

2023 GENERAL EDUCATION ASSESSMENT REPORT

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ASSESSMENT METHODS

Salt Lake Community College (SLCC) has been using ePortfolios as a requirement in General Education courses for thirteen years, primarily as a common pedagogy that promotes deeper learning, intentionality, and integration of the General Education program. In addition, we have found ePortfolio to be an effective tool to assess the extent to which students achieve the program's learning outcomes. The ePortfolio requirement affords us insight into how students experience General Education as a program. Each assessment examines whether graduating students are adequately meeting those learning outcomes. As Schneider and Rhodes (2011) noted around the time SLCC began its ePortfolio initiative, “the emerging evidence of portfolios of student work suggests that applying knowledge, selecting examples or representations of students’ own work, integrating learning from several sources, and reflecting on the process of learning, its quality, and the outcomes—the how and why of learning—further strengthens student learning.” We have found this to be true.

In past assessments of General Education, we selected specific General Education Learning Outcomes (GELOs) and reviewed every page of the sampled ePortfolios to identify evidence that allowed us to rate student learning. We found this method costly, time consuming, and confusing for reviewers. We also found that some GELOs were routinely assessed while others were ignored. With this report, we have shifted our approach. Reviewers focused their attention on the priority learning outcomes identified a few years ago by faculty who teach American Institutions (AI) and Written Composition (EN) designated courses. In future assessment reports, we will focus on other designations within the General Education program. Reviewers were faculty who currently teach AI and EN courses.

Working with Data Science and Analytics, we pulled a sample with the following parameters: the students must have graduated from SLCC in May 2023 with either an Associates of Arts (AA), Associates of Science (AS), or Associates of Applied Science (AAS). In addition, the entirety of their General Education coursework must have been completed at SLCC. We do this to ensure that we are assessing our General Education program and not that of other institutions. This resulted in 731 students who met these parameters. From that pool, we pulled a stratified sample of 126 students. Of that group, 112 students had submitted an ePortfolio link to our Banner system. Our stratified sample pulled 20 portfolios from each racial category used by the College. If a racial group did not have at least 20 students graduating in 2023, we pulled every student who was in that racial group. We also tried to ensure equal representation by gender (10 male/10 female) in each racial group when possible. This sampling method enabled us to get 100% representation of American Indian or Alaskan Native (10 students), Black or African American (19 students), and Native Hawaiian or Pacific Islander (1 student) who took all their General Education courses at SLCC and graduated in 2023. In the sample of 112 students, 4 earned an AA, 25 earned an AAS, and 83 earned an AS degree.

Reviewers used a designation-specific holistic rubric that combines internally developed rubrics, VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U), and AAC&U VALUE rubrics modified for our circumstances at SLCC. The group of reviewers for this year’s assessment was comprised of four full-time faculty and eight adjunct faculty. Before beginning, reviewers went through a norming session together on the rubric they would be applying. Reviewers

for each designation assessed in pairs and divided the sample in half. Each reviewer identified the strongest artifact for each student that addressed the sub-outcome. They also noted whether an ePortfolio had an artifact on the AI or EN page that addressed the sub-outcome they were assessing. This provided us with a measure of student participation rate for signature assignments and reflections.

Reviewers scored the selected artifacts on the designation page relevant to the learning outcome and rated them on a scale of 1-4 (1 being weakest, 4 being strongest). When they completed their half of the sample, they swapped with their partner and reviewed the second half of the sample. When reviewer scores differed, the assessment spreadsheet automatically calculated and recorded the average of the two scores.

Disaggregating by Race

In 2017, the National Institute for Learning Outcomes Assessment issued an Occasional Paper that encouraged us to develop a culturally responsive assessment praxis. Specifically, Montenegro and Jankowski (2017) called for the use of culturally responsive rubrics, (such as AAC&U VALUE rubrics), portfolios of student work, and sharing learning outcomes with students. We employ those tools in our General Education program assessment. They also recommend co-designing learning outcomes with an institution's students—which we have not done. Finally, Montenegro and Jankowski suggest that institutions disaggregate assessment data by racial/ethnic groups, gender, and first-generation status.

Heeding Montenegro and Jankowski's (2017) advice, three years ago we disaggregated General Education assessment data by race/ethnicity, gender, first-generation status, and Pell eligibility. Results for race/ethnicity were unremarkable, although our categories were crudely defined as White, Hispanic, and Other. We wanted to try an experiment with this year's assessment to see if we could use stratified sampling to differentiate assessment data into all the racial (not ethnic) demographic categories used in SLCC's student information system. Therefore, we pulled a sample of 20 students from each racial demographic that our system allows (American Indian or Alaska Native, Asian, Black or African American, More than One, Native Hawaiian or Pacific Islander, Prefer Not to Say, and White). This new sampling method enabled us to get a perfect subsample—i.e., all the members of a particular demographic group who graduated in 2023—for American Indian or Alaskan Native, Black or African American, and Native Hawaiian or Pacific Islander students, 60% of multiracial students, and 49% of Asian students.

Our aim was to oversample each demographic group to get a clearer picture of where we might be under-serving those populations and use that information to inform teaching and learning interventions focused on enhancing equity and inclusion at SLCC. The final sample included: American Indian or Alaska Native - 8 students; Asian - 18 students; Black or African American - 18 students; More than One - 19 students; Native Hawaiian or Pacific Islander - 1 student; Prefer Not to Say - 19 students; and White - 18 students. The 1 student who identified as Native Hawaiian or Pacific Islander did not have any ePortfolio pages relevant to AI or EN, so no data was available. We also

wanted a weighted average score for each learning outcome, which we calculated by weighing and combining the scores of each demographic group according to their actual proportion of graduates.

AMERICAN INSTITUTIONS (AI)

Salt Lake Community College’s American Institutions (AI) designation exists because of Utah State Code 53B-16-103(b), which says that prior to receiving a bachelor’s degree from a USHE institution, all students “shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States”. The fundamental objective of this requirement is to provide students with the knowledge and skills necessary for informed and responsible citizenship.

Priority and Sub-Learning Outcomes for AI Signature Assignments

Faculty who teach American Institutions courses agreed that the following sub-learning outcomes would be prioritized when designing signature assignments in AI courses:

- Effective Communication - Students critically read and analyze primary and secondary sources.
- Critical Thinking – Students will select and use information to investigate a point of view or conclusion.
- Civic Literacy- Students will demonstrate understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S. context.
- Information Literacy- Students will use sources that are appropriate/credible/authoritative.
- Reflection- Students will make connections between coursework and its broader applicability outside of school.

Figure A.1- Average Score of Portfolios by Degree Type- AI

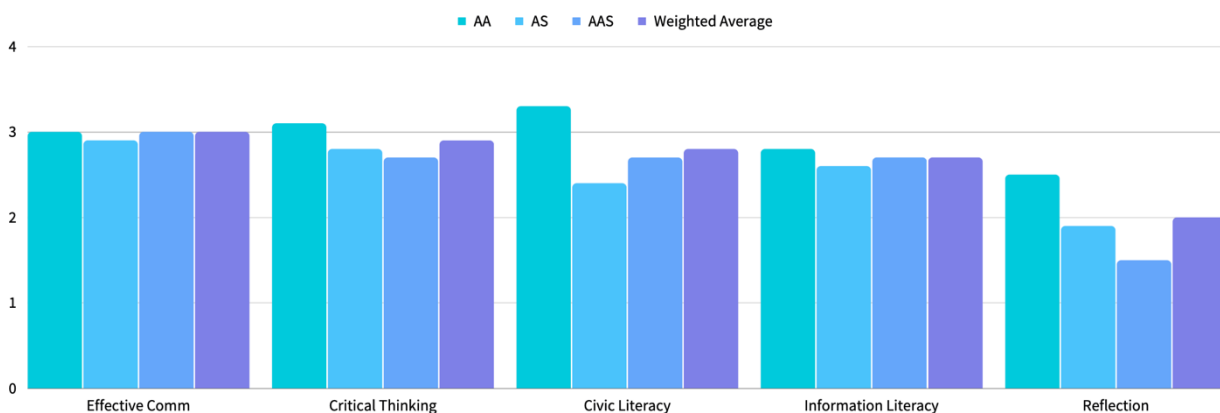


Figure A.1 depicts the average scores on the AI priority learning outcomes. The average scores for the Effective Communication sub-outcome asking students to demonstrate the ability to critically read and analyze primary and secondary sources in AI shows an average of 3.0 for AA students, 2.9 for AS

students, and a 3.0 for AAS students. For the Critical Thinking sub-outcome demonstrating students' ability to select and use information to investigate a point of view or conclusion shows an average score of 3.1 for AA, 2.8 for AS, and 2.7 for AAS students. For the Civic Literacy sub-outcome in which students demonstrate understanding of the political, historical, and economic or sociological aspects of social change and continuity in a U.S. context, average scores were 3.3 for AA, 2.4 for AS, and 2.7 for AAS students. For the Information Literacy sub-outcome showing student use of sources that are appropriate/credible/authoritative, students scored an average of 2.8 for AA, 2.6 for AS, and 2.7 for AAS students. Finally, the Reflection outcome of students making broader connections to their learning outside of class shows an average of 2.5 for AA, 1.9 for AS, and 1.5 for AAS students.

Figure A.2 Percent of Portfolios with Artifacts by Degree Type – AI



As depicted in Figure A.2, 100% of the AA ePortfolios in our sample (n=4) had artifacts to measure Effective Communication, Critical Thinking, Civic Literacy, Information Literacy, and Reflection. For AS students (n=83), 65%-to-67% of their ePortfolios had artifacts across the priority learning outcomes for Effective Communication, Critical Thinking, Civic Literacy, and Information Literacy. Fifty-eight percent of the AS ePortfolios had artifacts to rate the Reflection sub-outcome of demonstrating connection and applicability. Only 12% of AAS ePortfolios (n=25) had artifacts across the priority learning outcomes for Effective Communication, Critical Thinking, Civic Literacy, and Information Literacy, with only 4% of the AAS ePortfolios having artifacts for Reflection. Note that AAS students are not required to take AI designated courses as part of their General Education Program.

Findings on Learning Outcomes – AI

For this AI sample the priority learning outcomes are largely being met or demonstrated by students of all degree types with an average score near 3.0 on the four point scale. Although the data is very limited for AAS students, those that did take an AI course are showing evidence of meeting the learning outcomes of the designation. Areas of improvement exist for the Reflection learning outcome in which students are asked to demonstrate connection between their course work and its broader applicability outside school. There also needs to be marked improvement for the AS students (the majority of students) in the ePortfolio participation rate. Although 65% of ePortfolios from AS

students had artifacts, it should be at or near 100%, as the signature assignment demonstrating these outcomes is a requirement for General Education Courses.

Learning Outcomes by Race – AI

Table B.1 below illustrates how various demographic groups’ scores compared to the weighted averages for the learning outcomes of AI. The weighted average for both Effective Communication and Critical Thinking was 3.1. Students of more than one race (+0.6) scored above the weighted average for both Effective Communication and Critical Thinking. White, American Indian, and Alaska Native students performed right at the weighted average. Asian (-0.6 on both outcomes) and Black or African American Students (-0.9 and -1.2) scored below the weighted average. For Civic Literacy the weighted average was 2.7. American Indian or Alaska Native students (+0.4) and White students (+0.1) scored above the weighted average. Students of more than one race (+0.2) scored just above the average, while Asian (-0.4) and Black or African American Students (-0.9) scored below the weighted average. For Information Literacy, the weighted average was 2.8. Students of more than one race (+0.3) and White students (+0.1) scored above the weighted average, American Indian or Alaska Native students (-0.2) Asian (-0.4) and Black or African American students (-0.8) scored below the weighted average.

The weighted average score for the Reflection in AI courses was much lower than for the more traditionally academic outcomes. Black or African American students (+0.7), Asian students (+0.6), American Indian or Alaska Native students (+0.5), and students of more than one race (+0.4) scored above the weighted average, which was only 1.5 out of 4. White students (-0.2) scored slightly below the weighted average.

Table B.1 Average Learning Outcomes Score by Race – AI

Race	Effective Comm	Critical Thinking	Civic Literacy	Information Literacy	Reflection
American Indian or Alaska Native	2.9	2.8	3.1	2.6	2.0
Asian	2.5	2.5	2.3	2.4	2.1
Black or African American	2.2	1.9	1.8	2.0	2.2
More than One	3.7	3.7	2.7	3.1	1.9
Prefer Not to Say	3.7	3.5	2.8	2.8	1.8
White	3.1	3.1	2.8	2.9	1.3
Weighted Average Score	3.1	3.1	2.7	2.8	1.5

Table B.2 depicts the percentage of ePortfolios that had an artifact that addressed each learning outcome or reflection prompt, disaggregated by racial demographic group. For the 20 students in the "Prefer Not to Say" demographic category, very few had artifacts available for AI assessment. Note that 13 of the 20 students who preferred not to say their race graduated with an AAS degree, which does not require an American Institutions course.

Table B.2 Percent of Portfolios with Artifacts by Race – AI

Race	Effective Comm	Critical Thinking	Civic Literacy	Information Literacy	Reflection
American Indian or Alaska Native (n=8)	63%	63%	63%	63%	25%
Asian (n=18)	56%	56%	56%	61%	44%
Black or African American (n=18)	56%	56%	61%	56%	50%
More than One (n=19)	53%	53%	47%	47%	47%
Prefer Not to Say (n=19)	16%	16%	11%	11%	16%
White (n=18)	67%	61%	61%	61%	44%

Learning Outcomes for Gender-AI

When disaggregated by gender, scores for American Institutions learning outcomes and reflection did not show the variability of scores disaggregated by race. As illustrated in Table C.1, all but one of the outcomes had a maximum difference of 0.2 points. Scores for Information Literacy showed a 0.3-point difference, with males averaging a score of 2.6 and females averaging a score of 2.9.

Table C.1 Average Portfolio Score by Gender -AI

Gender	Effective Comm	Critical Thinking	Civic Literacy	Information Literacy	Reflection
Female	3.0	2.8	2.5	2.6	2.0
Male	2.8	2.9	2.5	2.7	1.8

Table C.2 indicates that female students in AI courses submitted signature assignments and reflections at a rate that was 10-15 percentage points higher than male students.

Table C.2 Percent of Portfolios with Artifacts by Gender – AI

Gender	Effective Comm	Critical Thinking	Civic Literacy	Information Literacy	Reflection
Female (n=53)	55%	55%	55%	55%	43%
Male (n=48)	44%	42%	40%	40%	33%

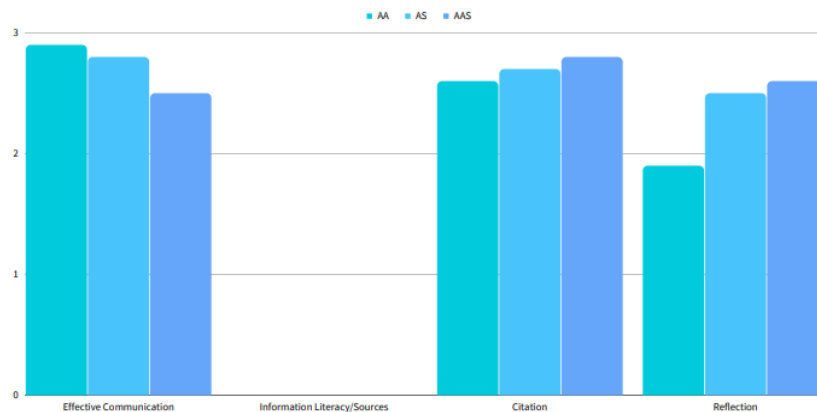
WRITTEN COMMUNICATION (EN)

Salt Lake Community College’s Composition (EN) requirement provides students with transferable knowledge about reading and writing and develops students’ metacognitive awareness of themselves as readers and writers. EN designated course curricula construct a foundation of knowledge, skills, and practices that students apply as they encounter writing experiences across the college curriculum and in the workforce. This requirement is spelled out in Utah State Board of Regents Policy 470-3.2.1.

Priority and Sub-Learning Outcomes for EN Signature Assignments:

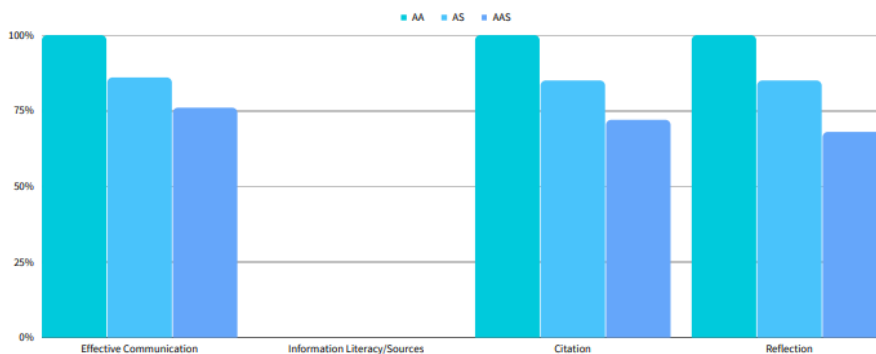
- Effective Communication – Students will adapt communication for context, purpose, and audience.
- Information Literacy – Students will use sources that are appropriate/credible/authoritative.
- Information Literacy- Students cite sources and use a consistent format.
- Reflection – Students will reflect on themselves as learners and how they are improving over time.

Figure D.1 Average Score by Degree Type - EN



The scores for the Effective Communication sub-outcome asking students to demonstrate the ability to adapt communication for context, purpose, and audience in EN shows an average of 2.9 for AA students, 2.8 for AS students and 2.5 for AAS students. The reviewers for the Information Literacy sub-outcome for students’ use of sources did not complete their part of the assessment, so there is no data to analyze or present. This deficit of the report is illustrated in Figure D.1 and D.2 but omitted from the tables below. Artifacts for how students cite sources and use a consistent format scored 2.6 for AA, 2.7 for AS, and 2.8 for AAS students. Artifacts demonstrating students reflecting on themselves as learners and how they are improving over time received scores of 1.9 for AA, 2.5 for AS, and 2.6 for AAS students.

Figure D.2 Percent of Portfolios with Artifacts by Degree Type -EN



There is no data on the percentage of artifacts for Information Literacy due to the reviewers failing to complete their portion of the assessment. The four AA ePortfolios in our sample had 100% of artifacts to measure Effective Communication, Information Literacy-Citation, and Reflection. For AS students, the percentage ranged from 86% to 85% for Effective Communication, Information Literacy-Citation, and Reflection across degree types. Seventy-six percent of AAS ePortfolios had artifacts demonstrating the Effective Communication sub-outcomes, 72% had artifacts demonstrating citing of sources, and 68% had a reflection on themselves as learners and how they are improving over time.

It is important to note that AAS students are required to take 3 credits of written communication, while AA and AS student are required to take 6. This is likely why we see a lower percentage of ePortfolios with artifacts for AAS students in the data for EN.

Findings on Learning Outcomes for EN

The data for EN indicates that the priority learning outcomes are largely being met or demonstrated by students of all degree types with an above average score near 2.5, except for the reflection outcome for AA students at 1.9. Although AAS students only take one composition course, there is enough evidence showing they are meeting the learning outcomes of the EN designation. Areas of improvement exist specifically for AA students for the Reflection learning outcome in which students are asked to demonstrate connection between their course work or applicability outside school. Although the percentage of ePortfolios with artifacts across all degree types is above 70%, which is strong, it should be at or near 100%, as the signature assignment demonstrating these outcomes is a requirement for General Education Courses.

Learning Outcomes by Race – EN

When the data in Table B.1 is compared to that in Table E.1, we see that the variation in scores by race were not as pronounced for EN courses as they were for AI courses.

Table E.1 Average Learning Outcome Score by Race – EN

Race	Effective Comm	Info Literacy (Citation)	Reflection
American Indian or Alaska Native	2.9	2.6	2.6
Asian	2.6	2.9	2.4
Black or African American	2.6	2.4	2.3
More than One	2.7	2.8	2.0
Prefer Not to Say	2.6	2.7	2.9
White	3.1	3.1	2.7
Weighted Average Score	3.0	3.0	2.6

The weighted average score for Effective Communication was 3.0. Across the demographic groups, scores for Communication-Adaptation fell within 0.4 points of the average with White students (+0.1) scored slightly higher and Asian, Black or African American, and students who selected Prefer Not to

Say all scored -0.4 points below the average. For Information Literacy-Citation, the weighted average score was 3.0, White students, students of More Than One Race, and Asian students scored very close to the overall weighted average score. Students who preferred not to say their race (-0.3), American Indian or Alaska Native (-0.4) and Black or African American students (-0.6) received scores furthest from the average. The weighted average of Reflection on Self as Learner was 2.6. Students who prefer not to say their race (+0.3) and White students (+0.1) scored above the average. American Indian or Alaska Native students scored at the average. Asian students (-0.2), Black or African American students (-0.3) and students with more than one race (-0.6) scored below the average.

Table E.2 shows the percent of portfolios with artifacts addressing the EN learning outcomes, disaggregated by race. Again, we do not have data for the Information Literacy-Sources outcome, as that review team did not complete its task. However, when looking at the other learning outcomes for which we have data, EN courses do a better job of having students put signature assignments and reflections in their ePortfolios than do AI courses.

Table E.2 Percent of Portfolios with Artifacts by Race- EN

Race	Effective Comm	Info Literacy (Citation)	Reflection
American Indian or Alaska Native (n=8)	100%	88%	100%
Asian (n=18)	72%	67%	72%
Black or African American (n=18)	83%	83%	83%
More than One (n=19)	79%	79%	79%
Prefer Not to Say (n=19)	84%	84%	74%
White (n=18)	67%	67%	61%

Learning Outcomes Disaggregated by Gender-EN

Table F.1 shows that scores by gender did not differ significantly across any of the learning outcomes, indicating that male and female students are performing similarly.

Table F.1 Average Learning Outcome Score by Gender – EN

Gender	Effective Comm	Info Literacy (Citation)	Reflection
Female	2.8	2.9	2.4
Male	2.6	2.6	2.5

Table F.2 shows female students were more likely to submit artifacts and reflection for EN courses than were male students. The difference ranged between 8 and 14 percentage points.

Table F.2 Percent of ePortfolios with Artifacts, Disaggregated by Gender – EN

Gender	Effective Comm	Info Literacy (Citation)	Reflection
Female (n=53)	83%	83%	79%
Male (n=48)	73%	69%	71%

CONCLUSIONS, RECOMMENDATIONS, AND CONSIDERATIONS

The following conclusions, recommendations, and considerations are made in the spirit of the National Institute of Learning Outcomes Assessment’s (NILOA) recommendation that institutions shift from a compliance-for-accreditation mindset toward a mindset in which they “intentionally embed assessment into their institutional culture and, specifically, their institutional planning and improvement efforts.” (Baker, et al 2012) Thus, faculty and academic administrators who are responsible for General Education courses and the Associate Dean of the General Education program—assisted by the ePortfolio Office, the Faculty Development Office, and the Learning Outcomes Assessment Office—should develop an approach to General Education assessment that embraces curiosity about student learning, employs multiple assessment methods, and engages faculty in improving the student experience.

1. Conclusion: Students in AI and EN courses are producing work that is on track for their stage of higher education. The rubrics used in this assessment have four performance levels. Overall average scores for learning outcomes addressed by the signature assignments in AI and EN courses were all over 2.0, and some were substantially so. This is good. We can expect that, with this foundation, students who continue their studies will further improve their communication abilities, their critical thinking, their civic literacy, and their information literacy. The overall average score for reflection in AI courses (1.5 out of 4) does give us pause. It indicates that the quality of student reflection in those courses is not on track and compares unfavorably with student reflection in EN courses.
 - a. Recommendation: Departments that offer AI courses—i.e., Economics, History, and Political Science—should engage with the Associate Dean of General Education, the ePortfolio Office, and the Writing Across the College Director to create faculty development opportunities for faculty who teach AI courses. These sessions should focus on how to help students be more comfortable with reflection and to elicit stronger reflection from students.
2. Conclusion: The ePortfolio participation rate is noticeably higher for EN courses than it is for AI courses. Depending on the demographic group, EN courses had an ePortfolio participation rate 25-30 percentage points higher than the same demographic group in AI. For instance, While 83% of females in EN courses had artifacts in the ePortfolio for Written Communication and Information Literacy, only 55% of females in AI courses had artifacts in their ePortfolios representing those learning outcomes. Given that ePortfolio is a required pedagogy in all General Education courses and given that this pedagogy involves uploading at least one signature assignment and reflection from each General Education course, we would hope to

see higher ePortfolio participation rates for students. This is especially true when we know anecdotally that some faculty routinely have 90+ percent of their students participate in ePortfolio every semester. We do note that AI courses are housed in three different departments, while EN courses are housed in one department. That may allow for a more coordinated approach to ePortfolio in the EN courses.

- a. Recommendation: The ePortfolio Office and the Associate Dean of General Education should work together to engage with faculty to improve ePortfolio participation rates on a course-by-course basis. Specifically, it would be interesting to bring EN and AI faculty together to talk about this report and their approaches to signature assignments and reflection.
 - b. Consideration: The General Education Committee should take a hard look at courses with low ePortfolio participation rates. Reflective ePortfolios constitute the common pedagogy that defines SLCC's General Education program and provides the platform through which we assure all the other academic programs at SLCC that students are achieving foundational learning outcomes. If General Education courses are not contributing to these important efforts, one questions why they should remain in the program.
3. Conclusion: The reflection participation rate was considerably lower for AI courses than for EN courses, although this may have been due to there being two required EN courses to only one required AI course. Still, we are concerned that participation in reflection could be much higher. We note also that reflection participation rates were higher for female compared to male students.
- a. Recommendation: The General Education Committee should use the 5-year course review process to highlight best practices and encourage faculty to better weave reflection into their courses.
 - b. Recommendation: The ePortfolio Office and the Associate Dean of General Education should work with associate deans and department chairs to hold department trainings on fostering reflection in General Education courses.
 - c. Consideration: The ePortfolio Office and the Associate Dean of General Education should consider making recommendations and creating examples that would better signal to all students—with some additional emphasis for male students—that reflection is an effective and appropriate part of their education.
4. Conclusion: By oversampling racial demographic groups, this assessment produced some interesting results that we should explore further. As indicated in the results—especially in AI courses—some racial groups scored below the weighted sample average. The small n, combined with low ePortfolio participation rates, don't allow us to draw firm conclusions. For example, only 56% of the 18 Black or African American students in the sample uploaded artifacts for Written Communication in AI courses. What conclusion can we draw from only 10 students in this demographic scoring 2.2 on average compared to the 3.1 average weighted score for all students? The difference is notable, but the impact of in-class versus exogenous variables on the learning outcomes attainment of students who graduated may be out of

reach for this methodology. Additionally, we know that our largest equity gaps come from not passing courses—and thus not having signature assignments in ePortfolios to begin with.

- a. Recommendation: The Associate Dean of General Education and the Associate Provost should use the General Education Dashboard to get data on General Education course success rates from Fall 2023 and Spring 2024. We already know from our own pre-pandemic work on student success rates in high enrollment General Education courses that there are statistically significant gaps in student success rates among different demographic groups. We could conduct that research again, and then tie it to focus groups of students who recently took those courses. While this is not strictly learning outcomes assessment, we could center the focus groups on those elements of the classroom experience that might make a difference in student success to close the gaps we see in the data. Faculty should be involved in this work.
 - b. Consideration: The Associate Dean of General Education and the Associate Provost should work with Data Science and Analytics to see if we can get a large enough sample size that would allow us to make statistically significant determinations of whether there are racial differences in learning outcomes attainment. This may be impossible for our smallest demographic groups, but we could start with racial and ethnic groups from which we could obtain samples large enough to make for statistically significant comparisons.
 - c. Consideration: The Associate Dean of General Education and the Director of Learning Outcomes Assessment should explore student focus groups as an assessment tool. Focus groups may be the best way to approach issues and populations that are not captured by SLCC's standard data collection categories. For instance, SLCC follows the current recommendations of the Department of Education and only provides a binary male/female option for gender demographics. We could have focus groups of students who do not identify themselves within that binary, which could help us surface their experiences and how to adjust curriculum and other classroom practices that serve to limit their success in our General Education program. Alternatively, we could have focus groups that key in on findings that we do see in our assessment reports. For example, how do male and female students view reflective practice? We are unclear, however, if SLCC has the expertise to conduct focus groups at this time.
5. Conclusion: Disaggregating by degree type is not helpful. As with race, it results in small n for AA and AAS degrees. Given that the only difference between AA and AS degrees is a language component that is not in the General Education program, we should not be disaggregating those degrees. We question even the need to disaggregate AAS students for most designations. When they take a POLS 1100 course, they have the same experience that AS and AA students have. When AAS students take a designation unique to their programs—e.g., Human Relations courses—we should be assessing the learning outcomes of that designation.
- a. Recommendation: In future assessments, we should take a nuanced approach when it comes to degree type. For most designations, we should not disaggregate by degree type. However, we should conduct AAS-specific assessments of HR, QS, CM, and EN to capture the experience of those students in the portion of the General Education program that is tailored to them.

REVIEWER FEEDBACK

Each year we ask those who participated in the General Education ePortfolio Assessment to reflect on their experience. Below are some of the insights and observations from this year's assessors about how they felt the overall assessment process and timeline went, what they learned, and the use of ePortfolio and signature assignments in General Education courses. This feedback will be used to improve assessment of General Education at SLCC. Most of the feedback centered on an improved knowledge of how the ePortfolio is used to assess General Education. The most common recommendation centered on the timeline of starting this year's assessment and implementing a process of norming for accurate rating next year.

General Feedback:

- *With AI data - does choice in assignment influence performance? What happens when we break it down by course? Does the data tell a different story? Poli Sci and Econ History allowed students to choose their topic whereas American History classes allowed students to present with only one primary source to examine - does "authenticity" of assignment matter in relation to student performance and ability to demonstrate outcomes?*
- *There is a different trend between AI and EN - what is contributing to that?*
- *Set two deadlines instead of just a final deadline. Given we were dependent on our partner to identify artifacts for half the sample, I'd suggest making a preliminary deadline halfway thru the period for identifying artifacts.*
- *I found the Excel file easy to use.*
- *Perhaps add a comment field. For example, sometimes the artifact was actually under the wrong tab. This could be noted such that the partner can easily find it.*
- *Standardizing reflection prompts on each page of portfolio would be very beneficial for teachers, students, and assessors.*
- *Don't center reflections on the portfolio templates.*
- *The reflections are generally process oriented instead of growth oriented, which we have them do explicitly in our assignment instructions since a huge focus is writing process. These reflections would score much higher with departmental assessment for this reason.*
- *Reflections often summarize the assignment rather than offer reflections – again, prompts in the eportfolio would help.*
- *The reflections are generally appalling in terms of quality. My impression is that students/instructors don't prioritize the eportfolio reflections.*
- *In ENGL: We should stick with threshold concepts because students know them very well and show great growth in understanding and application of these TCs.*
- *Overall, it seems that I saw higher quality reflections in ENGL 1010 than in 2010. I think this is because we were looking at the eportfolio reflections and students often do project/assignment reflections as part of the assignment.*

RUBRICS USED IN THIS REPORT

American Institutions (AI)

Effective Communication—Reading and Analyzing Sources Rubric (Rubric Developed at SLCC)

	4	3	2	1
<i>Students critically read and analyze primary and secondary sources.</i>	Work reflects understanding and use of primary and/or secondary sources, with no misinterpretation or omission of information.	Work reflects understanding and use of primary and/or secondary sources, with occasional misinterpretation or omission of information.	Work reflects understanding and use of primary and/or secondary sources, with considerable misinterpretation or omission of information.	Work does not reflect understanding and use of primary and/or secondary sources.

Critical Thinking—Evidence Rubric (from the AAC&U Critical Thinking VALUE Rubric)

	4	3	2	1
<i>Students select and use information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.

Civic Literacy Rubric—Understanding (Rubric Developed at SLCC)

	4	3	2	1
<i>Students demonstrate understanding of the political, historical, economic or sociological aspects of social change and continuity in the U.S. context.</i>	Work conveys a sophisticated understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S. context.	Work conveys a generally good understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S. context.	Work attempts to convey the political, historical, economic, or sociological aspects of social change and continuity in the U.S. context, but falls short due to inadequate content development, lack of evidence, simplistic treatment of the topic, or other reasons.	Work does not convey a basic understanding of the political, historical, economic, or sociological aspects of social change and continuity in the U.S. context.

Information Literacy Rubric—Appropriate Sources (Developed from the Framework for Information Literacy for Higher Education by the Association of College and Research Libraries)

	4	3	2	1
<i>Student will use sources that are appropriate/credible/authoritative for the project</i>	Work includes a variety of sources identifiable as appropriate/credible/ authoritative.	Work includes mostly appropriate/credible/ authoritative sources.	Work includes minimally appropriate/credible/ authoritative sources.	Work does not include sources.

Reflection Rubric for Broader Applicability (Rubric Developed at SLCC)

	4	3	2	1
<i>Students make links between coursework and its broader applicability outside of school.</i>	Reflection makes engaging, detailed, and/or sophisticated links between coursework and its broader applicability outside of school.	Reflection makes connections between coursework and its broader applicability outside of school.	Reflection attempts to make links the world outside of school, but they are not compelling, lack detail, and/or are unsophisticated.	Reflection is simplistic and/or contains no detail.

Written Communication (EN)

Communication Adaptation Rubric (Rubric Developed at SLCC)

	4	3	2	1
<i>Students adapt communication for context, purpose, and audience.</i>	Work is superbly adapted for a particular context, purpose, or audience	Work is clearly tailored to speak to a particular context, purpose, or audience, although omissions, errors, or choices on the part of the student undercut the adaptation in some respect.	Work attempts to address itself to a particular context, purpose, or audience, but does not do so effectively.	Work appears not to be addressing a particular context, purpose, or audience.

Information Literacy Rubric—Appropriate Sources (Developed from the Framework for Information Literacy for Higher Education by the Association of College and Research Libraries)

	4	3	2	1
<i>Student will use sources that are appropriate/credible/authoritative for the project</i>	Work includes a variety of sources identifiable as appropriate/credible/ authoritative.	Work includes mostly appropriate/credible/ authoritative sources.	Work includes minimally appropriate/credible/ authoritative sources.	Work does not include sources.

Information Literacy Rubric—Citing Sources (Developed from the Framework for Information Literacy for Higher Education by the Association of College and Research Libraries)

	4	3	2	1
<i>Student will cite sources and use a consistent format</i>	Citations are perfect and format is professionally done.	Citations are mostly done correctly, or format has few minor mistakes.	Citations are incorrectly done, or format has major errors.	No citations provided.

Reflection Rubric for Students as Learners

	4	3	2	1
<i>Students reflect on themselves as learners and their improvement over time.</i>	Reflection makes engaging, detailed, and/or sophisticated observations about the student’s learning and/or intellectual growth over time.	Reflection makes strong observations about the student’s learning and/or intellectual growth over time.	Reflection attempts to make observations about the student’s learning and/or intellectual growth over time.	Reflection does not shed light on the student as a learner or their intellectual growth over time.

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