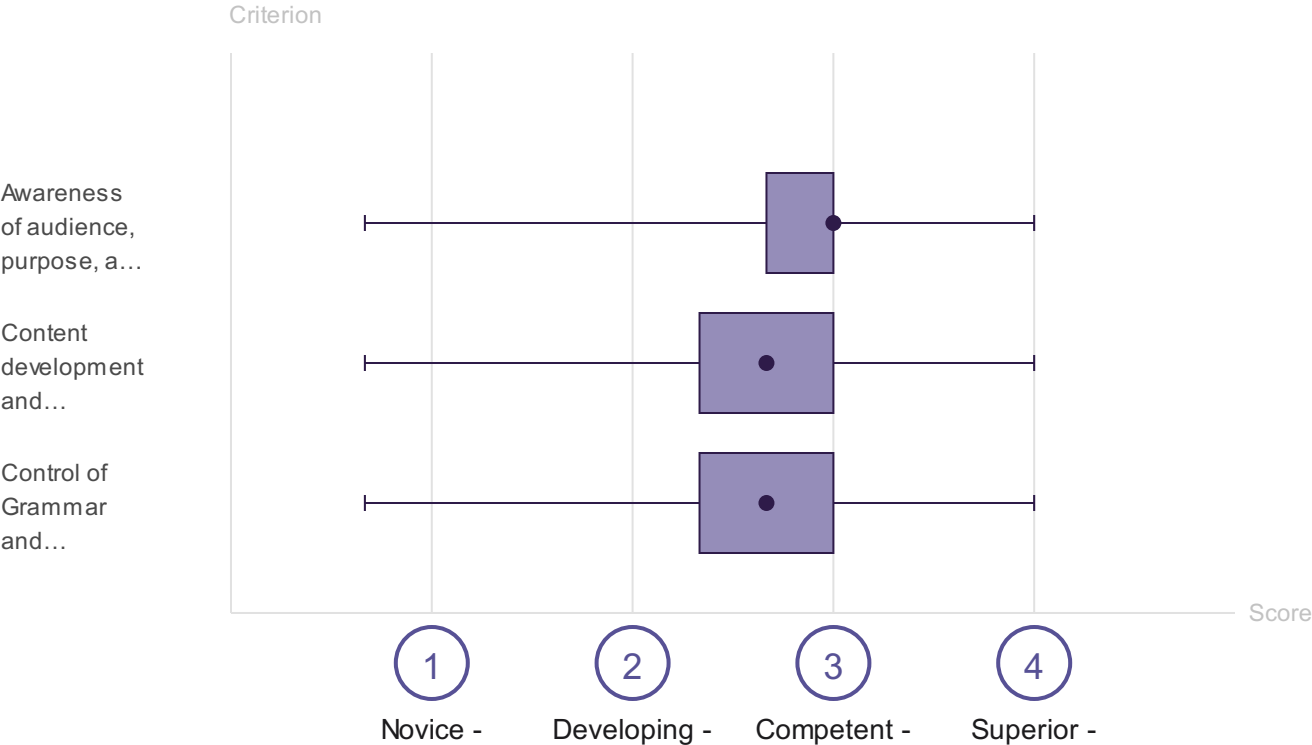**Control of Grammar and Mechanics**

Average Score: 2.77

Number of Submissions: 278

Number of Scores: 706

Outcome Performance Report: EDUCATIONAL OUTCOME 1

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness of audience, purpose, a…	
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: 0.67

Median Score: 3

Number Of Submissions: 278

Content development and organization

Maximum Score: 4

Minimum Score: 0.67

Median Score: 2.67

Number Of Submissions: 278

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 0.67

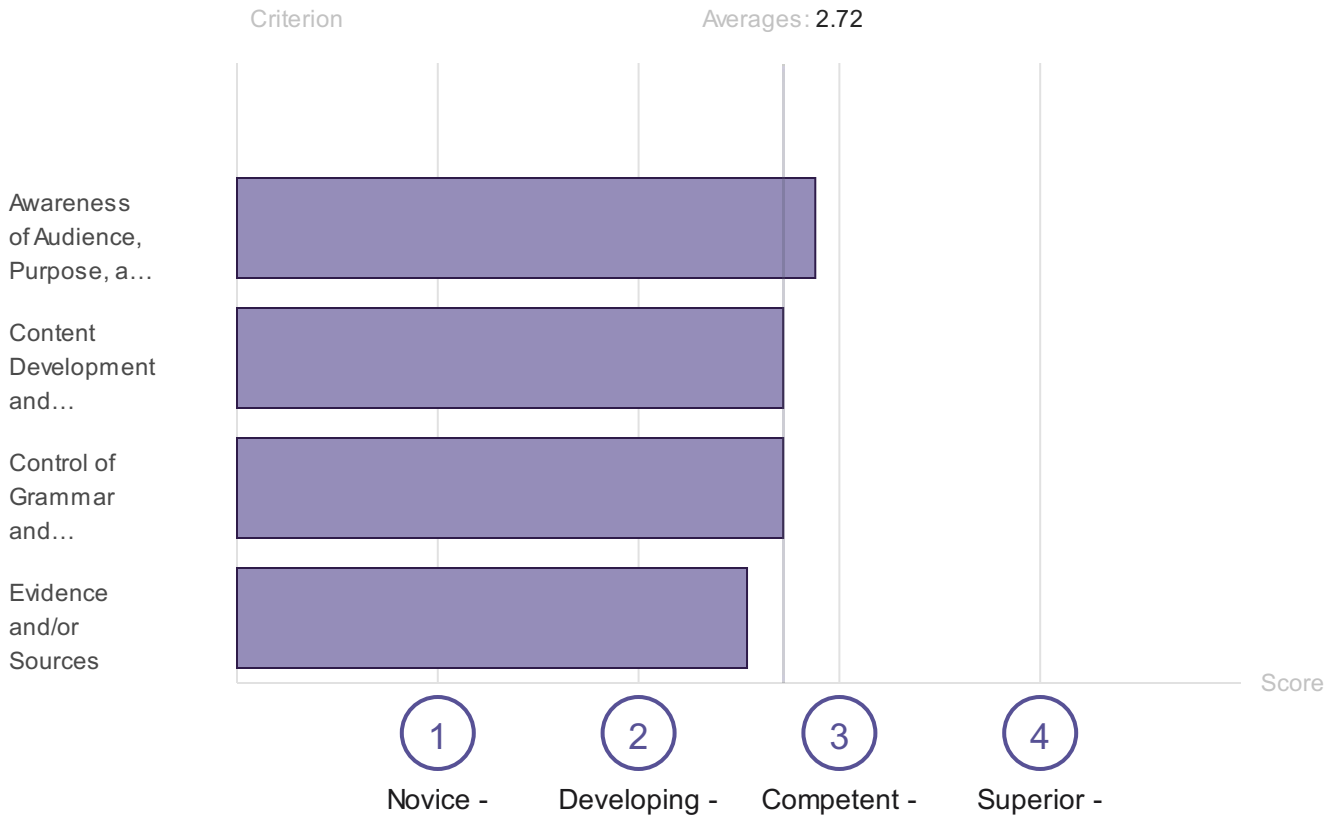Median Score: 2.67

Number Of Submissions: 278

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   Averages: **2.72**

Criterion	Score
Awareness of Audience, Purpose, a…	
Content Development and…	
Control of Grammar and…	
Evidence and/or Sources	

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

Score

Outcome Performance Report: WRITING RUBRIC

Average by Criterion chart details

Awareness of Audience, Purpose, and Genre

Average Score: 2.88

Number of Submissions: 161

Number of Scores: 452

Content Development and Organization

Average Score: 2.72

Number of Submissions: 161

Number of Scores: 452

Control of Grammar and Mechanics

Average Score: 2.72

Number of Submissions: 161

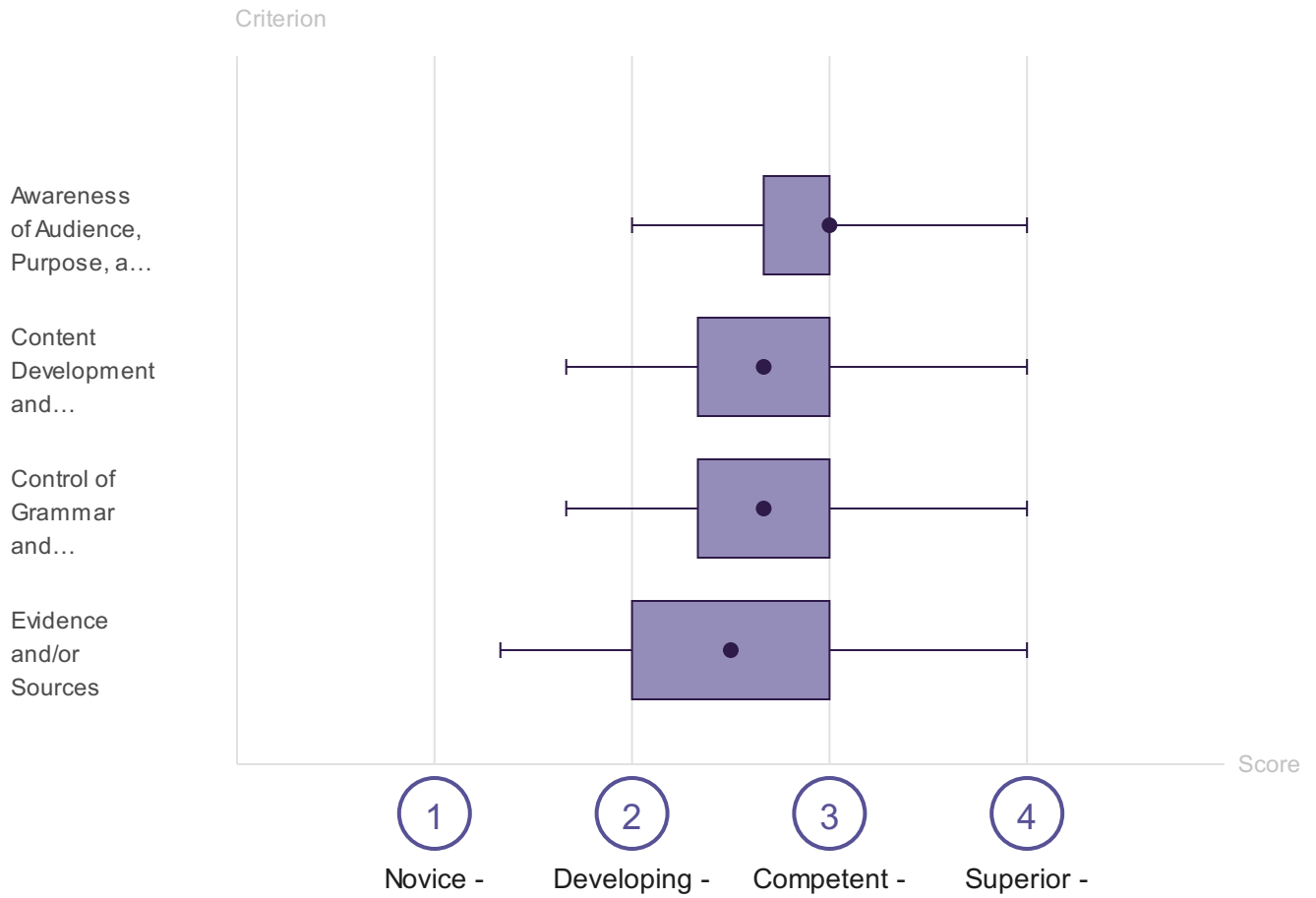Number of Scores: 452

Evidence and/or Sources

Average Score: 2.54

Number of Submissions: 161

Number of Scores: 452

Outcome Performance Report: WRITING RUBRIC

SCORE DISTRIBUTION BY CRITERION

Criterion

Awareness of Audience, Purpose, a…

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: 2

Median Score: 3

Number Of Submissions: 161

Content Development and Organization

Maximum Score: 4

Minimum Score: 1.67

Median Score: 2.67

Number Of Submissions: 161

Control of Grammar and Mechanics

Maximum Score: 4

Minimum Score: 1.67

Median Score: 2.67

Number Of Submissions: 161

Evidence and/or Sources

Maximum Score: 4

Minimum Score: 1.33

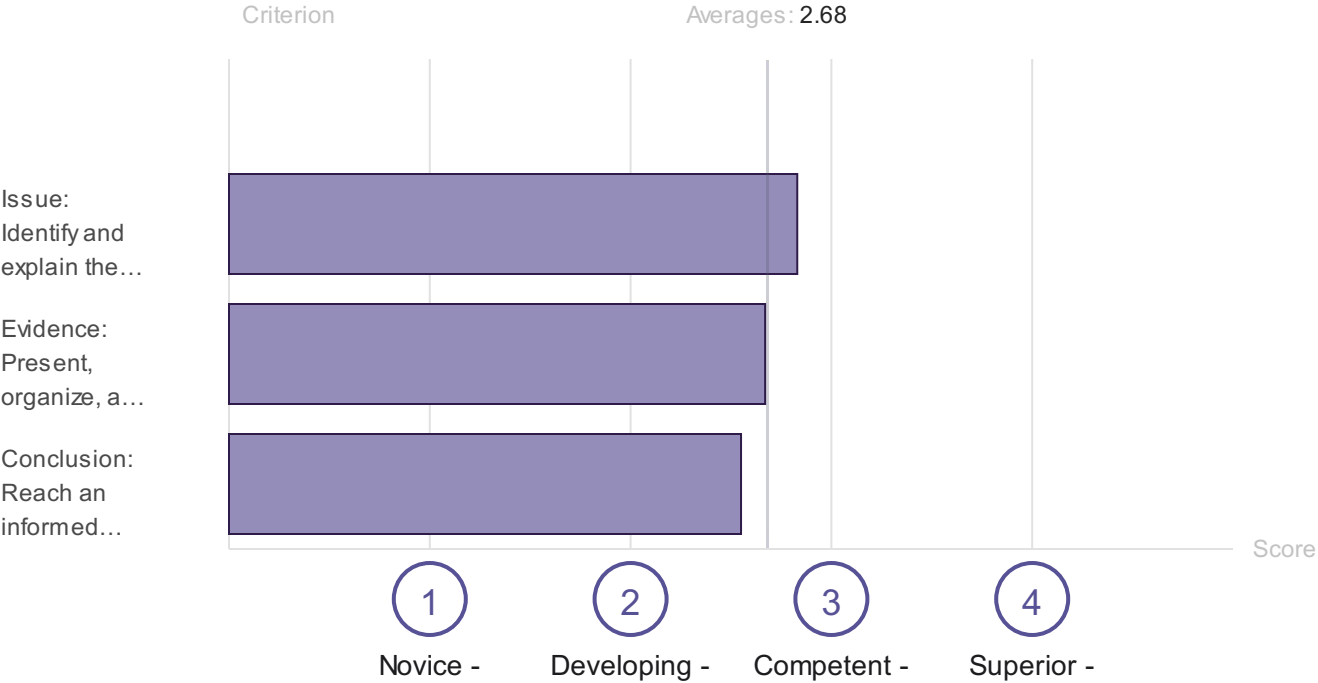Median Score: 2.5

Number Of Submissions: 161

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   Averages: 2.68

Issue:
Identify and
explain the…

Evidence:
Present,
organize, a…

Conclusion:
Reach an
informed…

Score

1   2   3   4

Novice -   Developing -   Competent -   Superior -

Outcome Performance Report: EDUCATIONAL OUTCOME 2

Average by Criterion chart details

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

Average Score: 2.83

Number of Submissions: 206

Number of Scores: 567

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

Average Score: 2.67

Number of Submissions: 206

Number of Scores: 567
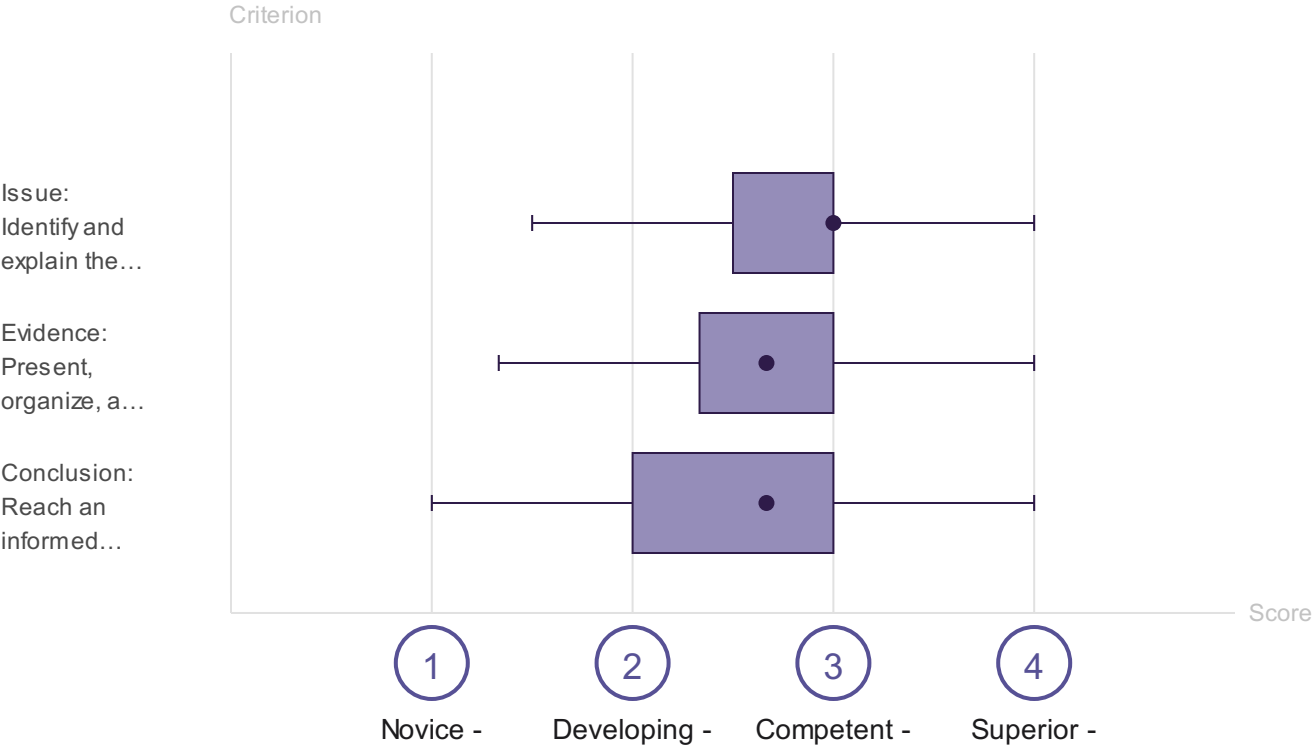

Conclusion: Reach an informed conclusion or solution.

Average Score: 2.55

Number of Submissions: 206

Number of Scores: 567

Outcome Performance Report: EDUCATIONAL OUTCOME 2

SCORE DISTRIBUTION BY CRITERION

Criterion

Issue:
Identify and
explain the…

Evidence:
Present,
organize, a…

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: 1.5

Median Score: 3

Number Of Submissions: 206

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

Maximum Score: 4

Minimum Score: 1.33

Median Score: 2.67

Number Of Submissions: 206

Conclusion: Reach an informed conclusion or solution.

Maximum Score: 4

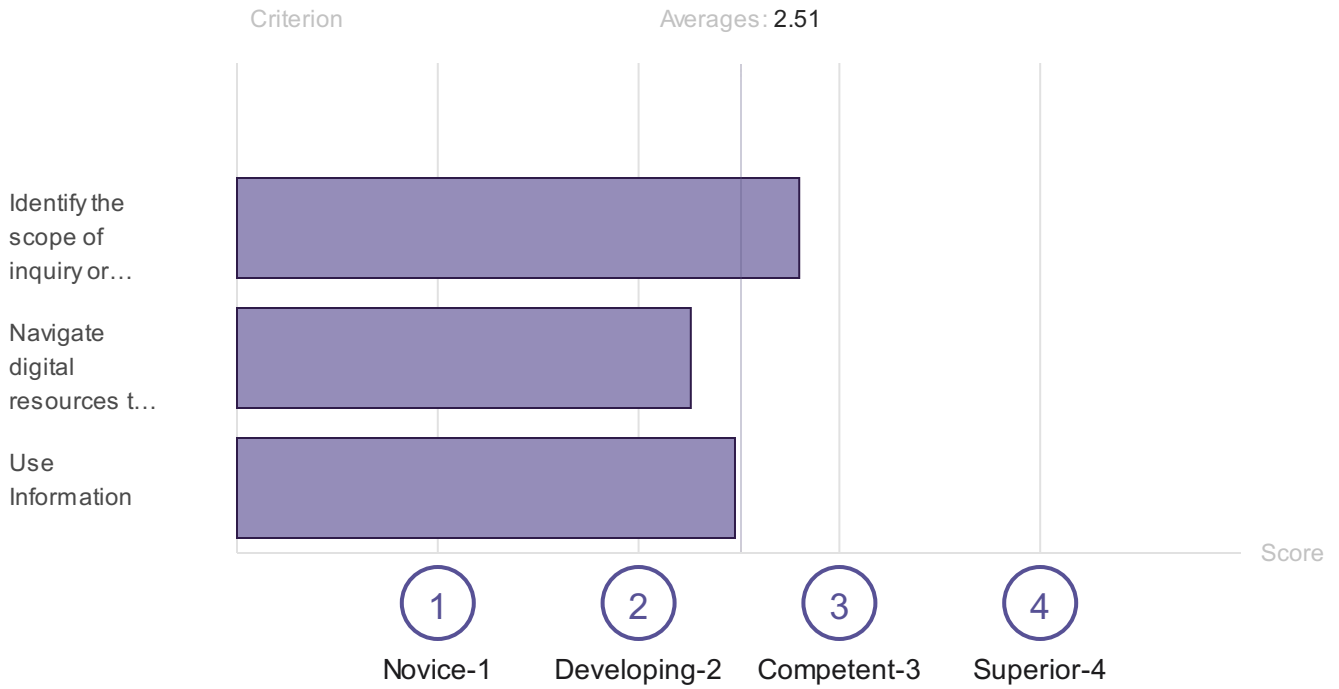Minimum Score: 1

Median Score: 2.67

Number Of Submissions: 206

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   Averages: 2.51

Criterion	Score
Identify the scope of inquiry or…	
Navigate digital resources t…	
Use Information	

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

Score

Outcome Performance Report: INFORMATION MANAGEMENT
Average by Criterion chart details

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

Average Score: 2.8

Number of Submissions: 133

Number of Scores: 362

Navigate digital resources to obtain relevant Information

Average Score: 2.26

Number of Submissions: 133
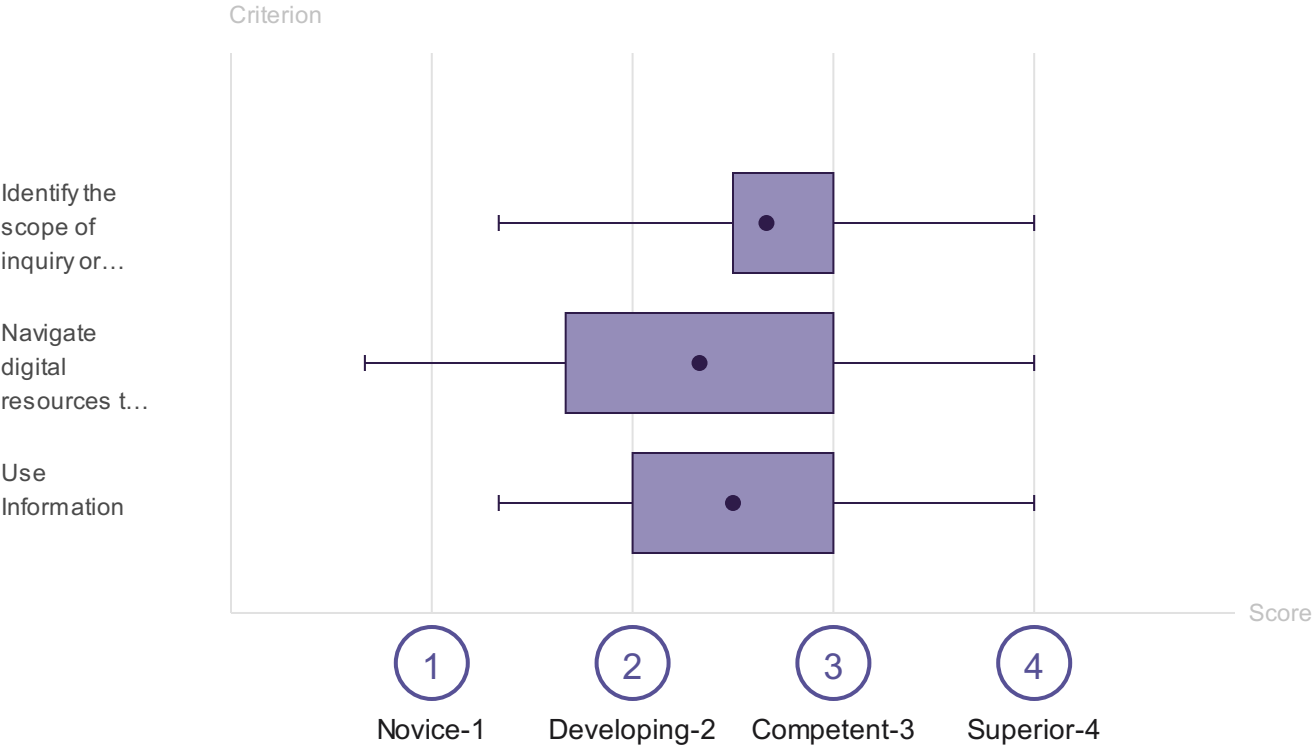
Number of Scores: 362

Use Information

Average Score: 2.48

Number of Submissions: 133

Number of Scores: 362

Outcome Performance Report: INFORMATION MANAGEMENT

SCORE DISTRIBUTION BY CRITERION

Criterion

Identify the
scope of
inquiry or…

Navigate
digital
resources t…

Use
Information

Score

1	2	3	4
Novice-1	Developing-2	Competent-3	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: 1.33

Median Score: 2.67

Number Of Submissions: 133

Navigate digital resources to obtain relevant Information

Maximum Score: 4

Minimum Score: 0.67

Median Score: 2.33

Number Of Submissions: 133

Use Information

Maximum Score: 4

Minimum Score: 1.33

Median Score: 2.5

Number Of Submissions: 133

References

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