

## ADCS Fall 2021 Results

### WHAT?

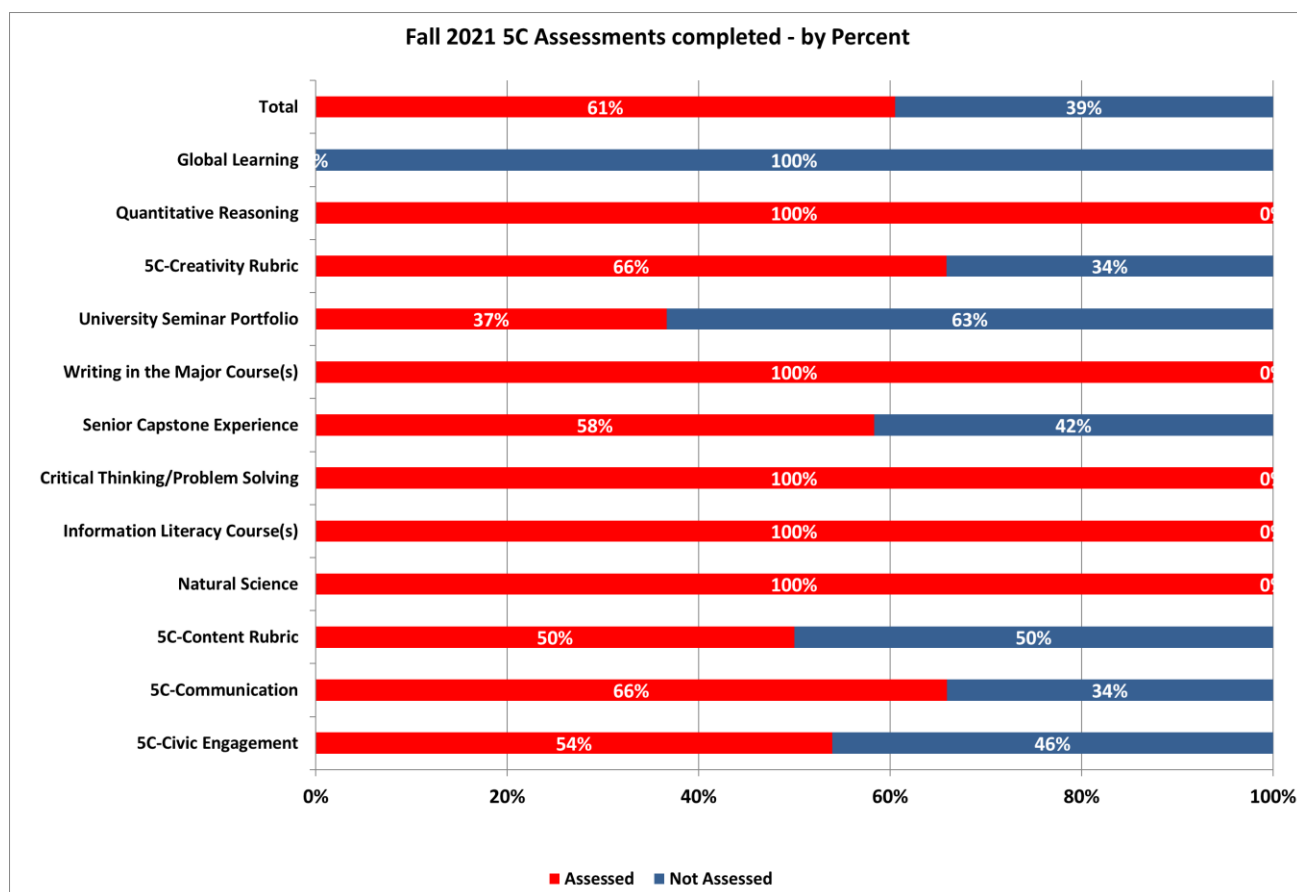
In Fall 2021, in collaboration with the General Education committee and department chairs/faculty, the Assessment Office collected student learning assessment data for **three 5C rubrics: Civic Engagement, Communication, Creativity.**

An ADCS workshop was also conducted on September 16, 2021 for instructors and chairs (38 attendees). Some faculty received assistance for ADCS via phone, email, and virtual meetings with Assessment Office staff. Several reminder emails were sent to instructors teaching any of the designated courses.

In addition to these three 5C rubrics, a few Agriculture & Natural Resources course sections were also assessed using the Across-the-Curriculum (A-t-C) rubrics (Quantitative Reasoning, Writing in the Major, Information Literacy, and Critical Thinking/Problem Solving). A few Chemistry course sections also utilized the Natural Science rubric to assess the General Chemistry course.

### SO WHAT?

In Fall 2021, **instructors submitted data for 187 out of 309 designated course sections**, with an **overall 61% submission rate**. This is less lower than past year's achievement of over 70% submission rate. Almost all ENGL-121 and ENGL-122 course sections were designated for assessment. Therefore, a lot more faculty (and higher percentage of adjunct faculty) were required to submit data. This could have led to the lower submission rates. The plan is offer an ADCS workshop in fall and spring terms to increase submission rates. Collaborative efforts are also planned with the Languages and Literature Dept to garner higher response rates next term. However, 100% of course sections had data submitted for Natural Science, Information Literacy, Critical Thinking/Problem Solving, Writing in the Major, and Quantitative reasoning. The lower submission rates were for University Seminar Portfolio rubric, with only 37% of sections that with submitted data.



Due to the continued impact of COVID-19, most courses were taught virtually in Fall 2021 for the entire semester. Faculty members continued to express the difficulty in assessing some elements of the rubrics. Faculty also found challenges with accurately assessing students due to lower class engagement opportunities in the virtual teaching format.

Many instructors left comments related to these challenges with students not attending class or not submitting assignments for their course. Therefore, they were not able to assess their learning utilizing the designated rubrics in ADCS:

“This is an online asynchronous eight-week course. Currently, the course does not have a civic involvement component.”

“Student A did not complete the assignment.”

“Student B did not complete the assignment.”

“Student C withdrew from the class.

“I believe COVID 19 and the lack of in-person classes may be a reason for students' low skills. Student D is an excellent student and one to watch. Her family's home burnt down and she still received an A.”

“Student E student fell behind because she was taking 7 courses this semester which should NOT have been advised (detriment to her learning).”

“Student F did not appear for any classes. Student G attended less than half of the course.”

“Unable to assess Student H because of the lack of completed assignments.”

“Students with the X seldom attended class and submitted little or no assignments.”

“Students with the X did not complete the assignment.”

One faculty member also had a comment regarding the rubric content. For the Biometrics (NTRS) course that was assessed using the Quantitative Reasoning Rubric, the instructor stated, “On methodology: I primarily used performance on specific questions of the final projects to do the ratings. My teaching assistant also contributed ideas for this 'crosswalk' between the original assignment and this rubric. On rubric: We should maybe revisit editing this rubric sometime to see if we can remove a category to make them not blur together as much. Especially with trying to align specific project answers to specific category, it felt like there was overlap between some categories.”

### Key Findings for 5C Civic Engagement

5C Communication	5C Civic Engagement
39 instructors submitted data (72 sections)	23 instructors submitted data (29 sections)
Highest rating (83% satisfactory or above) for “Central Message”, which is higher than the 74% that was achieved in Fall 2020.	Highest rating (79% satisfactory or above) for “Diversity of community and culture” and African American experience. Because these important elements of DSU’s HBCU mission is garnering the highest ratings, students are doing well to learn/exhibit these important Civic Engagement outcomes at the university level.
Highest <i>Not applicable</i> (N/A) rating highest (10%) for “Counterarguments.” Most sections that were assessed were for this rubrics included ENGL-121, which doesn’t have a counterargument component in any of the assignments.	Highest <i>Not applicable</i> rating highest Civic involvement (21%), Responsible citizenship (20%). This is an improvement from the incorrect use of N/A and Exclude in the previous term for African American Experience element of this rubric.
Very few students were rated unsatisfactory (4-6%) for all elements of the rubric.	Most students rated unsatisfactory almost evenly across all elements of the rubric (8-10%). Therefore, no specific element of the rubric stands out as an area for significant improvement.
Advanced ratings were highest for “Central Message” and “Organization,” with lowest ratings for “Supporting Materials/Evidence” and “Correct/Appropriate language.”	Advanced ratings were highest for “Diversity of community and culture” and “African American Experience.”
Exclude Category was correctly used by instructors. Workshop trainings and reminders are working well to convey this message.	
Overall, Communication continues to be a strength for majority of students based on university level results.	Overall, Civic Engagement rubric yielded mostly positive results, and the important elements of DSU’s HBCU mission garnered the highest ratings. At the university level, students are doing well to learn/exhibit these important Civic Engagement outcomes.

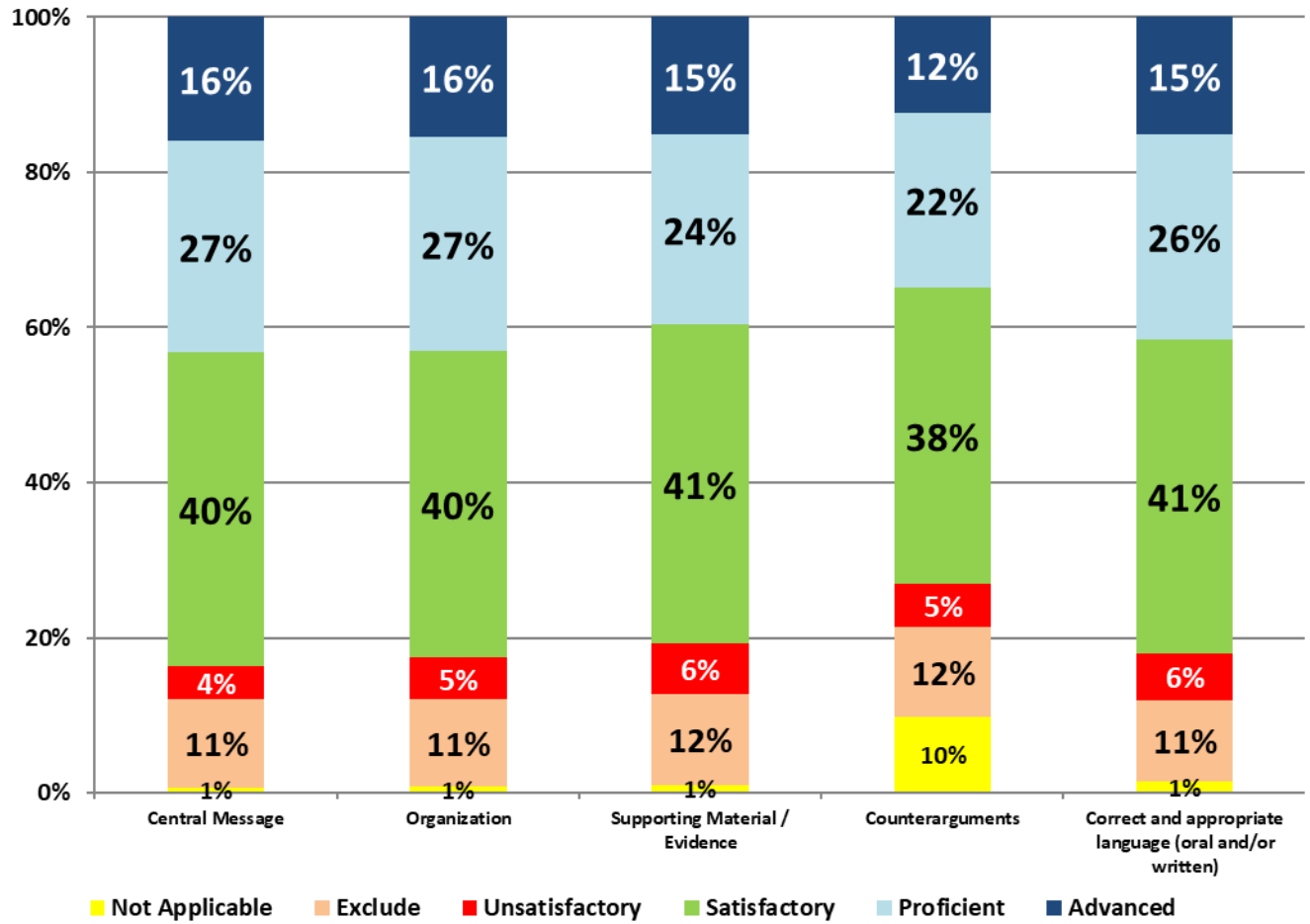
**NOW WHAT?**

## Proposed Recommendations Based on Pilot Test

1. Discussions at Gen. Ed Committee – For 5C Civic Engagement rubric, consider alternative options to assess Civic Engagement and Civic Involvement.
2. Continue to Stress the importance of not submitting all the same ratings for students in the entire section: i.e. rating all students as N/A, X, or S. This was mentioned at ADCS workshops, in reminder emails, during Faculty Senate reminders, and during individual meetings with instructors.
3. Continue to stress the difference between *exclude* and *not applicable* ratings.
4. Collaborate with Languages & Literature Dept. to increase submission rates for 5-Communication course sections, especially to support Adjunct Instructors.
5. Collaborate with University Seminar team to increase instruction submission rates for University Seminar rubrics.

Detailed Charts for further Review:

Fall 2021 5C Communication - ADCS Data, n = 72 sections



Fall 2021 5C-Civic Engagement- ADCS Data, University Wide results,  
n = 29 sections

