

Community College *of* Philadelphia

Report on General Education Essential Skills Assessment: Writing, Research, and Information Literacy (WRI) Fall 2021-Spring 2022

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- The General Education Essential Skills Core Committee

1. EXECUTIVE SUMMARY

Overview of General Education Assessment, Fall 2021-Spring 2022: Competency in Writing, Research, and Information Literacy (WRI) is defined by five General Education Measures (GEMs) derived from the WRI Essential Skill definition that are the basis for measuring student proficiency. In addition, the GEMs are assessed at the “introduced” and “reinforced” level, in ENGL 101: College Writing I and ENGL 102: The Research Paper, respectively, in order to determine to what extent proficiency in the GEMs rises from one level to the next in the planned two-course sequence. Commensurate with the implementation of the revised system of general education in Fall 2021, the assessment of the general education Essential Skill of WRI was conducted as a pilot in Fall 2021 (n = 328) and at scale in Spring 2022 (n= 1,038). Proficiency data from Fall 2021 and Spring 2022 are presented separately due to inconsistent use of the score of “0” in the Fall 2021 semester and subsequent faculty norming for Spring 2022. The norming process included developing and training faculty to use a norming tool that more specifically explains the ratings system, particularly limiting the score of zero to assignments that were not submitted rather than including assignments that may have been submitted but were incomplete, which were scored as not proficient. Following the faculty norming, average proficiency at the introduced level (ENGL 101) increased from 58% to 69%, although below the 80% benchmark, and proficiency at the reinforced level (ENGL 102) remained above the 80% benchmark (82%). Faculty reflections on the Fall 2021 and Spring 2022 data focused on the need for norming, the prevalence of missing work, teaching and learning interventions, and more meaningful connections between general education assessment and classroom practice¹. The GEES Core Committee and College Writing Unit reviewed the data and faculty reflections and developed recommendations in several areas.²

Liberal Studies DCAF: General education assessment and this report would not have been possible without the work of the Liberal Studies Divisional Curriculum Assessment Facilitators (DCAF), who designed the GEMs assessment pilot and assessment process, trained and communicated with faculty, resolved issues related to software, reconciled data, and answered innumerable questions. The Liberal Studies DCAF are also members of the General Education Essential Skills Core Committee.

General Education Measures (GEMs): Competency in WRI is defined by five General Education Measures (GEMs) derived from the WRI Essential Skill definition developed by a multidisciplinary group of faculty, approved via the College’s governance structure, and implemented in Fall 2021. These GEMs are the basis for the rubric³ for measuring student proficiency in WRI and will be used throughout this report:

- **WRI1:** Develop significant ideas in support of a thesis or research question

¹ See Section 5: Faculty Reflections and Responses, p. 11

² See Executive Summary, Section B

³ <https://www.ccp.edu/college-catalog/general-education-requirements>

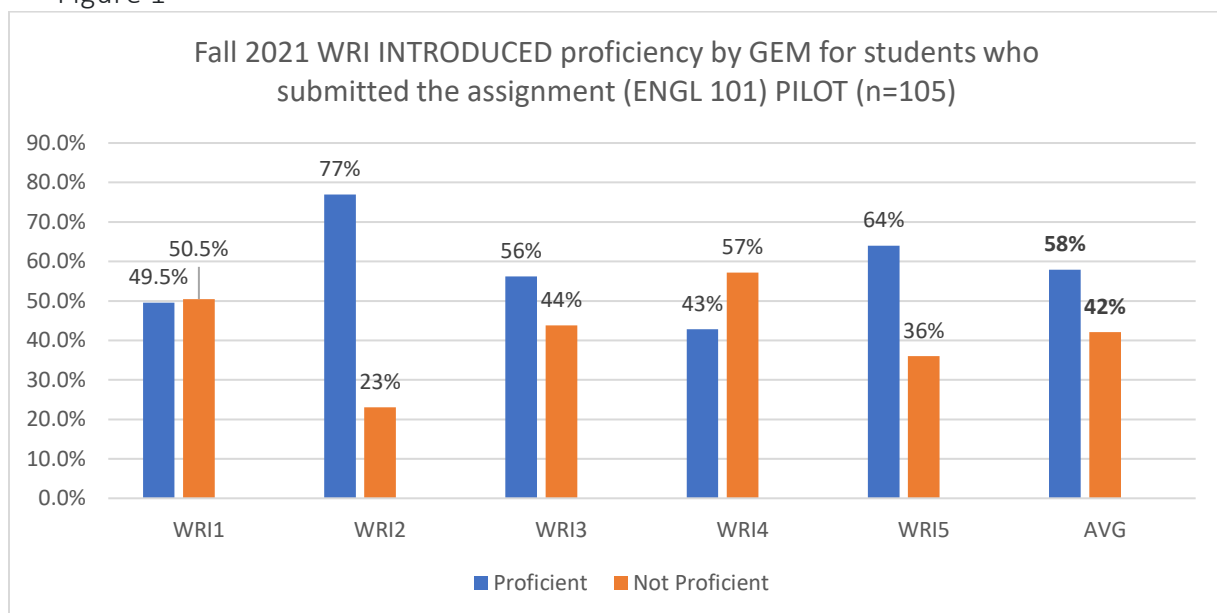
- **WRI2:** Appropriately reflect context and audience, using conventions of grammar, spelling, and formatting specific to the area of study
- **WRI3:** Use information to accomplish a specific purpose
- **WRI4:** Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically
- **WRI5:** Participate ethically in communities of learning

A. Key Findings

Assessment results show student proficiency in the general education Essential Skill of Writing, Research and Information Literacy (WRI) below the benchmark of 80% proficiency at the introductory level (ENGL 101), with 58% proficiency in the Fall 2021 pilot (n = 328) and 69% proficiency in the scaled Spring 2022 assessment (n= 1,038) that followed faculty norming regarding the use of the “0”. Results show student proficiency in WRI at just above the 80% benchmark at the reinforced level (ENGL 102), with 84% proficiency in the Fall 2021 pilot and 82% proficiency in Spring 2022. Results from both semesters revealed an average of 23% of students either did not complete or did not submit the assignment. Detailed information accompanies the graphs below.

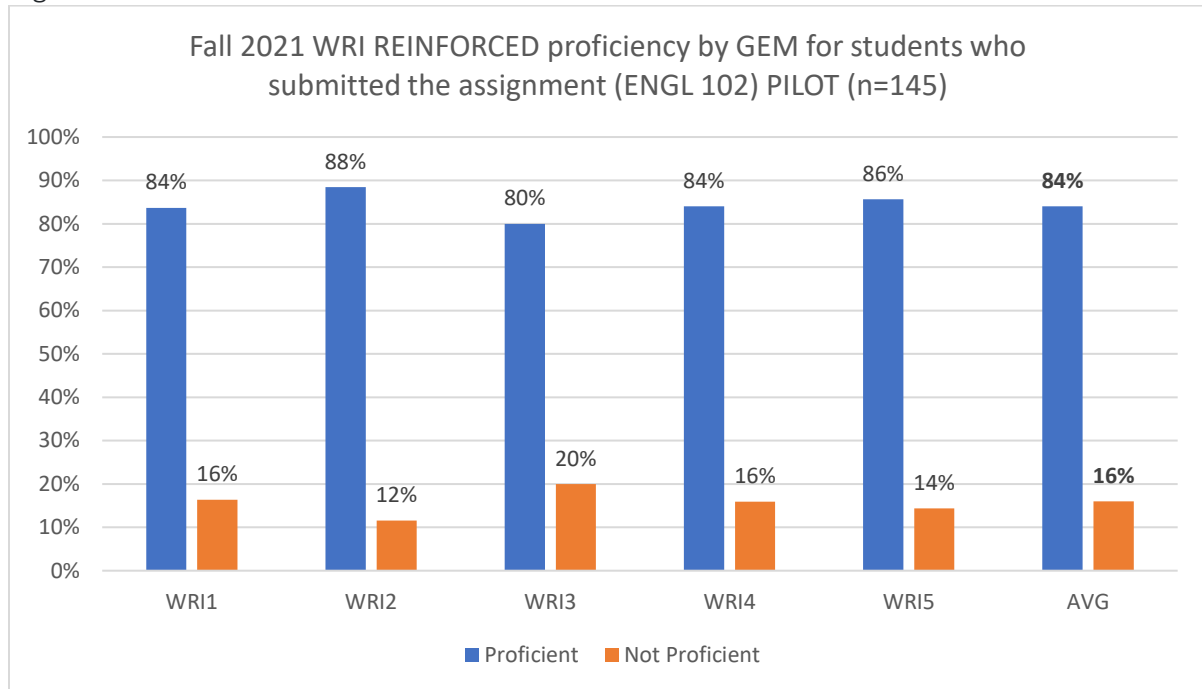
Fall 2021 Pilot: The Fall 2021 pilot of GEMs assessment of ENGL 101, in which the Essential Skill of WRI is introduced, show average student proficiency at 58%, with student proficiency at its highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (77%) and at its lowest in GEM 4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically” (43%) (Figure 1).

Figure 1



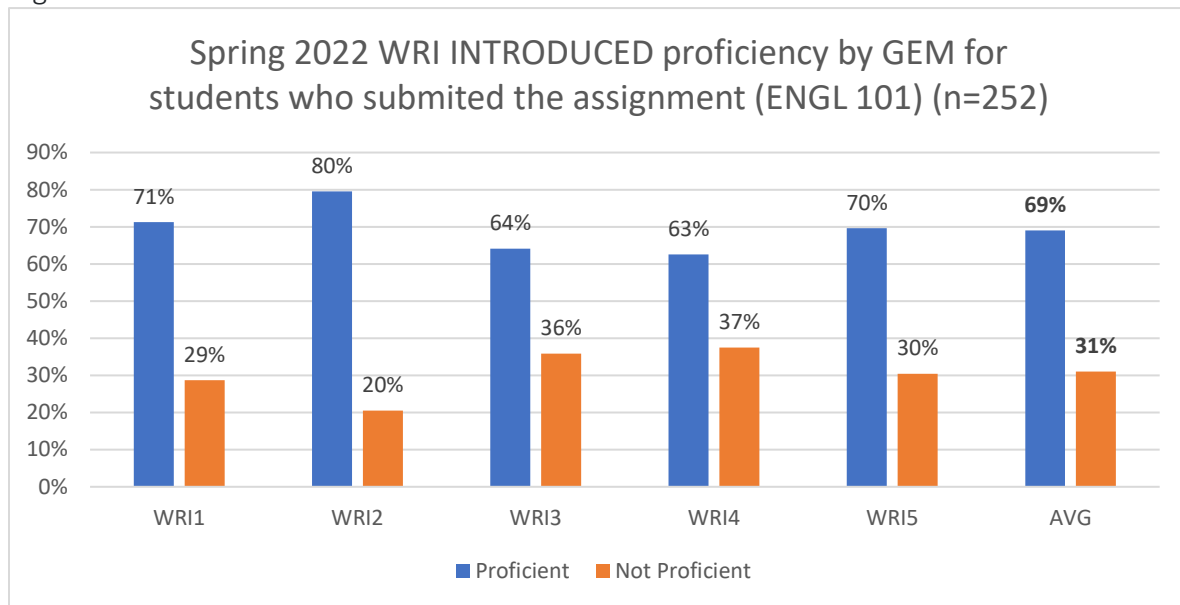
Fall 2021 pilot GEMs assessment of ENGL 102, in which the Essential Skill of WRI is reinforced, show average student performance at 84%, with student proficiency again highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (88%) but at its lowest in GEM 3, “Use information to accomplish a specific purpose” (80%) (Figure 2). Proficiency in all of the GEMs was greater in ENGL 102 than ENGL 101, as expected, while proficiency at the reinforced level was above the benchmark.

Figure 2



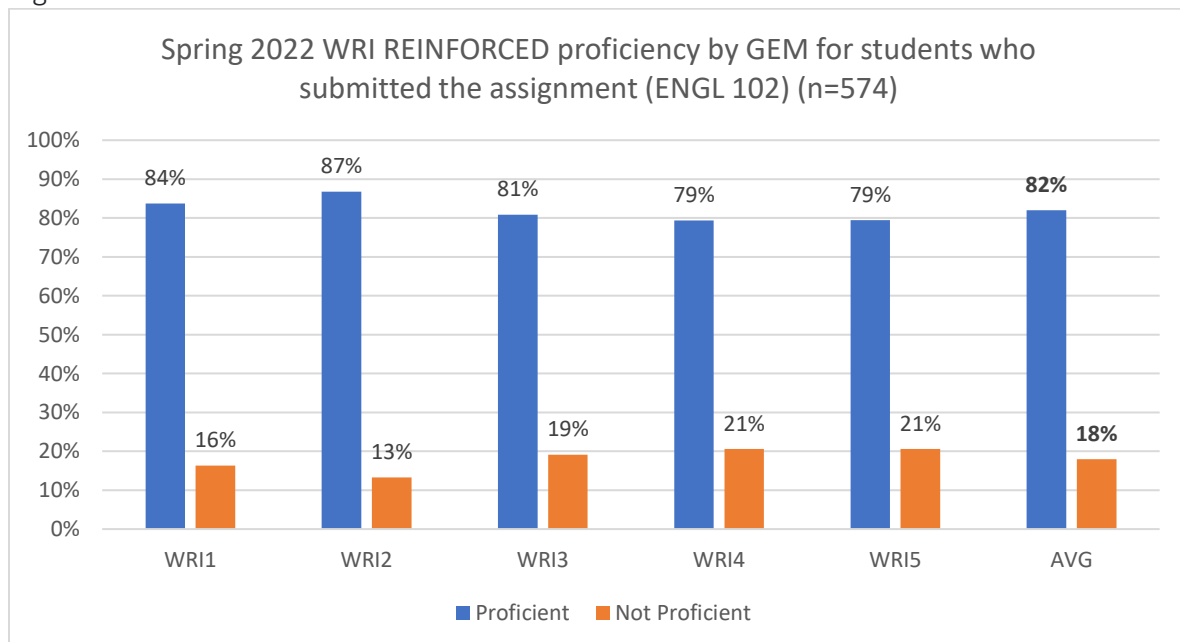
Spring 2022 Assessment: Following the faculty norming regarding the use of the score of “0” that was implemented in Spring 2022, average proficiency at the introduced level increased by 11%. Spring 2022 GEMs assessment of ENGL 101, in which the Essential Skill of WRI is introduced, show average student performance at 69%, with student proficiency again highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (80%) and again at its lowest in GEM 4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically” (63%) (Figure 3). Factors that may explain the increase include the smaller number of assessments in the pilot and the use of the norming tool.

Figure 3



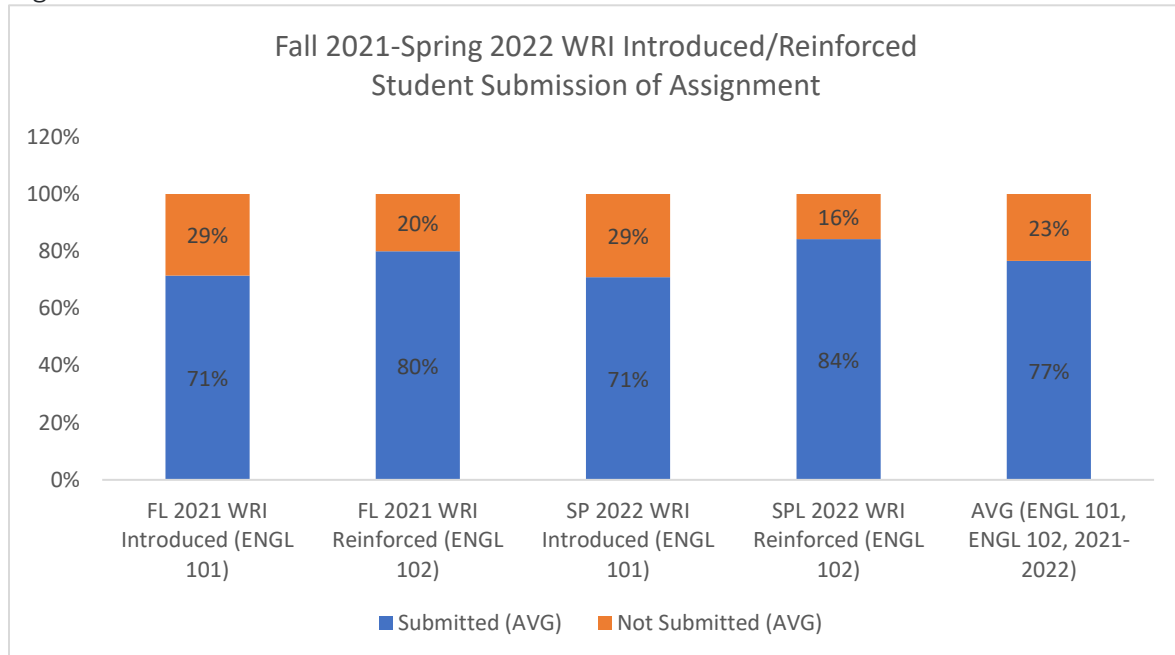
Results of the Spring 2022 GEMs assessment of ENGL 102, in which the Essential Skill of WRI is reinforced, show average student proficiency at 82%, with proficiency again highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (87%) and lowest in GEM 3, “Use information to accomplish a specific purpose” (79%) and GEM 4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically” (79%) (Figure 4). Comparing Fall 2021 and Spring 2022 assessment in the GEMs in ENGL 102, student proficiency is similar.

Figure 4



The Fall 2021 pilot (n = 328) and Spring 2022 assessment (n= 1,038) revealed that an average of 23% of students either did not complete or did not submit the assignment (Figure 5).

Figure 5



B. Recommendations of the College Writing Unit and the General Education Essential Skills Core Committee and Actions Taken: The College Writing Unit of the English Department is led by an Assistant Chair for College Writing and composed primarily of faculty who teach ENGL 101: College Writing I and ENGL 102: The Research Paper.

1. Spring 2022 College Writing Unit Recommendations and Actions Taken:

- a. **Recommendation:** The Spring 2022 WRI data revealed that WRI3 and WRI4 are areas of improvement for the College Unit moving forward. Since both of those General Education Measures pertain to the use and evaluation of information, Information literacy will be our area of emphasis within the Unit for Fall 2022 assessment activities. **Action taken:** *In addition to being a standing agenda item in our Unit meetings this Fall, we will create a resource module in CANVAS for the Unit.*
- b. **Recommendation:** After talking with the DCAF team, we realized that our process for linking assignments to produce WRI data properly was inconsistent and resulted in data that was not “clean.” In our initial Fall pilot of only 8 participants, the DCAF team was able to check the linking process for individual faculty to ensure that we generated usable data. With our larger pilot in the Spring where we had 39 sections of ENGL 102 and 24 sections of ENG 101, we

need to employ a more robust scrubbing mechanism to ensure that our faculty report quality data. **Action taken:** *This semester the Unit will have a timeline for WRI assessment that begins earlier in the semester and we will utilize the last Unit meeting of the semester as a “work session” where the Unit can review and enact the linking process together. Additionally, The Unit will emphasize the importance of linking to the rubrics (not individual assignments) in training.*

2. **Spring 2022 GEES Core Committee Recommendations and Actions Taken:** The General Education Essential Skills (GEES) Core Committee is an intentionally multidisciplinary committee made up of the Coordinator of General Education and faculty representing each of the six Essential Skills,⁴ including Divisional Curriculum Assessment Facilitators from all three academic divisions. The GEES Core Committee is responsible for reviewing assessment data, discussing global assessment issues, directing professional development around GEES, and making recommendations for action items and improvement for GEES.
 - a. **Recommendation:** GEES should send a memo to the relevant department heads and program coordinators and attend meetings regarding teaching and learning improvements, when appropriate. **Action taken:** *This recommendation will be discussed at the Fall 2022 GEES Core Committee meeting.*
 - b. **Recommendation:** That 23% of students in both ENGL 101 and ENGL 102 (n = 290) failed to submit work or submitted incomplete work in the Fall 2021-Spring 2022 semesters in the courses assessed indicates a need for non-outcome-based assessment of faculty support for learning, such as a pilot with the Faculty Center for Teaching and Learning to research the efficacy of interventions that affect student engagement and retention. Areas of interest might include student enrollment in ENGL 108: Academic Reading and comparing overall pass rates, specifically FS grades compared to the missing/incomplete work rate, and collaborating with Starfish. **Action taken:** *GEES will discuss collaborating with the FCTL regarding a pilot for Fall 2023 and investigate collaboration with other areas regarding interventions during the Fall 2022 meeting.*
 - c. **Recommendation:** Changes to the assessment process: Discuss the possibility of adjusting the benchmark for student proficiency at the “Introduced” level, as students are not expected to achieve proficiency until the “Reinforced” level in a two-part series, ENGL 101 and ENGL 102. **Action taken:** *This item is on the Fall 2022 GEES Core Committee agenda.*
 - d. **Recommendation:** Suspend organizing assessment into the levels of “Introduced” and “Reinforced” in the other GEMs due to the limitations of AEFIS and difficulty tracking the order in which students may take general education courses outside of ENGL 101, ENGL 102, and courses in

⁴ See Appendix, p. 27

mathematics, but continue doing so in WRI. **Action taken:** *Current planning for Technological Competency assessment does not include “Introduced” or “Reinforced” levels; however, the idea may be revisited for Academic Pathway Outcome assessment and should two-part World Languages courses, e.g., SPAN 101 and SPAN 102, be revised to meet an Essential Skill.*

3. Fall 2021 GEES Core Committee Recommendations and Actions Taken:

- a. **Recommendation:** Scale up WRI assessment in Spring 2022 to include the majority of ENGL 101, ENGL 102, ENGL 101H, and ENGL 102 sections. **Action Taken:** *WRI assessment was scaled up for Spring 2022.*
- b. **Recommendation:** The number of students who demonstrate proficiency in the GEMS in ENGL 101 and ENGL 102 is complicated by the inconsistent use of the zero/incomplete, as some instructors scored missing work a zero, while others scored incomplete work a zero. This inconsistency indicates a need for more consistent norming of the ratings as the assessment is scaled up in Spring 2022. **Action taken:** *A “norming tool” was developed for use in training faculty for WRI Assessment and implemented in Spring 2022. In addition, for future Essential Skills assessment, we are shifting the proficiency scale to Proficient/Not Proficient/Did Not Submit/Not Applicable.*
- c. **Recommendation:** For the initial assessment of each Essential Skill, follow a similar process as is planned for WRI, with a fall semester pilot followed by scaling up in the spring semester. This builds in continuous improvement, facilitates identification of challenges specific to the Essential Skill (particularly those that arise due to the diversity of courses and assignments) and enables a resolution to such challenges in order to secure a larger set of artifacts with more usable data. **Action taken:** *A pilot for the next Essential Skill, Technological Competency, is being developed for Fall 2022.*
- d. **Recommendation:** Continue using the GEMs method of assessment for all Essential Skills beyond WRI assessment while using the AEFIS system. **Action taken:** *The GEMs method will be used to assess the next Essential Skill, Technological Competency, in Fall 2022.*
- e. **Recommendation:** Change the heading of “% Mastery” to “% Proficiency” in the AEFIS direct assessment summary reports to avoid confusion. **Action taken:** *We are currently updating the general education proficiency scale for more efficient and flexible use across Essential Skills with the headings of “Proficient,” “Not Proficient,” “Did Not Submit,” and “Not Applicable (N/A).”*
- f. **Recommendation:** Consider revising the definition of WRI, using the terms “evidence” and “argument” rather than “ideas” and “information,” since “information” is a weaker and less post-secondary level marker. **Action taken:** *This item is on the Fall 2022 GEES Core Committee agenda.*
- g. **Recommendation:** Discuss including more specific information from each section, such as pass rates, in order to assess alignment or gaps between the GEMs, pass rates, and student achievement of course learning outcomes.

Action taken: *The College Writing and Developmental English Unit Chairs are currently collaborating with the Director of Institutional Research to create additional pathways for collecting and collating other kinds of useful data. This item will be discussed during the first College Writing Unit meeting of Fall 2022 (9/12).*

- h. **Recommendation:** Discuss the means through which the GEES Core Committee will disseminate general education assessment reports to and solicit feedback from the larger College community. **Action taken:** *This item is on the Fall 2022 GEES Core Committee agenda.*
- i. **Recommendation:** Have Canvas set up early in order to collect data from Honors sections of ENGL 101 and ENGL 102. **Action taken:** *GEES Core Committee will contact Honors faculty.*

2. GOALS and METHODS

- A. **General Education Assessment Goals:** Competency in Writing, Research, and Information Literacy (WRI) is defined by five General Education Measures (GEMs) that were derived from the WRI Essential Skill definition developed by the General Education Task Force, a multidisciplinary group of faculty, approved by the College's governance structure in Summer 2021, and implemented in Fall 2021 and Spring 2022. The General Education Task Force considered the College's mission, Standard III, Criterion 5 of the Middle States Commission on Higher Education (which deals with general education), and the results of student, faculty, and employer/transfer partner focus groups and surveys in the formulation of the Essential Skills.

General Education Measures (GEMs):

- **WRI1:** Develop significant ideas in support of a thesis or research question
- **WRI2:** Appropriately reflect context and audience, using conventions of grammar, spelling, and formatting specific to the area of study
- **WRI3:** Use information to accomplish a specific purpose
- **WRI4:** Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically
- **WRI5:** Participate ethically in communities of learning

Another goal of the assessment of the Essential Skills is the design and development of assessment tools and training for faculty use that are appropriate, accessible, well aligned, and valuable for faculty teaching and student learning both in and beyond general education. Assessment in this area comes from surveys of faculty regarding tools and training as well as faculty reflections on assessment data and the general education assessment process.

Assessment of WRI also allows the College to assess one of the larger goals of general education Essential Skills assessment, which is to determine to what extent students are building upon the knowledge and skills acquired in introductory courses to attain

greater levels of knowledge and skills in reinforcement courses, particularly in the ENGL 101-ENGL 102 course sequence in which one would level-to-level expect improvement in student achievement of the GEMs from ENGL 101: College Writing I to ENGL 102: The Research Paper.

B. Methods

- a. **Direct Evidence of Student Learning (GEMs Assessment):** In Summer 2021, the Liberal Studies Divisional Curriculum Facilitators (DCAF) developed a method of assessing the Essential Skill of WRI using the Assessment, Evaluation, Feedback & Intervention System (AEFIS) web-based assessment repository, linking assignments with General Education Measures (GEMs) created within the existing AEFIS alignment setup. The Liberal Studies DCAF and the Assistant Chair for College Writing trained faculty in the use of the WRI Rubric and the WRI Assignment Alignment Tool starting Fall 2021 Professional Development week. In late Fall 2021, a pilot was conducted that included nine faculty and artifacts from 341 students enrolled in ENGL 101 (n = 194) and ENGL 102 (n = 147). The GEMs were assessed in two groups, introduced (ENGL 101) and reinforced (ENGL 102), to compare student achievement at the introductory and reinforcement levels. Both ENGL 101 and ENGL 102 faculty used the final paper as the assessment artifact. For Spring 2022 assessment at scale, similar faculty training occurred, with the addition of a norming tool⁵. The assessment included thirty-two faculty and artifacts from 1,038 students enrolled in ENGL 101 (n = 356) and ENGL 102 (n = 682). The GEMs were again assessed in two groups, introduced (ENGL 101) and reinforced (ENGL 102), to compare student achievement at the introductory and reinforcement levels. Both ENGL 101 and ENGL 102 faculty used the final paper as the assessment artifact.
- b. **Assessment of the Assessment (Tools and Training for Faculty):** As part of the Fall 2021 pilot, a small group (n = 4) of faculty engaged in reflections on the Fall 2021 WRI data and participated in surveys regarding the assessment process, VALUE rubrics, and training materials (n = 3). Pilot faculty (n = 4) reviewed the aggregate WRI data for Fall 2021 in early Spring 2022 and were asked to share their impressions of the data and their ideas for strengthening the assessment process for the spring semester. This was repeated with a larger group of faculty in Spring 2022, who completed surveys (n = 17) and reflections (n = 10).

3. RESULTS

- A. **Fall 2021 WRI GEMs Assessment Pilot:** Among those students who submitted the assignment (n = 105), results of the Fall 2021 pilot GEMs assessment of ENGL 101, in which the Essential Skill of WRI is introduced, show average student proficiency at 58%, with student proficiency at its highest in GEM 2, “Appropriately reflect

⁵ See Appendix, p. 26

content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (77%) and at its lowest in GEM 4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically” (43%).⁶ These results also indicate that among all students enrolled (n = 147), 29% of students scored an “Incomplete” on the GEMs due to failure to submit work or the submission of incomplete work⁷. Among those students who submitted the assignment (n = 145), results of the Fall 2021 pilot GEMs assessment of ENGL 102, in which the Essential Skill of WRI is reinforced, show average student performance at 84%, with student mastery again highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (88%) but at its lowest in GEM 3, “Use information to accomplish a specific purpose” (80%)⁸. These results also indicate that among all students enrolled (n = 181), 20% of students scored an “Incomplete” on the GEMs due to failure to submit work or the submission of incomplete work⁹.

- B. **Spring 2022 WRI GEMs Assessment:** Among those students who submitted the assignment (n = 252), results of the Spring 2022 GEMs assessment of ENGL 101, in which the Essential Skill of WRI is introduced, show average student performance at 69%, with student proficiency again highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (80%) and again at its lowest in GEM 4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically” (63%)¹⁰. These results also indicate that among all students enrolled (n = 356), 29% of students scored an “Incomplete” on the GEMs due to failure to submit the assignment¹¹. Among those students who submitted the assignment (n=574), results of the Spring 2022 GEMs assessment of ENGL 102, in which the Essential Skill of WRI is reinforced, show average student performance at 82%, with student proficiency again highest in GEM 2, “Appropriately reflect content and audience, using conventions of grammar, spelling, and formatting specific to the area of study” (87%) and at its lowest in GEM 3, “Use information to accomplish a specific purpose” (79%) and GEM 4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically” (79%)¹². These results also indicate that among all students enrolled (n = 682), 16% of students scored an “Incomplete” on the GEMs due to failure to submit the assignment¹³.

⁶ See Figure 1, p. 3

⁷ See Figure 5, p. 6

⁸ See Figure 2, p. 4

⁹ See Figure 5, p. 6

¹⁰ See Figure 3, p. 5

¹¹ See Figure 5, p. 6

¹² See Figure 4, p. 5

¹³ See Figure 5, p. 6

4. ANALYSIS

- A. **Fall 2021 Pilot Level-to-Level Comparison:** Comparison of Fall 2021 student achievement of the GEMs in ENGL 101 (introduced level) to ENGL 102 (reinforced level) indicates that proficiency in all of the GEMs was greater in ENGL 102 than ENGL 101, as expected, with an average of 84% proficiency in ENGL 102 in comparison to 58% in ENGL 101. Proficiency at the introduced level was below the benchmark of 80%, while proficiency at the reinforced level was above the benchmark.
- B. **Spring 2022 Level-to-Level Comparison:** Comparison of Spring 2022 student achievement of the GEMs in ENGL 101 (introduced level) to ENGL 102 (reinforced level) indicates that proficiency in all of the GEMs was greater in ENGL 102 than ENGL 101, as expected, with an average of 82% proficiency in ENGL 102 and an average proficiency of 69% in ENGL 101. As with the Fall 2021 pilot, proficiency at the introduced level was below the benchmark of 80%, while proficiency at the reinforced level was above the benchmark.
- C. **Fall 2021 Pilot to Spring 2022 Comparison of Proficiency in the GEMs at the Introduced Level (ENGL 101):** Comparing the Fall 2021 pilot and the scaled Spring 2022 assessment in the GEMs in ENGL 101, proficiency in the GEMs in ENGL 101 shows a significant increase, from 58% to 69%. Two factors may explain the increase: **1)** the pilot included a smaller number of assessments, and **2)** we had not yet done faculty norming regarding the use of the “0”, which was used inconsistently in the pilot.
- D. **Fall 2021 Pilot to Spring 2022 Comparison of Proficiency in the GEMs at the Reinforced Level (ENGL 102):** Comparing the Fall 2021 pilot and the scaled Spring 2022 assessment in the GEMs in ENGL 102, student proficiency appears similar (84% and 82%, respectively).
- E. **Non-Submission or Incomplete Assignments, Fall 2021 and Spring 2022:** The Fall 2021 pilot and Spring 2022 assessment revealed that an average of 23% of students either did not complete or did not submit the assignment, with the largest number of non-submissions/incompletes at 29% at the introduced level (ENGL 101) and at an average of 18% at the reinforced level; however the Fall 2021 results may best be taken separately¹⁴ due to the use of the norming tool in Spring 2022.
- F. **Comparison with previous general education assessment results:** Although the measures of assessment and populations differ due to the revision of general education in 2021 and the move from competencies to Essential Skills, comparisons may be made between the results of the Spring 2022 assessment of the Essential

¹⁴ See Figure 5, page 6.

Skill of WRI and the results of the 2016-2017 assessment of the general education core competency of Effective Communication. The Essential Skill and the core competency share enough points in common to enable a comparison, particularly in the areas of using information sources (“Summary,” “Paraphrase,” “Citation”) and developing a thesis or central idea (also “Central Idea,” “Focus,” “Organization.” (See Table 1). This comparison of WRI and 2017 Effective Communication direct assessment results suggest some gains in proficiency among students at an introductory level (ENGL 101 and ENGL 102 students compared to students who had earned fifteen or fewer credits¹⁵) in these areas, where faculty evaluation of student proficiency averaged 1.5 out of 5, or 30%.

Effective Communication Criteria ↓	Table 1: GEMs of WRI Essential Skill				
	WRI1	WRI2	WRI3	WRI4	WRI5
	Develop a thesis or research question	Appropriate grammar, spelling, formatting	Use information for a specific purpose	Determine need, access, evaluate information	Participate ethically in communities of learning
Summary	X				X
Paraphrase	X			X	X
Annotation					
Outline					
Tasks			X		
Central idea	X		X		
Focus	X		X	X	
Organization	X				
Correctness		X			
Citation					X

5. Faculty Reflections and Responses

A. **Reflections on and Responses to Fall 2021 Data:** Pilot faculty (n = 4) reviewed the aggregate WRI data for Fall 2021 in early Spring 2022 and were asked to share their preliminary impressions of the data and their ideas for strengthening the assessment process as well as ideas for teaching and learning improvement for the Spring 2022 semester. Faculty also participated in surveys regarding the assessment process, VALUE rubrics, and training materials (n = 3). Although there were few participants, their responses informed decisions about Spring 2022 assessment and aided in closing the loop on the Fall 2021 pilot:

1. The majority of students in ENGL 101 are in the beginner stages of achieving the WRI GEMs, at the Apprentice or Novice level
2. One of the largest barriers to student achievement appeared to be missing work, and

¹⁵ Student work assessed in sections of ENGL 098, 099, 101, and 102, called “Group One.”

3. The gaps in achievement suggested the need for additional in-class supports in specific areas related to the GEMs.
4. Work on norming the ratings system for Spring 2022 and institute a formal yearly discussion of the results of WRI assessment and streamlining the assessment process.
5. Assistant Chair for College Writing, Jason Esters, noted that creating a mechanism for differentiating between zero and incomplete entries for ENGL 101 and 102 faculty will be critical to obtaining the clearest picture for who is meeting WRI proficiency. In Fall 2021, those completing assessments could not differentiate between students who did not submit the assignment at all and students who submitted incomplete assignments (e.g., seven out of ten required pages). Also, because of the changes made to Memorandum #5: Attendance, Withdrawals and Grade Reporting in 2021, we can no longer distinguish between a student who stopped attending in week six and a student who was doing average work but failed to submit the final paper.

B. Reflections on and Responses to Spring 2022 Data: 31% of faculty who participated in WRI assessment in Spring 2022 (n = 10) reviewed the aggregate WRI data for Fall 2021 in Summer 2022 and were asked to share their impressions of the data and their ideas for strengthening the assessment process as well as ideas for teaching and learning improvement for the Fall 2022 semester. Faculty also participated in surveys regarding the assessment process, VALUE rubrics, and training materials (n = 16). It is important to note that selection bias may be present in these reflections and survey results, as the Office of Assessment included an incentive for participation in order to mitigate lower rates of faculty engagement and participation during the summer months. Adjustments to the general education cycle will be made to better accommodate faculty schedules.

1. Reflections on WRI Introduced data (assessed in ENGL 101):

- Faculty reflections indicated a recognition of greater student proficiency in WRI2, “Appropriately reflect context and audience, using conventions of grammar, spelling, and formatting specific to the area of study” and the need for improvement in WRI4, “Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically.”
- Many faculty called for earlier and more transparent use of the WRI rubric, more discussion about connections with ENGL 102 and with general education as a whole, and more robust norming strategies
- Faculty called for a greater focus on equity, including grading standards, scaffolding, and “multicultural teaching strategies.”

2. Reflections on WRI Reinforced Data (assessed in ENGL 102):

- Faculty noted greater proficiency in WRI1, WRI2, and WRI3 with a need for improvement in WRI4 and WRI 5, “Participate ethically in communities of learning.”

- Faculty again called for a greater focus on equity, more transparent use of the WRI rubric, and more discussion about meaningful connections with classroom practice, and with general education as a whole.
- Faculty expressed dismay at the number of students who earned zeroes.

3. Faculty Surveys (Spring 2022):

- Indicate general agreement that the WRI rubric, training, and alignment tool were appropriate, effective, and useful. Most agreed that training on how to link assignments was adequate; however, half of those surveyed either had no opinion or disagreed that accessing data in AEFIS was easy (See Appendix).
- Many faculty reported having “no opinion” regarding how helpful it was to compare their data with the aggregate data in AEFIS.
- Answers to the open-ended questions were most often about making meaningful connections between general education assessment and classroom practice, getting information earlier, including the survey, and the training sessions being helpful.

Additional Notes:

- Further actions taken/closing the loop will be included in the 2022-2023 WRI Assessment Follow-Up report.
- In 2021-2022, the planned assessment of the WRI GEMs in the Honors courses, ENGL 101H and ENGL 102H (n = 21), was complicated by the Canvas shells for these courses having been merged with other courses, and the data is not usable for the WRI assessment report.

Appendix

Contents:

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2. WRI Assignment Alignment Tool
3. Faculty Survey Results (SP 2022)
4. GEMs Essential Skills Assessment Norming Tool
5. GEES Core Committee Members

WRITING, RESEARCH, AND INFORMATION LITERACY (WRI) RUBRIC

Definition: *Students read critically, synthesize ideas from a variety of texts, and write essays that develop significant ideas in support of a thesis [or research question]. Written works appropriately reflect the context and audience and adhere to the conventions of grammar, spelling, and formatting specific to the area of study. Building upon these skills, students will determine the extent of a need for information, access information effectively and efficiently, evaluate it critically, accomplish a specific purpose with it, and create new knowledge and participate ethically in communities of learning.*

	Master 4	Proficient 3	Apprentice 2	Novice 1	Incomplete 0
(WRI1) Writing 1: Develop significant ideas in support of a thesis or research question	Synthesizes appropriate, relevant, and compelling content that takes into account the complexities of an issue in support of a thesis or in response to a research question	Attempts to synthesize relevant ideas that take into account the complexities of an issue in support of a thesis or in response to a research question	Develops a thesis or research question that acknowledges the complexities of an issue	Thesis or research question is stated but simplistic or obvious.	Assignment is missing or incomplete.
(WRI2) Writing 2: Appropriately reflect context and audience, using conventions of grammar, spelling, and formatting specific to the area of study	Reflects awareness of context and audience and communicates meaning to readers with clarity and fluency, virtually error-free, in the appropriate format	Reflects some awareness of context and audience, and although meaning is clear overall, there are some errors in usage or formatting	Indicates basic awareness of context and audience and lack of control of grammar or spelling, and/or formatting often impedes meaning	Indicates minimal awareness of context and audience and uses language that frequently impedes meaning because of errors in usage; is not formatted appropriately	Assignment is missing or incomplete.
(WRI3) Research and Information Literacy 1: Use information to accomplish a specific purpose	Communicates, organizes, and synthesizes information from sources to	Communicates, organizes, and synthesizes information from sources in ways that generally	Communicates information from sources without fully synthesizing	Information from sources is fragmented or used inappropriately (misquoted, out of context, incorrect	Assignment is missing or incomplete.

WRITING, RESEARCH, AND INFORMATION LITERACY (WRI) RUBRIC					
Definition: <i>Students read critically, synthesize ideas from a variety of texts, and write essays that develop significant ideas in support of a thesis [or research question]. Written works appropriately reflect the context and audience and adhere to the conventions of grammar, spelling, and formatting specific to the area of study. Building upon these skills, students will determine the extent of a need for information, access information effectively and efficiently, evaluate it critically, accomplish a specific purpose with it, and create new knowledge and participate ethically in communities of learning.</i>					
	Master 4	Proficient 3	Apprentice 2	Novice 1	Incomplete 0
	accomplish a specific purpose	accomplish a specific purpose	information; does not accomplish purpose	paraphrase); does not accomplish purpose	
(WRI4) Research and Information Literacy 2: Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically	Defines the scope of the research question or thesis completely, determines key concepts, and uses well-designed search strategies to choose a variety of appropriate, high-quality, credible sources	Somewhat defines the scope of the research question or thesis, determines key concepts, and uses search strategies to choose some variety of appropriate information sources	Develops a research question or thesis but chooses limited and similar information sources, using basic criteria	Has some difficulty defining the scope of the research question or thesis, uses limited criteria to choose few information sources, and retrieves information that lacks relevance and quality	Assignment is missing or incomplete.
(WRI5) Research and Information Literacy 3: Participate ethically in communities of learning	Correctly applies all information use strategies when using published, confidential, and/or proprietary information	Correctly uses one or more information use strategies when using published, confidential, and/or proprietary information	Attempts to use strategies, but it is occasionally difficult to distinguish the student's use of information from published, confidential, and/or proprietary information	Does not use information use strategies, or it is often difficult to distinguish the student's use of information from published, confidential, and/or proprietary information.	Assignment is missing or incomplete.

Glossary

The definitions that follow were developed to clarify terms and concepts in this rubric only.

- **Area of Study:** Formal and informal rules about what is seen as appropriate within different academic fields (e.g., lab reports, academic papers, web pages, etc.)
- **Audience:** The person, group, or entity who will read and/or evaluate the written assignment
- **Context:** The situation surrounding a text, including cultural, historical, social, or political factors that may affect how the text is interpreted
- **Information Sources:** Evidence or source material that writers draw on for a variety of purposes (e.g., to extend, argue with, develop, etc.)
- **Information Use Strategies:** Citations, references, paraphrase, distinguishing between common knowledge and ideas requiring attribution
- **Purpose:** The writer's intended effect on an audience, e.g., to persuade or inform, report or summarize information, work through complexity or confusion, argue or connect with other writers, convey urgency or amuse, or write for themselves, for an assignment, or to remember
- **Research Question:** A specific inquiry that gives focus and scope to the investigation of information sources
- **Synthesize:** To combine existing ideas or data from a variety of information sources with one another and/or with one's own ideas or experience
- **Thesis:** A statement or theory put forward as a premise to be supported or proved

This rubric was created and adapted using the Association of American Colleges and Universities (AAC&U) Written Communication, Information Literacy, and Critical Thinking VALUE Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>.

General Education Assignment Alignment Tool
Essential Skill: Writing, Research, and Information Literacy

Purpose: The assignment alignment tool is designed to help you reflect on the clarity and effectiveness of an assignment and align an assignment with an Essential Skill for general education assessment. The tool is in two parts: **Part One** offers a checklist of assignment design elements that can help you clarify or strengthen the structural elements that make an effective assignment. **Part Two** urges you to reflect upon the range of Writing, Research, and Information Literacy (WRI) skills that you may ask your students to perform towards the completion of the assignment and align those skills with the WRI rubric.

PART ONE: ASSIGNMENT DESIGN ELEMENTS CHECKLIST				
Structural elements of this assignment	Clearly specified	Partially specified (incomplete/vague)	Not specified	Not applicable
Explains the purpose of/rationale for the assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates what learning outcome(s) are to be learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates the assignment genre/type and the product(s) to be produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the intended audience for which the student is writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains the assignment's relationship to intended course and/or program learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the required formatting, length, citation style, source and grammatical expectations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines the evaluation criteria that will be applied to grade the student's work (e.g., a rubric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the required skills (i.e., synthesize, describe, critique, analyze, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the roles and expectations for individual group members, including how group members will be assessed (for group projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART TWO: ALIGNMENT with the WRITING, RESEARCH, and INFORMATION LITERACY RUBRIC					
Intended? Y/N	WRI Rubric Reference and Skills	Explicit and clear instructions	Explicit but vague or unclear instructions	Not present	Not relevant
Writing 1: Develop significant ideas in support of a thesis or research question					
<input type="checkbox"/> Y <input type="checkbox"/> N	State a thesis or pose a research question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Take the complexities of an issue into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Synthesize meaningful content in support of a thesis or in response to a research question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					
Writing 2: Appropriately reflect context and audience, using conventions of grammar, spelling, and formatting specific to the area of study					
<input type="checkbox"/> Y <input type="checkbox"/> N	Reflect awareness of how cultural, historical, social, or political context may affect audience interpretation, including assumptions and bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Adhere to the conventions of grammar, spelling, and formatting specific to the area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					
Research and Info Lit 1: Use information to accomplish a specific purpose					
<input type="checkbox"/> Y <input type="checkbox"/> N	Summarize, explain, contextualize, or argue using material from information sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Select, organize, and communicate information in ways that have the intended effect on the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Make connections between ideas or information to create new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Draw a conclusion, linked to evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					

PART TWO: ALIGNMENT with the WRITING, RESEARCH, and INFORMATION LITERACY RUBRIC					
Intended? Y/N	WRI Rubric Reference and Skills	Explicit and clear instructions	Explicit but vague or unclear instructions	Not present	Not relevant
Research and Information Literacy 2: Determine the extent of a need for information, access information effectively and efficiently, and evaluate information critically					
<input type="checkbox"/> Y <input type="checkbox"/> N	Design a research strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Determine key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Critically evaluate the quality of information sources/data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Distinguish between fact, inference, and opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Access, read, and synthesize ideas from a variety of texts to develop and support ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					
Research and Information Literacy 3: Participate ethically in communities of learning					
<input type="checkbox"/> Y <input type="checkbox"/> N	Apply academically appropriate information use strategies (citations, references, paraphrase, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Y <input type="checkbox"/> N	Clearly distinguish the use of published, confidential, and/or proprietary information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes / Feedback:					

Writing, Research, and Information Literacy Definition: Students read critically, synthesize ideas from a variety of texts, and write essays that develop significant ideas in support of a thesis. Written works appropriately reflect the context and audience and adhere to the conventions of grammar, spelling, and formatting specific to the area of study. Building upon these skills, students will determine the extent of a need for information, to access information effectively and efficiently, to evaluate it critically, to accomplish a specific purpose with it, and to create new knowledge and participate ethically in communities of learning.

Faculty Survey

In July and August 2022, sixteen of the faculty who participated in WRI assessment also participated in a survey regarding the assessment process, VALUE rubrics, and training materials.

1. The design and content of the WRI rubric was appropriate for assessing the Essential Skill of Writing, Research, and Information Literacy.

[More Details](#)

Strongly agree	12
Agree	3
No Opinion	1
Disagree	0
Strongly disagree	0



2. I received adequate training in using the WRI rubric.

[More Details](#)

[Insights](#)

Strongly agree	6
Agree	8
No Opinion	1
Disagree	1
Strongly disagree	0



3. The WRI rubric has value in my own teaching, apart from general education.

[More Details](#)

[Insights](#)

Strongly agree	8
Agree	3
No Opinion	3
Disagree	1
Strongly disagree	1



4. The assignment alignment tool helped me to ensure that my assignment aligned with the WRI rubric.

[More Details](#)[Insights](#)

Strongly agree	7
Agree	5
No Opinion	3
Disagree	0
Strongly disagree	1



5. The assignment alignment tool has value in my own teaching, apart from general education.

[More Details](#)[Insights](#)

Strongly agree	7
Agree	5
No Opinion	2
Disagree	2
Strongly disagree	0



6. I received adequate training in the assignment alignment tool.

[More Details](#)

Strongly agree	4
Agree	7
No Opinion	4
Disagree	1
Strongly disagree	0



7. It was **easy** to link my assignments in AEFIS.[More Details](#)[Insights](#)

Strongly agree	5
Agree	8
No Opinion	1
Disagree	2
Strongly disagree	0



8. I received adequate training in how to link my assignments in AEFIS.

[More Details](#)

Strongly agree	7
Agree	7
No Opinion	1
Disagree	1
Strongly disagree	0

9. It was **easy** to access my data in AEFIS.[More Details](#)

Strongly agree	8
Agree	2
No Opinion	5
Disagree	1
Strongly disagree	0



10. It was helpful to compare my data with the aggregate data in AEFIS.

[More Details](#)[Insights](#)

Strongly agree	6
Agree	3
No Opinion	6
Disagree	1
Strongly disagree	0



GEMs Essential Skills Assessment Norming Tool (implemented Spring 2022)

Explanation of the Ratings System in AEFIS for General Education Measures (GEMs) Essential Skills Assessment ¹⁶	
RATING	EXPLANATION
Master 4	<ul style="list-style-type: none"> The student's achievement of the GEM exceeds the assignment's criteria. The student's achievement of the GEM demonstrates above average competence and ability to synthesize information. The achievement of the GEM in the student's completed assignment would work well as an example for other students.
Proficient 3	<ul style="list-style-type: none"> The student meets the GEM completely, demonstrating average competence, but has room to grow in proficiency.
Apprentice 2	<ul style="list-style-type: none"> The student's attempt to meet the GEM is discernable but inconsistently or only partially realized.
Novice 1	<ul style="list-style-type: none"> The student submitted the assignment, but does not meet the GEM.
Incomplete 0	<ul style="list-style-type: none"> The student did not submit the assignment.

¹⁶ Subsequent Essential Skills assessments will include a four-part scale of Proficient/Not Proficient/Did Not Submit/Not Applicable to facilitate the assessment of a single Essential Skill across multiple divisions.

GEES Core Committee Members		
Name	Department	Division
1. Rebecca Garvin	Business Administration/DCAF	B & T
2. Ruqayyah Archie	Business Administration	B & T
3. Lynsey Madison	BLFH	B & T
4. Eva Agbada	Computer Technologies	B & T
5. Girija Nagaswami	English/DCAF	Liberal Studies
6. Ilze Nix	Psychology/DCAF	Liberal Studies
7. Liz Canapary	Criminal Justice/DCAF	Liberal Studies
8. David Prejsnar	History, Philosophy, Religious Studies	Liberal Studies
9. Myla Morris-Skeiker	English	Liberal Studies
10. Jason Esters	English/College Writing	Liberal Studies
11. Sean Sauer	Art and Design	Liberal Studies
12. Beena Patel	Biology	MSHC
13. Lisa Johnson	Nursing/DCAF	MSHC
14. Laura Davidson	Allied Health/DCAF	MSHC
15. Dawn Janich	Biology/DCAF	MSHC
16. Cynthia Paul	Foundational Mathematics	MSHC
17. Brent Webber	Mathematics	MSHC