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Spring 2025 Core Curriculum C (Communication) Assessment Report

This report is a collaborative effort between members of the Core Curriculum Assessment Committee, a CCAC representative from the C designation, and the faculty teaching core designated courses.	Core Curriculum Designation: Communication (C)
	Responsible Party : Core Curriculum Assessment Committee (CCAC); Mary Jorgenson Sullivan ELS (chair); Nick Menhart, BIO, VP Accreditation; Diane Fifles, Asst Dir of Univ Accred; Nicole Ditchman PSYC; Georgia Papavasiliou BME, Gorjana Popovic (MATH); Priyanka Sharma SSB; Gabe Smith, UGAA; Todd Springer (PHYS); Erin Hazard (HUM); Kelly Laas (Library, Center for Ethics)

Applicable Core Curriculum Learning Goals

Be committed to positive change in their communities, nations and the world, able to

- Compare and contrast different points of view, both within and across cultures

Think critically, viewing problems as opportunities for innovation, able to

- Employ the best technology to achieve solutions

Communicate effectively, able to

- Establish an objective and clearly and cohesively support it
- Speak and write appropriately within and across disciplines and cultures.
- Speak and write in a manner that does not require significant work by the audience to fill in needed information or to ignore linguistic distractions

COM Learning Objectives

1. Students can demonstrate understanding of and analyze texts (e.g., news articles, academic papers, data sets) in order to develop their own claims in writing
2. Students can craft a text with attention to audience, purpose, context, and conventions
3. Students can effectively revise their text or argument based upon detailed feedback.
4. Students can present an effective evidence-based argument in the appropriate medium of communication (e.g., written, visual, oral, or other emergent forms of communication)
5. Students can communicate specialized knowledge appropriately for a defined audience.

ASSESSMENT METHODOLOGY:

Learning Objectives	
Learning Objective Assessed	All learning outcomes were assessed with the same methodology. A group of faculty from English Language Services, Communication, Humanities departments and the CCAC reviewed the rubric and participated in a norming session prior to assessing artifacts. Artifacts were evaluated against the rubric and scored on a scale of 0, 1, 2.
Semester(s) in which artifacts were collected	Spring 2025
Nature of the assessment	The COM core component is complex at IIT with students required to A. Complete 12 ch outside of their major COM designated classes

	B. Complete 12 ch COM designated classes inside their major In this assessment we looked at only component A. Component B is very complex, due to the large number of majors and thus every large number of courses and diversity of disciplinary communication styles implemented. Parallel to this component A assessment, a survey of component B was conducted, to gather information on how the in-major COM component was delivered. For this out of major components, the vast majority of majors at IIT are STEM or ARCH or BUS, Most of them take the majority of their out-of-major COM classes in the HS module of the core. As such we targeted these classes. Furthermore, in keeping with the summative assessments of learning utilizing highest core level required in each areas, we targeted 300 level HS classes. All IIT student must take 2 300 level H and 2 300 level S classes. The full list of classes are below	
Spring 2025 C Designation Rubric	Student artifacts matching each learning outcome were assessed on a (0, 1, 2) point scale. The rubric was developed in collaboration between the Director of Communication across the Curriculum and the CCAC chair. • 0=does not meet expectations, • 1=meet expectations, • 2= proficient in outcome The threshold for meeting expectations was the equivalent of 2.0/4. scale, (i.e. a C grade), as students are required to maintain a 2.0 overall GPA for graduation requirements. Proficient (in outcome) is the equivalent of 4.0/4.0 scale (i.e. an “A” grade). **Missing data** There are two distinct ways missing assessment data is tracked. **ND:** In cases where the LO was assessed in the class, but no data was submitted because the student did not complete the assessment or the assessment was not accessible, the category of “No Data” or ND was used. **NA:** In cases where the artifacts submitted by the class did not align with the learning objective, the category of “Not Applicable” or NA was used.	
Artifact source	Course(s) * COM 310 COM 380 (3) COM 421 (2) COM 424	Assignment(s): Assignments varied for each class. Artifacts included final projects,

	HIST 337 HIST 354 HIST 373 HIST 380 LIT 380 PHIL 306 PHIL 380 (2) PHIL 381 SSCI 321 SSCI 376 SSCI 385	homework assignments, exams, and papers.
Sample Size	All classes, with the exception of HIST 373 were below 30 in enrollment. Consequently, all artifacts for each class were assessed.	
Semester of Assessment/Evaluation	Spring 2025	
Names & Titles of the Evaluators	Brian Casario (ELS/HASS); Ellisa Cole (ELS/HASS); Erin Hazard (HUM/HASS/CCAC); Elizabeth O'Hara Johnson (ELS/HASS), Kelly Lass (CSEP/Library/CCAC), Renata Phelps (ELS/HASS), Katerina Illievska (COM/HASS), Naum Neskoski (COM/HASS), Mary Jorgenson Sullivan (ELS/HASS/CCAC)	

*Instructor names can be requested from the Core Curriculum Assessment Committee if needed by department heads.

ASSESSMENT RESULTS:

See data charts in the discussion section

DISCUSSION OF RESULTS:

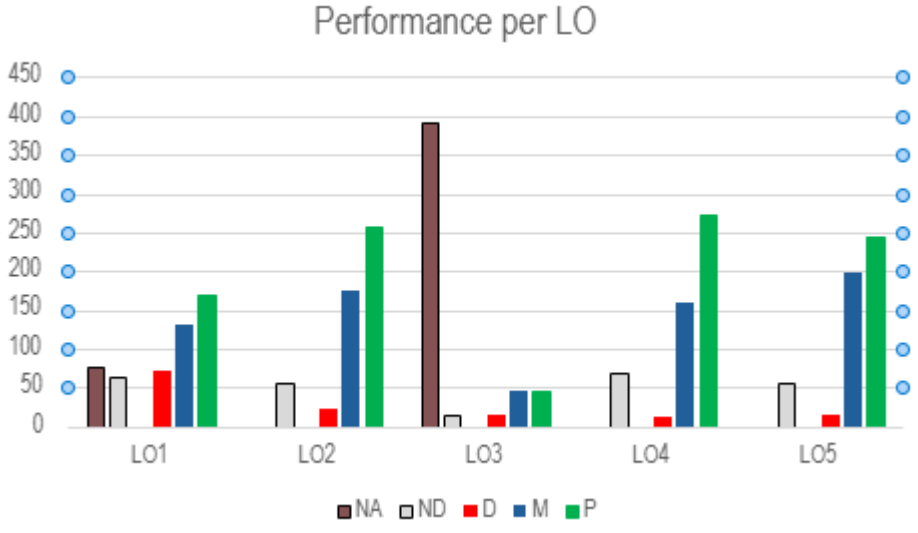
The C designation component of the core curriculum was divided into in-major and out-of-major courses. There are over 300 in-major courses with the C-designation. These courses were audited for teaching and assessment of communication by the Director of Communication across the Curriculum.*

Out-of-major courses consisted of 300 and 400-level courses in Communication, History, Humanities, Literature, Philosophy, and Social Science. Students are free to choose from a wide variety of these C-designated classes to fulfill their core curriculum requirements, and so all 300-400 level classes were assessed. This yielded a group of 24 classes with a total enrollment of 642 students. However, 3 of the 24 courses had no data/artifacts submitted, and one course submitted artifacts that could not be assessed against the learning objectives. This lowered the number of courses to 20, with an enrollment of 540.

**this audit will be used for analysis of in-major courses, which were not part of this report*

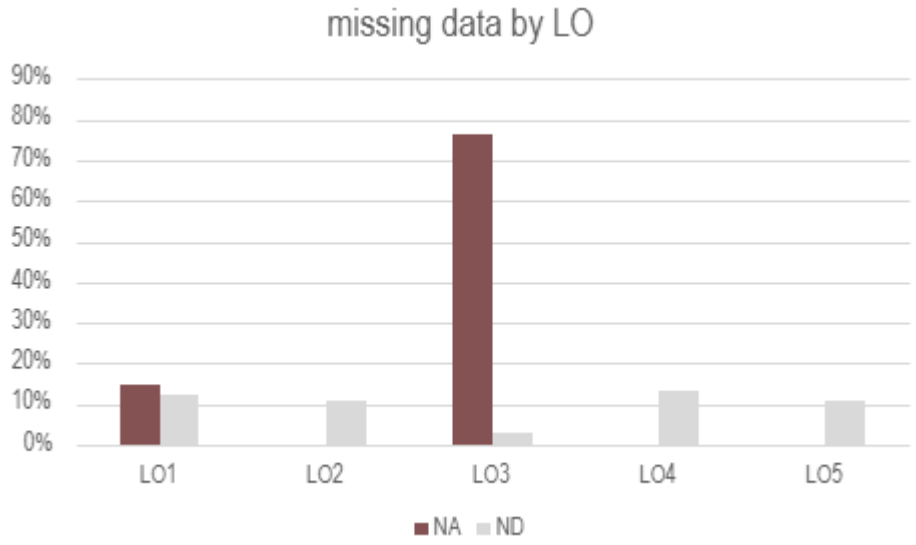
A summary of LO achievement is given here, and individual Los will be presented in more detail below

	LO 1: Utilizing Sources		**LO 2: Text development according to conventions**		**LO 3: Revising Text**		**LO 4: Presenting an Argument**		**LO 5: Communicating Specialized Knowledge**	
	n	%	n	%	n	%	n	%	n	%
Does not Meet	73	14	24	5	15	3	13	3	14	3
Meets	132	26	175	34	45	9	159	31	198	39
Proficient	170	33	258	50	47	9	273	53	245	48
Not Applicable	76	15	0	0	392	76	0	0	0	0
No Data	63	12	57	11	15	3	69	13	57	11
Total	514		514		514		514		514	



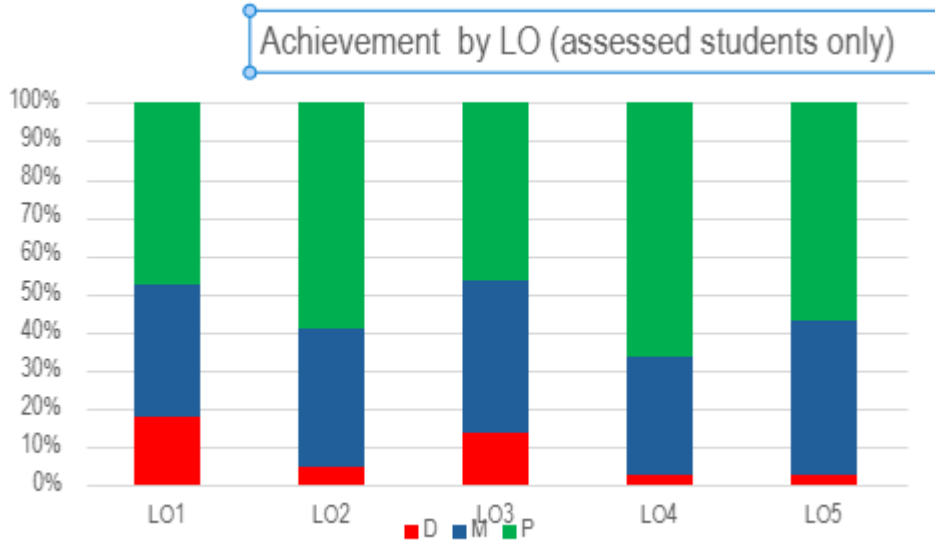
Because of the large numbers/high percentage of students with no data and artifacts for which the learning objectives were deemed not applicable as well as the uneven distribution of the skewing to LO3 and LO1, we have provided a breakdown of achievement with these categories removed.

A summary of missing data is here



We note that a large fraction of students, 76% were not assessed for LO3 (revision) since these classes could not provide artifacts, NA, directed at this LO. The only other LO with a significant fraction of NA was LO1, (analysis) at 14% (~ 1 in 7). This is reflective of the nature of the class and is independent of student achievement in this class (although if a LO is not taught or assesses it is questionable if students will achieve it)

All LOs also had a modest (3 -13%) ND rate but no particular LO stands out. ND describes a situation whereby no artifact was provided for a given student, within a class that otherwise provided artifacts. We do not distinguish between cases where a student would be expected to submit the artifact, from cases where the student might have been excused (for instance on medical ground or due to grading schemed allowing non submission).



Note: P = Proficient; M = Met; D = Does not meet

Summary:

The primary areas of deficiency are in LO1 (analysis) and LO3 (revision). These have D rates might higher (19% and 14% respectively) then the other LOs (all <=5%) and lower P rated (4%% and 44%) than the other.

Overall student achievement is strong in the areas of crafting texts according to audience, LO2; purpose and convention, argumentation LO4; and communicating specialized knowledge LO5, with 95-97% of students meeting or exceeding expectations in these outcomes. This suggests that students are effectively able to organize ideas, construct academic arguments, and explain concepts using appropriate vocabulary and level of detail.

The primary area requiring improvement

LO 1: analysis ("*Students can demonstrate understanding of and analyze texts (e.g., news articles, academic papers, data sets) in order to develop their own claims in writing*"), with a 19% D rate (~ 1 in 5). This indicates challenges with being able to a read and assimilate and understand documents. Strengthening instructional emphasis and scaffolded practice in these areas is recommended.

Data for LO 3: Achievement of this LO "revision" is inconclusive due to a high rate (76%) of "Not Applicable" scoring. This suggests the revision-focused learning outcome was not consistently assessed across courses or assignments in many classes. The program should clarify expectations for how revision is demonstrated and ensure that key assessments allow students to show revision ability. It is questionable if students will effectively achieve this LO is they are not assesses on it, and perhaps not delivered it.

This is borne out by a significant deficit in this LO in the classes in which it was assessed. Here we see a 14% D rate, ~ 1 in 7 students, (and a lower than usual P rate). This suggests that a significant fraction of our students are not able to effectively assimilate feedback into revised work.

STUDENT ACHIEVEMENT CONTINUOUS IMPROVEMENT RECOMMENDATIONS

LO 1: We recommend that assessment be focused on communication courses that require, teach, and assess analysis of documents. Given emerging technologies and a pronounced and increasing need for students to demonstrate informational literacy, this should be strongly emphasized. This could include usage of artificial intelligence assistive tools; including appropriate usage and ability to differentiate accurate and appropriate information from non-relevant or hallucinated information.

Intended result: Students will develop appropriate informational literacy, synthesis, and source integration skills. Additionally, students will be able to appropriately use AI-assistive technology in the writing and revision process.

LO 3: While some artifacts were revised on the basis of feedback, this could not be assessed for numerous courses because the feedback and revision were:

a) Not required of all students
b) Not documented (feedback was given orally)

As revision based on feedback is a necessary skill in communication (and required by the IAI), we recommend that courses that systematically use feedback and revision of artifacts be used for assessment.

Intended result: Students will be able to apply the writing process and revise texts for mechanical and higher order revision.

LO 5: We recommend that this learning objective be considered for the in-major communication component of the core. courses or those that require discipline-specific communication.

Intended result: Students will able to more effectively communicate in a discipline specific fashion.

ASSESSMENT PROCESS RECOMMENDATIONS

This assessment was conducted in collaboration between the CCAC and the CxC director. Because of the large number of C-designated courses in-major and the more limited number of out-of-major courses, the assessment was divided into two parts. The audit of in-major courses has not been completed due to a change in the Director of Communication across the Curriculum. Additionally, the out-of-major courses include both foundational communication classes (COM 101 and HUM 200); these were not included in the assessment as undergraduates are able to waive courses by satisfactory completion of the Basic Writing Proficiency test, Advanced Placement Credit, or transfer credit. Therefore, the 300-400 level courses used to

satisfy the C-designation requirement were assessed. Some of these courses, however, do not include teaching and assessment of fundamental communication competencies.

Due to this complexity, we recommend the following:

1) Re-evaluation of the learning objectives. Learning objectives must be distinct and measurable, but sufficiently general to be applied to multiple courses. We also recommend that development of learning objectives for the C-designation be based on acknowledged best practice and with input from faculty in Communication, Humanities, and English Language Services.
2) Adjustment of the courses to be used for C-designation assessment. These should include required foundational communication courses which may only be waived if students demonstrate achievement of all of the learning objectives.
3) Explicit consideration of AI-generated work. Although artifacts were not assessed using AI-generators (due to lack of reliability and issues of bias), a number of artifacts appeared to be generated by AI applications. This may also involve inclusion of a learning objective that assesses appropriate AI use in written and oral communication.
4) Completion of the audit of in-major C-designated courses. The original core curriculum learning goal and requirements are designed to ensure students acquire both foundational communications skills and those required by their major. Therefore, it is essential to determine which in-major courses fulfill this requirement.
5) External assessment was used for the C-designation; we recommend that courses continue to be assessed externally (by qualified faculty not teaching the courses) where possible. Uniform understanding of the rubric and norming contributes to reliability.

Appendix 1: narrative finding by LO

LO1: Students can demonstrate understanding of and analyze texts (e.g., news articles, academic papers, data sets) in order to develop their own claims in writing.

Student data by class is shown in Appendix A. Of the students assessed 19% (73) “did not meet” (DNM) the learning objective, 35% (132) "met” (M) expectations and 45% (170) demonstrated proficiency (P) in this learning objective.

However, for 27% of artifacts, there was no data or the learning objective and the assessment did not align. In many cases, sources (texts, readings, data sets) were not explicitly required for the assessments.

LO 2: Students can craft a text with attention to audience, purpose, context, and conventions.

Student data by class is shown in Appendix A. Of the students assessed, 5% (24) did not meet the learning objective, 34% (175) met expectations, and 50% (258) demonstrated proficiency in this learning objective.

Results for this learning objective indicate that the majority of students are able to craft texts according to conventions. This is notable in that the assessments were diverse, including lab reports, theater reviews, recommendation reports, exams, and other texts.

LO 3: Students can effectively revise their text or argument based upon detailed feedback.

Student data by class is shown below. Of the students assessed 3% (15) did not meet the learning objective, 9% (45) met expectations and 9% (47) demonstrated proficiency in this learning objective.

Unfortunately, 76% of the artifacts submitted did not a) require revision or b) did not have instructor feedback that could be accessed to determine if it was utilized for purposes of revision. Again, this appears to be an issue of alignment. With only 24% of students submitting revised work based on instructor feedback, it’s difficult to determine the extent to which undergraduates are effectively able to revise work.

LO 4: Students can present an effective evidence-based argument in the appropriate medium of communication (e.g., written, visual, oral, or other emergent forms of communication).

Student data by class is shown below. Of the students assessed 3% (13) did not meet the learning objective, 31% (159) met expectations and 53% (273) demonstrated proficiency in this learning objective.

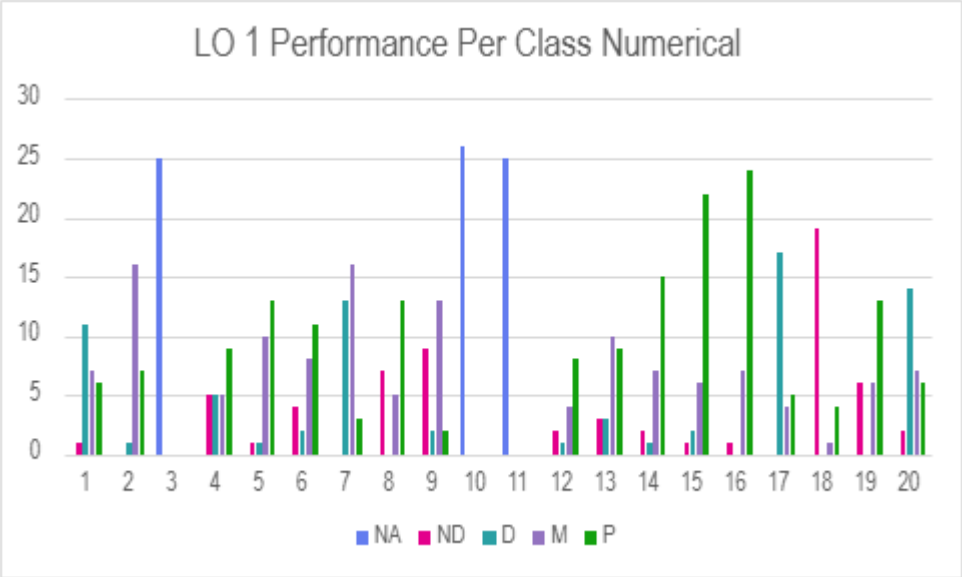
The results indicate that the majority of students are able to meet this learning objective. However, it should be noted that the interpretation of argument varied in multiple assessments. Arguments and evidence varied widely across the diverse sets of artifacts. Students were, by and large, able to use the appropriate medium of communication; however, this was constrained due to the assignment specifics in the majority of cases. For example, students were required to submit visual artifacts for some courses, discussion board postings for others, and text responses for many.

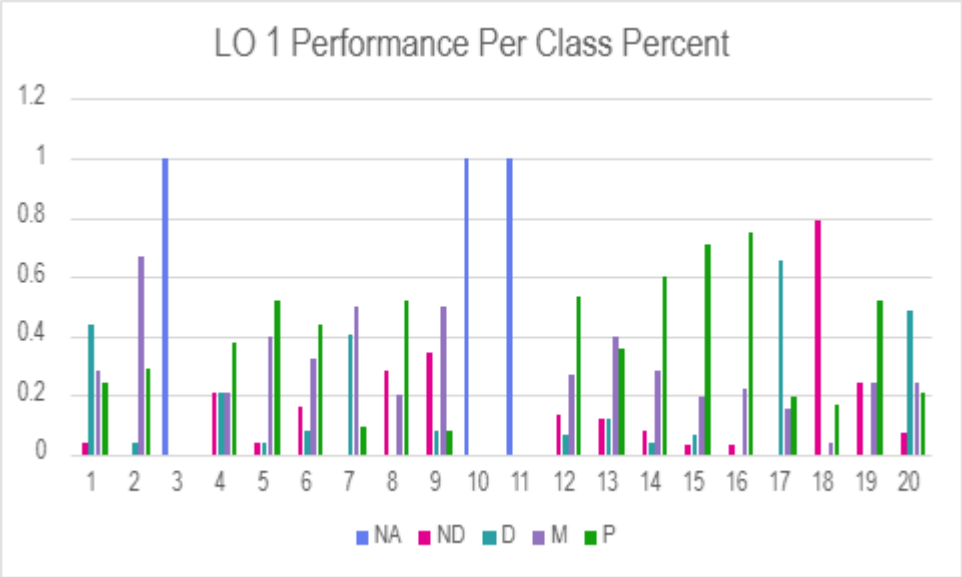
LO 5: Students can communicate specialized knowledge appropriately for a defined audience.

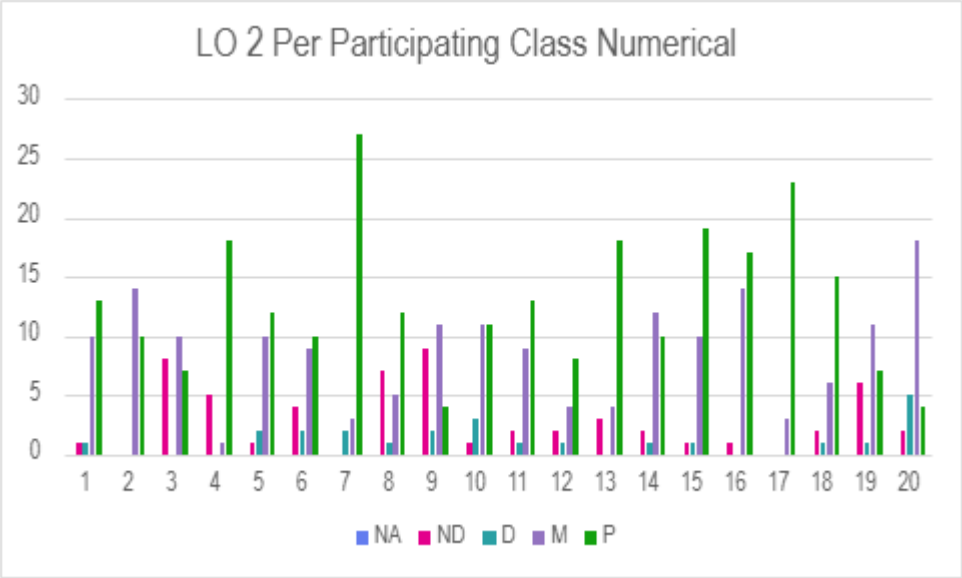
Student data by class is shown below. Of the students assessed 3% (14) did not meet the learning objective, 39% (198) met expectations and 48% (245) demonstrated proficiency in this learning objective. The results indicate that a large majority of students are able to meet this learning objective. However, given the range

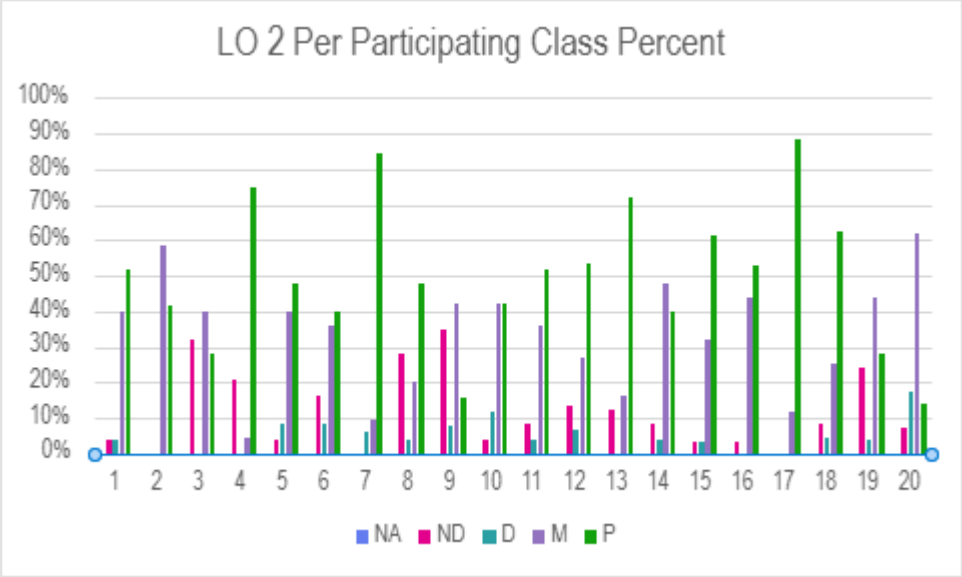
of “specialized knowledge” required to communicate in the major areas for all students, this learning objective should be reviewed further. Specialized knowledge in the context of non-major classes may be significantly different than specialized knowledge that students encounter in their majors and eventually their professions; and this LO may be better assessed in the in-major COM component of the core

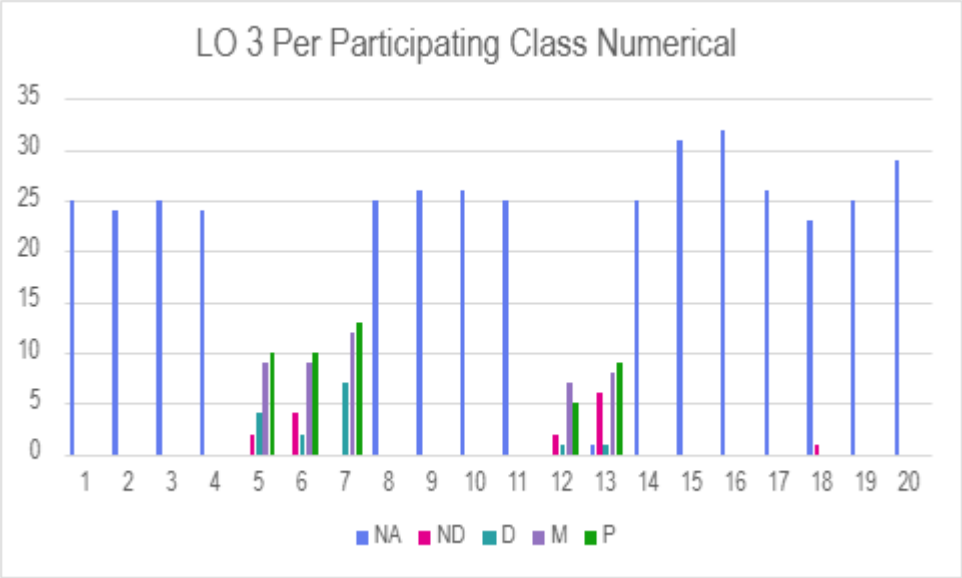
Appendix 2: Achievement of learning objectives by class, numerically and in percentage.

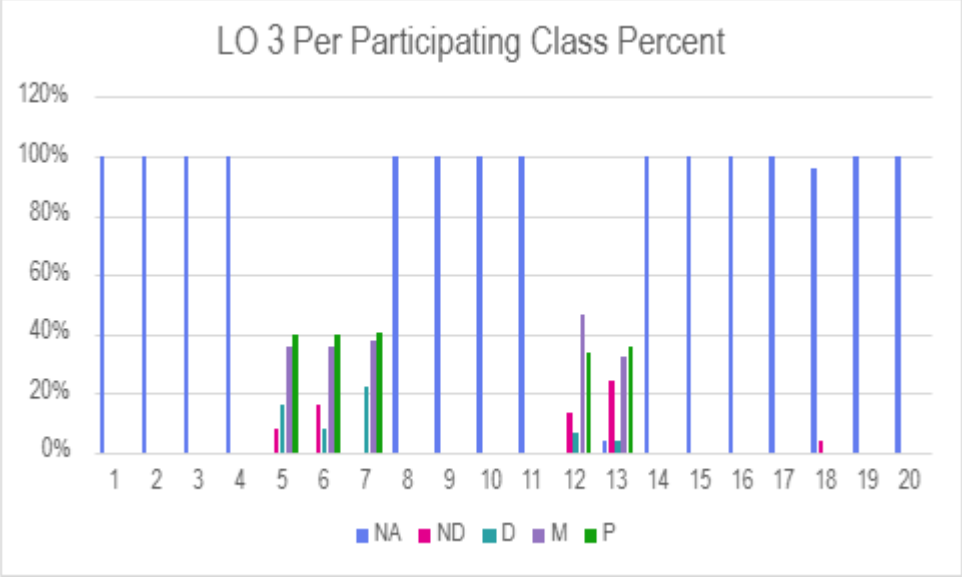





LO 2 Per Participating Class Numerical
30
25
20
15
10
5
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P


LO 2 Per Participating Class Percent
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P


LO 3 Per Participating Class Numerical
35
30
25
20
15
10
5
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P


LO 3 Per Participating Class Percent
120%
100%
80%
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40%
20%
0%
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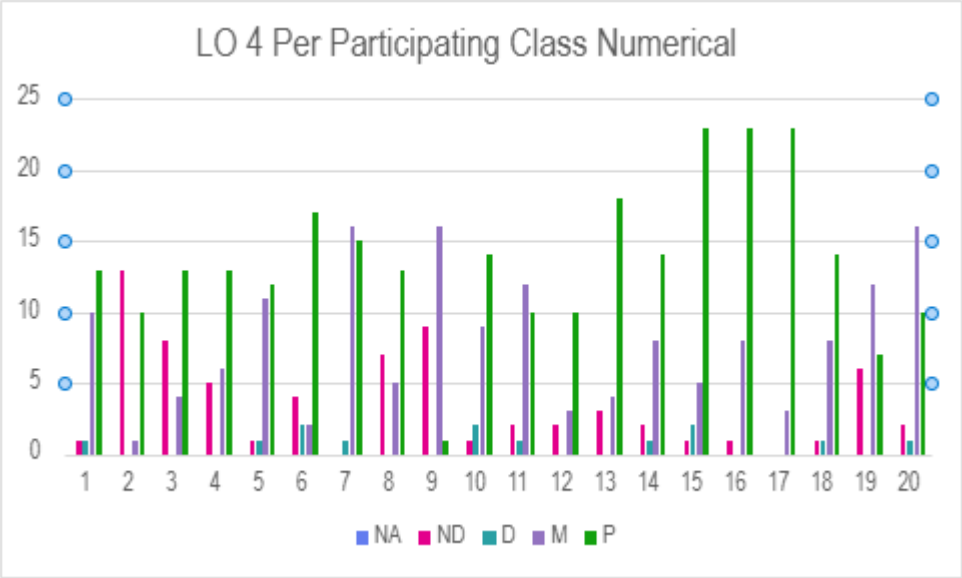
NA ND D M P


LO 4 Per Participating Class Numerical
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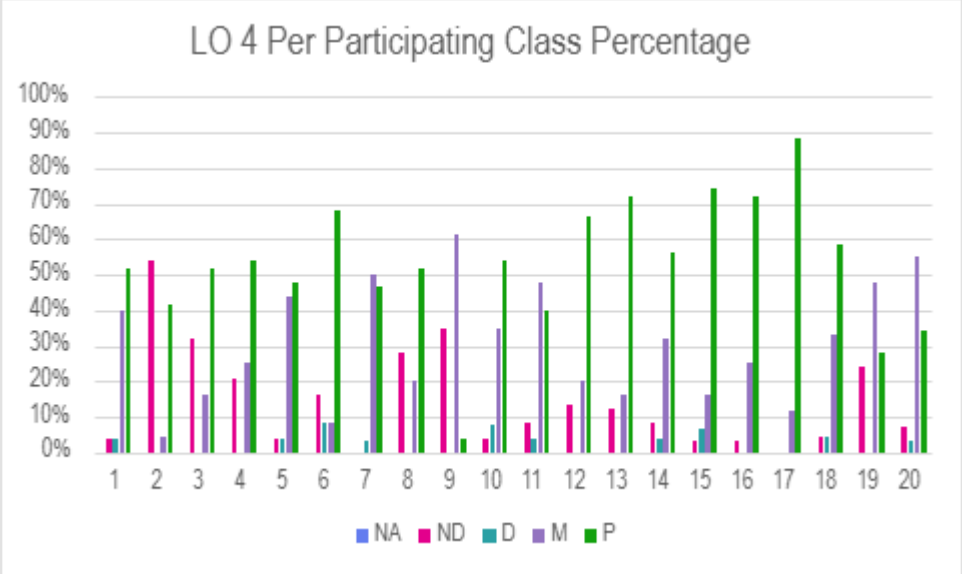
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P


LO 4 Per Participating Class Percentage
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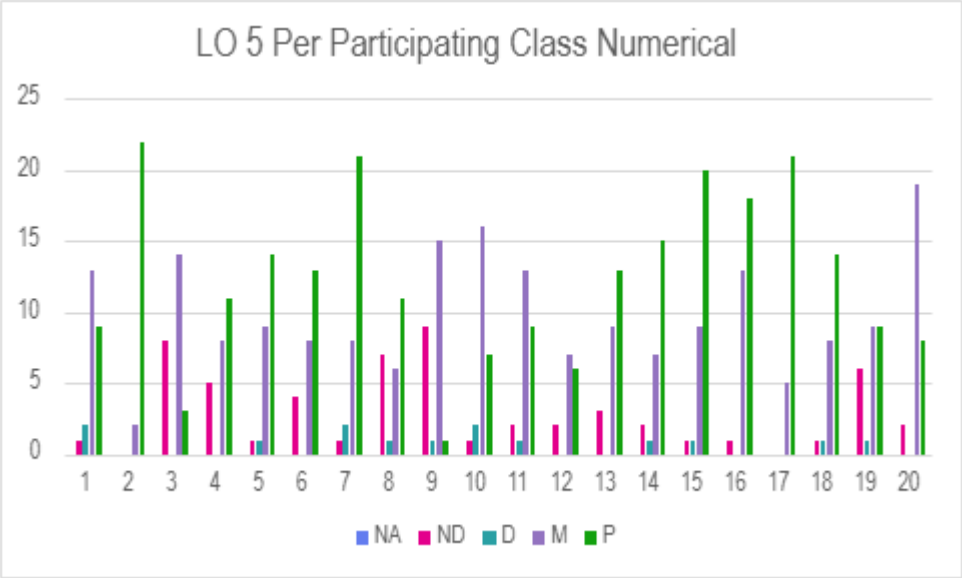
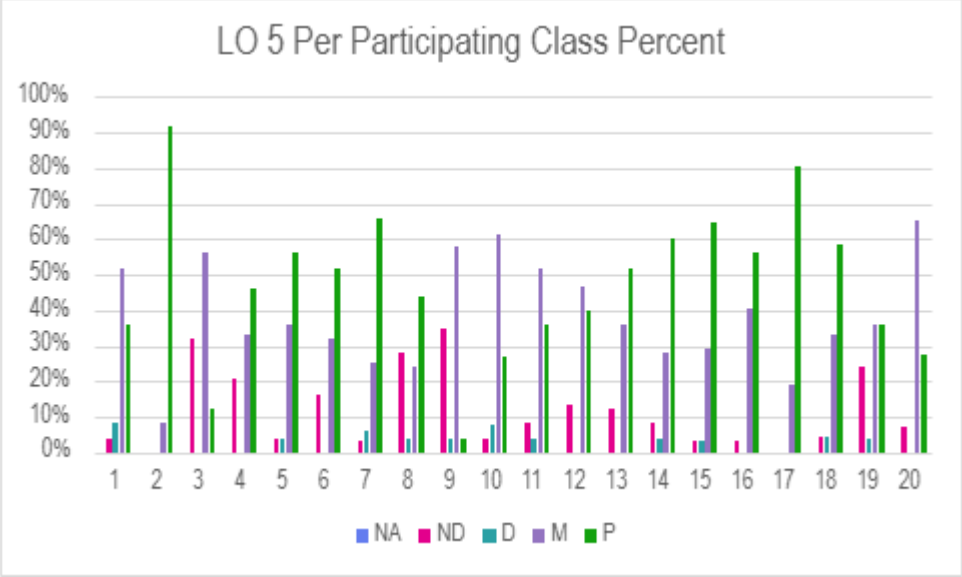
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P


LO 5 Per Participating Class Numerical
25
20
15
10
5
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P


LO 5 Per Participating Class Percent
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
NA ND D M P