Analysis of Artifacts aligned to Marshall's Baccalaureate Degree Profile (BDP)
Academic Year 2024 – 2025

Summer Assessment Team Members: Marie Archambault, Clinton Brown, Robert Ellison, Victor Fet, Marty Laubach, Leslie Dawn Quick, and Anita Walz

Summer Assessment Support Staff: Mary Beth Reynolds, Adam Russell, and Diana Adams

Executive Summary

Background

Recommendations from the 2024 Assessment Team

The Summer Assessment Team made the following recommendations:

1. That, since we assess each BDP outcome only once every three years, we use the past three years of uploads to form the population from which our sample is drawn each year. We followed this recommendation in summer 2025.
2. That we form a group (perhaps a subcommittee of the University Assessment Committee) to revise the *Quantitative* and *Creative* Thinking rubrics. We formed a group that developed a preliminary draft of the *Creative Thinking rubric, but we have not yet revised the Quantitative Thinking rubric.*
3. That we return to last summer's recommendation to include a comparison of matched courses where one section is taught face-to-face, and the other section is taught via distance delivery. For this analysis, distance delivery should be clearly defined as asynchronous online. Although we compared course syllabi for face-to-face and online courses in spring 2024, we did not intentionally carry this out in this summer's assessment of student artifacts. However, we did conduct a holistic analysis of the results of our sample of artifacts from

asynchronous online and face-to-face courses for the three outcomes, *Intercultural Thinking, Ethical & Civic Thinking,* and *Communication Fluency* during this assessment.

4. That we conclude our analysis of the alignment between each undergraduate degree program's alignment to Marshall's Baccalaureate Degree Profile (BDP). We have been deliberately working on this as part of the program review process. So far, we verified alignments between about 40% of our undergraduate program's student learning outcomes and those of Marshall's Baccalaureate degree profile.

5. That we make a renewed effort to communicate to all faculty the importance of aligning at least one assignment in each of their courses to at least one outcome of the BDP in the assignment module in Blackboard and require students to submit the final paper/project to ensure an adequate population of artifacts available for university assessment. We appear to have received artifacts from a greater variety of courses this year than in the past.

6. That we work with the MU Online Design Center to ensure a seamless transition from our current system to Blackboard Ultra in terms of its alignment with Blackboard Outcomes. The MU Online Design Center updated its instructions for aligning course assignments to the Baccalaureate Degree Profile's Outcomes.

Procedures for 2025 Assessment

General Procedures

In May 2025 we evaluated student artifacts produced in response to course assignments aligned to *Intercultural Thinking*, *Ethical & Civic Thinking*, and *Communication Fluency*. A group of seven faculty representing several academic colleges from across the university evaluated a sample of these artifacts using rubrics adapted from Marshall's Baccalaureate Degree Profile outcomes. These rubrics are included in the supporting documentation. Our sample initially consisted of 336 artifacts, 112 per outcome.

Prior to beginning our assessment, we spent a day reviewing all assignments aligned to *Intercultural Thinking* and to *Ethical & Civic Thinking* to determine if there were assignments that either did not align to the outcome in question or did not align to one or more of its traits. Assignments that reviewers agreed did not align to the outcome were removed from the sample and reviewers were instructed to note the traits to which each assignment that remained in the sample did not align and to assign these artifacts scores of "not applicable" (N/A) for those traits. The following chart shows the total number of assignments (for artifacts aligned to *Intercultural Thinking* and to *Ethical & Civic Thinking*) that aligned to their respective outcome traits. We did not count assignments aligned to *Communication Fluency* due to their large number. Finally, the chart provides the number of artifacts that received scores for each outcome trait.

Outcome	Trait (MU rubric)	Total Assignments Aligned	Total Artifacts Aligned to Each Trait
Intercultural Thinking	Own and Other Cultures	34	102

Outcome	Trait (MU rubric)	Total Assignments Aligned	Total Artifacts Aligned to Each Trait
	Communication with Others from Different Cultures	27	80
	Global Awareness	19	59
	Cultural Conflict	24	85
Total for Intercultural Thinking		**104**	**326**
Ethical & Civic Thinking	Ethical Self-Awareness	9	68
	Professional Rules and Standards of Conduct	5	34
	Civic Well-Being	14	80
	Complex Ethical Issues	21	101
Total for Ethical & Civic Thinking		**49**	**283**
Communication Fluency	Design/Organization	Multiple	108
	Diction	Multiple	108
	Communication Style	Multiple	108
Total for Communication Fluency		**Multiple**	**324**
Totals			**933**

Each artifact was evaluated by two independent reviewers. This project was coordinated by Assessment and Quality Initiatives, which operates within the Office of Academic Affairs.

Scoring Procedures

Evaluators assessed each artifact using the following scale:

Special Scoring Codes	
Score	**Explanation**
N/A	**Note: This** score was used when the assignment did not appear to align to a trait of the outcome assessed.
Regular Scoring Codes	
These codes were given to artifacts that were aligned with appropriate outcomes/traits and contained enough information to allow assessment.	
1	The artifact demonstrated Level 1 performance.
2	The artifact demonstrated Level 2 performance.
3	The artifact demonstrated Level 3 performance.
4	The artifact demonstrated Level 4 performance.

Please see the supporting information that follows this summary to view the rubrics used and a detailed explanation of scoring procedures.

General Information about the Sample

Although the total sample numbered 336, one artifact, aligned to *Intercultural Thinking*, three aligned to *Ethical and Civic Thinking*, and four aligned to *Communication Fluency,* could not be opened. Of the 328 scorable artifacts, 190 (58%) were drawn from courses at the 100/200 level, with the remaining 138 (42%) drawn from courses at the 300/400 level.

Results and Analysis

Results based on course level were as follows:

Intercultural Thinking				Ethical & Civic Thinking				Communication Fluency			
Trait	Course Level	Number	Mean (SD)	Trait	Course Level	Number	Mean (SD)	Trait	Course Level	Number	Mean (SD)
Own and Other Cultures	100/200	65	2.45 (0.60)	Ethical Self-Awareness	100/200	34	2.12 (0.77)	Design/Organization	100/200	53	2.55 (0.47)
	300/400	37	2.68 (0.54)		300/400	25	2.28 (0.68)		300/400	55	2.86 (0.44)
Communication with Others from Different Cultures	100/200	56	2.31 (0.65)	Professional Rules and Standards of Conduct	100/200	4	1.50 (0.58)	Diction	100/200	53	2.69 (0.50)
	300/400	24	2.56 (0.56)		300/400	25	2.94 (0.88)		300/400	55	2.99 (0.52)
Global Awareness	100/200	37	2.27 (0.69)	Civic Well-Being	100/200	37	2.08 (0.63)	Communication Style	100/200	53	2.47 (0.57)
	300/400	22	2.55 (0.71)		300/400	37	2.04 (0.62)		300/400	55	2.94 (0.54)
Cultural Conflict	100/200	48	2.34 (0.67)	Complex Ethical Issues	100/200	58	2.12 (0.65)				
	300/400	37	2.39 (0.69)		300/400	42	2.44 (1.01)				

First, we ran several series of paired samples *t-tests* to test for statistical significance in student performance among each outcome's rubric traits. We used the following adjusted alpha levels to control for Type 1 error (*Intercultural Thinking:* .008; *Ethical and Civic Thinking*: .008; and *Communication Fluency*: .017). Results were as follows: *Intercultural Thinking* – mean performance for own and other cultures was significantly higher than means for communication with others from different cultures, global awareness, and cultural conflict, mean performance for communication with others from different cultures was significantly higher than cultural conflict; *Ethical and Civic Thinking* – mean performance for professional rules and standards of conduct was significantly higher than the means for civic well-being and ethical self-awareness;

Communication Fluency – mean performance for <u>diction</u> was significantly higher than means for <u>design/organization</u> and for <u>communication style</u>.

Next, we ran a mixed model repeated measures analysis for *Intercultural Thinking¸ Ethical and Civic Thinking*, and *Communication Fluency* to determine if there were significant differences in student performance between artifacts from 100/200 level courses and those from 300/400 level courses. Results showed no difference between mean scores based on course level for *Intercultural Thinking*, but did show that mean performance was significantly higher for artifacts from 300/400 level courses for both *Ethical and Civic Thinking* and for *Communication Fluency.* A series of independent samples t-tests confirmed that students performed significantly better in 300/400 level courses than in 100/200 level courses for all traits of *Communication Fluency*, but only for <u>professional rules and standards of conduct</u> for *Ethical and Civic Thinking*; however, the *n* for 100/200 level courses was just 4.

Perusal of the chart above shows mean performance for artifacts uploaded from 100/200 level courses ranged from 1.5 (*n* = 4) for *Ethical and Civic Thinking*: <u>professional rules and standards of conduct</u> to 2.69 for *Communication Fluency:* <u>diction</u>. These results should be interpreted with caution due to the small number of artifacts aligned to <u>professional rules and standards of conduct</u>. Means for 300/400 level courses ranged from 2.04 for *Ethical & Civic Thinking*: <u>civic well-being</u> to 2.99 for *Communication Fluency*: <u>diction</u>. No mean score reached 3.0.

Frequency Analysis

Intercultural Thinking					Ethical & Civic Thinking					Communication Fluency				
Trait	**Course Level**	**% Scoring 3.5 to 4.0**	**% Scoring 2.5 to 4.0**	**% Scoring 1.5 to 4.0**	**Trait**	**Course Level**	**% Scoring 3.5 to 4.0**	**% Scoring 2.5 to 4.0**	**% Scoring 1.5 to 4.0**	**Trait**	**Course Level**	**% Scoring 3.5 to 4.0**	**% Scoring 2.5 to 4.0**	**% Scoring 1.5 to 4.0**
Own & Other	100/200	2%	68%	94%	**Self-Awareness**	100/200	12%	47%	88%	**Design**	100/200	4%	72%	100%
	300/400	3%	81%	97%		300/400	4%	48%	92%		300/400	18%	91%	100%
Communication	100/200	4%	59%	93%	**Rules & Standards**	100/200	0%	0%	50%	**Diction**	100/200	13%	79%	100%
	300/400	4%	75%	100%		300/400	44%	80%	92%		300/400	36%	91%	100%
Global Awareness	100/200	3%	54%	92%	**Civic Well-Being**	100/200	3%	44%	92%	**Style**	100/200	8%	68%	100%
	300/400	9%	73%	91%		300/400	3%	41%	92%		300/400	25%	92%	100%
Conflict	100/200	2%	60%	92%	**Issues**	100/200	3%	40%	95%	**Overall**	**100/200**	**8%**	**73%**	**100%**
	300/400	3%	62%	95%		300/400	33%	57%	83%		**300/400**	**27%**	**92%**	**100%**
Overall	**100/200**	**2%**	**61%**	**85%**	**Overall**	**100/200**	**5%**	**42%**	**91%**					
	300/400	**4%**	**72%**	**95%**		**300/400**	**21%**	**55%**	**89%**					

While only 4% of students enrolled in 300/400 level courses received scores of 3.5 or higher on artifacts aligned to *Intercultural Thinking*, 72% of students from 300/400 level courses and 61% from 100/200 level courses received scores of 2.5 or higher. For *Ethical & Civic Thinking*, 21% and

5% of students enrolled in 300/400 and 100/200 level courses (respectively) received scores of 3.5 or higher, with 55% of students from 300/400 level courses and 42% from 100/200 level courses receiving scores of 2.5 or higher.   For *Communication Fluency*, 27% of students enrolled in 300/400 level courses and 8% in courses at the 100/200 level received scores of 3.5 or higher, while 92% (300/400 level) and 73% (100/200 level) received scores ranging from 2.5 to 4.0.

Based on these results, improvement of performance over time appears to be strongest in *Communication Fluency*. The percentage of students scoring at least a 3.5 (meaning that at least one evaluator had assigned a score of "4") rose 19% between 100/200 and 300/400 level classes. This compares to a 16% increase for *Ethical & Civic Thinking* and a 2% increase for *Intercultural Thinking*.   It also is noteworthy that no artifacts in the sample (either at the 100/200 or 300/400 levels) received scores of 1.0 for *Communication Fluency*, while 9% and 11% of 100/200 and 300/400 levels (respectively) received scores of 1.0 for *Ethical & Civic Thinking*. Finally, 7% and 4% (for 100/200 and 300/400 level courses respectively) received this low score on artifacts aligned to *Intercultural Thinking*. Taken together, it appears that at the 300/400 level fewer students have reached the highest level of performance for *Intercultural Thinking* than for the other two outcomes, but most have moved beyond a "baseline" level. On the other hand, based on performance in 300/400 level courses, it appears that, while more students scored at the highest level (21% scoring at 3.5-4.0), 11% were still at level 1 for *Ethical & Civic Thinking*. In 300/400 level courses, students demonstrated the strongest performance in *Communication Fluency*, with no artifacts scoring at 1.0 and 27% at 3.5-4.0.

BDP Analysis Graph

% of artifacts from 300/400 level courses scoring in each range
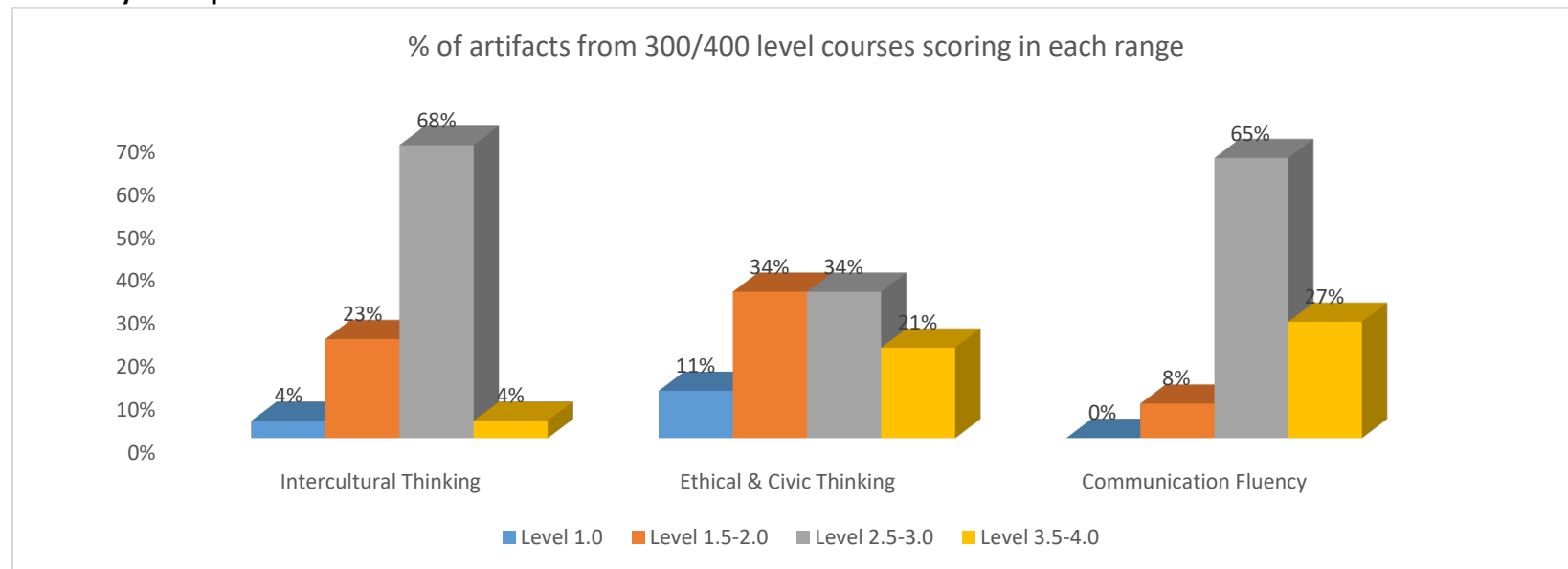
Results for Course Type

Analyzing results by course type posed several challenges. Courses analyzed this year could have more than one attribute (e.g., Critical Thinking [CT], Writing Intensive [WI], Core II, Capstone, Multicultural, International, Community-Based Learning, and Honors) in combination (and many did).   So, when analyzing results by course type, we included all courses with the attribute we wanted to assess; this resulted in some courses being included in the analysis for more than one course type.

Critical Thinking (CT) Courses

CT courses in the assessment sample included those that aligned to each of the outcomes assessed. All CT courses are at the 100/200 level. Results are below:

Intercultural Thinking			Ethical & Civic Thinking			Communication Fluency		
Trait	Number	Mean (SD)	Trait	Number	Mean (SD)	Trait	Number	Mean (SD)
Own & Other	38	2.49 (0.54)	Self-Awareness	25	2.32 (0.73)	Design	26	2.48 (0.48)
Communication	30	2.23 (0.57)	Rules & Standards	4	1.50 (0.58)	Diction	26	2.69 (0.57)
Global Awareness	30	2.15 (0.68)	Civic Well-Being	28	2.14 (0.67)	Style	26	2.48 (0.50)
Conflict	34	2.24 (0.70)	Issues	48	2.24 (0.63)			

Mean scores for students in Marshall's CT courses suggest performance at level 2 or higher on all traits of each outcome with */n/'s* of 20 or higher.

Core II Courses

Core II courses in the assessment sample included those that aligned to each of the outcomes assessed. All Core II courses are at the 100/200 level, and many are also CT courses. Results are below:

Intercultural Thinking			Ethical & Civic Thinking			Communication Fluency		
Trait	Number	Mean (SD)	Trait	Number	Mean (SD)	Trait	Number	Mean (SD)
Own & Other	61	2.46 (0.62)	Self-Awareness	25	2.32 (0.73)	Design	39	2.50 (0.46)
Communication	52	2.36 (0.64)	Rules & Standards	4	1.50 (0.58)	Diction	39	2.68 (0.47)
Global Awareness	33	2.37 (0.67)	Civic Well-Being	28	2.14 (0.67)	Style	39	2.45 (0.58)
Conflict	48	2.34 (0.37)	Issues	48	2.24 (0.63)			

Mirroring results for CT courses mean scores for students in Marshall's Core II courses suggest performance at level 2 or higher on all traits of each outcome with */n/s* of 20 or higher.

Writing Intensive (WI) Courses

WI courses in the sample aligned to all outcomes assessed. Results are given below by course level:

Intercultural Thinking				Ethical & Civic Thinking				Communication Fluency			
Trait	Course Level	Number	Mean (SD)	Trait	Course Level	Number	Mean (SD)	Trait	Course Level	Number	Mean (SD)
Own & Other	100/200	32	2.69 (0.45)	**Self-Awareness**	100/200	22	2.39 (0.76)	**Design**	100/200	40	2.61 (0.47)
	300/400	19	2.68 (0.67)		300/400	21	2.36 (0.64)		300/400	45	2.79 (0.43)
Communication	100/200	31	2.61 (0.51)	**Rules & Standards**	100/200	2	1.00 (0.00)	**Diction**	100/200	40	2.73 (.049)
	300/400	8	2.50 (0.60)		300/400	20	3.33 (0.41)		300/400	45	3.00 (0.52)
Global Awareness	100/200	15	2.50 (0.60)	**Civic Well-Being**	100/200	15	2.13 (0.67)	**Style**	100/200	40	2.51 (0.63)
	300/400	16	2.47 (0.74)		300/400	1	2.00 (N/A)		300/400	45	2.91 (0.56)
Conflict	100/200	28	2.39 (0.66)	**Issues**	100/200	27	2.28 (0.56)				
	300/400	19	2.45 (0.67)		300/400	36	2.58 (1.00)				

The only mean score that fell below 2.0 was the mean for two artifacts at the 100/200 level that aligned to the rules & standards of conduct trait of *Ethical & Civic Thinking*. This is too small a sample to draw conclusions; however, it is noteworthy that only one mean for 300/400 level courses (*Communication Fluency:* diction*)*, reached 3.0.   Mean scores of all traits of *Communication Fluency* were significantly higher at the 300/400 level than at the 100/200 level. The only other course level difference was for *Ethical & Civic Thinking*: rules & standards, but this finding must be interpreted with caution due to the small *n* in 100/200 level courses.

Multicultural (MC) Courses

MC courses in the assessment sample aligned to all outcomes assessed. Results are given below:

Intercultural Thinking				Ethical and Civic Thinking			Communication Fluency		
Trait	Course Level	Number	Mean (SD)	Trait	Number	Mean (SD)	Trait	Number	Mean (SD)
Own & Other	100/200	60	2.45 (0.61)	Self-Awareness	22	2.39 (0.76)	Design	20	2.53 (0.47)
	300/400	13	2.54 (0.48)						
Communication	100/200	54	2.33 (0.64)	Rules & Standards	2	1.00 (0.00)	Diction	20	2.68 (0.47)
	300/400	13	2.39 (0.62)						
Global Awareness	100/200	26	2.25 (0.73)	Civic Well-Being	15	2.13 (0.67)	Style	20	2.43 (0.37)
	300/400	1	1.00 (N/A)						
Conflict	100/200	36	2.38 (0.64)	Issues	24	2.25 (0.43)			
	300/400	13	1.92 (0.57)						

Multicultural courses are expected to at least address the first two traits of *Intercultural Thinking*: own & other cultures and communication with others from different cultures. Scores for these traits were higher at the 300/400 level than at the 100/200 level, as was the mean for cultural conflict. Only artifacts at the 100/200 level aligned to *Ethical & Civic Thinking*, with most aligning to civic well-being. Of the 20 artifacts aligned to *Communication Fluency*, only two were from courses at the 100/200 level, so we did not conduct a separate analysis for these artifacts.

International (INT) Courses

International courses in the assessment sample aligned to all outcomes assessed. Results are given below:

Intercultural Thinking				Ethical and Civic Thinking			Communication Fluency		
Trait	Course Level	Number	Mean (SD)	Trait	Number	Mean (SD)	Trait	Number	Mean (SD)
Own & Other	100/200	5	2.50 (0.61)	Self-Awareness	3	1.83 (0.29)	Design	2	2.50 (0.71)
	300/400	7	2.86 (0.24)						
Communication	100/200	2	1.75 (1.06)	Rules & Standards	2	2.00 (0.00)	Diction	2	2.75 (1.06)
	300/400	5	2.80 (0.45)						
Global Awareness	100/200	11	2.32 (0.64)	Civic Well-Being	8	1.88 (0.58)	Style	2	2.75 (1.06)
	300/400	6	2.92 (0.49)						
Conflict	100/200	12	2.25 (0.78)	Issues	19	2.11 (0.68)			
	300/400	7	3.00 (0.50)						

Courses with *International* designations are asked to align to at least traits 3 (global awareness) and 4 (cultural conflict) of the *Intercultural Thinking* outcome. Scores for these traits did not differ significantly based on course level.

Community Based Learning (CBL) Courses

All CBL courses with artifacts in this sample were at the 300/400 level and all were aligned only to one (or more) traits of *Ethical & Civic Thinking*. Mean scores ranged from a low of 1.4 to 2.0.

Ethical & Civic Thinking			
Trait	Type	Number	Mean (SD)
Self-Awareness	CBL	4	1.88 (0.86)
Rules & Standards	CBL	5	1.40 (0.42)
Civic Well-Being	CBL	6	2.00 (0.45)
Issues	CBL	7	1.07 (0.19)

Honors Courses

Three 100/200 level artifacts aligned Intercultural *Thinking* and five (three 100/200 and two 300/400 level artifacts) to *Communication Fluency*. Since there was a small */n/* and no difference in mean performance between the 100/200 and 300/400 level courses aligned to *Communication Fluency*, we do not report a course level analysis below.

Intercultural Thinking			Communication Fluency		
Trait	Number	Mean (SD)	Trait	Number	Mean (SD)
Own & Other	3	2.50 (0.50)	Design	5	2.80 (0.27)
Communication	3	2.33 (0.76)	Diction	5	3.00 (0.35)
Global Awareness	0	N/A	Style	5	2.80 (0.57)
Conflict	1	3.00 (N/A)			

While, due to the relatively small sample size, the results should be interpreted with caution, mean scores for students in Marshall's Honors courses ranged from 2.5 to 3.0.

Capstone Courses

There were 32 capstone artifacts in this sample, five of which were aligned to some traits of *Intercultural Thinking*, eighteen to some traits of *Ethical & Civic Thinking,* and nine to all traits of *Communication Fluency.*

Intercultural Thinking			Ethical and Civic Thinking			Communication Fluency		
Trait	Number	Mean (SD)	Trait	Number	Mean (SD)	Trait	Number	Mean (SD)
Own & Other	5	3.00 (0.00)	Self-Awareness	9	2.50 (0.75)	Design	9	3.06 (0.58)
Communication	3	3.00 (0.00)	Rules & Standards	8	3.50 (0.38)	Diction	9	2.94 (0.64)
Global Awareness	5	2.90 (0.55)	Civic Well-Being	17	2.03 (0.69)	Style	9	3.22 (0.62)
Conflict	5	3.00 (0.71)	Issues	18	2.47 (0.98)			

Mean scores for all traits of *Ethical & Civic Thinking* were lower than expected for senior capstone courses. All mean scores for *Communication Fluency* either closely approached or were at level 3 or above.

Online Courses

There were 109 artifacts from online courses in this sample; 39 were aligned with at least one trait of *Intercultural Thinking*, 39 with at least one trait of Ethical and Civic Thinking, and 31 with at least one trait of Communication Fluency.

Intercultural Thinking				Ethical and Civic Thinking				Communication Fluency			
Trait	Course Level	Number	Mean (SD)	Trait	Course Level	Number	Mean (SD)	Trait	Course Level	Number	Mean (SD)
Own & Other	100/200	23	2.57 (0.55)	Self-Awareness	100/200	22	2.39 (0.75)	Design	100/200	19	2.58 (0.38)
	300/400	16	2.66 (0.54)		300/400	12	2.25 (0.54)		300/400	12	2.96 (0.33)
Communication	100/200	18	2.58 (0.49)	Rules & Standards	100/200	2	1.00 (0.00)	Diction	100/200	19	2.71 (0.42)
	300/400	13	2.50 (0.58)		300/400	12	3.21 (0.40)		300/400	12	3.25 (0.34)
Global Awareness	100/200	10	2.60 (0.61)	Civic Well-Being	100/200	8	1.88 (0.74)	Style	100/200	19	2.66 (0.44)
	300/400	7	2.29 (0.86)		300/400	16	1.84 (0.57)		300/400	12	2.83 (0.33)
Conflict	100/200	19	2.29 (0.73)	Issues	100/200	20	2.33 (0.57)				

Intercultural Thinking				Ethical and Civic Thinking				Communication Fluency			
	300/400	16	2.28 (0.68)		300/400	17	2.88 (0.88)				

Students enrolled in 300/400 level online courses performed significantly higher than students in 100-200 level courses for all traits of *Communication Fluency*; the same for *Ethical & Civic Thinking:* complex ethical issues, with no significant differences for any trait of *Intercultural Thinking*.

Online Courses -Comparison of Performance Between Online and Face-to-Face Courses.

Thirty-one online and 77 face-to-face courses were aligned to *Communication Fluency*. Using an adjusted alpha level (.016) to control for Type I error, a series of independent samples *t-tests* showed no significant differences in mean performance between students who completed online and face-to-face courses on any trait of *Communication Fluency*.

Up to 31 online and 63 face-to-face courses were aligned to *Ethical & Civic Thinking*. Using an adjusted alpha level (.008) to control for Type I error, a series of independent samples *t-tests* showed only one significant difference in mean performance between students who completed online and face-to-face courses. Students enrolled in online courses scored higher (2.58) as compared to 2.06 for students enrolled in face-to-face courses on complex ethical issues, *t (98)*, *p* = .002.   Differences for other traits were not significant.

Up to 39 online and 63 face-to-face courses were aligned to *Intercultural Thinking*. Using an adjusted alpha level (.008) to control for Type I error, a series of independent samples *t-tests* showed no significant differences in mean performance between students who completed online and face-to-face courses on any trait of *Intercultural Thinking*.

Conclusion

Overall Analysis
We used rubrics this year that measured student performance according to the level of sophistication they demonstrated in performance on each trait of the three Baccalaureate Degree Profile (BDP) outcomes assessed. BDP outcomes specify what students are expected to achieve at the time they receive their baccalaureate degrees. The proportion of usable artifacts from 300/400 level courses in our sample included 34% of the *Intercultural Thinking* sample, 41% of the *Ethical & Civic Thinking* sample, and 51% of the *Communication Fluency* sample. We were pleased that 92% of students who submitted artifacts from 300/400 level courses received overall scores of 2.5 or higher in *Communication Fluency* (with 27% receiving scores of 3.5 to 4.0 and no scores of 1.0). Results for the other outcomes were mixed. While 72% of 300/400 level artifacts aligned to *Intercultural Thinking* received scores of 2.5 or higher, only 4% received scores of 3.5-4.0 and 3% received scores of 1.0, suggesting the most students, even those enrolled in 300/400 level courses, are not performing at the highest levels for this outcome. Fifty-five percent (55%)

of 300/400 level artifacts aligned to *Ethical & Civic Thinking* received scores of 2.5 or higher with 21% receiving scores of 3.5-4.0, but 8% received scores of 1.0 suggesting that, although a slight majority of students scored at least 2.5, too many scored at the lowest level 1.0.

A score of 2.5 indicates that at least one rater assigned a score of Level 3 to the artifact, a score of 3 indicates that both raters assigned a score of Level 3.0, a score of 3.5 indicates that at least one rater assigned a score of Level 4, and a score of 4.0 indicates that both raters assigned a score of Level 4.

When examining mean performance across all artifacts, we noted that, for *Intercultural Thinking*, own and other cultures emerged as a relative strength (*mean =* 2.53; *n* = 102) among the traits of this outcome.

For *Ethical & Civic Thinking*, professional rules and standards of conduct emerged as a relative strength, although the number of artifacts aligning to this trait was only 29.

As was the case three years ago, *Communication Fluency* emerged as the strongest outcome, with students from 300/400 level courses scoring significantly higher than those from 100/200 level courses across all traits. Mean scores at the 300/400 level ranged from 2.86 for design/organization to 2.99 for diction.

Course Type Analysis
Regarding performance by course type, we note that mean scores for students enrolled in critical thinking (CT) and Core II courses, all of which are at the 100/200 level, were greater than 2.0 on all traits except *Ethical & Civic Thinking:* ethical rules & standards of conduct. It is important to note that there were only four artifacts aligned to this trait for both CT and Core I courses.

As has been the case with every assessment we have conducted for student performance in *Communication Fluency* in Writing Intensive courses, means for all traits of *Communication Fluency* were significantly higher for artifacts from 300/400 level courses than from 100/200 level courses.   Likewise, means for *Intercultural Thinking*: own and other cultures and communication with other cultures were significantly higher for artifacts from courses with Multicultural designations at the 300/400 level than for those from 100/200 level courses, repeating our finding from the last assessment of *Intercultural Thinking*.

The number of capstone artifacts (32) included in the analysis was the highest we have had as part of the Baccalaureate Degree Profile assessment. Across the three outcomes assessed, mean scores ranged from 2.03 *Ethical & Civic Thinking*: civic well-being to 3.22 *Communication Fluency*: communication style.

Finally, our assessment of a small sample of online courses across these three outcomes shows that, for the most part, there was no difference in student performance based on course modality (online versus face-to-face) and in the one case where there was a significant difference (*Ethical & Civic Thinking*: <u>complex ethical issues)</u>, students in online courses had a higher mean than did students in face-to-face courses.

Recommendations from the 2025 Assessment Team

The 2025 Summer Assessment Team made the following recommendations:

1. That we ask the Online Design Center to ask faculty to have students upload documents, e.g., docx or PDF, rather than simply providing links to artifacts. As noted in this report, the inability to open links resulted in loss of several artifacts from our sample this year.
2. While we did not explicitly note this in the report, we were also not able to open most artifacts uploaded to Blackboard in April or May 2025. Because we had a sufficient pool from which to choose, we did not include these artifacts in our sample, but the sample would have been more representative of our students' work had we been able to do this. The Blackboard staff are currently working to try to resolve the issue that caused this problem.
3. That we make the rubrics we use to evaluate student work available to faculty. We note that faculty have access to the outcome descriptions (which include descriptions of each trait), and we have revised the rubric performance level descriptions over the past years. However, we feel that most rubrics are in a place now where no more than slight revisions are likely, and having these rubrics would help faculty discern the specific traits their assignments address.
4. That faculty be encouraged to assess a small number of artifacts students submit in response to assignments they have aligned to the Baccalaureate Degree Profile. One of our team members said that doing this helped him see more clearly whether (or not) the alignments were appropriate.
5. That we intentionally conduct assessments that compare student work in different sections of the same courses when the courses are offered via different modalities, including face-to-face, virtual, asynchronous online, and hyflex.
6. That faculty include the specific traits of each outcome to which they align their assignments on the assignment sheets they include in Blackboard.
7. Before launching a revised general education curriculum, the Summer Assessment Team (SAT) suggests that the General Education Task Force meet with the University Assessment Committee to determine a workable plan for general education assessment. This plan should include a method for faculty to improve curriculum and pedagogy based on the results of general education assessment.

Supporting Documentation

Baccalaureate Degree Profile Artifact Assessment

Academic Year 2024 – 2025

Outcomes Assessed: MU Rubrics

Outcome	Abbreviation	Traits	Abbreviations
Intercultural Thinking	ICT	Own and Other Cultures	Own & Other
		Communication with Others from Different Cultures	Communication
		Global Awareness	Global Awareness
		Cultural Conflict	Conflict
Ethical and Civic Thinking	ECT	Ethical Self-Awareness	Self-Awareness
		Professional Rules and Standards of Conduct	Rules & Standards
		Civic Well-Being	Civic Well-Being
		Complex Ethical Issues	Issues
Communication Fluency	CF	Design/Organization	Design
		Diction	Diction
		Communication Style	Style

Course Types

Course Type	Abbreviation
Critical Thinking	CT
Multicultural	MC
International	INT
Writing Intensive	WI
Community Based Learning	CBL
Core II	Core II
Senior Capstone	Capstone
Honors	Honors

Population/Sample Comparisons for Marshall's Learning Outcomes by Course Level

Marshall Outcomes	Course Level = 100/200			Course Level = 300/400		
	Population	Sample	Percent	Population	Sample	Percent
Intercultural Thinking	873	73	8.4%	496	39	7.9%
Ethical and Civic Thinking	759	65	8.6%	516	47	9.1%
Communication Fluency	5,139	55	1.1%	3,763	57	1.5%
Total	**6,771**	**193**	**2.9%**	**3,763**	**143**	**3.8%**

Sample Frequencies

Total # of artifacts in sample = 112 per outcome

Course Level Frequencies: Intercultural Thinking
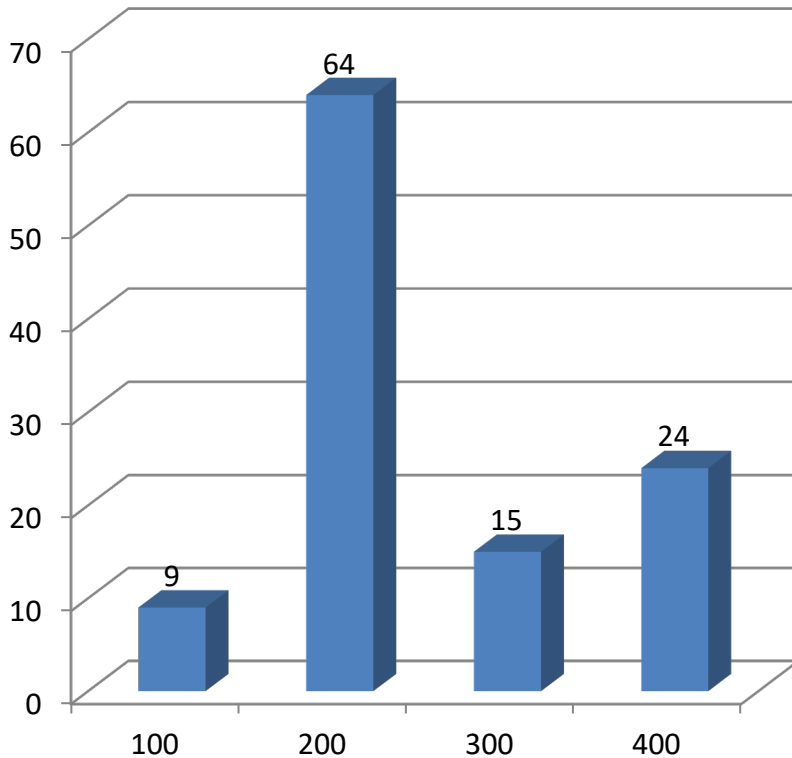
Course Level Frequencies: Ethical and Civic Thinking
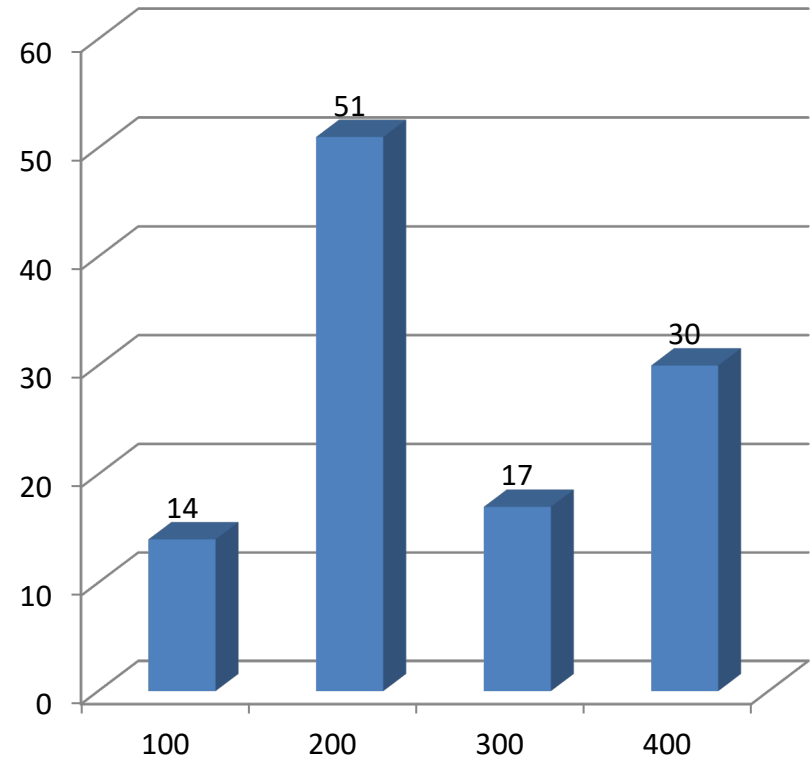
Sample Frequencies

Total # of artifacts in sample = 112 per outcome
Total = 336

Course Level Frequencies: Communication Fluency

(bar chart: 100 = 5, 200 = 50, 300 = 21, 400 = 36)
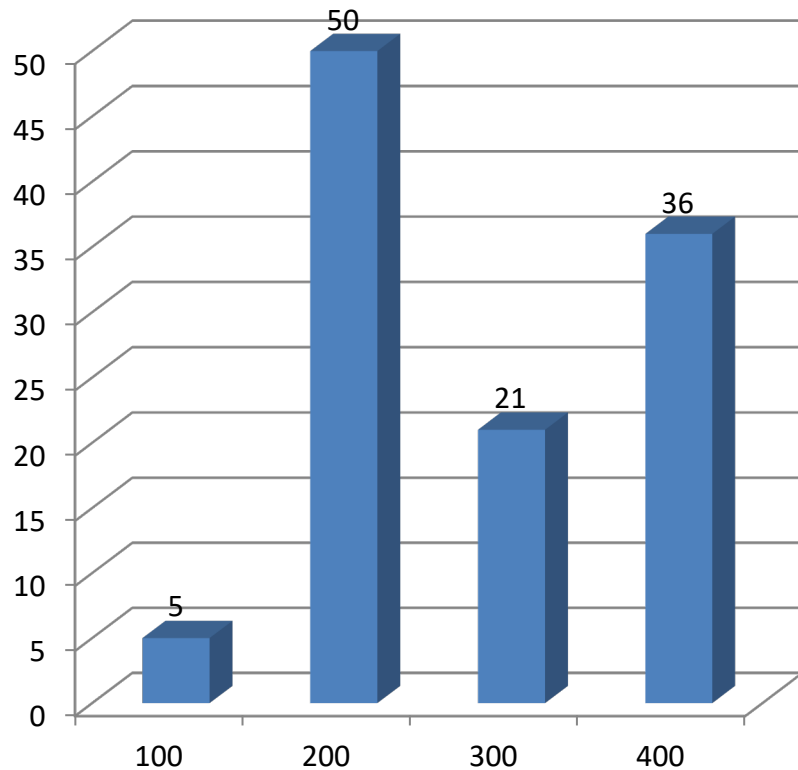
Course Level Frequencies: Total across the three outcomes

(bar chart: 100 = 28, 200 = 165, 300 = 53, 400 = 90)
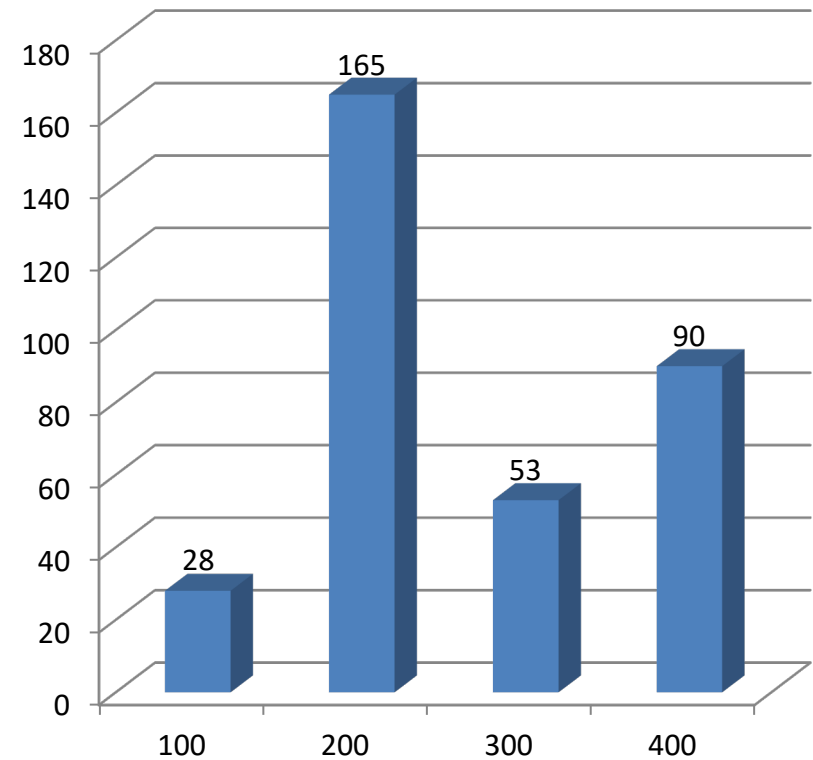
Artifacts Excluded from Analysis of Means Due to Inability to Assess or Misalignment with Tagged Outcomes

Outcome	Total Usable Artifacts 100/200 level	Total Usable Artifacts 300/400 level	Total Used for Analysis
Intercultural Thinking	73	38 (1 could not be opened)	111
Ethical and Civic Thinking	64 (1 could not be opened)	45 (2 could not be opened)	109
Communication Fluency	53 (2 could not be opened)	55 (2 could not be opened)	108
Total	**190**	**138**	**328**

Review Procedures

- Each artifact had two independent raters and usable scores on the 1 – 4 scale were determined in the following manner:
  - If raters assigned the same score, that became the score for the artifact.
  - If raters' scores differed by one point, e.g., Rater 1 assigned a score of 1 and Rater 2 a score of 2, the final score was the mean, i.e., 1.5.
  - If raters' scores differed by more than one point, e.g., Rater 1 assigned a score of 1 and Rater 2 a score of 3, the raters met to discuss the rationale for their scores to see if they could agree on a score or, at minimum, scores that differed by no more than one point.
  - If raters' scores differed by more than one point and, after discussion, they were not able to resolve the differences, a third rater was assigned to review the artifact. (For this review, third raters were used to determine final scores for one trait of one artifact of Intercultural Thinking and of Ethical and Civic Thinking, respectively).

Review Procedures

- During our norming sessions for *Intercultural Thinking* and for *Ethical & Civic Thinking*, we determined that some artifacts should only be scored for specific rubric traits. In some cases, course instructors provided these instructions. In these cases, we assigned scores of N/A, which were not counted in our analyses of means or in our interrater reliability analyses. We did note disagreements between raters when one rater assigned a score of N/A and the other a score for traits that had not been flagged by the team or by the instructor as not being applicable.

Interrater Reliability

- We conducted interrater reliability analyses using the Cohen's Kappa statistical procedure. In so doing, we used the following rules, similar to those suggested Stellmack, Kohneim-Kalkstein, Manor, Massey, & Schmitz (2009):

  - Since our scoring procedure was to average final scores between two raters when scores differed by only one point, we used that averaged score (e.g., 1.5) as the score for both raters, counting it as an agreement in the interrater reliability analysis.

  - For scores that were two or more points apart, the original score of each reviewer was used in the analysis. Therefore, these scores were counted as disagreements.

  - Any time one rater scored the artifact as *N/A* (when it was supposed to have a score) and another provided a score, the scores were counted as disagreements in the analysis.

Revised Intercultural Thinking MU Rubric

Intercultural Thinking: Students will **evaluate** generalizations about cultural groups, **analyze** how cultural groups might affect communication across cultures, **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions, and **untangle** competing economic, religious, social, political, or geographical interests of cultural groups in conflict.

Traits: Performance Indicators/Performance Levels	N/A	Level 1	Level 2	Level 3	Level 4
Own and Other Cultures: **Evaluate** generalizations about cultural groups.	Cannot assess due to issues with the assignment and/or the artifact.	Uses cultural stereotypes uncritically	Struggles with recognizing and articulating differences between individuals or groups grounded in culture	Accurately recognizes and articulates some differences between individuals or groups factually grounded in culture	Accurately evaluates and explains all differences between individuals or groups factually grounded in culture
Communication with Others from Different Cultures: **Analyze** how cultural groups might affect communication across cultures.	Cannot assess due to issues with the assignment and/or the artifact.	Mentions, but is unable to evaluate and explain how elements of culture (e.g. assumptions) affect forms of communication between individuals and groups	Struggles to evaluate and explain how elements of culture (e.g. assumptions) affect forms of communication between individuals and groups	Evaluates and explains how some elements of culture (e.g. assumptions) affect some forms of communication between individuals and groups	Evaluates and explains how elements of culture (e.g. assumptions) affect all forms of communication between individuals and groups
Global Awareness: Evaluate how specific approaches to global issues will affect multiple cultural communities or political institutions.	Cannot assess due to issues with the assignment and/or the artifact.	Mentions, but is unable to evaluate and explain how specific approaches to global issues have differential impact due to cultural or political interpretations (e.g. interests and values)	Struggles to evaluate and explain how specific approaches to global issues have differential impact due to cultural or political interpretations (e.g. interests and values)	Evaluates and explains how some approaches to global issues have differential impact due to cultural or political interpretations (e.g. interests and values)	Evaluates and explains how specific approaches to global issues have differential impact due to cultural or political interpretations (e.g. interests and values)
Cultural Conflict: Untangle competing economic, religious, social, political, or geographical interests of cultural groups in conflict.	Cannot assess due to issues with the assignment and/or the artifact.	Mentions, but is unable to compare and contrast, some competing economic, religious, social, political, or geographical interests that are at the core of cultural conflict.	Struggles to compare and contrast some competing economic, religious, social, political, or geographical interests that are at the core of cultural conflict.	Compares and contrasts some competing economic, religious, social, political, or geographical interests that are at the core of cultural conflict.	Compares and contrasts the competing economic, religious, social, political, or geographical interests that are at the core of cultural conflict.

Revised Ethical and Civic Thinking MU Rubric

Outcomes of Marshall's Baccalaureate Degree Profile

Ethical and Civic Thinking: Students will **determine** the origins of core beliefs and ethical principles, **evaluate** the ethical basis of professional rules and standards of conduct, **evaluate** how academic theories and public policy inform one another to support civic well-being, and **analyze** complex ethical problems to address competing interests.

Traits: Performance Indicators/Performance Levels	N/A	Level 1	Level 2	Level 3	Level 4
Ethical Self-Awareness: Determine the origins of core beliefs and ethical principles.	Cannot assess due to issues with the assignment and/or the artifact	Mentions core beliefs or ethical principles but does not indicate origins	Clearly indicates origins of core beliefs or ethical principles	Discusses origins of core beliefs or ethical principles	Thoroughly discusses origins of core beliefs or ethical principles and considers others' perspectives
Professional Rules and Standards of Conduct: Evaluate the ethical basis of professional rules and standards of conduct.	Does not consider professional rules or standard of conduct	Mentions professional rules or standards of conduct	Relates ethical basis to professional rules or standards of conduct	Discusses ethical basis of professional rules or standards of conduct and proposes a single solution or approach	Discusses ethical basis of professional rules or standards of conduct and considers alternative solutions or approaches
Civic Well-Being: Evaluate how academic theories and public policy inform one another to support civic well-being.	Considers neither academic theories nor public policy	Mentions academic theory or public policy without connecting to civic well-being	Connects either academic theory or public policy to civic well-being	Connects both academic theory and public policy to civic well-being	Thoroughly explains how academic theory and public policy inform one another to support civic well-being
Complex Ethical Issues: Analyze complex ethical problems to address competing interests.	Does not consider ethical problems or competing interests	Mentions ethical problems without considering competing interests	Mentions ethical problems while considering competing interests	Discusses ethical problems from the viewpoint of competing interests	Level 3 + Proposes possible approaches or solutions

Revised Communication Fluency MU Rubric

Outcomes of Marshall's Baccalaureate Degree Profile

Communication Fluency: Students will **develop** cohesive oral, written, and visual communications **tailored** to specific audiences.

Traits: Performance Indicators/Performance Levels	Level 1	Level 2	Level 3	Level 4
Design/Organization: Fully develop the design/organization of the communication in a cohesive manner.	Little or no attempt to organize the artifact	Some attempt to organize the artifact	The artifact is well organized	The artifact is exceptionally well organized
Diction: With the audience in mind, **choose** a varied vocabulary that conveys the intended meaning of the communication.	Language/expression does not satisfy the conventions of the discipline and/or task(s)	Language/expression partially satisfies the conventions of the specific discipline and/or task(s)	Language/expression satisfies the conventions of the specific discipline and/or task(s)	Language/expression is executed at a professional level according to the specific discipline and/or task(s)
Communication Style: Use complex and varied sentences, concepts, or visual representations.	Uses language/expression that sometimes impedes meaning because of errors in usage	Uses language/expression that generally conveys meaning to readers with clarity, although writing may include some errors	Uses straightforward language/expression that conveys meaning to readers. The language has few errors.	Uses sophisticated language/expression that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free

Intercultural Thinking

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score

Overall Analysis
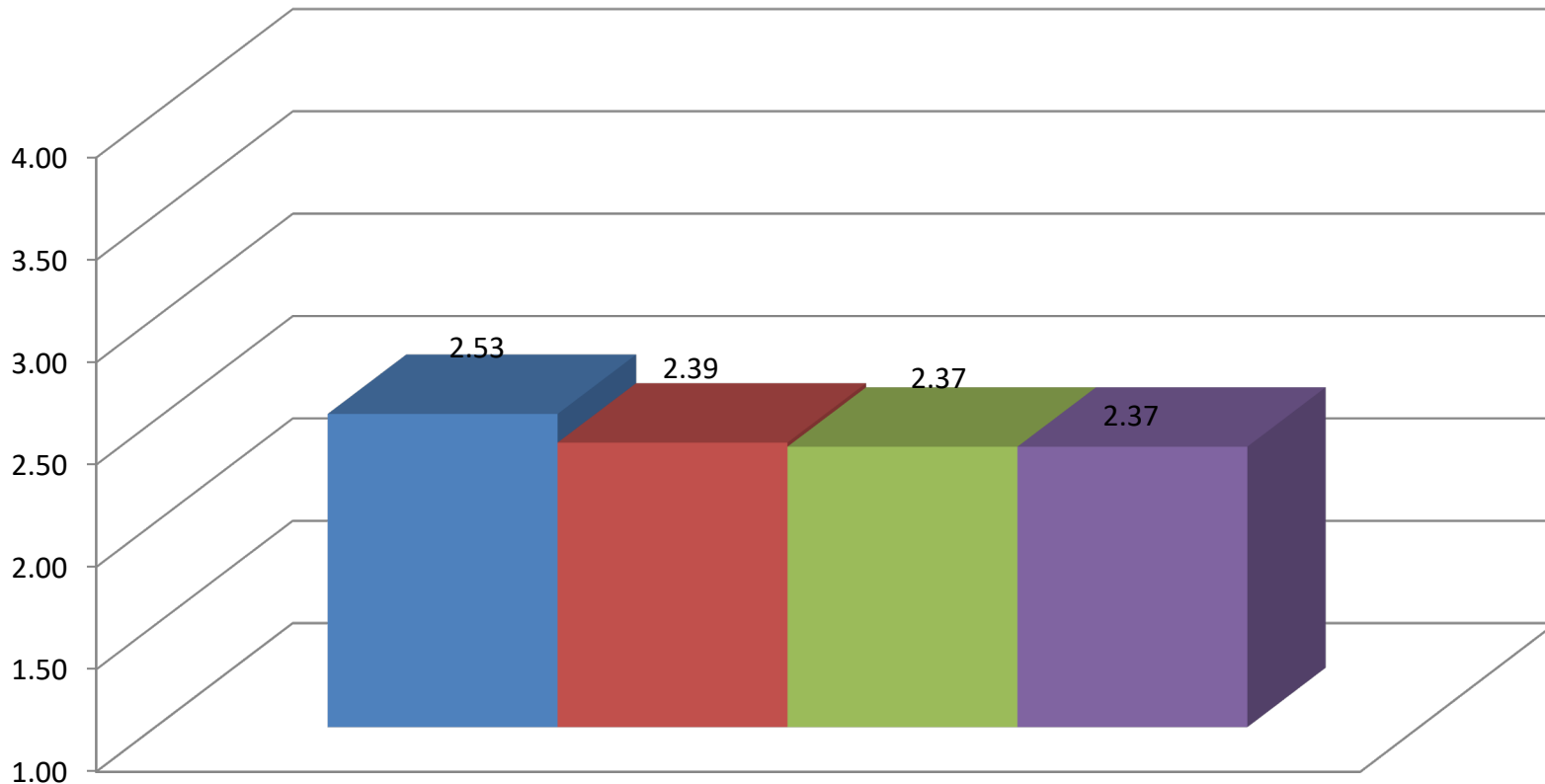
Intercultural Thinking
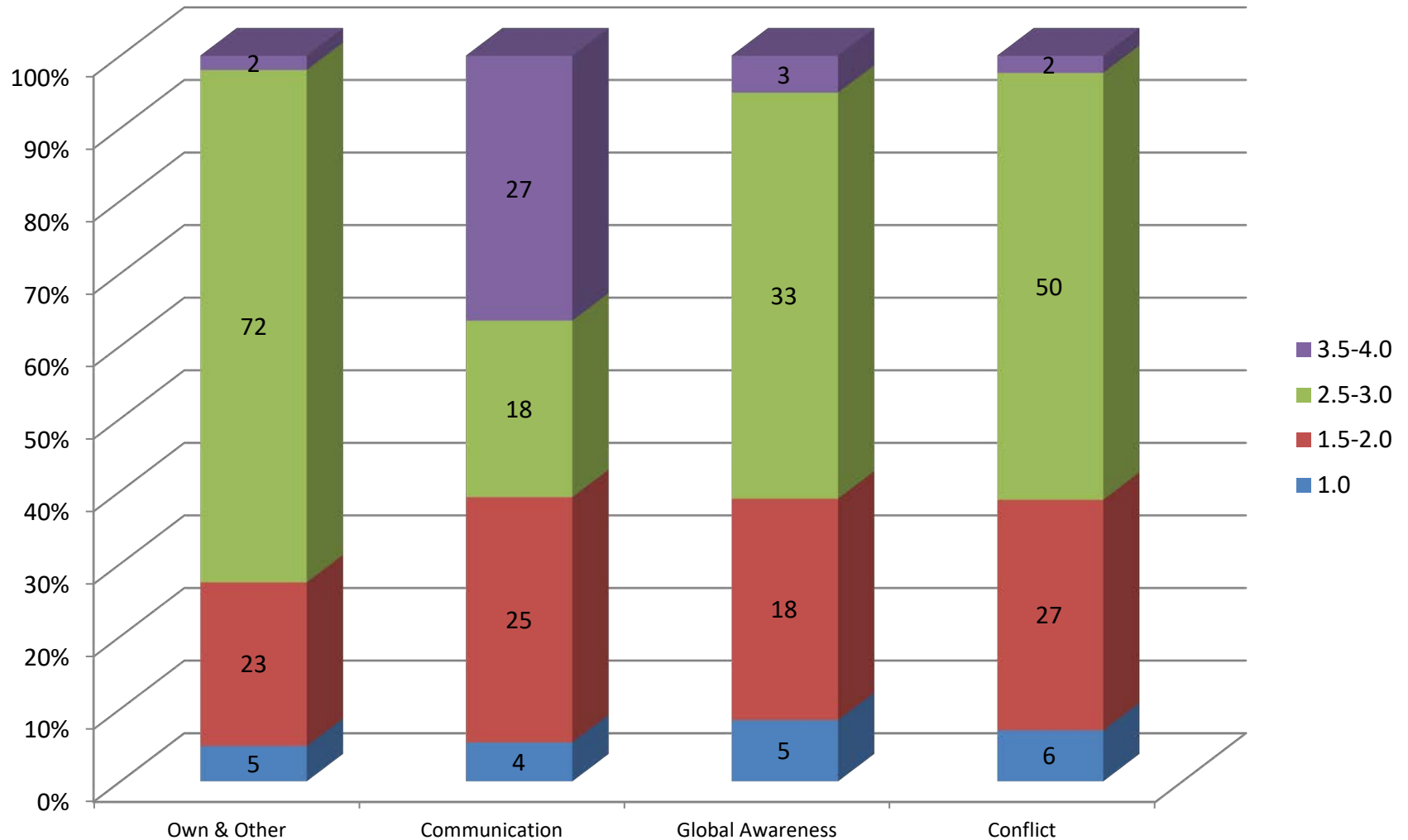
Frequency Analysis

Number of artifacts (with usable scores) scoring at each performance level

(Although there were 111 usable artifacts, not all aligned to each rubric trait).

Trait/ Performance Level	Own & Other	Communication	Global Awareness	Conflict	Total
1.0	5 (5%)	4 (5%)	5 (8%)	6 (7%)	20 (6%)
1.5 – 2.0	23 (23%)	25 (31%)	18 (31%)	27 (32%)	93 (29%)
2.5 – 3.0	72 (71%)	48 (60%)	33 (56%)	50 (59%)	203 (62%)
3.5 – 4.0	2 (2%)	3 (4%)	3 (5%)	2 (2%)	10 (3%)
Total Tags with Usable Scores	**102**	**80**	**59**	**85**	**326**

Intercultural Thinking

Frequency Analysis

Intercultural Thinking

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score
Mean differences between 100/200 and 300/400 level courses were not statistically significant.

Course Level Analysis
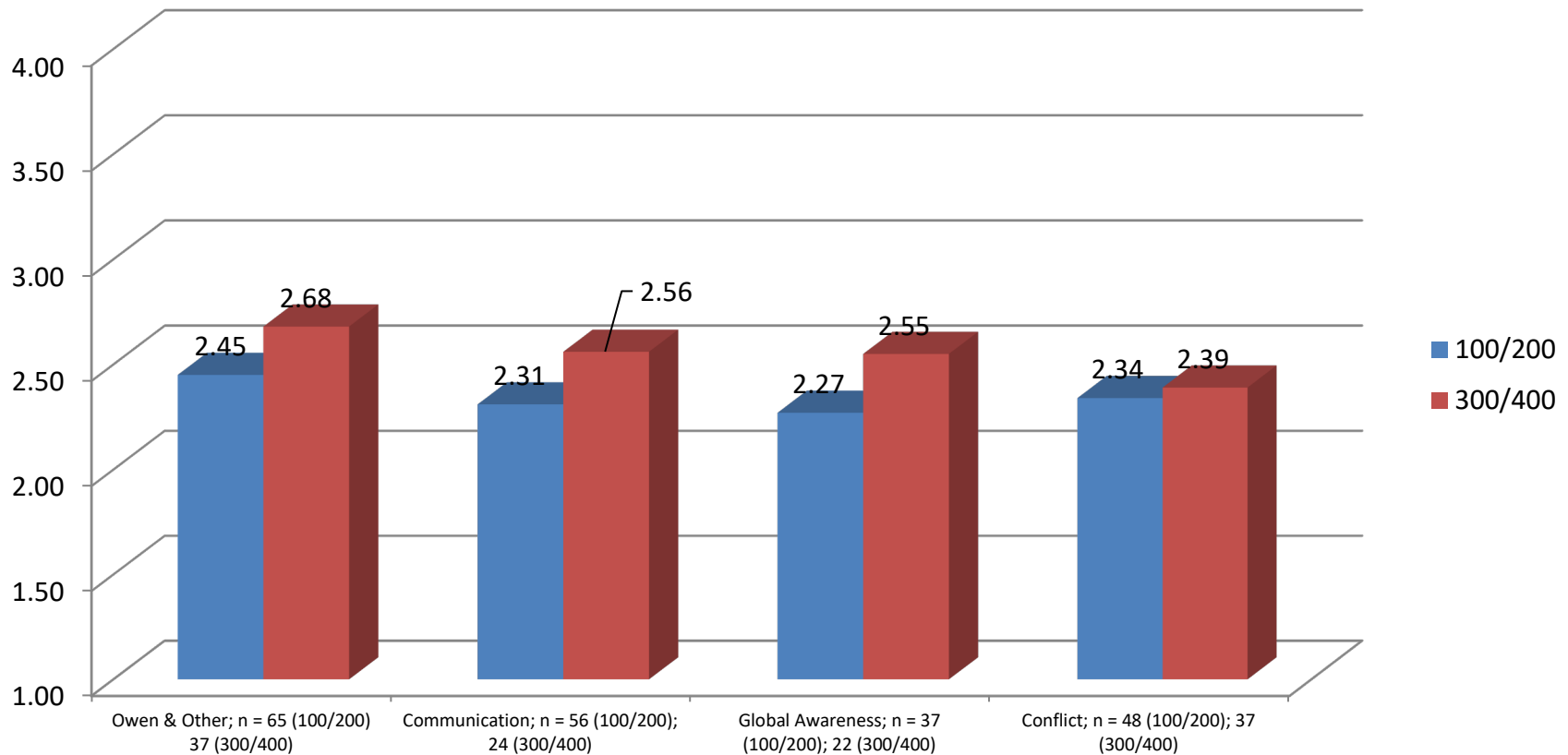
Intercultural Thinking
Frequency Analysis by Course Level
Number of artifacts (with usable scores) scoring at each performance level
(Although there were 111 usable artifacts, not all aligned to each rubric trait).

Course Level	Trait/ Performance Level	Own & Other	Communication	Global Awareness	Conflict	Total
100/200	1.0	4 (6%)	4 (7%)	3 (8%)	4 (8%)	15 (7%)
300/400		1 (3%)	0	2 (9%)	2 (5%)	5 (4%)
100/200	1.5 – 2.0	17 (26%)	19 (34%)	14 (38%)	15 (31%)	65 (32%)
300/400		6 (16%)	6 (25%)	4 (18%)	12 (32%)	28 (23%)
100/200	2.5 – 3.0	43 (66%)	31 (55%)	19 (51%)	28 (58%)	121 (59%)
300/400		29 (78%)	17 (71%)	14 (64%)	22 (59%)	82 (68%)
100/200	3.5 – 4.0	1 (2%)	2 (4%)	1 (3%)	1 (2%)	5 (2%)
300/400		1 (3%)	1 (4%)	2 (9%)	1 (3%)	5 (4%)
100/200	**Total with Usable Scores**	**65**	**56**	**37**	**48**	**206**
300/400		**37**	**24**	**22**	**37**	**120**
All Course Levels	**Grand Totals**	**102**	**80**	**59**	**85**	**326**

Intercultural Thinking
Frequency Analysis by Course Level

Own & Other
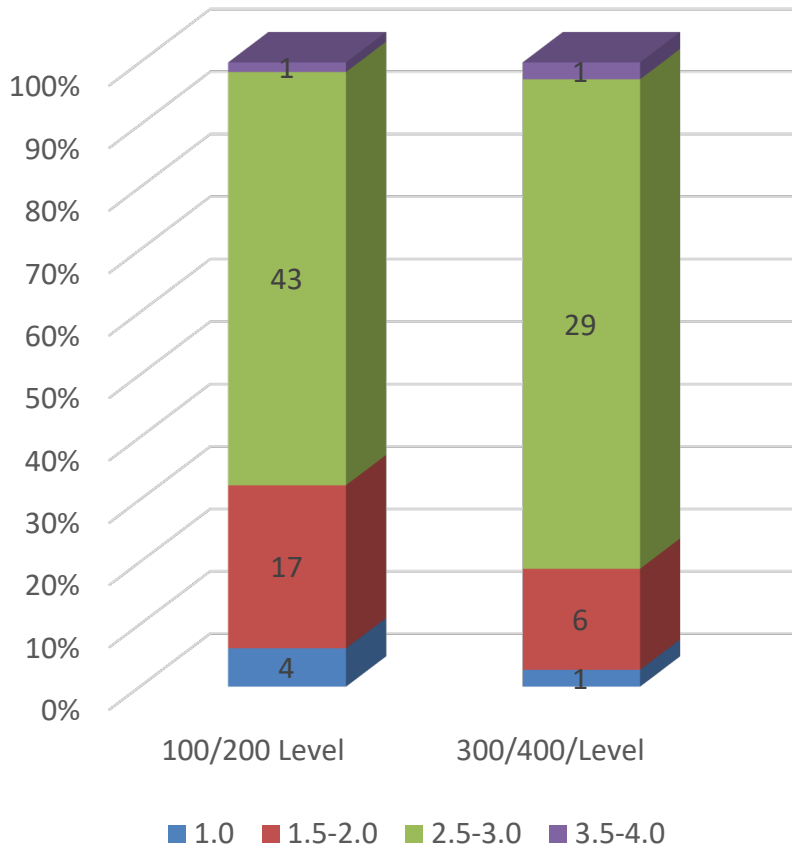
Communication
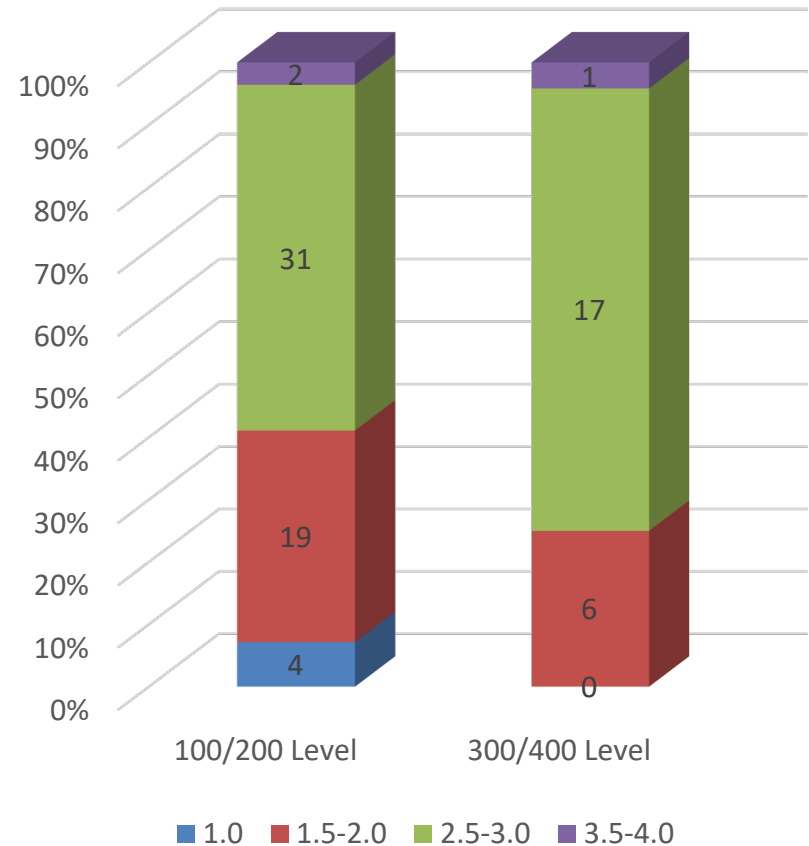
Intercultural Thinking
Frequency Analysis by Course Level

Global Awareness

	100/200 Level	300/400 Level
3.5-4.0	1	2
2.5-3.0	19	14
1.5-2.0	14	4
1.0	3	2

Legend: ■ 1.0 ■ 1.5-2.0 ■ 2.5-3.0 ■ 3.5-4.0

Conflict

	100/200 Level	300/400 Level
3.5-4.0	1	1
2.5-3.0	28	22
1.5-2.0	15	12
1.0	4	2

Legend: ■ 1.0 ■ 1.5-2.0 ■ 2.5-3.0 ■ 3.5-4.0
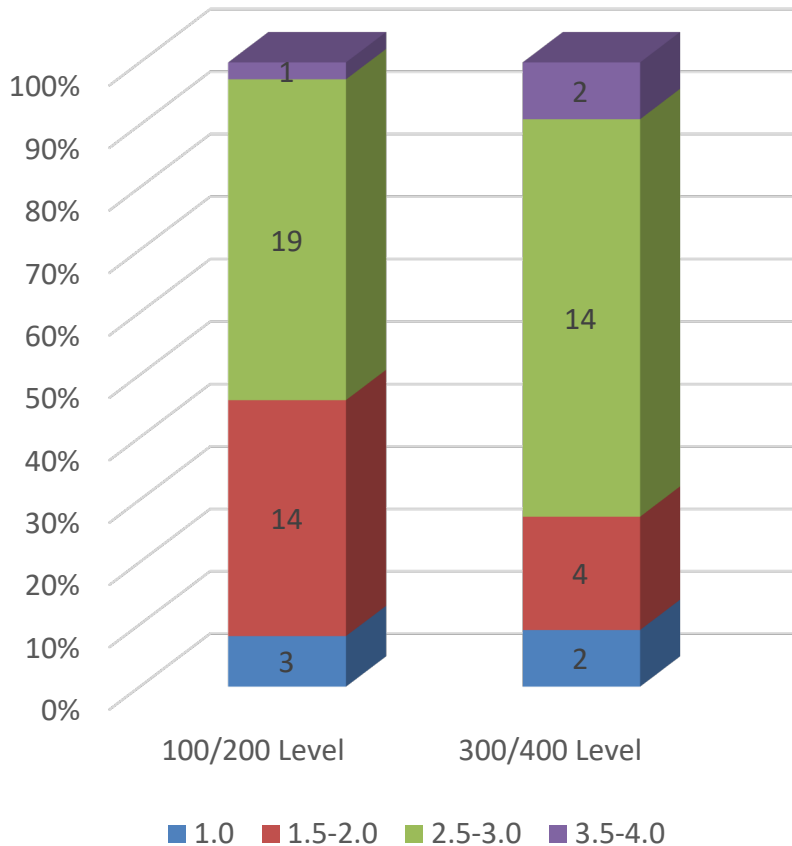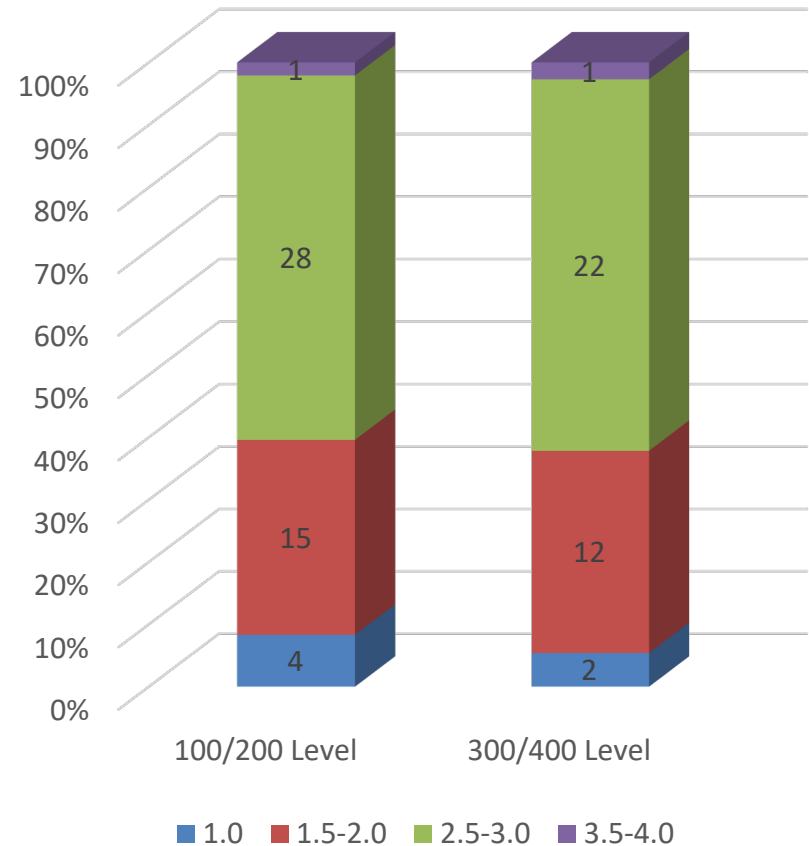
Intercultural Thinking

Inter-Rater Agreement Results

Trait/ Performance Level	Own & Other Cohen's Kappa (Liberal) = .852	Communication Cohen's Kappa (Liberal)= .855	Global Awareness Cohen's Kappa (Liberal)= .706	Conflict Cohen's Kappa (Liberal)= .736
Agree on score	71 (64%)	63 (57%)	68 (61%)	62 (56%)
Difference = 1 point	28 (25%)	35 (32%)	19 (17%)	25 (23%)
Difference = 2 points	6 (5%)	5 (5%)	8 (7%)	10 (9%)
Difference = 3 points	0	0	16 (14%)	1 (1%)
Score + Not Aligned (N/A)	6 (5%)	8 (7%)	0	13 (12%)
Total	**111**	**111**	**111**	**111**

Ethical and Civic Thinking

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Overall Analysis

Ethical and Civic Thinking

Number of artifacts (with usable scores) scoring at each performance level
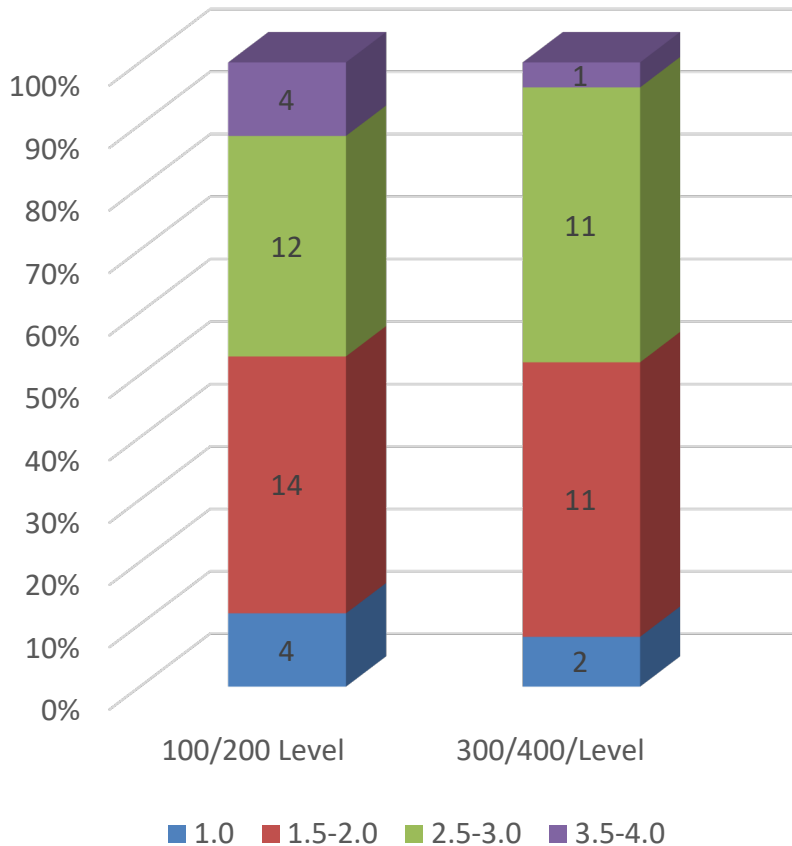
(Although there were 109 usable artifacts, not all aligned to each rubric trait).

Trait/ Performance Level	Self-Awareness	Rules & Standards	Civic Well-Being	Issues	Total
1.0	6 (10%)	4 (14%)	6 (8%)	10 (10%)	**26 (10%)**
1.5 – 2.0	25 (42%)	5 (17%)	37 (50%)	42 (42%)	**109 (42%)**
2.5 – 3.0	23 (39%)	9 (31%)	29 (39%)	32 (32%)	**93 (35%)**
3.5 – 4.0	5 (8%)	11 (38%)	2 (3%)	16 (16%)	**34 (13%)**
Totals	**59**	**29**	**74**	**100**	**262**

Ethical and Civic Thinking
Frequency Analysis

	Self-Awareness	Rules & Standards	Civic Well-Being	Issues
3.5-4.0	5	11	2	16
2.5-3.0	23	9	29	32
1.5-2.0	25	5	37	42
1.0	6	4	6	10
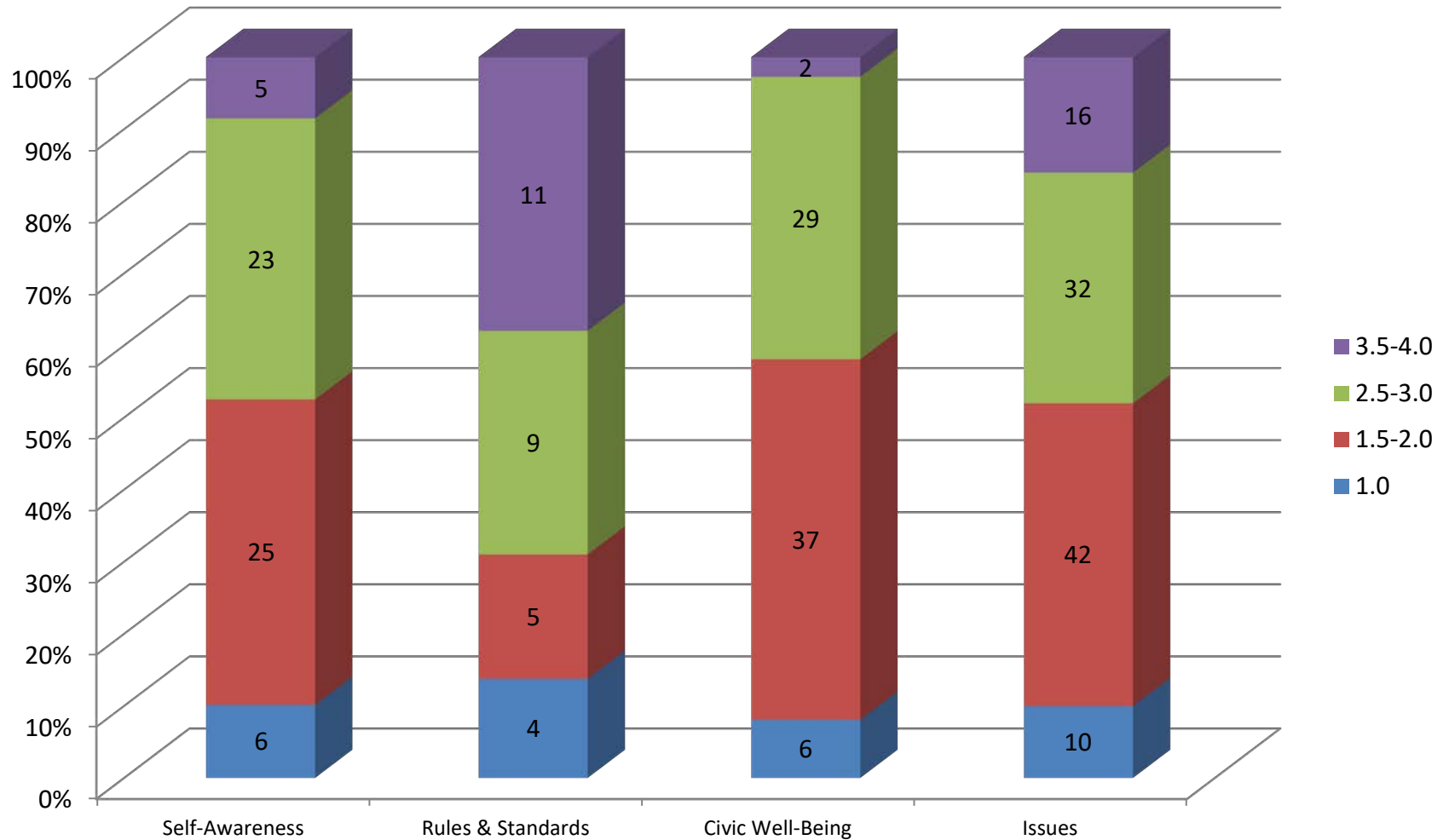
Ethical and Civic Thinking: Course Level Analysis

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score

Only trait 2 (Ethical Rules and Standards of Conduct) showed statistical significance based on course level.

Course Level Analysis
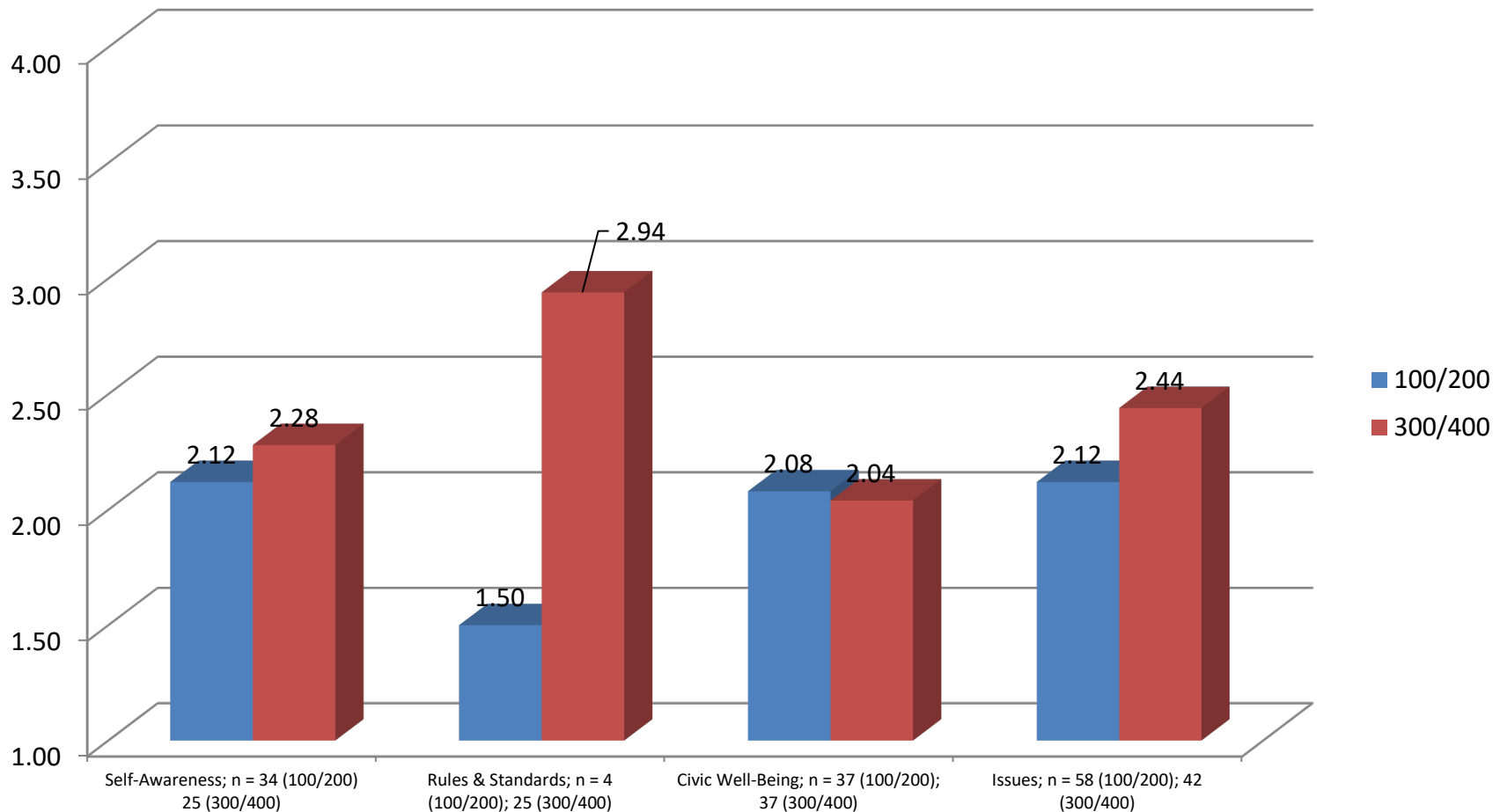
Legend: 100/200 (blue), 300/400 (red)

Category	100/200	300/400
Self-Awareness; n = 34 (100/200) 25 (300/400)	2.12	2.28
Rules & Standards; n = 4 (100/200); 25 (300/400)	1.50	2.94
Civic Well-Being; n = 37 (100/200); 37 (300/400)	2.08	2.04
Issues; n = 58 (100/200); 42 (300/400)	2.12	2.44

Ethical and Civic Thinking
Frequency Analysis by Course Level
Number of artifacts (with usable scores) scoring at each performance level
(Although there were 109 usable artifacts, not all aligned to each rubric trait).

Course Level	Trait/ Performance Level	Self-Awareness	Rules & Standards	Civic Well-Being	Issues	Total
100/200	1.0	4 (12%)	2 (50%)	3 (8%)	3 (5%)	12 (9%)
300/400		2 (8%)	2 (8%)	3 (8%)	7 (17%)	14 (11%)
100/200	1.5 – 2.0	14 (41%)	2 (50%)	18 (49%)	31 (53%)	65 (49%)
300/400		11 (44%)	3 (12%)	19 (51%)	11 (26%)	44 (34%)
100/200	2.5 – 3.0	12 (35%)	0	15 (41%)	22 (38%)	49 (37%)
300/400		11 (44%)	9 (36%)	14 (38%)	10 (24%)	44 (34%)
100/200	3.5 – 4.0	4 (12%)	0	1 (3%)	2 (3%)	7 (5%)
300/400		1 (4%)	11 (44%)	1 (3%)	14 (33%)	27 (21%)
100/200	**Totals**	**34**	**4**	**37**	**58**	**133**
300/400		**25**	**25**	**37**	**42**	**129**
All Course Levels	**Grand Totals**	**59**	**29**	**74**	**100**	**262**

Ethical and Civic Thinking

Frequency Analysis by Course Level

Self-Awareness

	100/200 Level	300/400/Level
3.5-4.0	4	1
2.5-3.0	12	11
1.5-2.0	14	11
1.0	4	2

Legend: ■ 1.0 ■ 1.5-2.0 ■ 2.5-3.0 ■ 3.5-4.0

Rules & Standards

	100/200 Level	300/400 Level
3.5-4.0	0	11
2.5-3.0		9
1.5-2.0	2	3
1.0	2	2

Legend: ■ 1.0 ■ 1.5-2.0 ■ 2.5-3.0 ■ 3.5-4.0
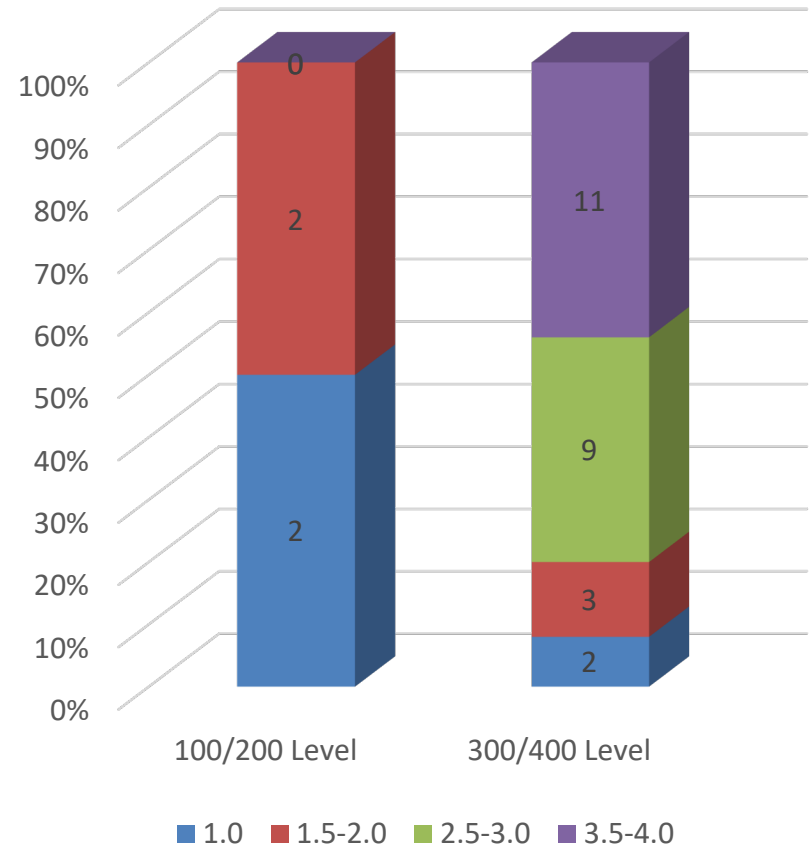
Ethical and Civic Thinking

Frequency Analysis by Course Level

Civic Well-Being

	100/200 Level	300/400/Level
3.5-4.0	1	1
2.5-3.0	15	14
1.5-2.0	18	19
1.0	3	3

Legend: ■ 1.0   ■ 1.5-2.0   ■ 2.5-3.0   ■ 3.5-4.0

Issues

	100/200 Level	300/400 Level
3.5-4.0	2	14
2.5-3.0	22	10
1.5-2.0	31	11
1.0	3	7

Legend: ■ 1.0   ■ 1.5-2.0   ■ 2.5-3.0   ■ 3.5-4.0
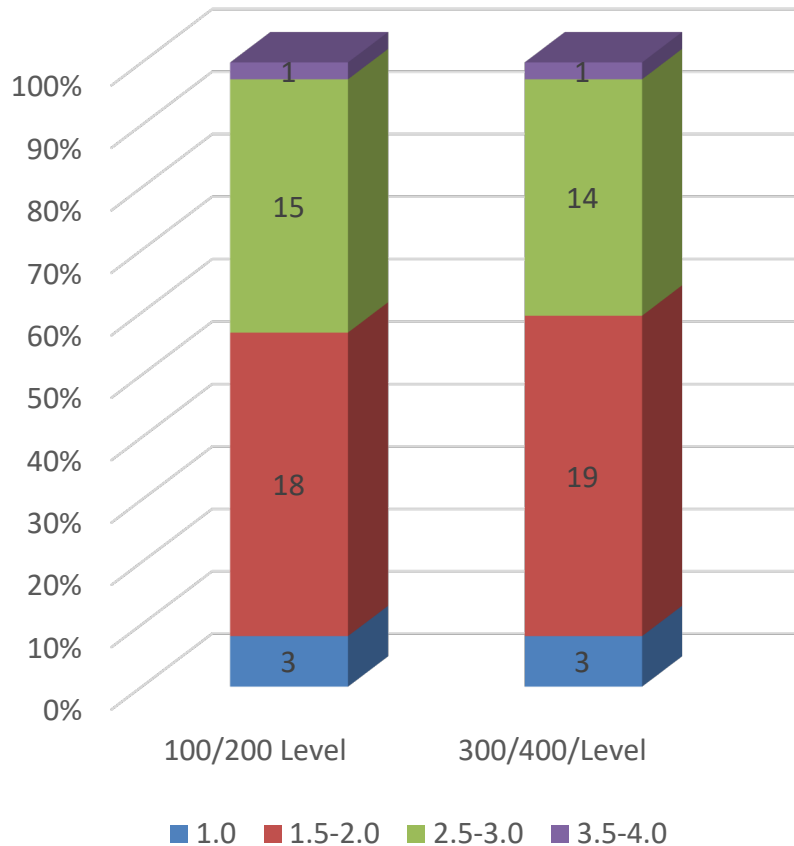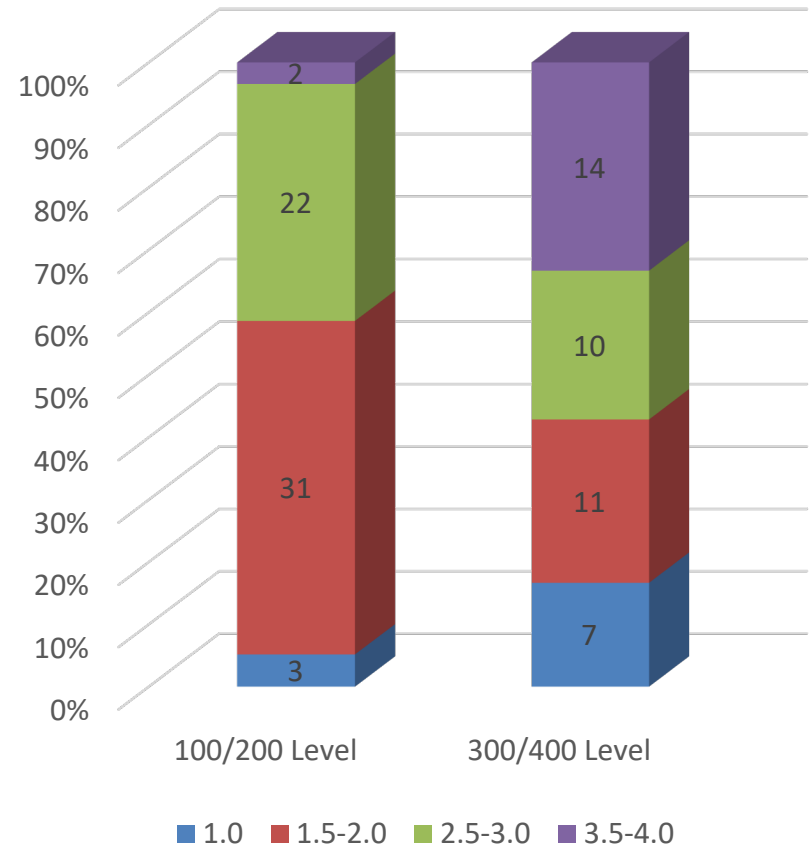
Ethical and Civic Thinking
Inter-Rater Agreement Results

Trait/ Performance Level	Self-Awareness Cohen's Kappa (Liberal)= .741	Rules & Standards Cohen's Kappa (Liberal)= .856	Civic Well-Being Cohen's Kappa (Liberal)= .765	Issues Cohen's Kappa (Liberal)= .797
Agree on score	65 (60%)	92 (84%)	56 (51%)	43 (39%)
Difference = 1 point	24 (22%)	10 (9%)	33 (30%)	47 (43%)
Difference = 2 points	12 (11%)	5 (5%)	6 (6%)	13 (12%)
Difference = 3 points	0	0	0	0
Score + Not Aligned (N/A)	8 (7%)	2 (2%)	14 (13%)	6 (6%)
Total	**109**	**109**	**109**	**109**

Communication Fluency

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score

Overall Analysis
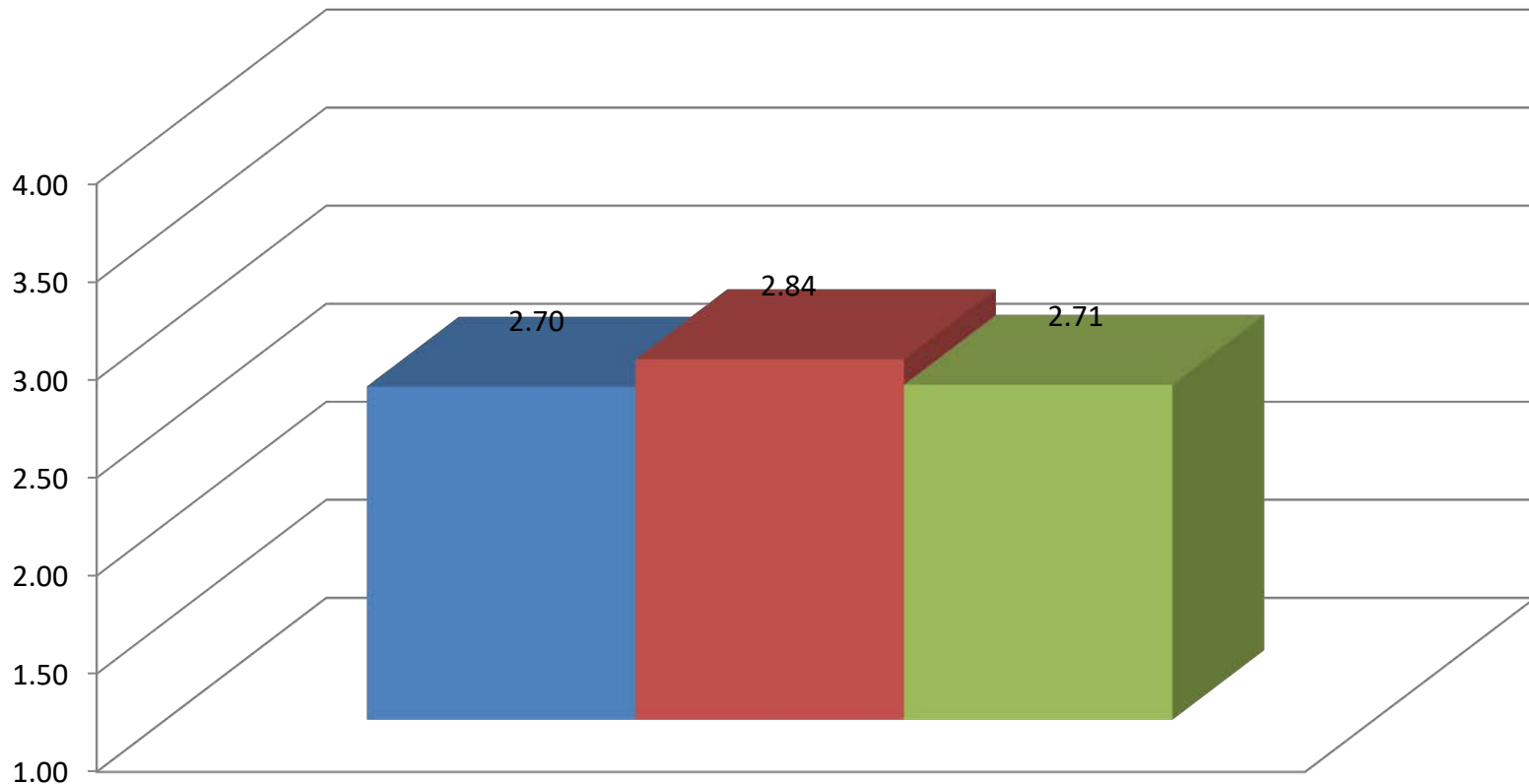
Communication Fluency

Number of artifacts (with usable scores) scoring at each performance level

Trait/ Performance Level	Design	Diction	Style	Total
1.0	0	0	0	0
1.5 – 2.0	20 (19%)	16 (15%)	21 (19%)	57 (18%)
2.5 – 3.0	76 (70%)	65 (60%)	69 (64%)	210 (65%)
3.5 – 4.0	12 (11%)	27 (25%)	18 (17%)	57 (18%)
Totals	**108 (100%)**	**108 (100%)**	**108 (100%)**	**324 (100%)**

Communication Fluency
Frequency Analysis
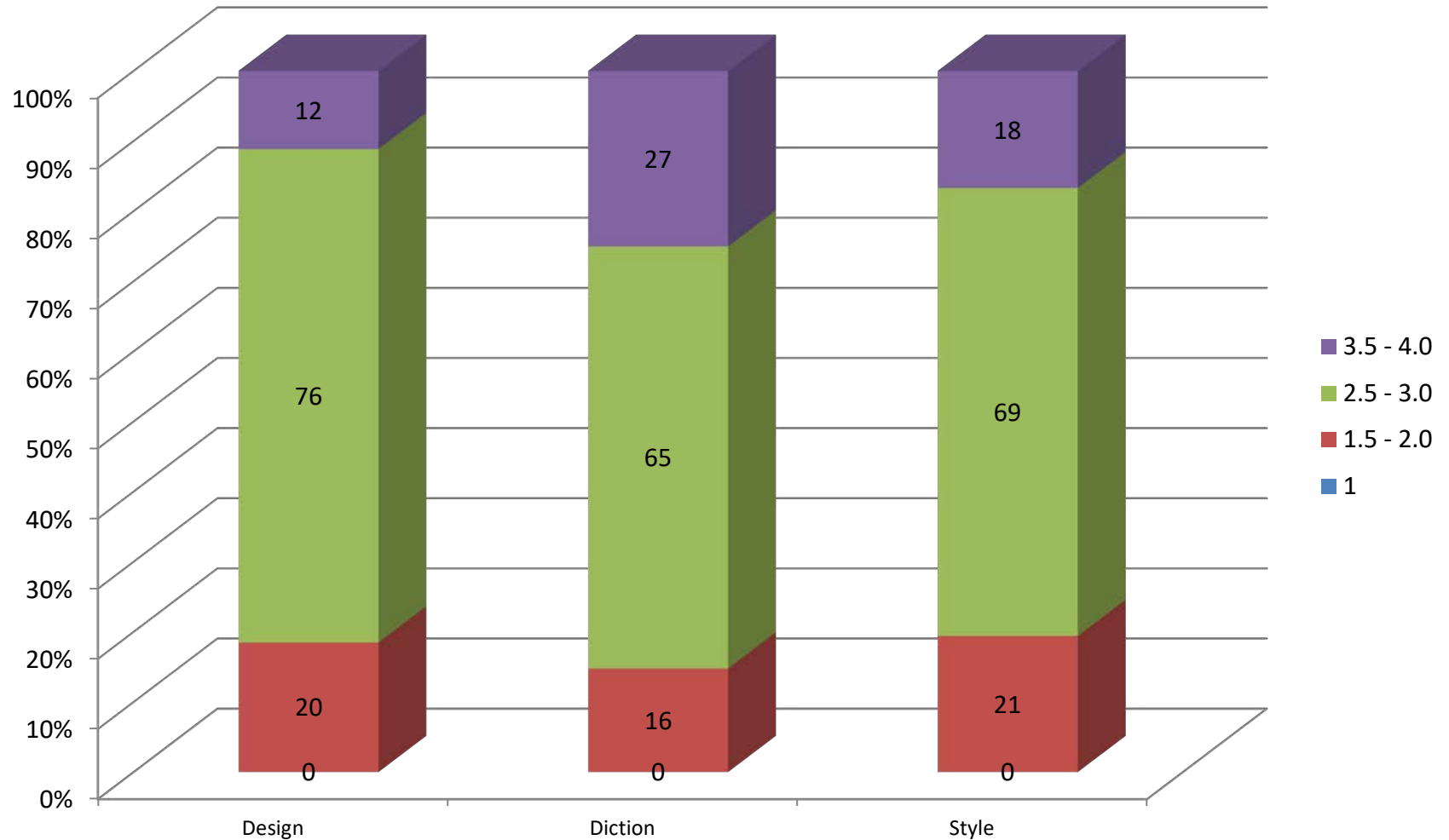
Legend
3.5 - 4.0
2.5 - 3.0
1.5 - 2.0
1

Category	3.5 - 4.0	2.5 - 3.0	1.5 - 2.0	1
Design	12	76	20	0
Diction	27	65	16	0
Style	18	69	21	0

Communication Fluency

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score
Mean scores for 300/400 level courses were significantly higher than those for 100/200 level courses.

Course Level Analysis
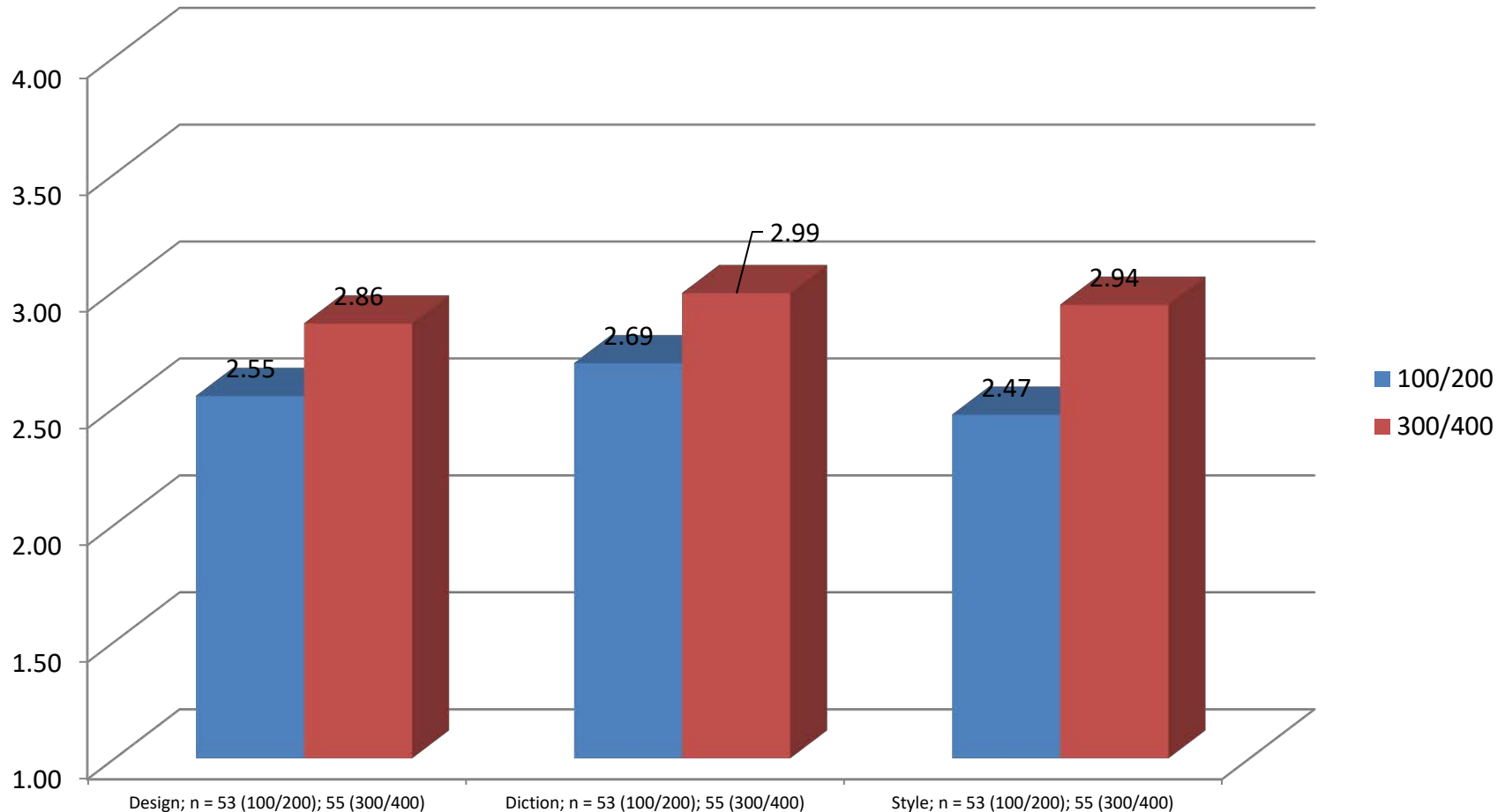
Legend:
- 100/200
- 300/400

Values shown:
- Design; n = 53 (100/200); 55 (300/400): 2.55, 2.86
- Diction; n = 53 (100/200); 55 (300/400): 2.69, 2.99
- Style; n = 53 (100/200); 55 (300/400): 2.47, 2.94

Communication Fluency

Frequency Analysis by Course Level

Number of artifacts (with usable scores) scoring at each performance level

Course Level	Trait/ Performance Level	Design	Diction	Style	Total
100/200	1.0	0	0	0	0
300/400		0	0	0	0
100/200	1.5 – 2.0	15 (28%)	11 (21%)	17 (32%)	43 (27%)
300/400		5 (9%)	5 (9%)	4 (7%)	14 (8%)
100/200	2.5 – 3.0	36 (68%)	35 (66%)	32 (60%)	103 (65%)
300/400		40 (73%)	30 (55%)	37 (67%)	107 (65%)
100/200	3.5 – 4.0	2 (4%)	7 (13%)	4 (8%)	13 (8%)
300/400		10 (18%)	20 (36%)	14 (25%)	44 (27%)
100/200	**Total Tags with Usable Scores**	**53**	**53**	**53**	**159**
300/400		**55**	**55**	**55**	**165**
All Course Levels	**Grand Totals**	**108**	**108**	**108**	**324**

Communication Fluency
Frequency Analysis by Course Level

Design

Chart showing stacked bar graph comparing two course levels:

100/200 Level:
- 1.5-2.0: 15
- 2.5-3.0: 36
- 3.5-4.0: 2

300/400 Level:
- 1.5-2.0: 5
- 2.5-3.0: 40
- 3.5-4.0: 10

Legend: 1.0 | 1.5-2.0 | 2.5-3.0 | 3.5-4.0
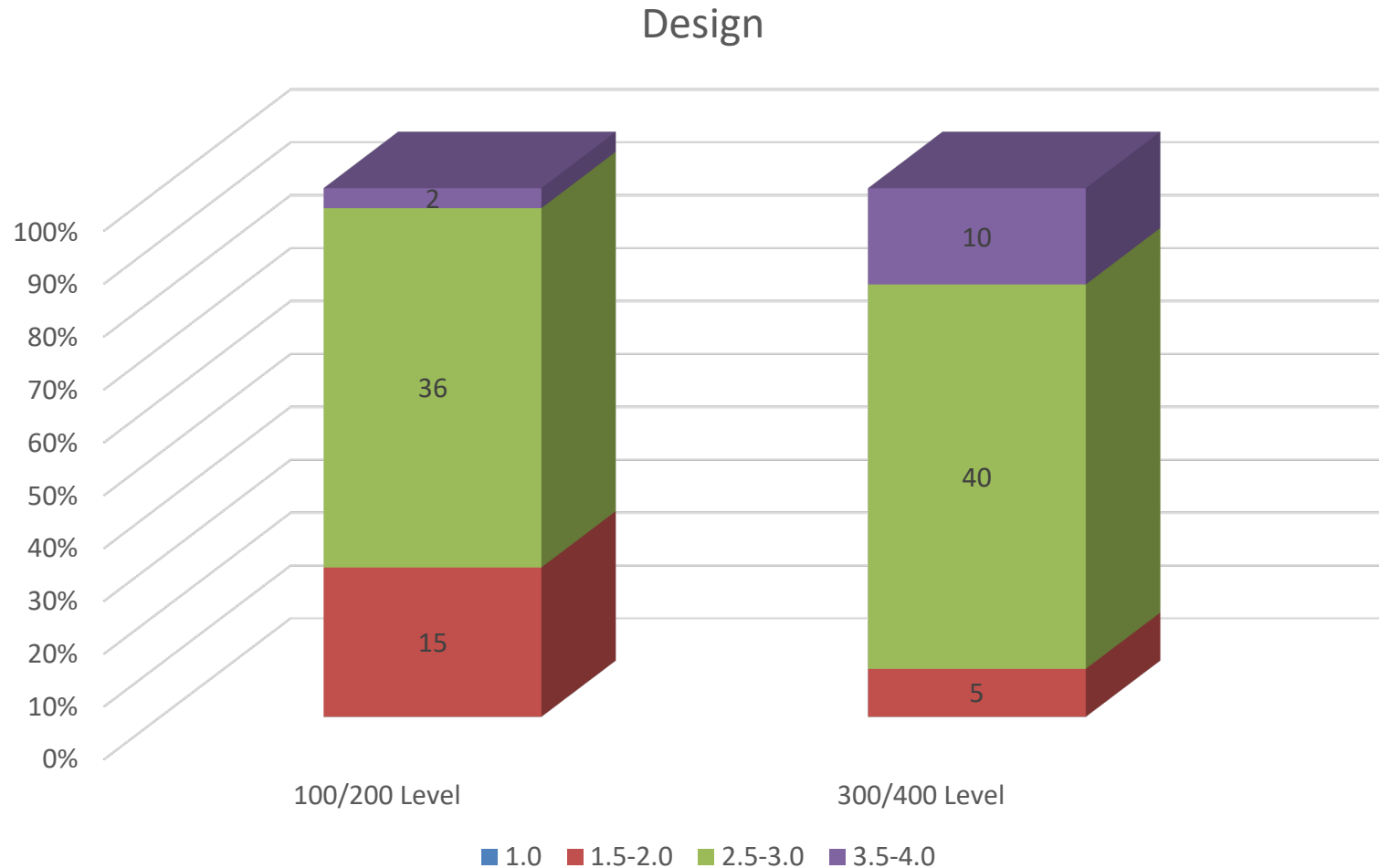
Communication Fluency
Frequency Analysis by Course Level

Diction

	100/200 Level	300/400/Level
3.5-4.0	7	20
2.5-3.0	35	30
1.5-2.0	11	5

Legend: ■ 1.0 ■ 1.5-2.0 ■ 2.5-3.0 ■ 3.5-4.0

Style

	100/200 Level	300/400 Level
3.5-4.0	4	14
2.5-3.0	32	37
1.5-2.0	17	4
1.0	0	0

Legend: ■ 1.0 ■ 1.5-2.0 ■ 2.5-3.0 ■ 3.5-4.0
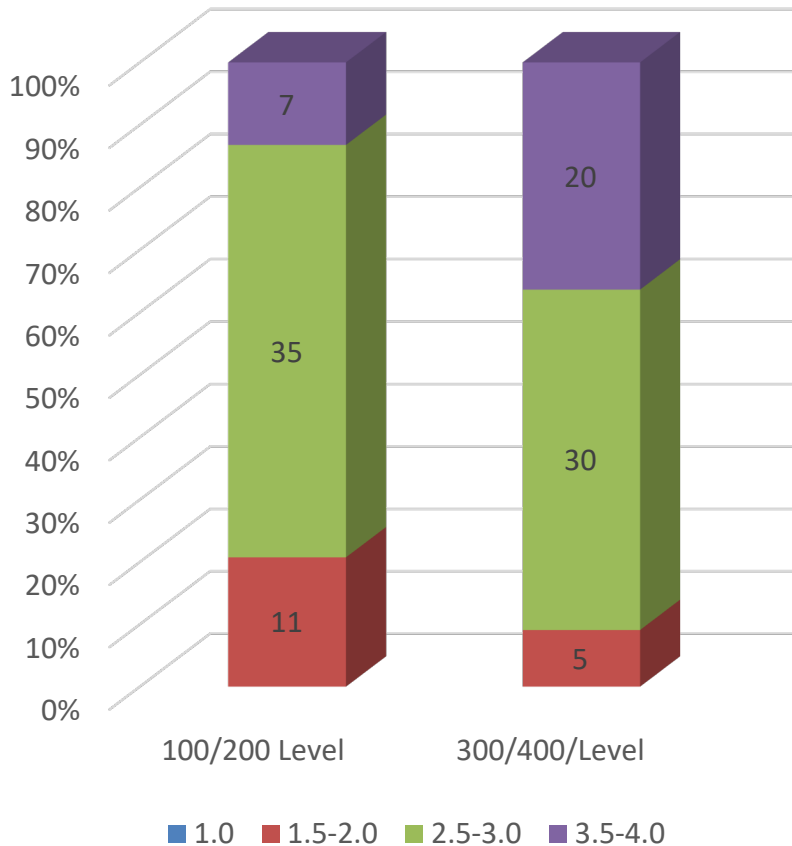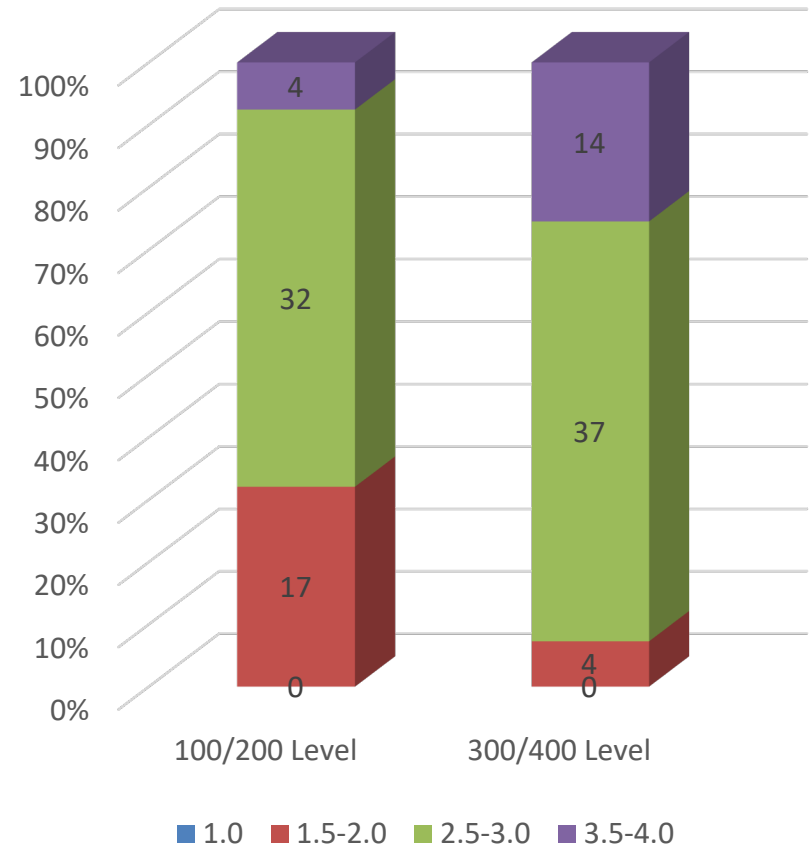
Communication Fluency
Inter-Rater Agreement Results

Trait/ Performance Level	Design Cohen's Kappa (Liberal) = .961	Diction Cohen's Kappa (Liberal) = .927	Style Cohen's Kappa (Liberal) = .905
Agree on score	57 (53%)	48 (44%)	44 (41%)
Difference = 1 point	48 (44%)	54 (50%)	56 (52%)
Difference = 2 points	3 (3%)	6 (6%)	8 (7%)
Difference = 3 points	0	0	0
Total	**108**	**108**	**108**

Course Type Analysis

CT Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. All CT courses are 100/200 Level.
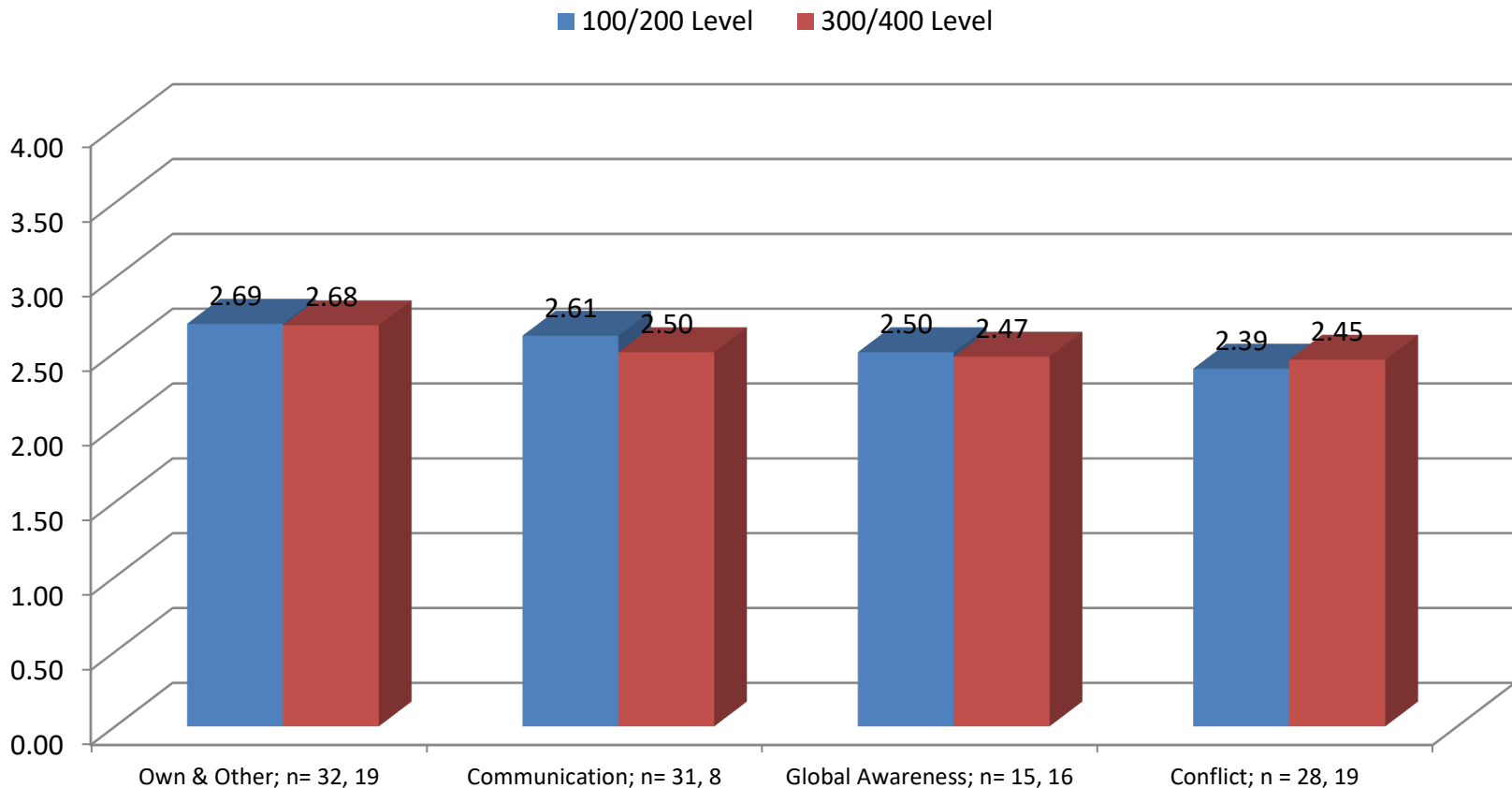
Intercultural Thinking

- Own & Other; n = 38
- Communication; n = 30
- Global Awareness; n = 30
- Conflict; n = 34
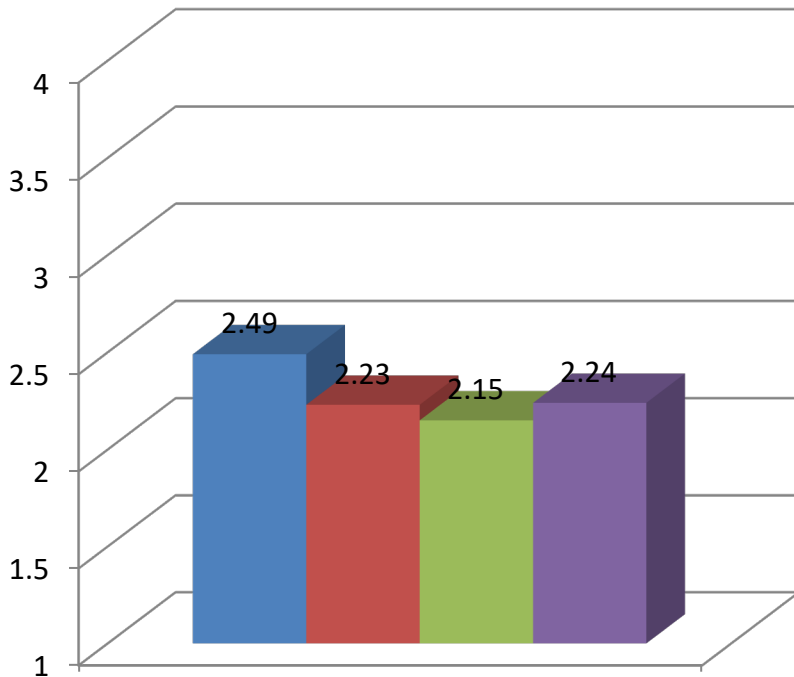
Category	Score
Own & Other	2.49
Communication	2.23
Global Awareness	2.15
Conflict	2.24

Ethical and Civic Thinking

- Self-Awareness; n = 25
- Rules & Standards; n = 4
- Civic Well-Being; n = 28
- Issues; n = 48

Category	Score
Self-Awareness	2.32
Rules & Standards	1.50
Civic Well-Being	2.14
Issues	2.24
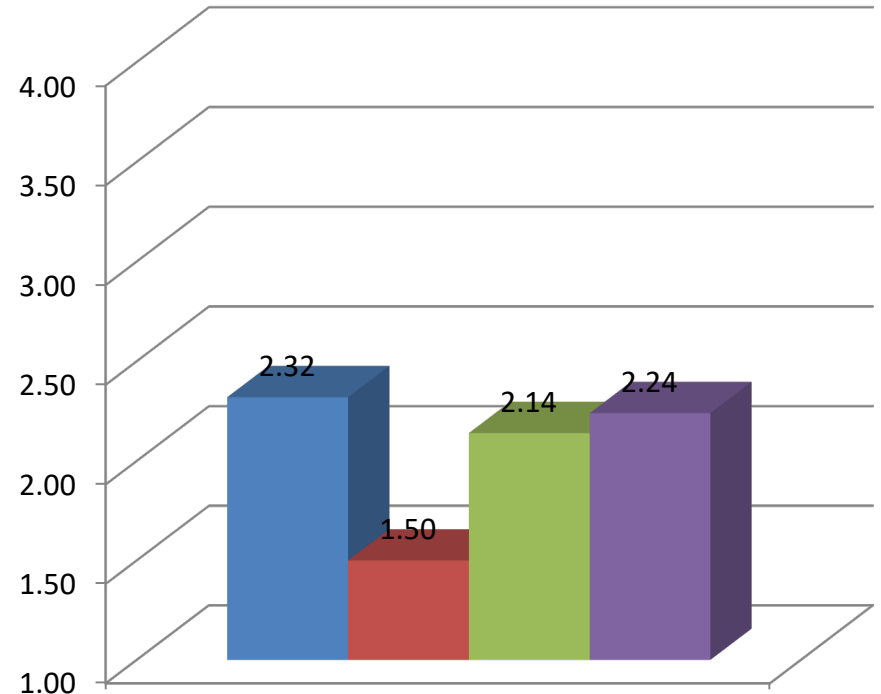
Core II Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. All Core II courses are 100/200 Level.

Intercultural Thinking

- Own & Other; n = 61
- Communication; n = 52
- Global Awareness; n = 33
- Conflict; n = 48
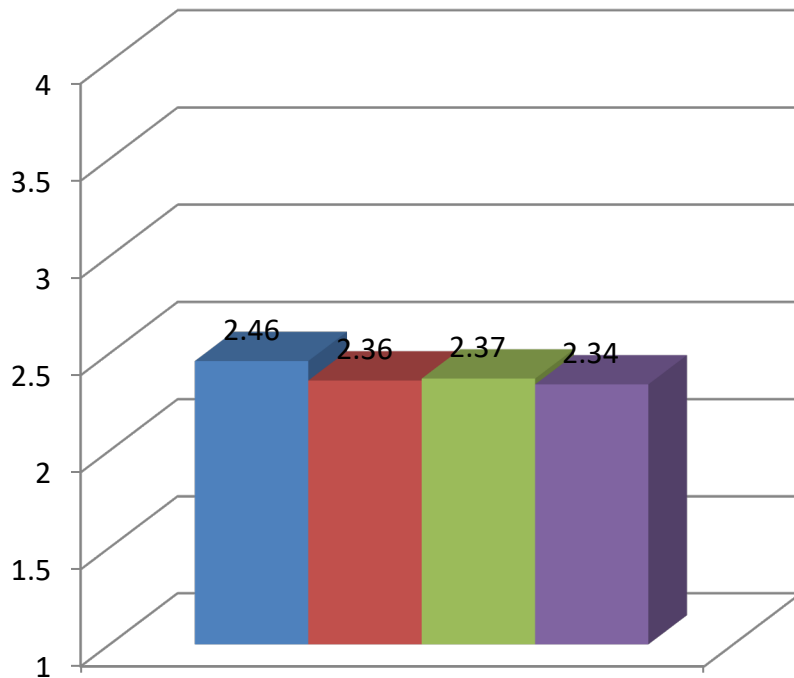
Intercultural Thinking bar chart: Own & Other 2.46, Communication 2.36, Global Awareness 2.37, Conflict 2.34

Ethical and Civic Thinking

- Self-Awareness; n = 25
- Rules & Standards; n = 4
- Civic Well-Being; n = 28
- Issues; n = 48

Ethical and Civic Thinking bar chart: Self-Awareness 2.32, Rules & Standards 1.50, Civic Well-Being 2.14, Issues 2.24
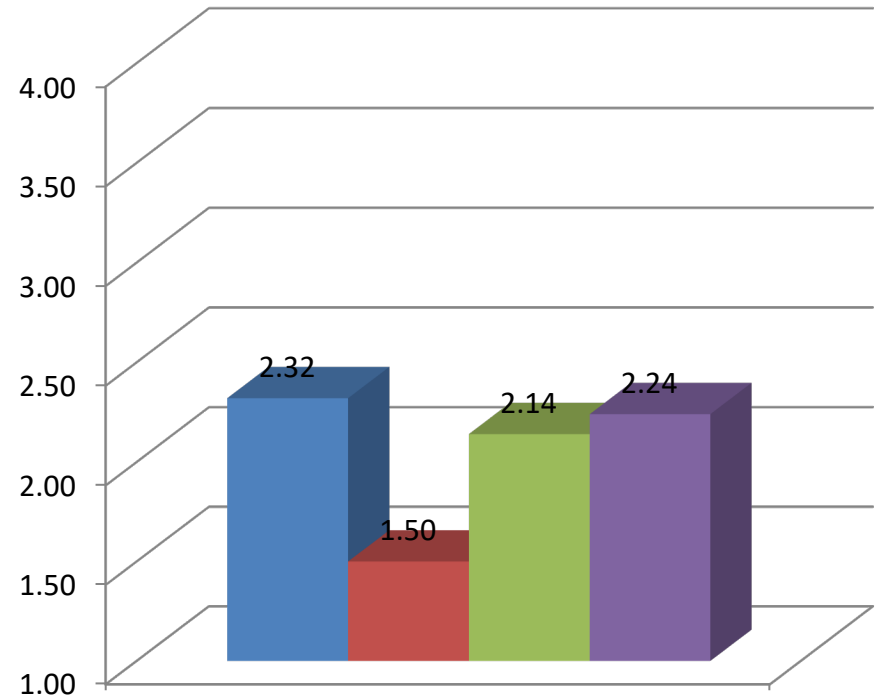
Core II Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. All Core II courses are 100/200 Level.

Communication Fluency

Design; n = 39   Diction; n = 39   Style; n = 39

Design: 2.50
Diction: 2.68
Style: 2.45

Writing Intensive Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Intercultural Thinking

■ 100/200 Level   ■ 300/400 Level

Category	100/200 Level	300/400 Level
Own & Other; n= 32, 19	2.69	2.68
Communication; n= 31, 8	2.61	2.50
Global Awareness; n= 15, 16	2.50	2.47
Conflict; n = 28, 19	2.39	2.45

Writing Intensive Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Ethical and Civic Thinking

Legend: ■ 100/200 Level ■ 300/400 Level

Category	100/200 Level	300/400 Level
Self Awareness; n= 22, 21	2.39	2.36
Rules & Standards; n= 2, 20	1.00	3.33
Civic Well-Being; n= 15, 1	2.13	2.00
Issues; n = 27, 36	2.28	2.58

Writing Intensive Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Communication Fluency

Legend: ■ 100/200 Level ■ 300/400 Level

- Design; n= 40, 45 — 2.61, 2.79
- Diction; n= 40, 45 — 2.73, 3.00
- Style; n = 40, 45 — 2.51, 2.91

Multicultural Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Intercultural Thinking

■ 100/200 Level　■ 300/400 Level

	Own & Other; n= 60, 13	Communication; n= 54, 13	Global Awareness; n= 26, 1	Conflict; n = 36, 13
100/200 Level	2.45	2.33	2.25	2.38
300/400 Level	2.54	2.39	1.00	1.92

Multicultural Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Please note that all MC courses aligned to Ethical and Civic Thinking were 100/200 Level

Ethical and Civic Thinking

- Self-Awareness; n = 22
- Rules & Standards; n = 2
- Civic Well-Being; n = 15
- Issues; n = 24
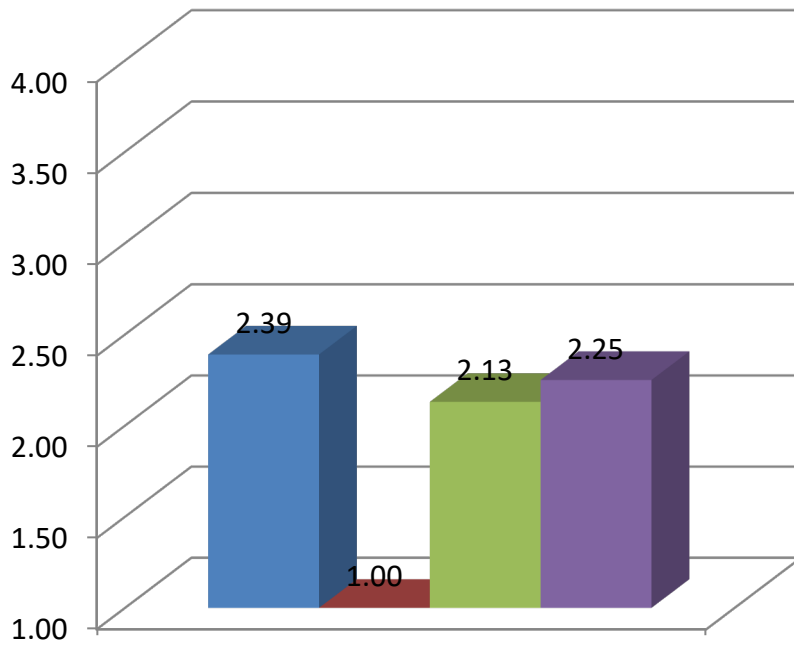
Communication Fluency

- Design; n = 20
- Diction; n = 20
- Style; n = 20
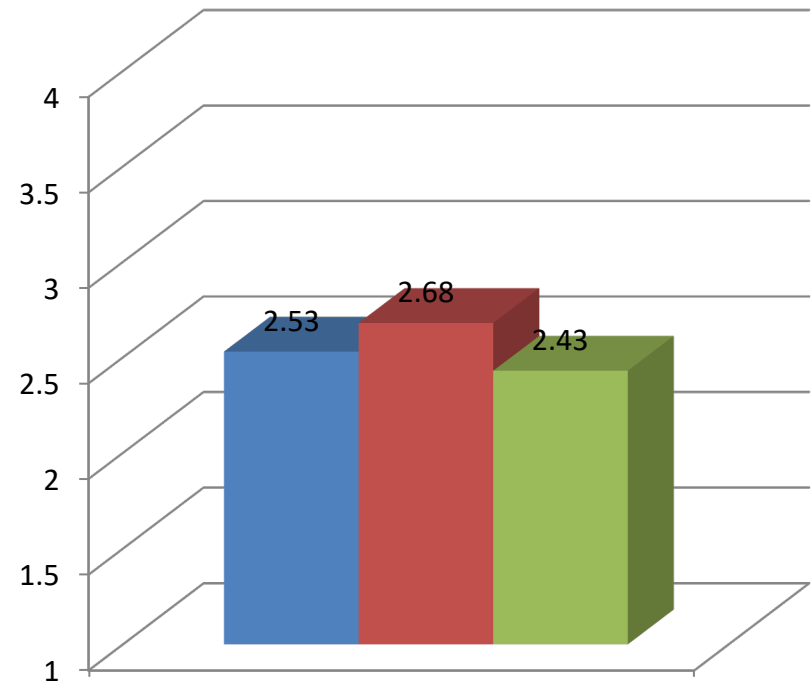
International Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Please note that there were no International Course artifacts aligned to Communication fluency or to the first three traits of Ethical and Civic Thinking. All international courses were at the 300/400 level.

Intercultural Thinking
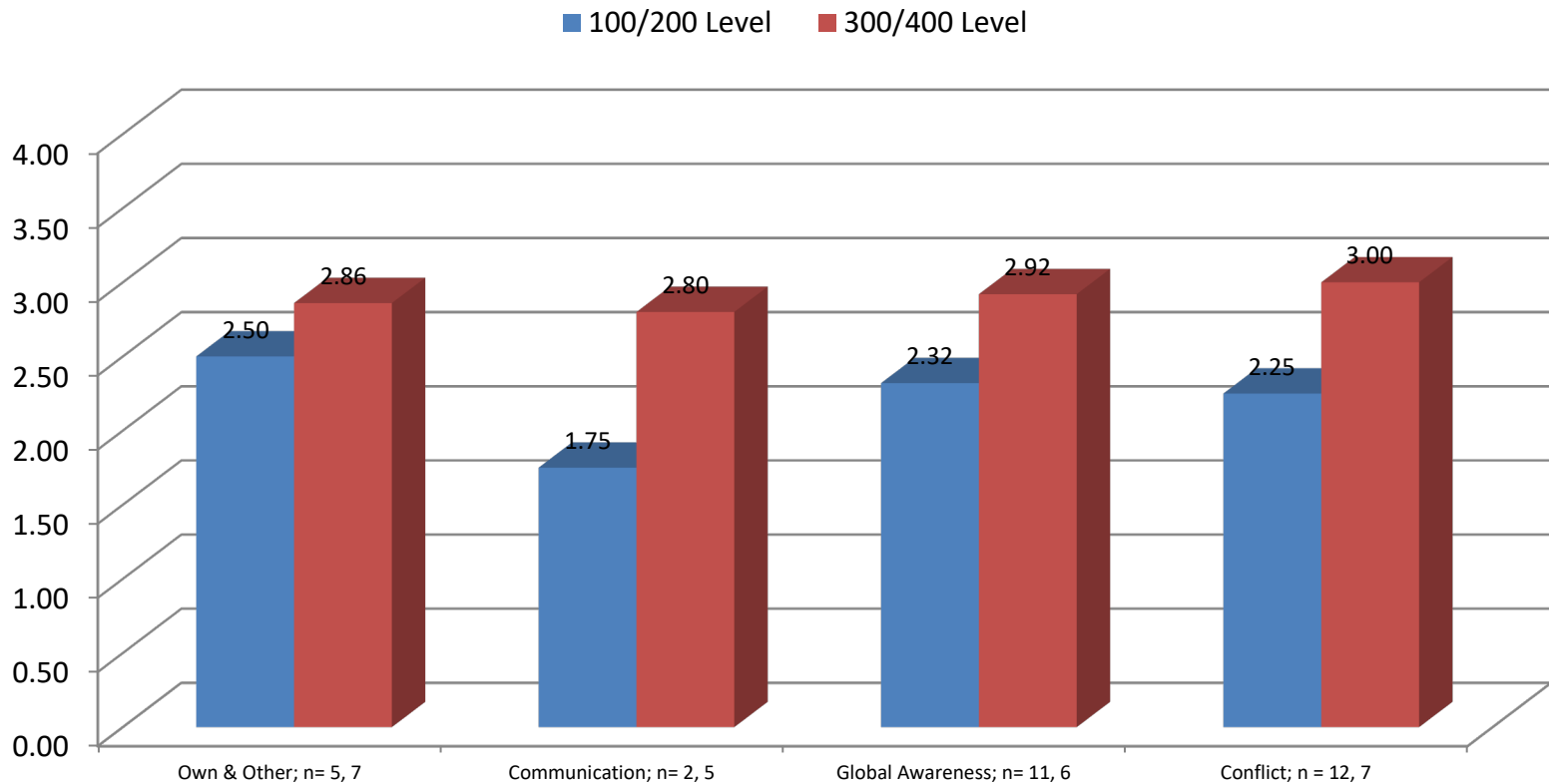
■ 100/200 Level   ■ 300/400 Level

International Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Please note that there were no International Course artifacts aligned to Communication fluency or to the first three traits of Ethical and Civic Thinking. All international courses were at the 300/400 level.

Ethical & Civic Thinking

- Self-Awareness; n = 3
- Rules & Standards of Conduct; n = 2
- Civic Well-Being; n = 8
- Issues; n = 19

Communication Fluency

- Design; n = 2
- Diction; n = 2
- Style; n = 2
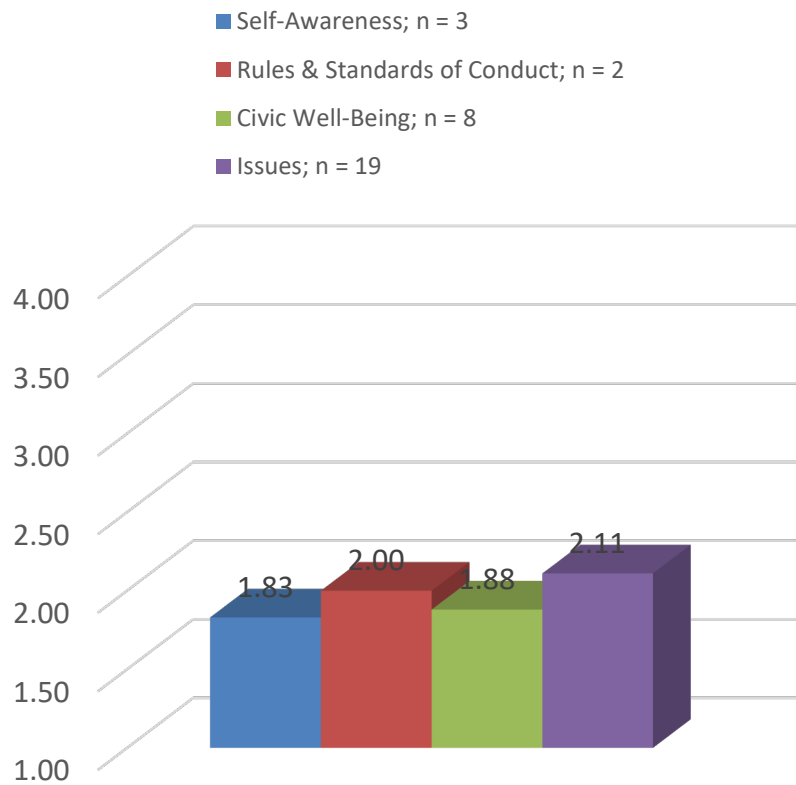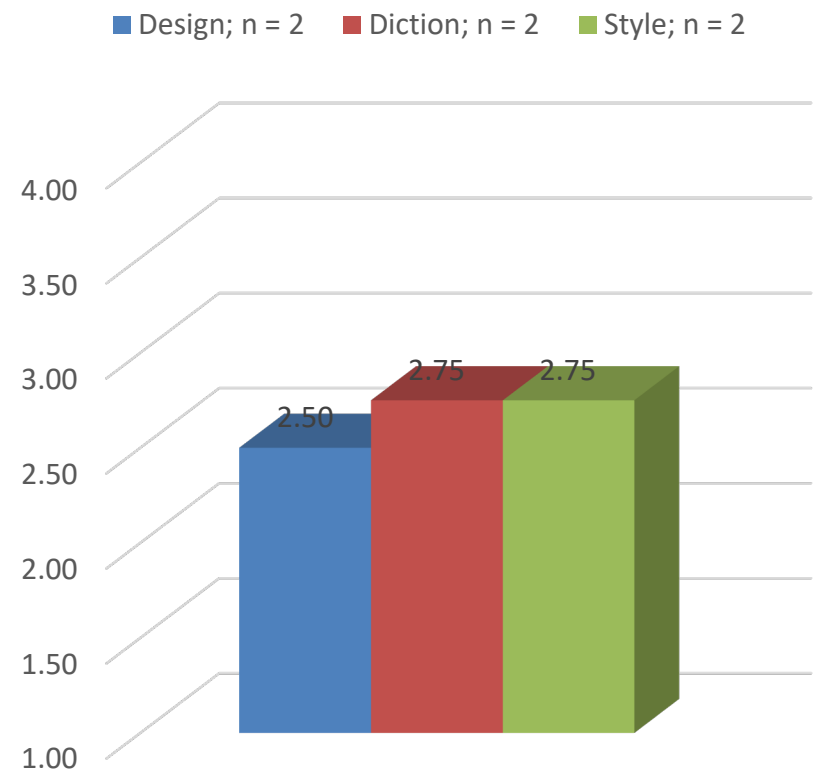
Community Based Learning Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Please note that there were no CBL Course artifacts aligned to Intercultural Thinking or Communication Fluency.

Ethical and Civic Thinking

■ Self-Awareness; n = 4   ■ Rules & Standards; n = 5   ■ Civic Well-Being; n = 6   ■ Issues; n = 7
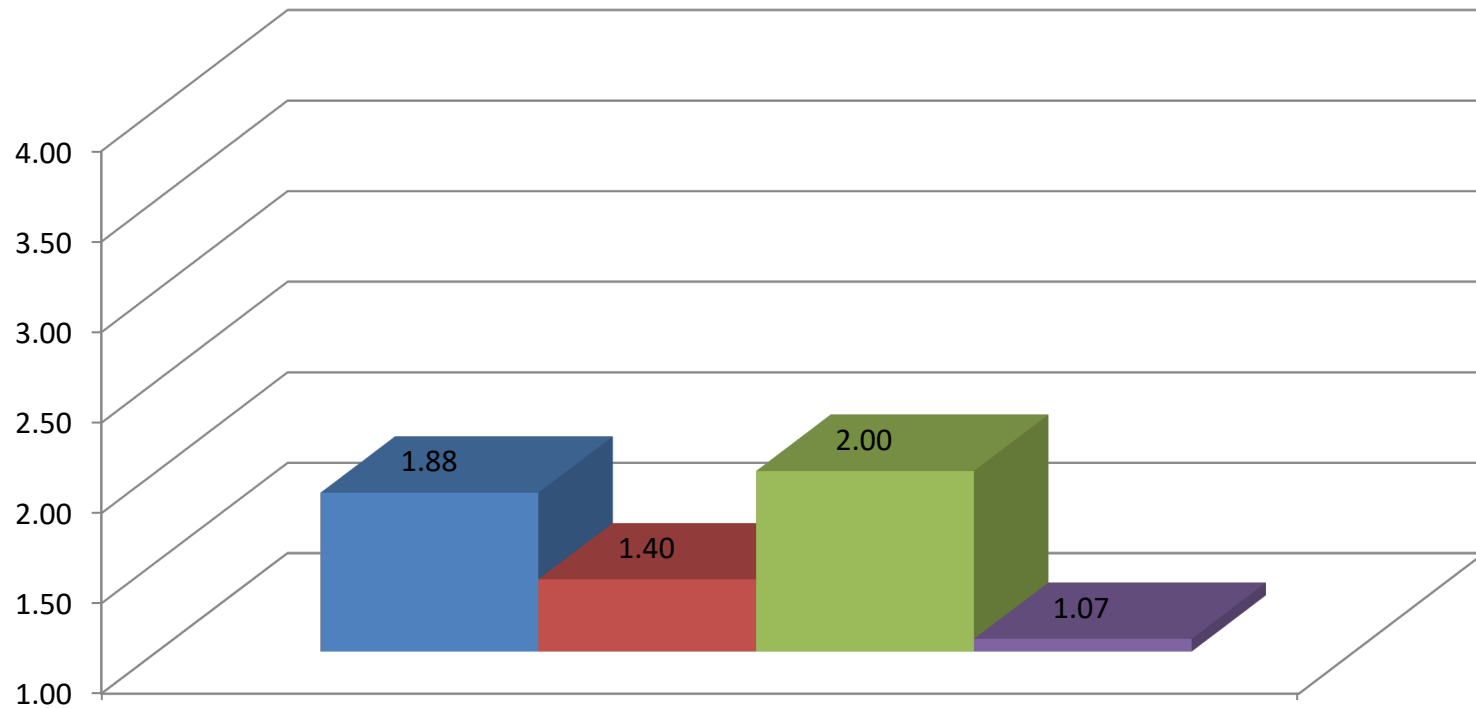
Honors Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. All courses were at the 100/200 Level.

Intercultural Thinking

■ Own & Other; n = 3   ■ Communication; n = 3
■ Global Awareness; n = 0   ■ Conflict; n = 1
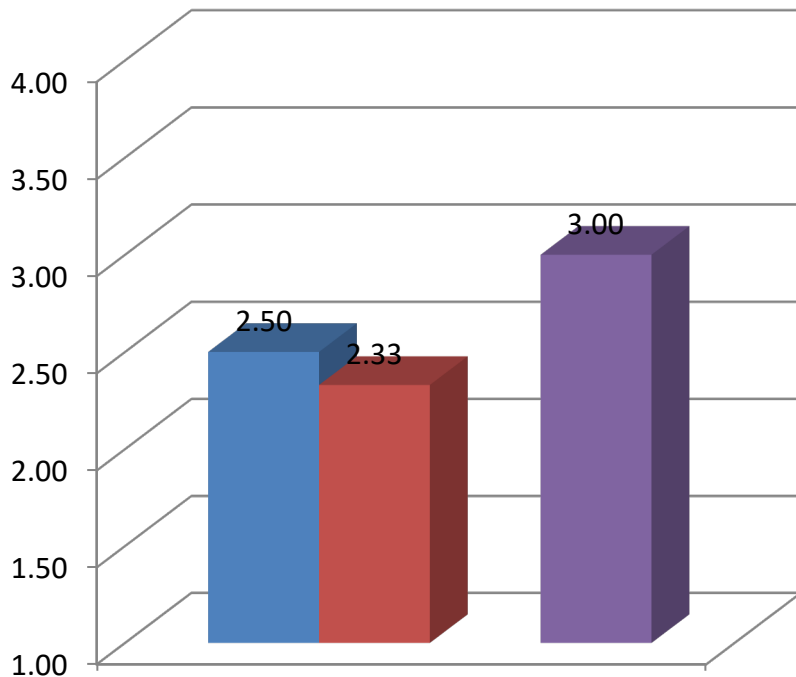
Communication Fluency

■ Design; n = 5   ■ Diction; n = 5   ■ Style; n = 5
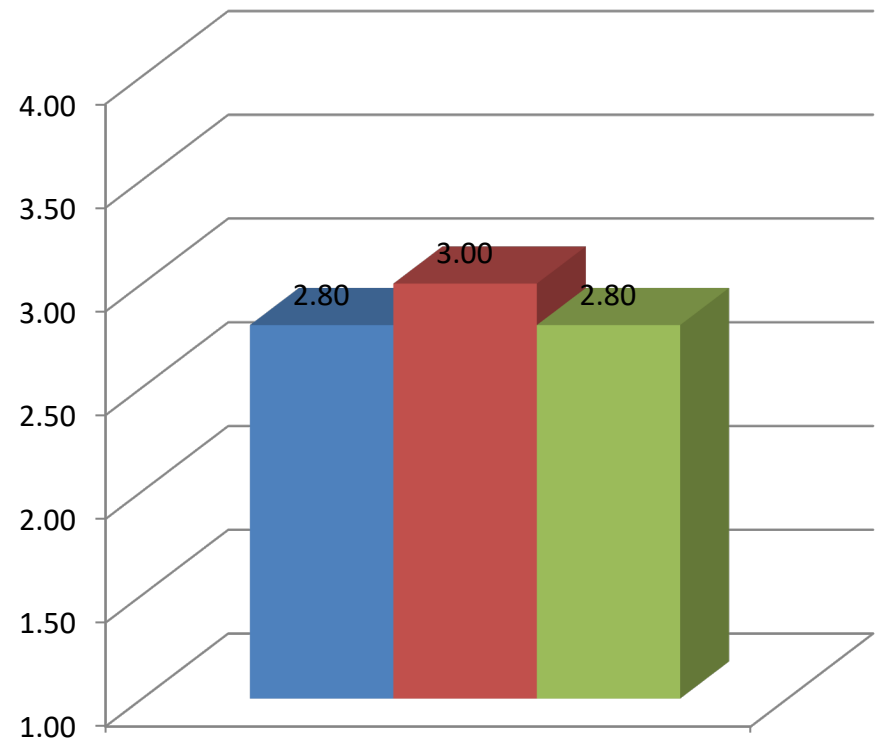
Capstone Courses

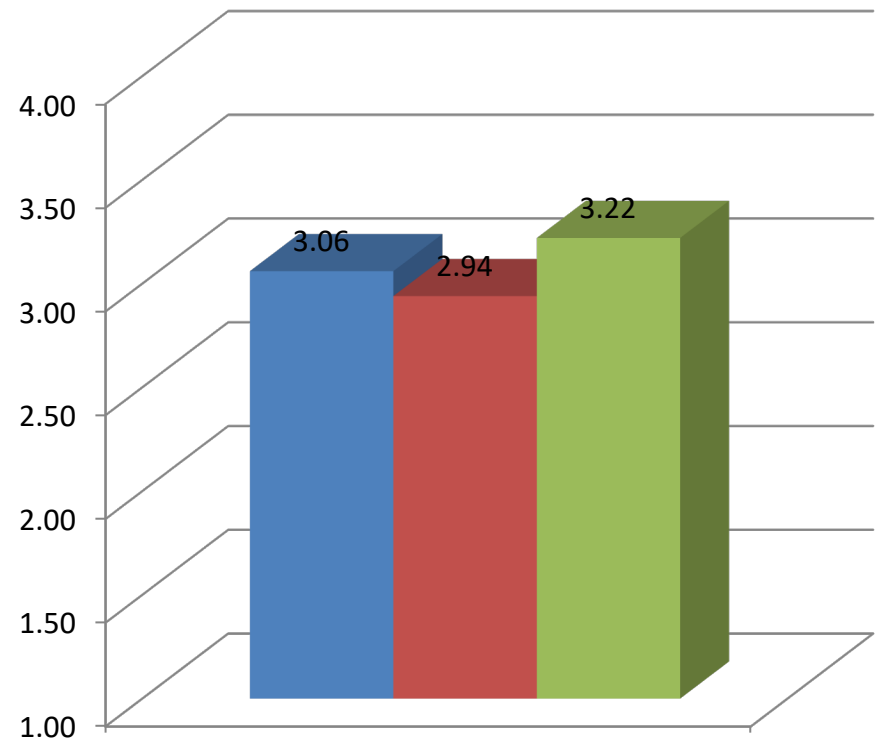Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Intercultural Thinking

■ Own & Other; n = 5   ■ Communication; n = 3
■ Global Awareness; n = 5   ■ Conflict; n = 5
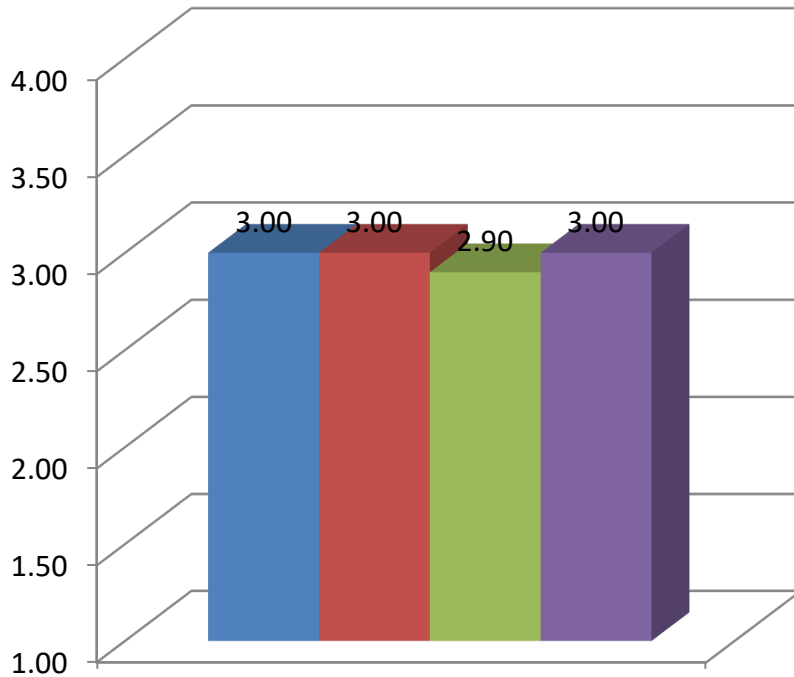
Communication Fluency
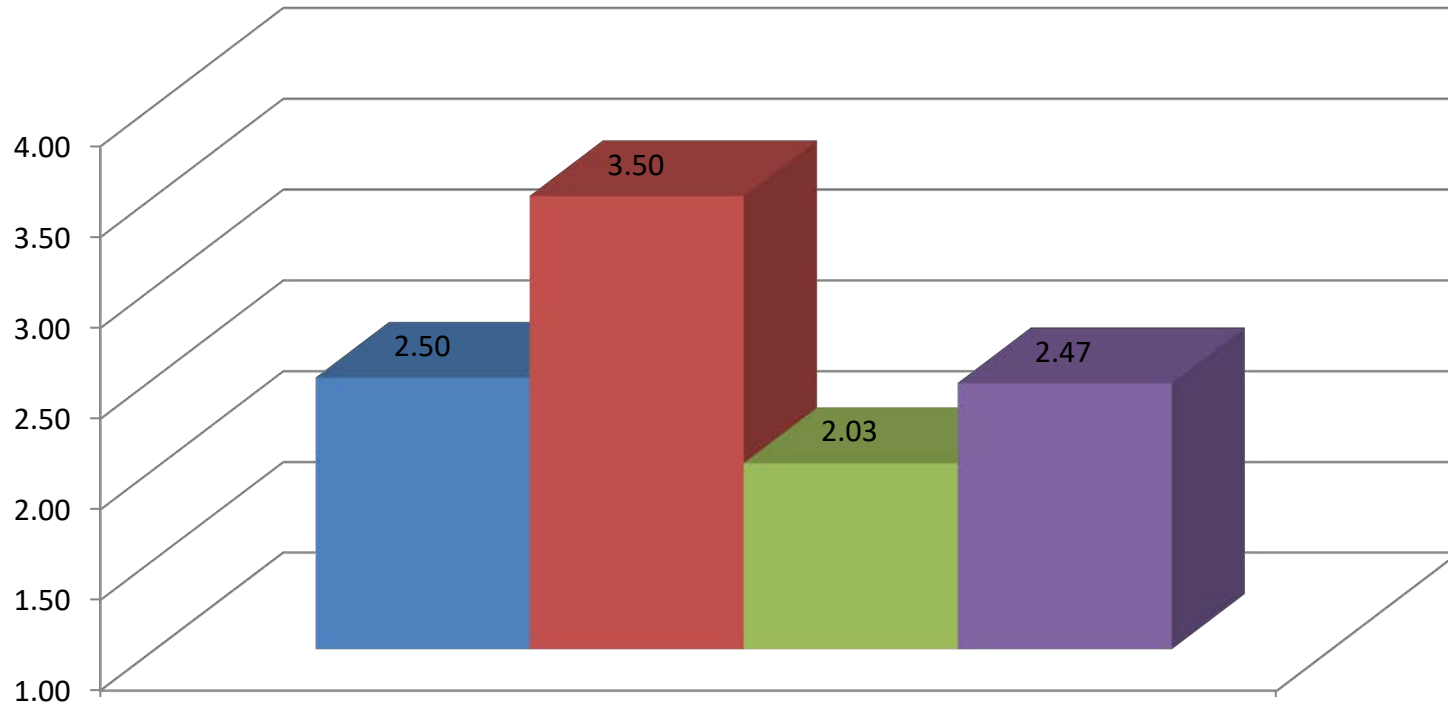
■ Design; n = 9   ■ Diction; n = 9   ■ Style; n = 9

Capstone Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.
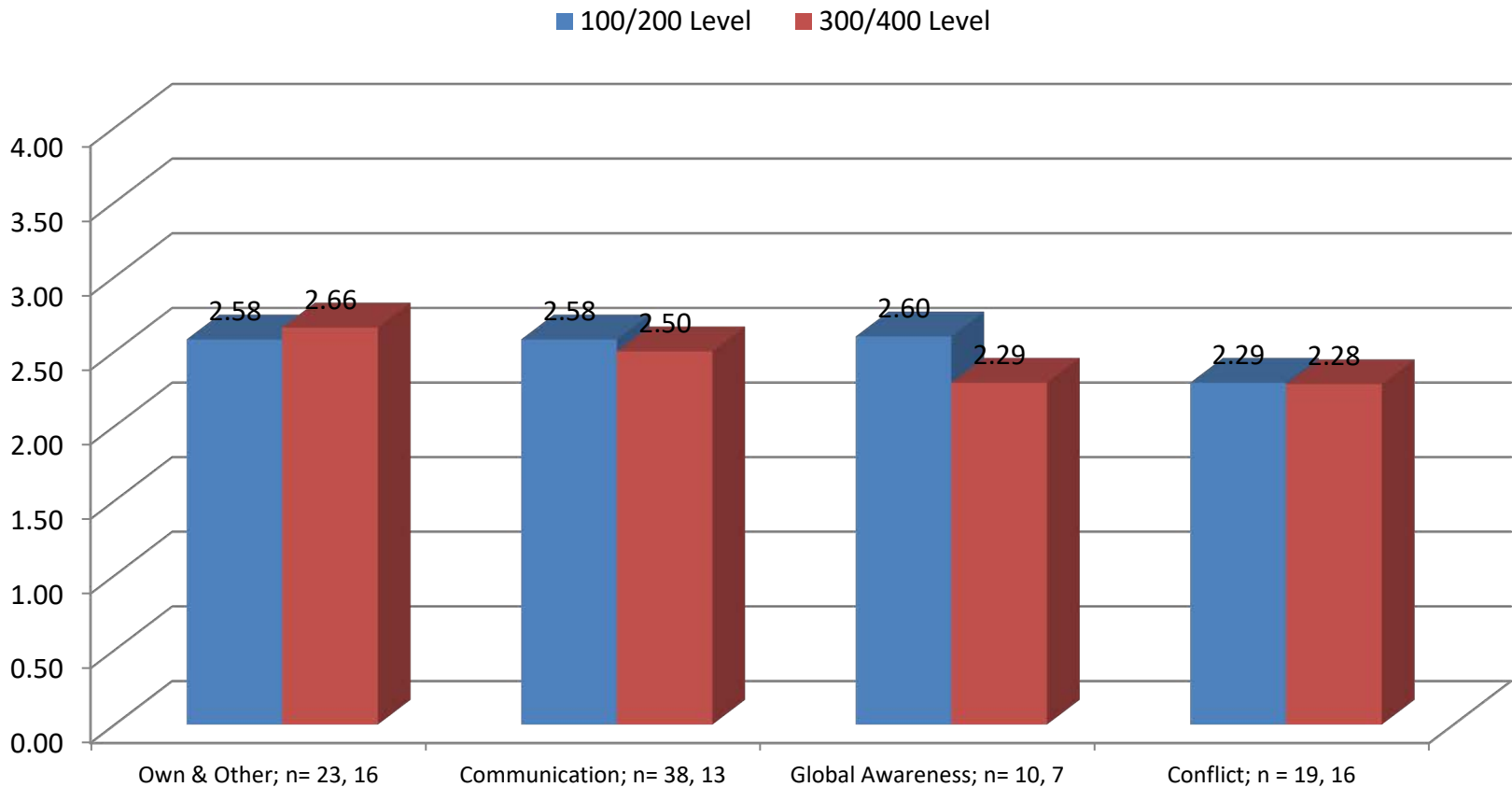
Ethical and Civic Thinking

■ Self-Awareness; n = 9　　■ Rules & Standards; n = 8　　■ Civic Well-Being; n = 17　　■ Issues; n = 18

- 2.50
- 3.50
- 2.03
- 2.47

4.00
3.50
3.00
2.50
2.00
1.50
1.00

Online Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.
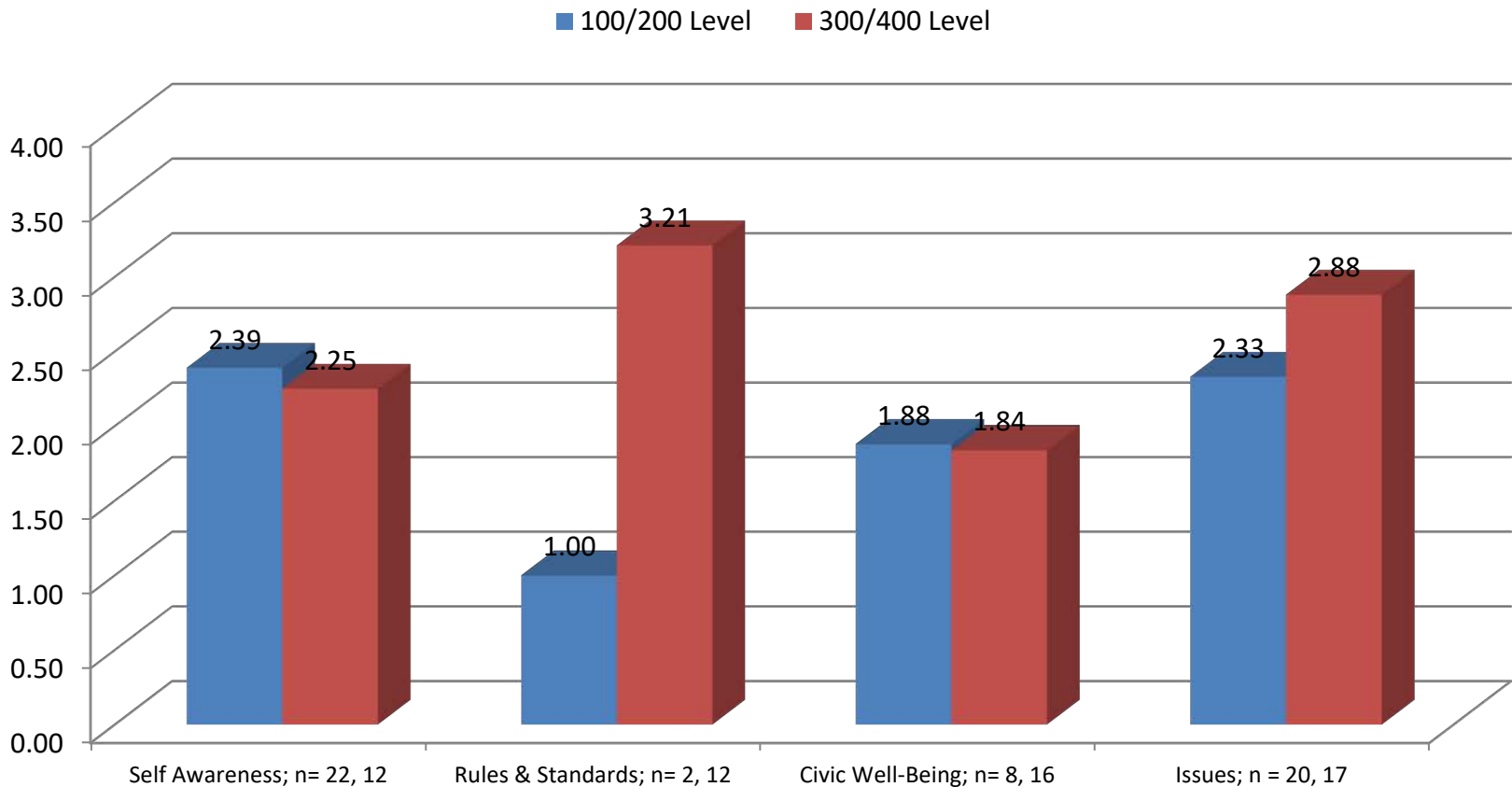
Intercultural Thinking

Online Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score. Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.
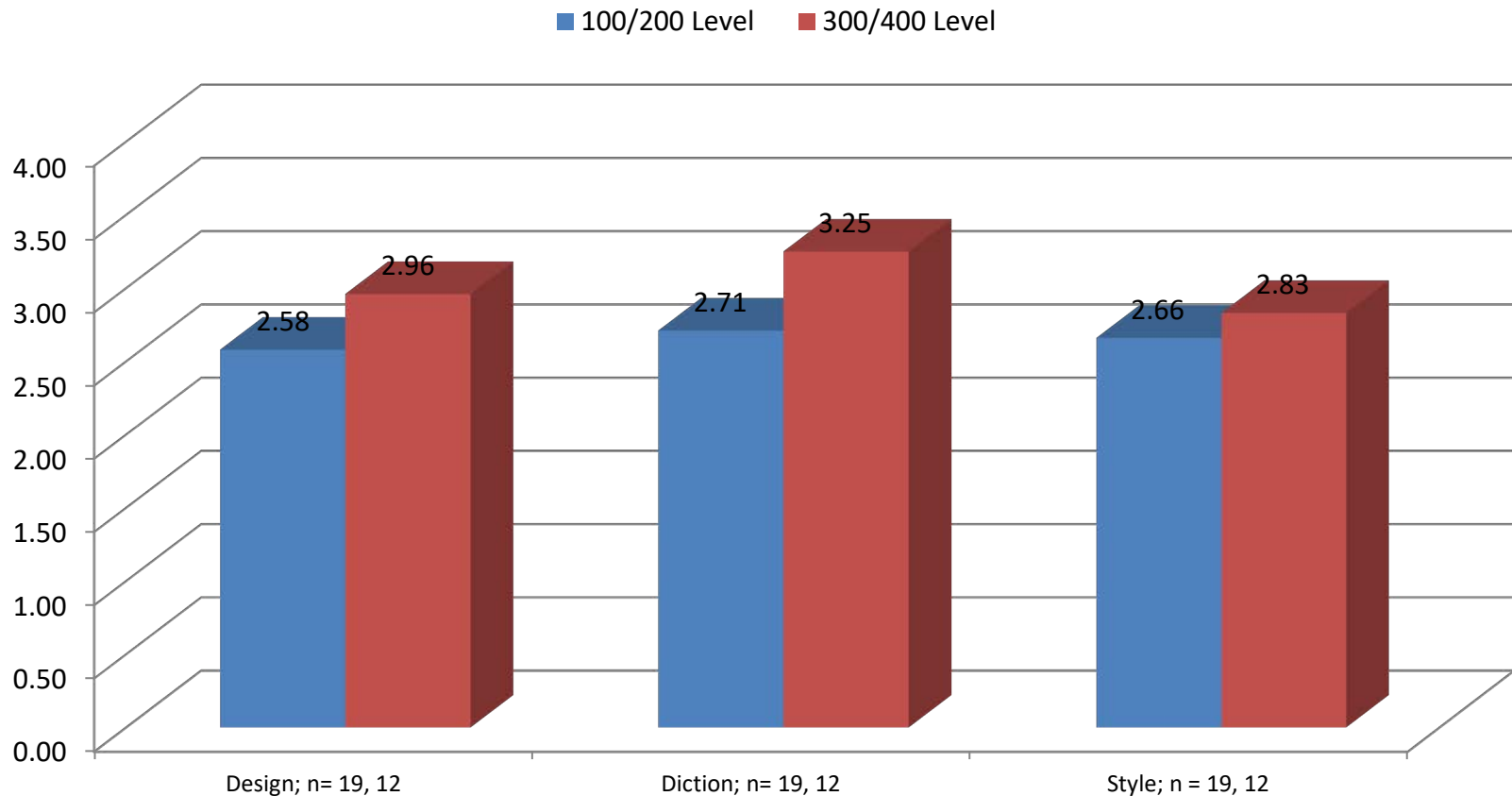
Ethical and Civic Thinking

Online Courses

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score Mean Scores on a scale of 1 – 4, with 4 being the highest possible score.

Communication Fluency

Reference

Stellmack, M.A., Kohneim-Kalkstein, Y. L, Manor, J. E., Massey, A. R., & Schmitz, J. A. P. (2009). An assessment of reliability and validity of a rubric for grading APA-style introductions. *Teaching of Psychology*, *36*, 102-107.