

**General Education Program and Assessment Committee  
(GEPAC)**

**Fall 2023 Student Learning Outcome (SLO) 1  
Assessment Report**

**Prepared Fall 2024 Semester**

**Approved 20<sup>th</sup> February 2025**

## Executive Summary

### **Methodology:**

In Fall 2023 semester, all instructors teaching Category A courses, Oral and Written Communication, were asked to submit artifacts for 5 randomly selected students. Seventy-eight percent of Oral Communication were submitted, and 92% of Written Communication artifacts were submitted. All artifacts were rated during in-person rating days using a newly revised analytic rubric.

### **Results:**

#### *Oral Communication*

Artifacts varied by dimension in oral communication. Students generally scored 2 or higher in the categories Organization, Language, Vocal Expression, and Central Message. However, 35-40% of artifacts were rated with a score of 1, below benchmark, in the Physical Expression and Supporting Materials categories. No artifacts were rated as unratable in oral communication.

#### *Written Communication*

Students generally met the benchmark score of a 2 or higher in all categories. Scores of 1 were assigned to 10% or less across all categories. However, scores of 0 (unratable) were common, especially in Audience and Genre categories. Approximately 20% of artifacts were unratable in these two categories.

In addition to quantitative assessment results, we had initial success on the change from a holistic to analytic rubric to help bring assessment findings back to the classroom level.

### **Recommendations:**

- Make rubrics available to all instructors earlier so they can better prepare assignments and for the submission of the artifacts and materials requested by the GEPAC.
- Include all campus partners; instructors, department chairs, program directors, and college deans on communications requesting materials from instructors.
- Work with oral communication course instructors to strategize how and when to implement video recordings in their classes.
- Continue to request additional information from instructors with artifact submission, such as an assignment sheet or summary statement, and indication of group or individual assignment.

## **Introduction and Context:**

This report focuses on the assessment of *Student Learning Outcome (SLO) 1: Communicate clearly and effectively orally (SLO 1A) and in writing (SLO 1B)*, which is met by courses falling under *Category A – Communicating with the World* of the General Education curriculum at Kutztown University. All courses offered in Fall 2023 semester falling under *SLO 1A (Category A.3 courses)* and *SLO 1B (Category A.1, A.2, and A.4 courses)* were scheduled to be assessed.

In Spring 2023 semester, the GEPAC (known as GEAC at the time) revised the rubric from a holistic to analytic format for *SLO 1A* and *SLO 1B* using feedback from faculty members who teach these courses. The aim of using analytic rubrics is to help faculty understand more precisely where students need to improve their performance to achieve the *SLOs* so that teaching interventions or curricular changes can be considered and implemented. In Fall 2023 semester, faculty teaching General Education curriculum courses in *Category A (A.1 – A.4)* submitted student artifacts for *SLO 1A* and *SLO 1B*.

A Spring 2024 General Education Retreat was scheduled on May 21, 2024, at the University's McFarland Student Union (MSU) to provide independent rating of student artifacts from *Category A.1, A.2, and A.4* courses related to *SLO 1B: Communicate clearly and effectively in writing*. A separate independent rating event of student artifacts from *Category A.3 and A.4* courses related to *SLO 1A: Communicate clearly and effectively orally* was scheduled at the MSU on October 25, 2024.

*SLO 1* is met by courses in General Education categories *A.1 to A.4 – Communicating with and about the World*, which states that involving attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content, and that courses in this category help students develop skills in reading, writing, listening, and speaking with this last skill assessed using *SLO 1A* on artifacts from *Category A.3 and A.4* courses. The *SLO 1B* (used to assess *Category A.1, A.2, and A.4* courses) further defines written communication as the development and expression of ideas in writing, involves learning to work in many genres and styles, as well as involves working with many different writing technologies and mixing texts, data, and images. In addition, it states that written communication skills develop through iterative experiences.

## **Methodology:**

### ***Assessment of SLO 1A and SLO 1B –***

Faculty members teaching courses falling under *A.1-A.4* categories of the General Education curriculum were contacted by email with instructions to submit student artifacts via D2L from five randomly selected individuals from the roster in each section of their course(s) as provided by Kutztown University's Office of Institutional Research at the end of the University's add/drop date. After faculty submitted student artifacts for *SLO 1A* and *SLO 1B* at the end of the Fall 2023 semester, the artifacts were prepared for independent rating at the Spring 2024 General Education Retreat by Graduate assistants in the Office of Assessment. Each artifact was given an

accession number to maintain student and instructor identity confidential. Faculty were invited to supply additional context or information about their artifacts, particularly the genre and intended audience. Some faculty provided detailed information while others provided little or none. To keep artifact context as consistent as possible, brief notes regarding the genre and audience were included to raters, when provided. Faculty volunteers were asked to rate student artifacts to determine performance levels using the revised analytic rubrics for *SLO 1A* and *SLO 1B*, which focus on oral and written communication, respectively. Both rubrics were developed so that areas of strengths and needs for improvement, based on ratings, could be determined. Consequently, faculty teaching oral and written general education classes will have a benchmark against which they can potentially adjust their teaching practice in a responsive way. The GEPAC's current student performance benchmark level is of 2.

During the Spring 2024 General Education Retreat approximately 25 raters were in attendance consisting of faculty volunteers and GEPAC members. On that day, only writing artifacts from courses in *A.1*, *A.2* and *A.4* categories were available for rating because oral communication artifacts from courses in *A.3* and *A.4* were digital videos in need of additional processing time. Raters were paired, and when possible, with each pair consisting of one professor that teaches *Category A* writing courses, and one professor that does not. A norming session was conducted in the morning with three anchors provided, *i.e.*, samples of student artifacts. The five individual skills or dimensions of the *SLO 1B: Communicate clearly and effectively in writing* rubric were unpacked so that raters could have a common understanding of each skill and performance level measure. The skills include *Dimension 1 – Audience*, *Dimension 2 – Purpose*, *Dimension 3 – Development*, *Dimension 4 – Genre*, and *Dimension 5 – Control of conventions*.

During the October 2024 independent rating day, a total of 6 raters consisting of faculty volunteers and GEPAC members were in attendance to rate artifacts from oral communication courses in *Category A.3* and *A.4*. Raters were paired, and when possible, with each pair consisting of one professor that teaches oral communication courses, and one professor that does not. A norming session was conducted in the morning with three anchors provided, *i.e.*, samples of student artifacts. The six individual skills or dimensions of the *SLO 1A: Communicate clearly and effectively orally* rubric were unpacked so that raters could have a common understanding of each skill and performance level measure. The skills include *Dimension 1 – An organizational pattern is used to structure the communication*, *Dimension 2 – Language choices are used effectively for the speaking situation and the audience*, *Dimension 3 – Vocal expression techniques are effective in communicating message*, *Dimension 4 – Physical expression techniques are effective in communicating the message*, *Dimension 5 – Supporting materials are used to develop the ideas in appropriate ways that establish the speaker's credibility*, and *Dimension 6 – Central message is conveyed in ways that increase the effectiveness of the communication*.

Norming procedures during both rating days included the following steps: *Step 1 – Read or view the entire artifact*, *Step 2 – Re-read (or re-view) and highlight evidence*, *Step 3 – Assign points using the rubric*, *Step 4 – Discuss artifact and rubric scoring with partner*, *Step 5 – Recalibrate and enter one score into online system as a pair*. No half-points were permitted in this analytic

rubric. Performance levels were either a 4 (excellent), 3 (good), 3 (fair), 1 (poor), or 0 (unable to rate). An artifact scored 0 (unable to rate) for any one, or more, dimension required an explanation for why it was unratable. Rating pairs were expected to rate independently, then converse to come to a consensus. If a pairs' scoring differed by one point on more than two dimensions, a third rater was called in to participate. Rating of student artifacts occurred in the afternoon and all scores were uploaded to a Microsoft Form using the artifact accession number.

Analysis of scores assigned to each artifact related to *SLO 1A: Communicate clearly and effectively orally* are summarized as the overall frequency distribution of performance level scores for each of the six dimensions based on: 1) all *Category A.3* courses, 2) *Category A.3* courses at the introductory-level, and 3) *Category A.3* courses at the 200-level.

Analysis of scores assigned to each artifact related to *SLO 1B: Communicate clearly and effectively in writing* are summarized as the overall frequency distribution of performance level scores for each of the five dimensions based on: 1) all *Category A* writing courses, 2) *Category A* courses at the 100-, 200- and 300-level, 3) courses in *Category A.1, A.2, and A.4*, 4) *Category A* composition (COMP) courses at the 100- and 200-level, 5) *Category A* writing courses organized by their home college, i.e., College of Liberal Arts & Sciences (CLAS), College of Education (COE), or College of Visual & Performing Arts (CVPA).

## Results

### *Assessment of SLO 1A*

The compliance rate for submitting student artifacts was 77.3% for *Category A.3* and *A.4* oral communication classes, with 17 of 22 course sections submitting at least one artifact from the list of five randomly selected students provided to instructors. However, a few courses did not submit student artifacts for reasons that included delays in GEPAC making the newly revised rubric available to instructors and lack of resources to digitally record students. After discussions with academic departments most impacted by these challenges, it was agreed that there would be no expectation of student artifact submission for those course sections (n= 5). Thus, the compliance rate becomes 100%, with all 17 course sections expected to submit student artifact doing so.

Overall, 75 *Category A.3* student oral communication artifacts were submitted, but 29 of these were unusable due to digital files having no audio, or written assignments submitted instead of audio/video. The 75 artifacts represent 88.2% of the total number expected (n= 85) from 17 sections that were provided a list of five randomly selected students on their roster. In total, 46 student artifacts were scored after the norming session during the October 2024 independent rating day, which is 54.1% of the total number of artifacts that were expected from 17 sections. The number of items scored 0 (unable to rate) occurred in only two of the six dimensions, *Dimension 1* (n=1) and *Dimension 5* (n= 3; **Figure 1**). Of the artifacts that were rated, 86.7% of *Dimension 1* items (n= 45), 86.9% of *Dimension 2* items (n= 46), 78.3% of *Dimension 3* items

(n= 46), 63% of *Dimension 4* items (n= 46), 67.4% of *Dimension 5* items (n= 43), and 84.8% of *Dimension 6* items (n= 46) were scored above 2 (fair) (**Figure 1**).

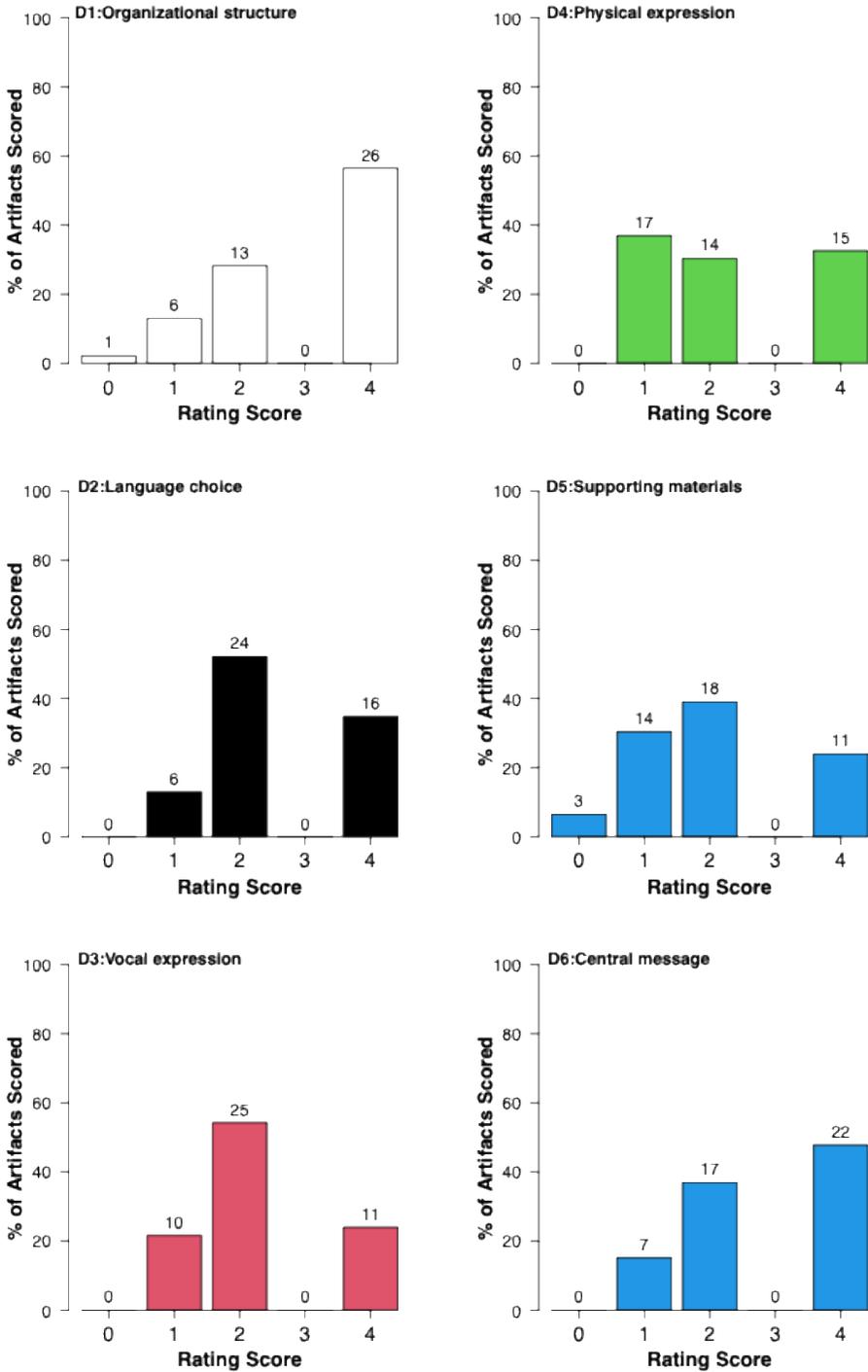
There was one student artifacts scored 0 (unable to rate) in *Dimension 1* with the response assessed as having no demonstrable organizational plan. Three student artifacts scored 0 (unable to rate) in *Dimension 5*, with all responses assessed as not seeming to require supporting material, and none was provided.

A total of 31 from 46 *Category A.3* student oral communication artifacts scored were from the introductory-level COMM course. The number of items scored 0 (unable to rate) occurred in only two of the six dimensions, *Dimension 1* (n=1) and *Dimension 5* (n= 3; **Figure 2**). Of the artifacts that were rated, 86.7% of *Dimension 1* items (n= 30), 83.9% of *Dimension 2* items (n= 31), 71% of *Dimension 3* items (n= 31), 64.5% of *Dimension 4* items (n= 31), 75% of *Dimension 5* items (n= 28), and 87.1% of *Dimension 6* items (n= 31) were scored above 2 (fair) (**Figure 2**).

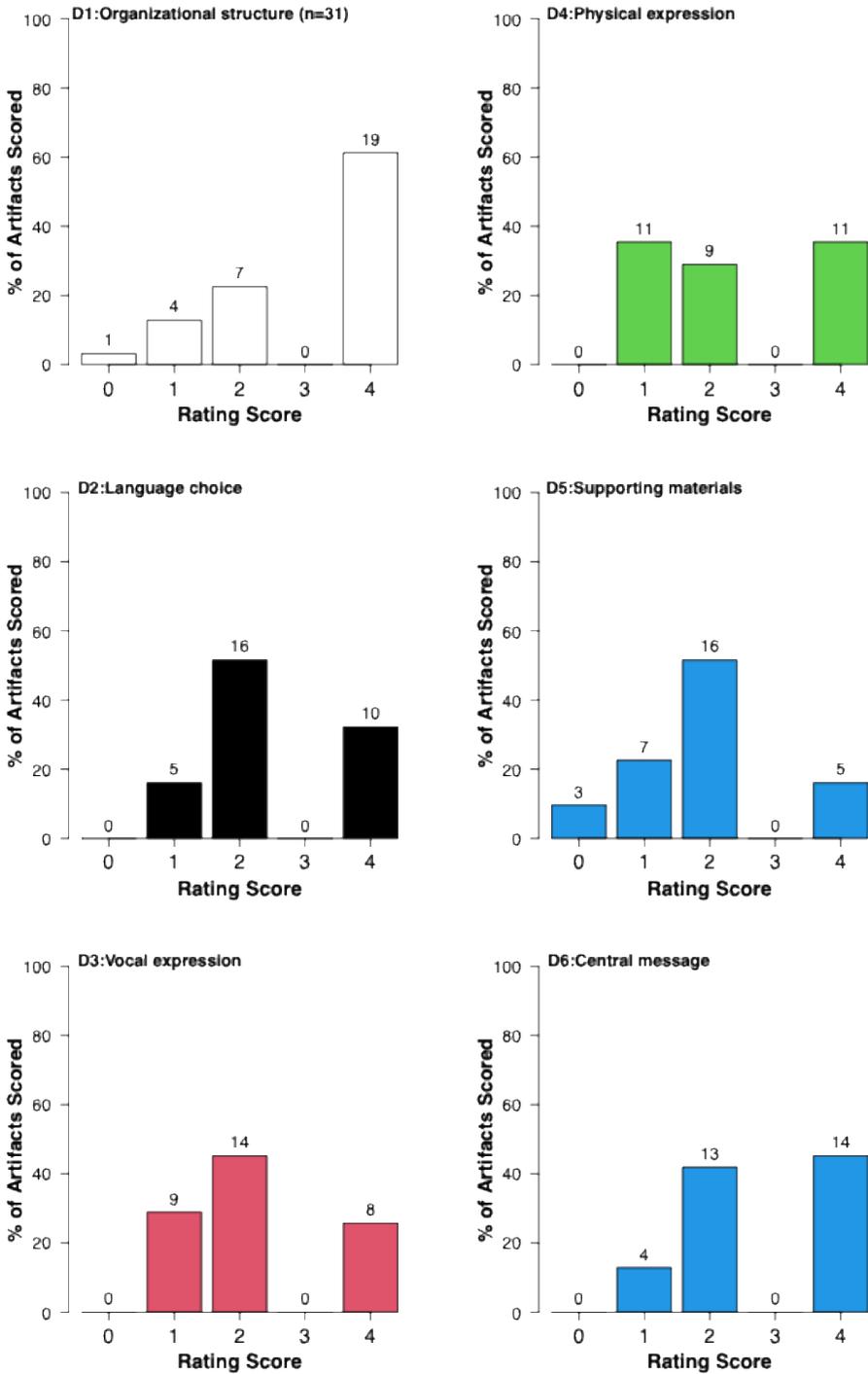
A total of 15 from 46 *Category A.3* student oral communication artifacts scored were from the 200-level COMM course. No items were scored 0 (unable to rate; **Figure 3**). Of the artifacts that were rated, 86.7% of *Dimension 1* items (n= 15), 93.3% of *Dimension 2* items (n= 15), 93.3% of *Dimension 3* items (n= 15), 60% of *Dimension 4* items (n= 15), 53.3% of *Dimension 5* items (n= 15), and 80% of *Dimension 6* items (n= 15) were scored 2 (fair) and above (**Figure 3**).

Interestingly, no student artifacts were scored 3 in any of the five dimensions (Figures 1-3), which appears to be an anomalous artifact of the data largely driven by the relatively small number of items that were independently rated. It should also be noted that both COMM courses that submitted artifacts have no course pre-requisite, even though one of the courses has 200-level numbering.

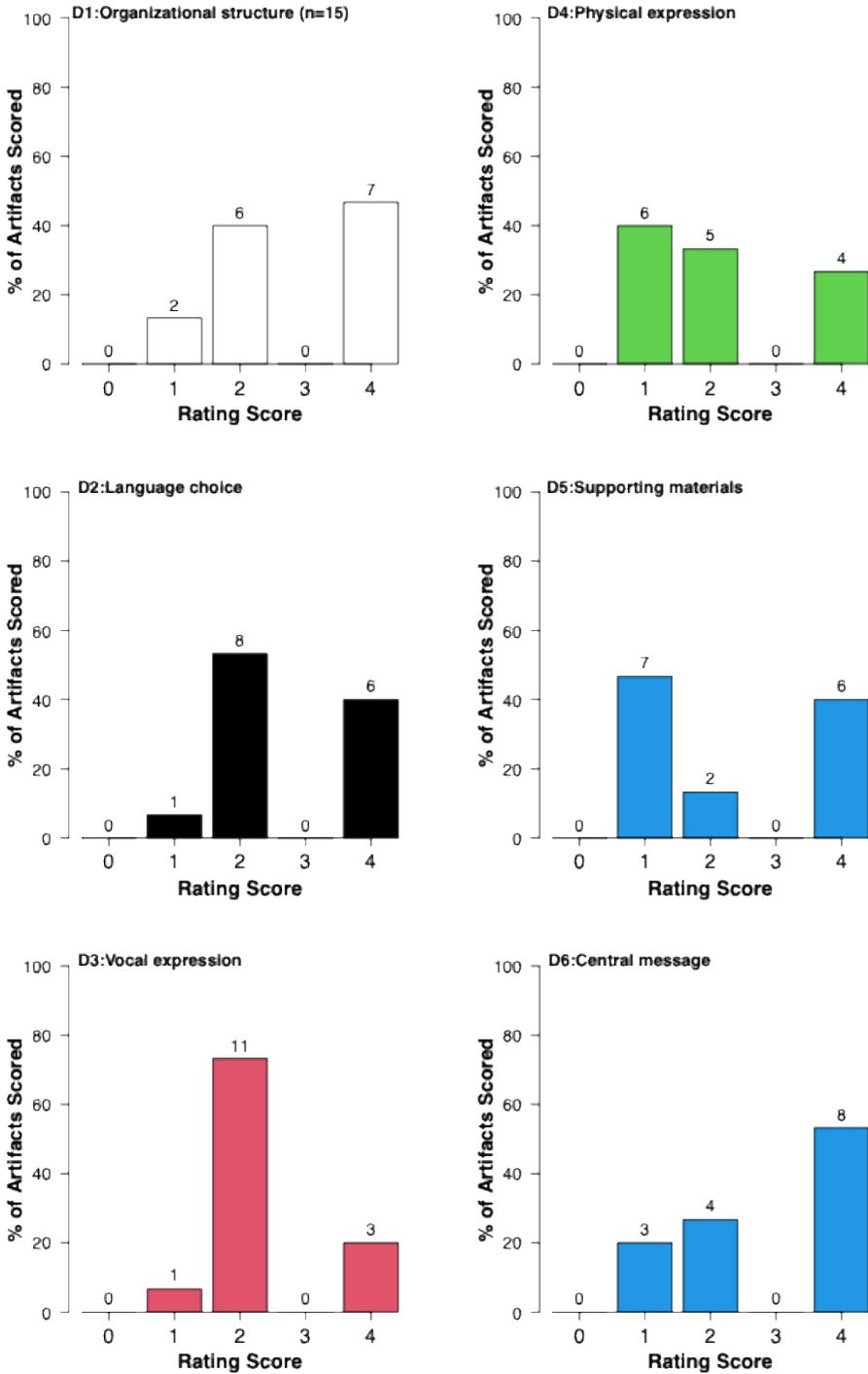
**Figure 1.** The percentage of all oral communication student work (artifacts) scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the six dimensions (D1-D6) in the analytic rubric for SLO 1A - *Communicate clearly and effectively orally*. Artifacts were submitted for assessment in Fall 2023 semester by courses in Category A.3 and A.4 of the KU General Education Program.



**Figure 2.** The percentage of student artifacts from introductory-level oral communication courses scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the six dimensions (D1-D6) in the analytic rubric for SLO 1A - *Communicate clearly and effectively orally*. Artifacts were submitted for assessment in Fall 2023 semester by courses in Category A.3 and A.4 of the KU General Education Program.



**Figure 3.** The percentage of student artifacts from 200-level oral communication courses scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during the assessment of the six dimensions (D1-D6) in the analytic rubric for SLO 1A - *Communicate clearly and effectively orally*. Artifacts were submitted for assessment in Fall 2023 semester by courses in Category A.3 and A.4 of the KU General Education Program.



## ***Assessment of SLO 1B***

The compliance rate for submitting student artifacts was 92% for *Category A.1, A.2, and A.4* writing classes, with 80 of 87 course sections submitting at least one artifact from the list of five randomly selected students provided to instructors. Overall, 312 *Category A.1, A.2, and A.4* student writing artifacts were submitted, but only 264 student artifacts were scored after the norming session during the Spring 2024 General Education Retreat because some artifacts were not redacted in time for assessment or some minor data entry errors occurred. The 312 artifacts submitted represent 71.7% of the total number expected (n= 435) from 87 sections that were provided a list of five randomly selected students on their roster, while the 264 artifacts that were scored represent 60.7%. The number of items scored 0 (unable to rate) varied for each of the five dimensions, with *Dimension 1* and *Dimension 4* having highest number of items that were not rated (n= 55 and 43, respectively), and *Dimension 2, Dimension 3, and Dimension 5* having the lowest (n= 11, 11, and 10, respectively; **Figure 4**). Of the artifacts that were ratable (not scored 0 by the independent raters), 97.1% of *Dimension 1* items (n= 209), 94.9% of *Dimension 2* items (n= 253), 88.9% of *Dimension 3* items (n= 253), 94.1% of *Dimension 4* (n= 221), and 92.1% of *Dimension 5* items (n= 254) were scored 2 (fair) and above (**Figure 4**).

Student artifacts scored 0 (unable to rate) in each of the five *Dimensions* had the following as the most common reason (>50%) for receiving that rating. For *Dimension 1 – Audience*, a total of 36 of 55 artifacts (65.4%) scored 0 had “no audience specified”, while for *Dimension 2 – Purpose*, 7 of 11 artifacts (63.6%) scored 0 had “no purpose specified” (**Figure 5**). For *Dimension 3 – Development*, a total of 7 of 11 artifacts (63.6%) scored 0 had “audience/purpose/genre not specified”, and for *Dimension 4 – Genre*, 32 of 43 artifacts (74.4%) scored 0 had “genre not specified” (**Figure 5**). Finally, for *Dimension 5 – Conventions*, 6 of 10 artifacts (60%) scored 0 had “audience/genre not specified” (**Figure 5**). Other reasons for not scoring artifacts included “no response”, “response doesn’t address metric”, “unclear what to assess”, “rater unfamiliar with genre”, and “plagiarism/AI use” (**Figure 5**).

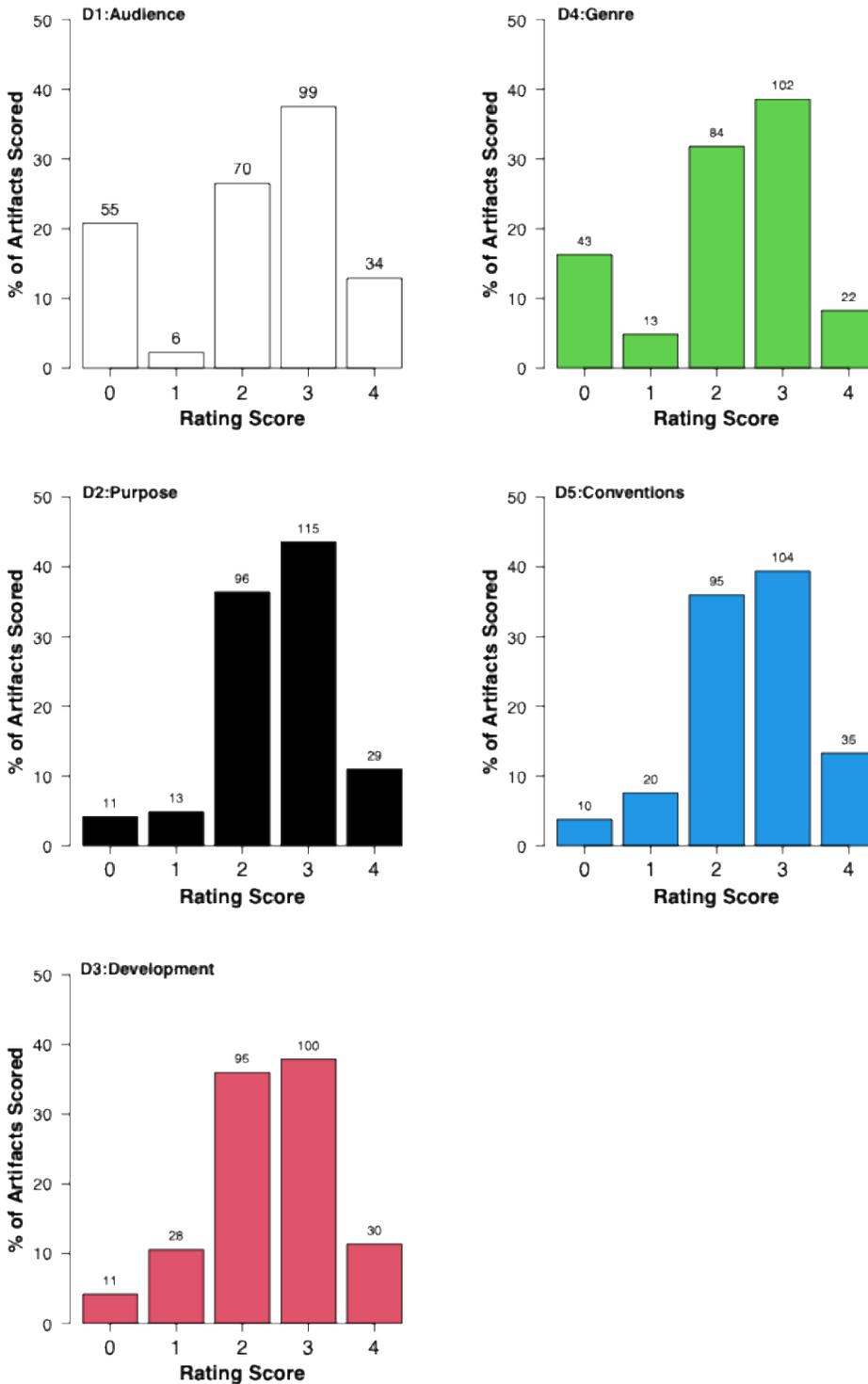
Writing courses in *Category A* can be further subdivided into *Category A.1, A.2, or A.4* and a summary of the independent rating scores of student artifacts based on these subdivisions are as follow. Of the artifacts that were rated for *Dimension 1 – Audience*, 97.2% from *Category A.1* (n= 107), 100% from *Category A.2* (n=36), and 95.4% from *Category A.4* (n=66) were scored 2 (fair) and above (**Figure 6**). For *Dimension 2 – Purpose*, 93.1% of artifacts from *Category A.1* (n= 131), 96.1% from *Category A.2* (n=52), and 97.1% from *Category A.4* (n=70) were scored 2 (fair) and above (**Figure 6**). For *Dimension 3 – Development*, 90.1% of artifacts from *Category A.1* (n= 131), 78.8% from *Category A.2* (n=52), and 94.3% from *Category A.4* (n=70) were scored 2 (fair) and above (**Figure 6**). For *Dimension 4 – Genre*, 95% of artifacts from *Category A.1* (n= 118), 92.5% from *Category A.2* (n=40), and 93.6% of *Category A.4* artifacts (n=63) were scored 2 (fair) and above (**Figure 6**). Finally, for *Dimension 5 – Conventions*, 88.5% of artifacts from *Category A.1* (n= 131), 92.4% from *Category A.2* (n=53), and 98.6% from *Category A.4* (n=70) were scored 2 (fair) and above (**Figure 6**). A point of note is that *Category*

*A.1* and *Category A.2* courses are courses with course prefix COMP at the 100 and 200 college level, respectively.

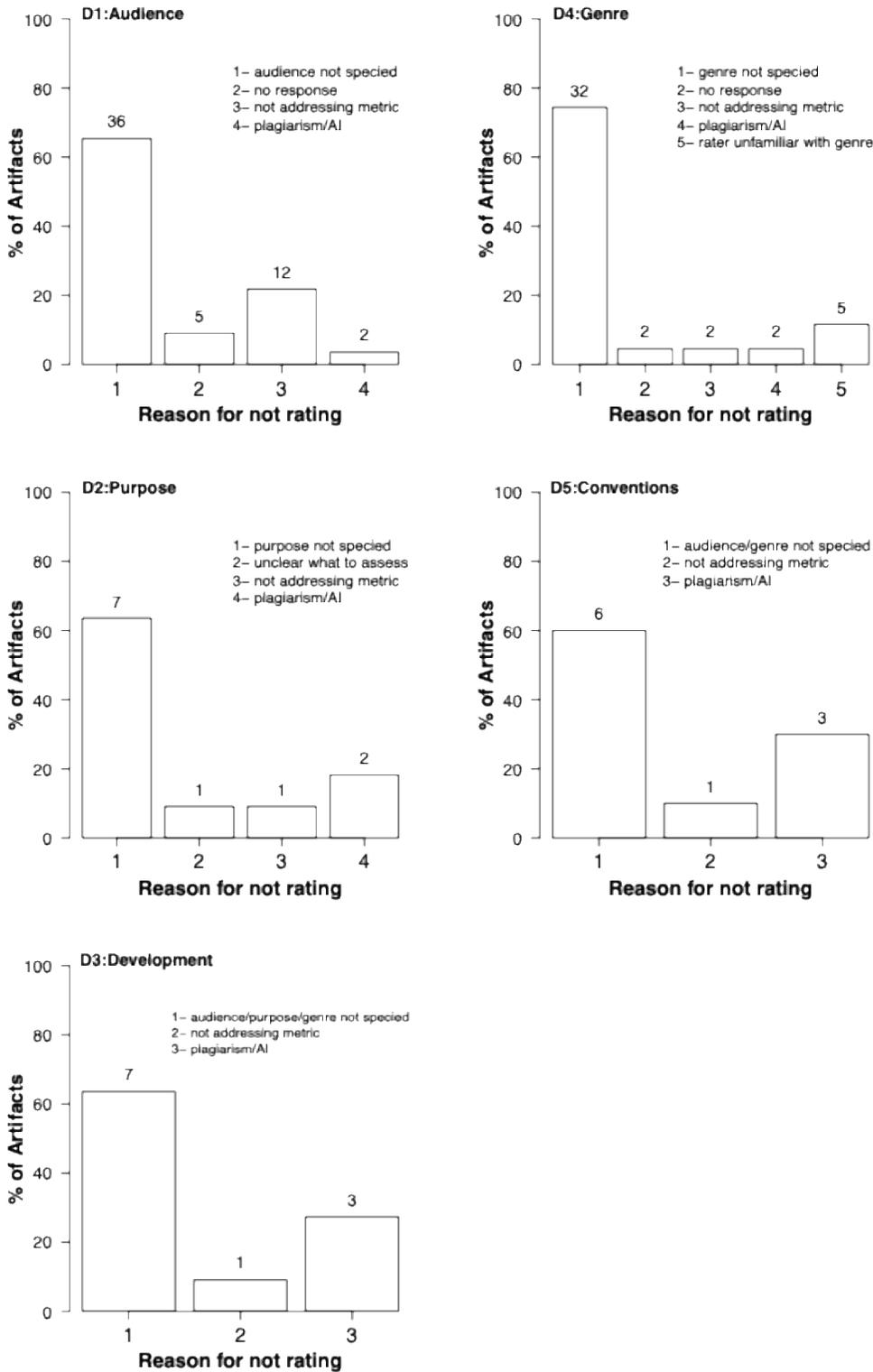
Given that *Category A* courses can also be subdivided based on course college-level, i.e., 100-, 200-, or 300-level, a summary of the independent rating scores of student artifacts based on these subdivisions are as follow. Of the artifacts that were rated for *Dimension 1 – Audience* (n= 127), 98.5% of the 100-level, 98.6% of the 200-level (n=71), and 90.9% of the artifacts (n=11) from 300-level courses were scored 2 (fair) and above (**Figure 7**). For *Dimension 2 – Purpose*, 94% of artifacts (n= 151) from 100-level, 97.7% from 200-level (n=89), and 84.6% of artifacts (n=13) from 300-level courses were scored 2 (fair) and above (**Figure 7**). For *Dimension 3 – Development*, 89.4% of artifacts (n= 151) from 100-level, 86.7% from 200-level (n=90), and 100% of artifacts (n=12) from 300-level courses were scored 2 (fair) and above (**Figure 7**). For *Dimension 4 – Genre*, 94.2% of artifacts (n= 138) from 100-level, 94.4% from 200-level (n=72), and 91% of 300-level artifacts (n=11) were scored 2 (fair) and above (**Figure 7**). Finally, for *Dimension 5 – Conventions*, 89.4% of artifacts (n= 151) from 100-level, 95.6% from 200-level (n=91), and 100% of artifacts (n=12) from 300-level courses were scored 2 (fair) and above (**Figure 7**).

*Category A* courses can also be subdivided based on the College that hosts each course prefix, i.e., CLAS, COE, or CVPA, and a summary of the independent rating scores of student artifacts based on College are as follow. Of the artifacts that were rated for *Dimension 1 – Audience*, 97% from CLAS (n= 199), 100% from COE (n=5), and 100% from CVPA (n=5) were scored 2 (fair) and above (**Figure 8**). For *Dimension 2 – Purpose*, 95% of artifacts from CLAS (n= 243), 80% from COE (n=5), and 100% from CVPA (n=5) were scored 2 (fair) and above (**Figure 8**). For *Dimension 3 – Development*, 88.5% of artifacts from CLAS (n= 244), 100% from COE (n=4), and 100% from CVPA (n=5) were scored 2 (fair) and above (**Figure 8**). For *Dimension 4 – Genre*, 93.8% of artifacts from CLAS (n= 211), 100% from COE (n=5), and 100% from CVPA (n=5) were scored 2 (fair) and above (**Figure 8**). Finally, for *Dimension 5 – Conventions*, 91.8% of artifacts from CLAS (n= 245), 100% from COE (n=4), and 100% from CVPA (n=5) were scored 2 (fair) and above (**Figure 8**).

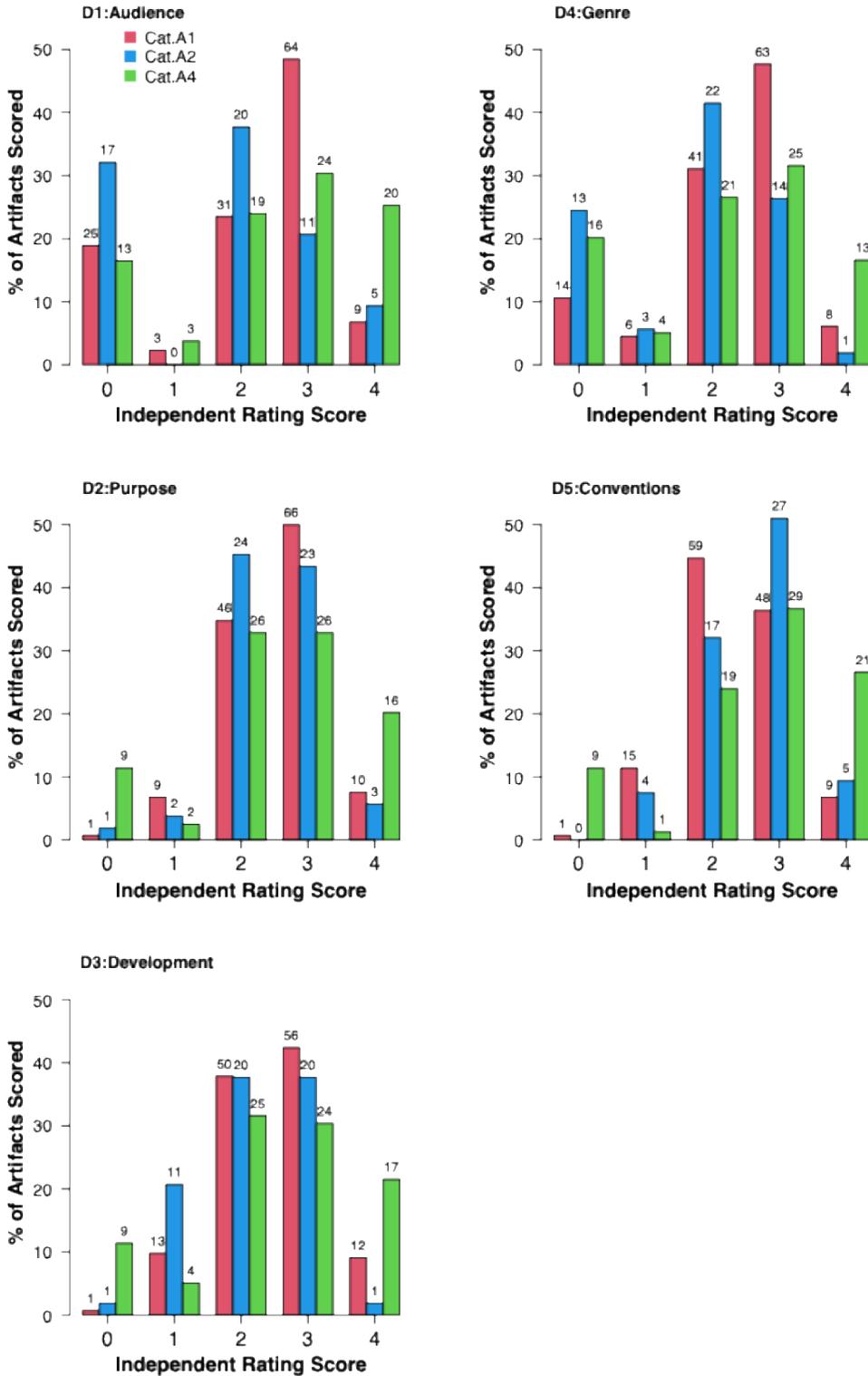
**Figure 4.** The percentage of all student writing artifacts scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during the assessment of the five dimensions (D1-D5) in the analytic rubric for SLO 1B - *Communicate clearly and effectively in writing*. Artifacts were submitted for assessment in Fall 2023 semester by courses in Category A.1, A.2, and A.4 of the KU General Education Program.



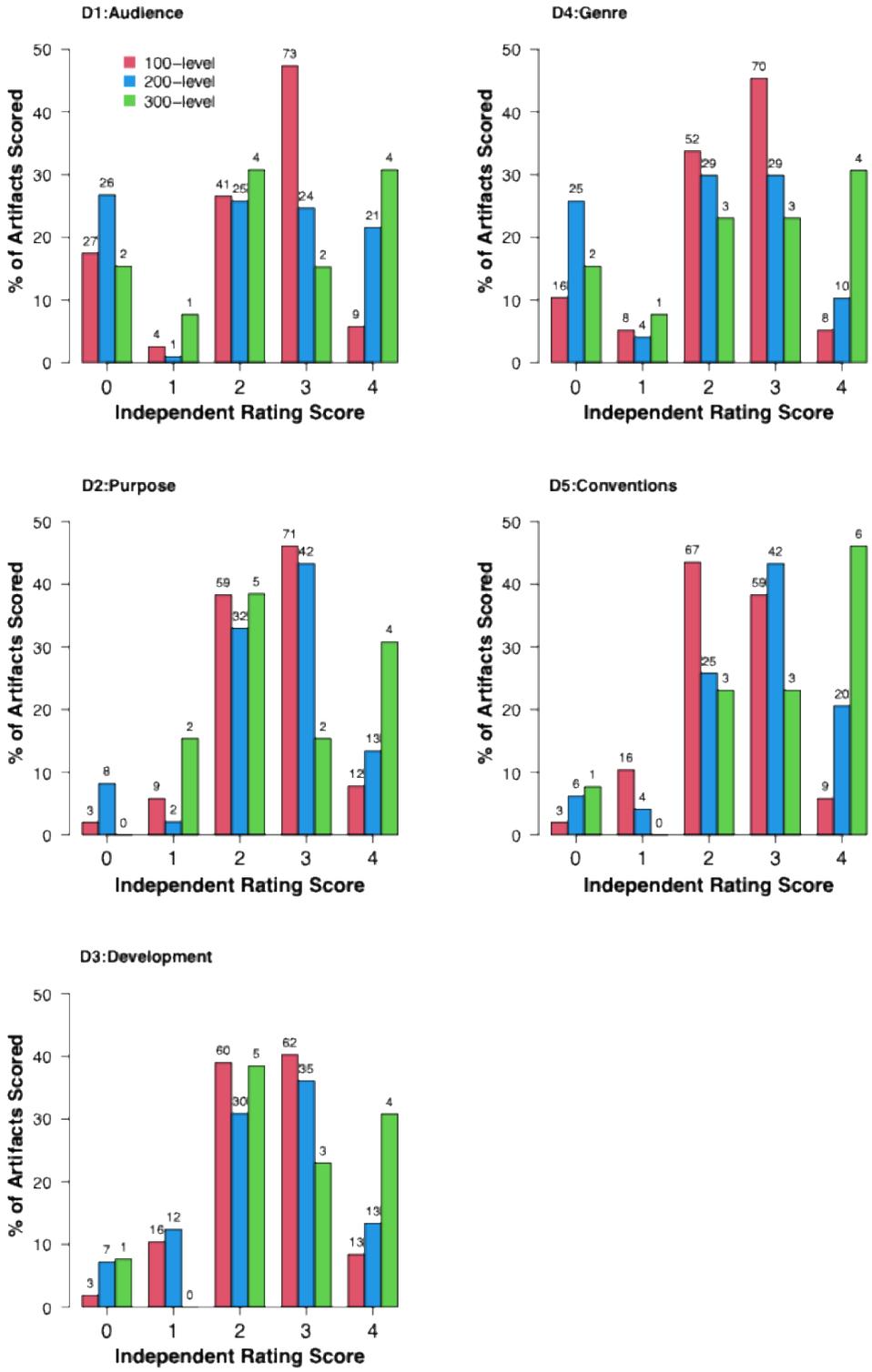
**Figure 5.** The percent of student writing artifacts from Fall 2023 semester courses in Category A.1, A.2, and A.4 of the KU General Education Program that scored 0 (unable to rate) in each of the five dimensions (D1-D5) of the SLO 1B analytic rubric (*Communicate clearly and effectively in writing*) grouped according to reason, or explanation, for not rating by pairs of volunteers.



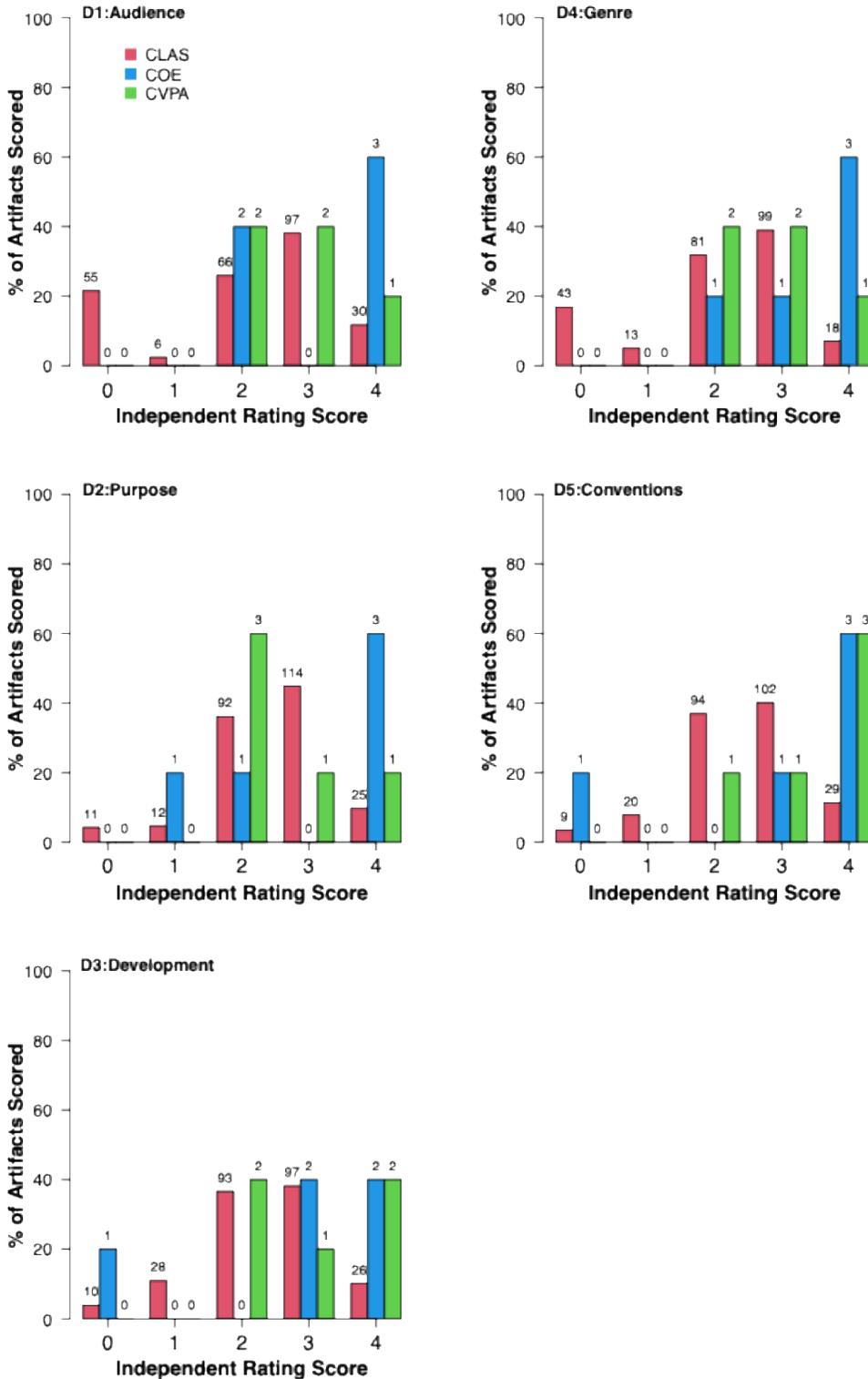
**Figure 6.** The percentage of student writing artifacts submitted in Fall 2023 by courses in General Education Program Category A.1, A.2, and A.4 that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters in each of the five dimensions (D1-D5) of the analytic rubric for SLO 1B - *Communicate clearly and effectively in writing*.



**Figure 7.** The percentage of student writing artifacts submitted in Fall 2023 by 100-, 200- and 300-level courses in the General Education Program Category A.1, A.2, and A.4 scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters in each of the five dimensions (D1-D5) of the analytic rubric for SLO 1B - Communicate clearly and effectively in writing.



**Figure 8.** The percentage of student writing artifacts submitted in Fall 2023 by courses from three of the KU Colleges that contribute to the General Education Program Category A.1, A.2, and A.4 scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters in each of the five dimensions (D1-D5) of the analytic rubric for SLO 1B - Communicate clearly and effectively in writing.



## **Key Points and Recommendations:**

Based on this assessment of General Education Program *Category A* courses using the newly revised analytic rubric for SLO 1 in Fall 2023 semester, the GEPAC makes the following key points and recommendations about the process and the results.

### *Key Points – Assessment Data Collection Process*

There were several challenges in collecting appropriately rate-able student work products for SLO1A - *Communicate clearly and effectively orally*. The expectation is that oral communication artifacts submitted demonstrate the student communicating orally so that it can be assessed by independent raters using the newly revised analytic rubric. That expectation posed challenges, especially as the revised rubric was not available until at least five weeks into the term, well after instructors had developed their syllabi, schedules, and course materials. Many were unable to add a video recorded session to their scheduled activities due to: lack of resources such as video recorders; perceived student hesitation in facing a recorder for one assignment only, e.g. students may become more nervous and performed lower than their potential as a result; potentially singling out the five randomly selected students indicating whose work product specifically would be rated (which should never be done). In other cases, there were technical problems with recording student work products. Several artifacts were unintentionally submitted in video format – without audio; the audio was corrupted somewhere between the act of recording, transferring the recordings to a computer, and then submitting the selected artifacts. Several instructors, as well as professionals from the Office of Information Technology attempted to recover the audio, to no avail. Some rate-able, full video and audio, work products were submitted but without identifying the specific student meant to be assessed. This was common in courses requiring group presentations, which occurs in some 200-level COMM courses. For example, three to five students worked together on a single oral communication artifact, but it was possible that only one of those students was randomly selected for assessment. While some instructors were very intentional with their submissions and left detailed notes so the materials for rating day could be easily organized and prepared, others did not submit that specific information. That omission left the Graduate Assistants and members of the GEPAC to parse out one student from the others prior to assessment. In addition, some professors submitted written student work products that did not meet the basic categorical expectation of submitting artifacts that demonstrate students communicating orally. There was compliance then, as work products were submitted as requested, but those artifacts were not ratable.

Other operational issues were similarly encountered with collecting data for SLO 1B – *Communicate clearly and effectively in writing*. It was not possible for instructors to submit artifacts because a student, or students, on the list they were provided withdrew from the course, did not submit the assignment assessed, stopped attending the course, the instructor had no record of the student(s), or the instructor indicated that the students had used Artificial Intelligence (AI) to complete the assignment or the assignment had a low word count and they did not submit it. Some technical issues were encountered with some files submitted, including the inability to access electronic files, or files missing from submission folders. A few

instructors submitted no artifacts from the list and provided no explanation. Ultimately, all these challenges had an impact on compliance rates for the assessment of both SLO1 A and SLO 1B.

The Spring 2024 General Education Retreat rating of written artifacts was the first implementation of the newly revised analytic SLO 1B rubric, and during the norming session, as well as the discussion that occurred after artifacts were rated, multiple suggestions for revision of the rubric itself were shared on a Parking Lot Board where participants placed notes. In addition, some participants shared suggestions about the rubric via an online Feedback Survey after the Retreat. All ranged in detail and scope including punctuation, typos, clarification on emphasis of words, inconsistency in word usage across scoring levels, suggestions to request clarity on what was assigned to have context about a dimension being scored, e.g., genre, and suggestions for how to clarify descriptions of the scoring levels. All will be considered by the GEPAC and incorporated, when possible, into the next revision before the assessment of both SLO 1A and SLO 1B.

### *Key Points – Results*

Results from the analysis of the independent rating scores given to rate-able artifacts for the assessment of SLO 1A and SLO 1B using multiple dimensions within both SLO's new analytic rubric, indicate that many of the students are performing at the GEPAC's benchmark level of 2. Some dimensions had lower percentage of artifacts scoring above the benchmark level, but this is in large part a result of relatively low sample sizes. For example, the 31 artifacts from introductory-level COMM courses and 15 from 200-level courses results in relative low sample sizes for the rating-score levels, which should limit drawing conclusive inferences in some instances. For some dimensions in the rubrics, the sample sizes were lower because of artifacts being scored 0 (unable to rate). Another explanation is the fact that the potential number of artifacts is also impacted by the number of sections taught on any given semester in the required writing sequence (Category A.1 – Category A.2) and required oral communication courses (Category A.3), out with the option for either writing or oral communication fulfilling the required Category A.4 course. This is ultimately driven by enrollment.

Another result emerging from the independent rating of the students' performance in SLO 1 is in the explanations provided for why an artifact was considered unratable or scored 0. As Figure 5 illustrates, a large proportion of artifacts were considered lacking specificity in addressing or defining the specific dimension being assessed. We gave a suggestion that instructors provide the assignment sheet for clarification of the audience, genre, and purpose of this work product, and while some did provide this information, others did not. During the rating events, it became apparent that some artifacts collected rely on this supplemental material to accurately rate it. Since the request for this material was given as optional, not all were supplied, and this was a major reason why many artifacts were scored 0.

Several work products were scored 0 due to a suspicion of being generated by AI. However, being able to detect an AI generated artifact without the aid of technology itself is challenging, and none was provided during the rating days. We acknowledge that some individuals can detect this when reading artifacts without the aid of technology, and that ideally all volunteer

raters would have these skills. In fact, some instructors did indicate that artifacts for students on the lists given were generated by AI and therefore they did not submit it for those individuals.

Overall, the first implementation of the analytic rubric for SLO 1 demonstrates how it can potentially be more informative to instruction and student learning. For example, results on why artifacts submitted were not ratable can help instructors identify some of the skills that their course or assignments need more emphasis or clarity for students. The rating results and the feedback from instructors and raters on the rubric itself will help this tool evolve in its content, definition, and implementation, which in turn will help improve KU students learning oral and written communication.

### *Recommendations –*

1. We recommend making rubrics available to all instructors earlier so they can better prepare assignments and for the submission of the artifacts and materials requested by the GEPAC. While the current rubric may require additions, deletions or other modifications, those changes will be driven by the data collected in each assessment cycle of the SLO and may not be as substantive and time intensive as was transforming it into an analytical tool.
2. We recommend clearly communicating what materials are required to facilitate assessment with all campus partners, not just instructors, such as department chairs, program directors, and college deans. For example, that recorded materials are expected for the assessment of SLO 1A, as is the context of artifacts' assignment for assessment of both SLO 1A and 1B. This will hopefully facilitate to procurement of video recording equipment either for the department in need of it, or borrow from other departments, as well as improve on the ability to rate more artifacts without difficulties.
3. For the assessment of SLO 1A, we recommend working with oral communication course instructors to strategize how and when to implement video recordings in their classes such that student performance is not impacted, and none of the randomly selected students are singled out in the classroom. This could be facilitated through meetings between the GEPAC and the instructors in the form of professional development (?)
4. In this cycle of assessing SLO 1B, we gave a suggestion that instructors teaching Category A.1, A.2, and A.4 courses provide an assignment sheet or summary statement that clarifies the audience, genre, and purpose of the artifacts submitted, and we recommend that this information should now be required in the submission process.
5. Similarly, we recommend that requiring instructors teaching Category A.3 and A.4 for clarification on what the oral communication assignment was, and if it's a group assignment, they help identify which individual(s) are from the list of randomly selected students on their roster.
6. We recommend that future collection instructions should clarify that any student work products that are subject to academic honesty proceedings should not be submitted. The

instructor should provide a brief statement indicating the assignment is not possible to submit due to potential academic honesty issues.

**Trend Analysis:**

The GEPAC would like to highlight the differences in student performance to achieve *SLO 1* in its last assessment during 2019 relative to results from the Fall 2023 assessment results in this report. In 2019, compliance for SLO 1A was 100%, and for SLO 1B it was 64%. A total of 863 oral communications from 39 sections were rated in the classroom by a member of the assessment committee at the time (GEAC), or by the instructor of record who submitted to GEAC. In 2019, a total of 236 artifacts of the 500 randomly selected from the 1,767 individuals enrolled in SLO 1B courses. In addition, 125 artifacts were expected to be double-rated (every 14<sup>th</sup> of the 500 randomly selected), but only 28 were. For SLO 1A, 62% of artifacts scored at or above the benchmark score of 2, while for SLO 1B, 65% of artifacts scored at or above the benchmark score of 2. The number of artifacts rated and their rating score in 2019 are very different than what has been measured in Fall 2023 for SLO 1 using the new analytic rubric. However, a direct comparison is not possible because assessment shifted from using holistic to analytic rubrics, and the process for rating students and artifacts was entirely different.

**APPENDIX 1 – Summary of GEPAC’s Fall 2023 Assessment Recommended Tasks**

<b>Task</b>	<b>University Group(s) Leading Task</b>	<b>Target Due Date</b>	<b>Date Completed</b>	<b>Notes</b>
Make rubrics available to all instructors earlier so they can better prepare assignments and for the submission of the artifacts and materials requested by the GEPAC	GEPAC/Depts or Programs?			
Communicate clearly with all campus partners, not just instructors, about what materials are required to facilitate assessment	GEPAC/Depts or Programs?			
Work with professors to strategize how and when to implement recordings in their classes such that student performance is not impacted, and no selected student work products are identified.	GEPAC/Depts or Programs?			
Required writing instructors provide assignment sheets for clarification of audience, genre, and purpose of their artifacts as part of the submission material	GEPAC/Depts or Programs?			
Require oral communication instructors for clarification on what the assignment was, and if it’s a group assignment, they help identify in a recording which individual(s) are on the list of randomly selected students from their roster	GEPAC/Depts or Programs?			
Clarify to instructors that any artifact(s) subject to academic honesty proceedings should not be submitted, and if it has occurred for a student on their list, they provide a brief statement it is not possible to submit due to potential academic honesty issues.	GEPAC/Depts or Programs?			