

ADCS Fall 2020 Results

WHAT?

In Fall 2020, in collaboration with the General Education committee and department chairs/faculty, the Assessment Office expanded assessment data collection for **the 5C rubrics by asking Chairs to designate program core courses in three of the rubrics: (Civic Engagement, Communication, Creativity)**.

Assessment Office and General Education Committee Chair presented this plan to rollout 5C rubric assessment in program level courses at the September 4, 2020 Chairs Council (23 attendees). Assessment Office staff collaborated with chairs and IT representative to update 5C rubric designations for program level courses in ADCS. When selecting appropriate courses for each rubric, several department chairs/faculty (Computer Science, Mathematics, Physics, Psychology, Hospitality Tourism) struggled with finding a program level core course that adequately addressed the 5C Civic Engagement rubric.

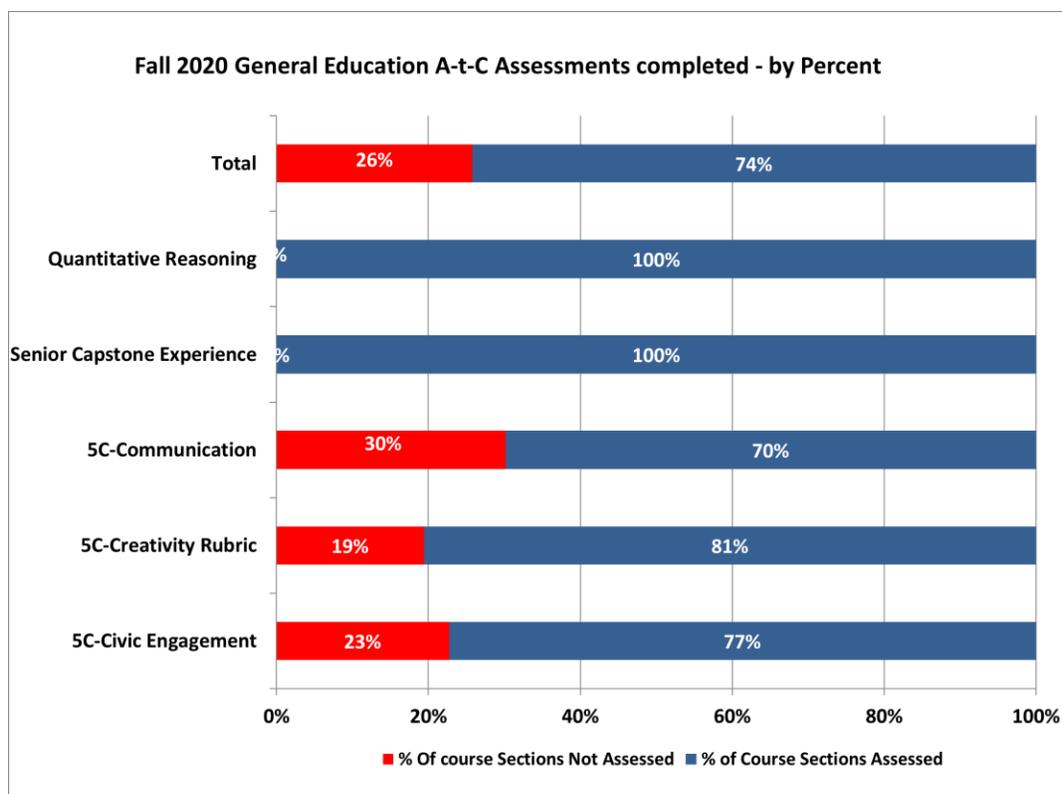
An ADCS workshop was also conducted on September 11, 2020 for instructors and chairs (20 attendees). Some faculty received assistance for ADCS via phone, email, and virtual meetings with Assessment Office staff.

Four reminder emails were sent to instructors teaching any of the designated courses starting on November 9 and ending on January 11, 2021.

In addition to these three 5C rubrics, few mathematics course sections were also assessed using the Quantitative Reasoning Across-the-Curriculum (A-t-C) rubric in Calculus I and II course sections. English capstone course was also assessed using the Senior Capstone rubric.

SO WHAT?

In Fall 2020, **instructors submitted data for 150 out of 202 designated course sections**, with an **overall 74% submission rate**. This a great achievement and faculty/Chairs should be commended for their hard work. While 100% of course sections had data submitted for Quantitative reasoning and Senior capstone rubrics, 70%-81% of course section data were submitted for 5C communication rubric, 5C Civic Engagement and 5C Creativity rubrics.



Due to the continued impact of COVID-19, all courses were taught virtually in Fall 2020 for the entire semester. Faculty members expressed the difficulty in assessing some elements of the rubrics. Faculty also found challenges with accurately assessing students due to lower class engagement opportunities in the virtual teaching format.

Many instructors left comments related to these challenges in ADCS also:
 “As a result of remote learning this semester, teamwork was not measured.”

“The synchronous format and the **inability to see and interact with (get to know students), made it difficult to assess students beyond their performance on exams and assignments.** So this assessment is based largely on their final grade. As well, because of the disadvantages of the synchronous format, I used "P" as the highest assessment, even though "A" may very well be more reflective of some students.”

“Inquiry, innovation, problem-solving, and teamwork cannot be observed for the current semester for each individual student.”

“This Creative Writing course did not allow for any assignments to be completed collaboratively. Each student focused on building/improving his or her skills. "X" marks students who did not attend class regularly or submit work for assessment.”

Faculty members also had comments regarding the rubric content. For the Human Ecology Intro to Professional Practice course that was assessed using the 5C Civic Engagement Rubric, the instructor stated, “although the course discusses numerous cultures, their communication styles, and needs, it does not focus on the African American experience enough to provide a rating.”

For the History and Systems Psychology course that was assessed using the 5C Communication Rubric, the instructor stated, “I wish the rubric included information on plagiarism. Where would you include insufficient paraphrasing and/or more serious forms of plagiarism.”

For the Medical Terminology course that was assessed using the 5C Communication Rubric, the instructor stated, “This is an asynchronous, automated course so there were no presentations to assess.”

For the Elementary French Lang & Culture I course that was assessed using the 5C Communication Rubric, the instructor stated, “This rubric is not appropriate for a French 101 or 102 class. At the beginner level, I concentrate on basic sentence structure; students do not have a central message; there are no sentences to organize, no supporting evidence, and so forth. This rubric would be more appropriate for other Gen Ed courses that I have taught, such as English Composition 101/102 or Speech, courses in which students have a much fuller command of the language.” Another French instructor commented that “these students do not have sufficient knowledge of the language.”

As a result, the instructors rated all students as N/A for nine sections of French I. One instructor for Spanish I also rated all students as N/A in 5 course sections. Only three instructors who taught language courses (Spanish, Arabic, and Chinese) submitted different ratings for students. English Dept. Chair and faculty will need to discuss the use of the 5C rubric in world language courses before designating these courses in the future.

Key Findings by Rubric

5C Communication	5C Civic Engagement	5C Creativity
37 instructors submitted data (81 sections)	23 instructors submitted data (34 sections)	25 instructors submitted data (29 sections)
Highest rating (74% satisfactory or above) for “Central Message”	Highest rating (78% satisfactory or above) for “Diversity of community and culture”	Highest rating (84% satisfactory or above) for “Content Knowledge” and no students were rated as “Not applicable for this element.”
Highest <i>Not applicable</i> (N/A) rating highest (5%) for “Counterarguments.” The larger percentage of N/A ratings for the other four elements of the rubric were due to the French and Spanish sections that had all students rated as N/A.	Highest <i>Not applicable</i> rating highest Civic involvement (21%), Responsible citizenship (20%), African American Experience (10%). “Exclude” rating was not used correctly for “self and society” element of this rubric for one of the History sections (HIST 203). This is an improvement from last semester, where several sections incorrectly utilized the eXclude rating instead of the N/A rating. Workshop trainings and email details	Teamwork element of the rubric had the highest “Not applicable” rating at astounding 55%. Instructors expressed the fact this element of the rubric was challenging to assess due to the remote learning environment. 16-21% of students were also rated as “not applicable” for three other rubric elements: Inquiry, Innovation and Problem Solving.

	were helpful in correction this issue from last semester.	
Very few students were rated unsatisfactory (4-5%) for all elements of the rubric.	Most students rated unsatisfactory (9% compared to 3-8%) for “Self, society, and culture.”	3-13% of students were rated unsatisfactory, with highest (13%) for Problem Solving. This element also had 21% of students rated as “Not applicable” for Problem Solving.
	Advanced ratings were highest for “Diversity of community and culture” with lowest ratings for <i>Civic involvement</i> and <i>responsible citizenship</i> . There were higher percentage of students were excluded for these elements of the rubric (21% and 20%).	

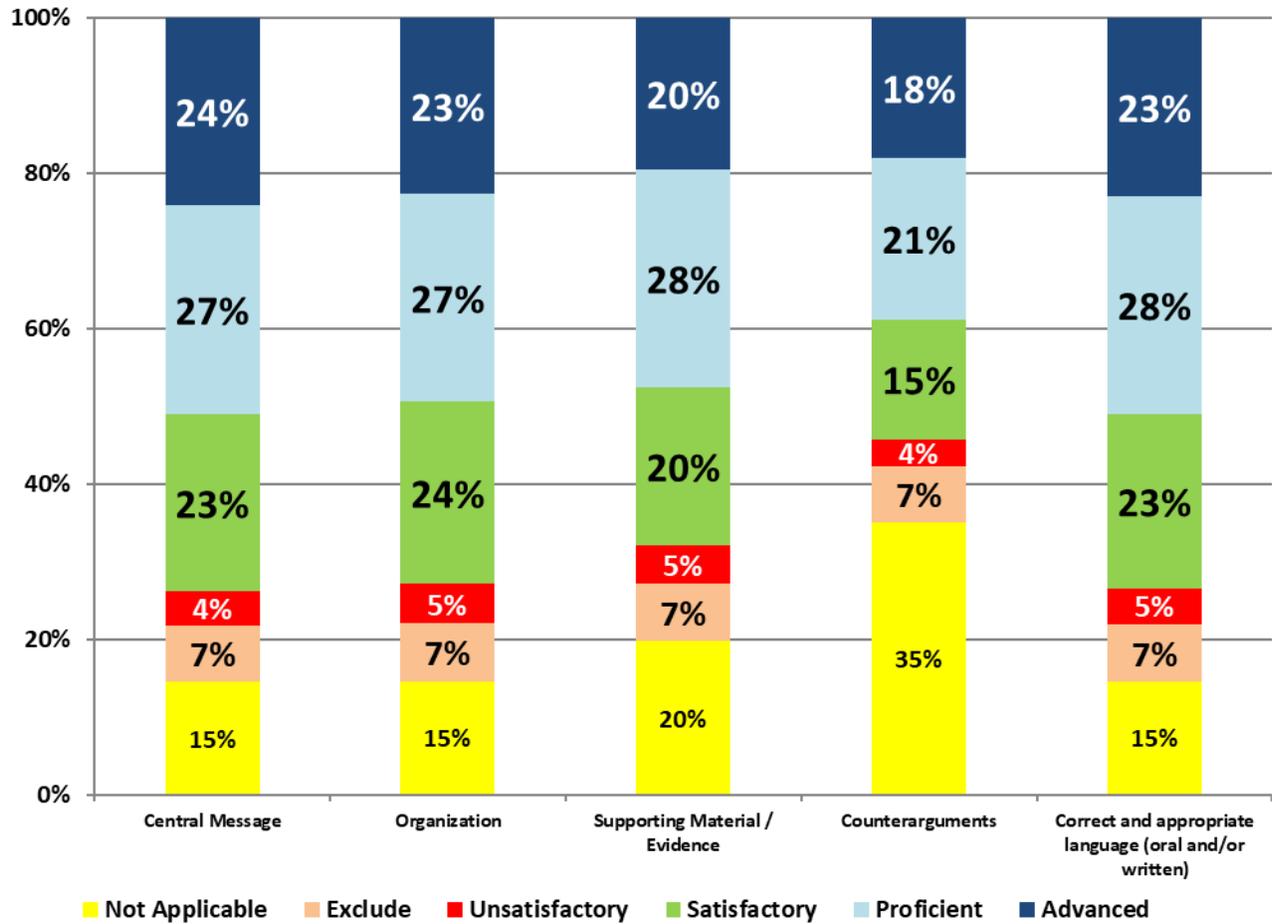
NOW WHAT?

Proposed Recommendations Based on Pilot Test

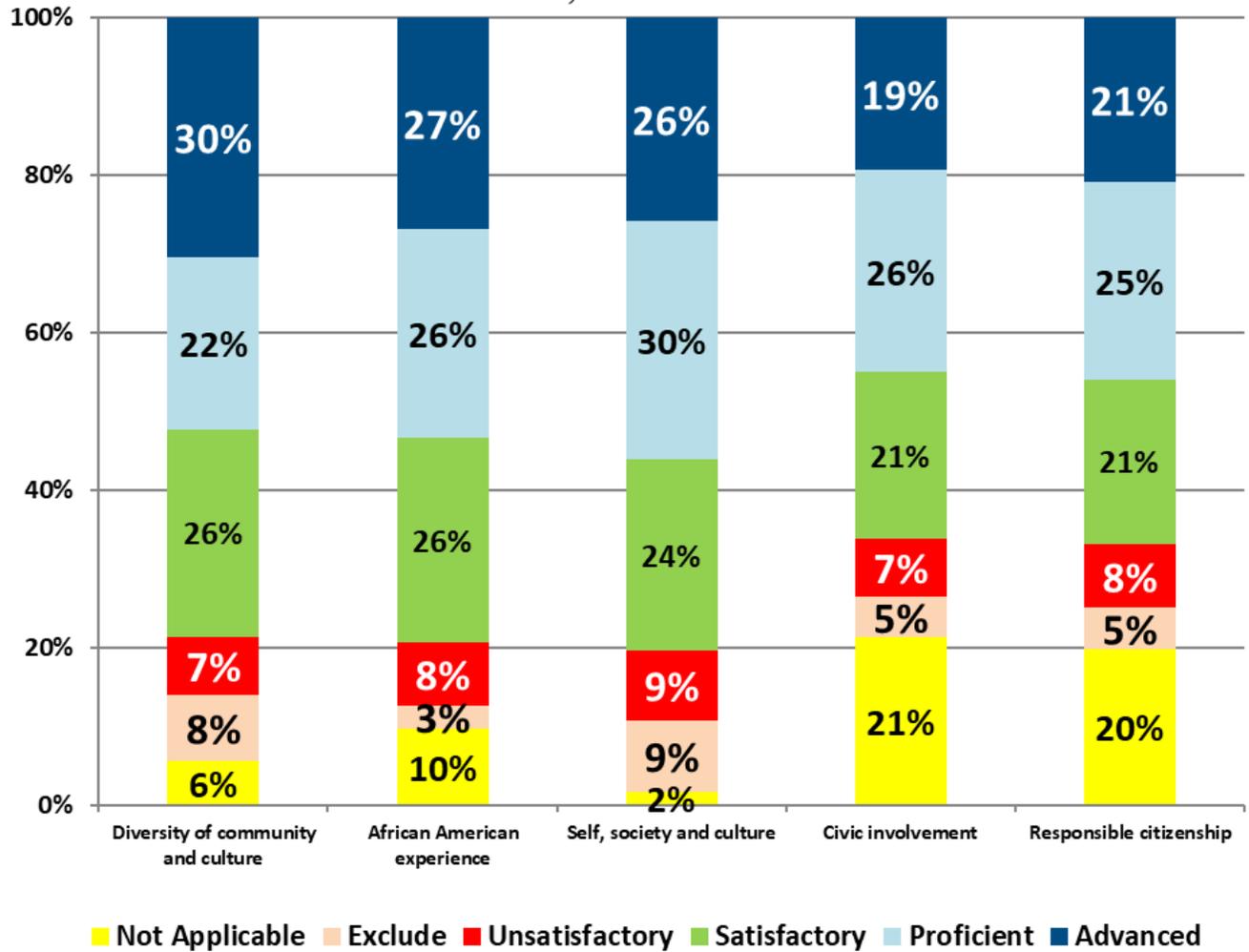
1. Discussions at Gen. Ed Committee – For 5C Communication rubric, several instructors rated all students as N/A for nine French 1 sections. One instructor for Spanish I also rated all students as N/A in 5 course sections. Only three instructors who taught language courses (Spanish, Arabic, and Chinese) submitted different ratings for students. The English Dept. Chair and faculty will need to discuss the use of the 5C rubric in world language courses before designating these courses in the future.
2. Stress the importance of not submitting all the same ratings for students in the entire section: i.e. rating all students as N/A, X, or S. This skews the overall university and program level assessment data. Encourage instructors to express concerns with the rubric and designated course if there are issues with alignment between the two.
3. Continue to stress the difference between *exclude* and *not applicable* ratings.
4. Review NSSE results to see if additional data related to Civic involvement and Responsible citizenship can be gleaned from these results in the 2020 administration to first-year and senior-year students.

Detailed Charts for further Review:

Fall 2020 5C Communication - ADCS Data, n = 81 sections



**Fall 2020 5C-Civic Engagement-ADCS Data, University Wide
results, n = 34 sections**



Fall 2020 5C Creativity- ADCS Data, n = 29 sections

