



## **Self-Study Evaluation Team Report**

*Effective Date: September 1, 2024  
For Use with Self-Study Visits in 2024-2025*

### **Commonwealth University Self-Study Evaluation Team Visit: March 23-26, 2025**

#### ***Section A: Institutional Representatives***

Provide a list of the following institutional representatives at the time of the visit:

**Chief Executive Officer (CEO)/President**

Dr. Bashar Hanna – President

**Chief Academic Officer**

Dr. Michelle Kiec- Vice President of Academic Affairs and Provost

**Chief Financial Officer**

Mr. Robert Thorn- Interim Vice President for Fiscal Affairs and Chief Financial Officer

**Chair of the Board of Trustees**

Mr. John Wetzel- Chair, Council of Trustees

#### ***Section B: Institutional Context***

**Section B should not be included in the oral exit report.**

Commonwealth University (CU) is a member of Pennsylvania's State System of Higher Education (PASSHE), officially formed on July 1, 2022. The formation included integrating Bloomsburg, Lock Haven and Mansfield universities creating a single comprehensive university with multiple campuses and locations. In 2020, the integration came into effect by Act 50 by the Pennsylvania legislature and the completion of this process is expected within a five-to-seven-year timeline. CU is the second largest of the ten PASSHE institutions, serving the northcentral region of the Commonwealth and beyond.

CU's values focus on student success, setting expectations for faculty, staff, and students as they collaborate together on a shared educational journey. CU conducted an intensive consultative process to identify and vet their strategic plan and self-study priorities. The four CU priorities are:

- Explore curricular innovations, career pathways, high-impact practices, and holistic student support strategies designed to address goals for recruitment, retention, and credential completion

- Analyze survey results, studies, and data to inform institution-wide diversity, equity, inclusion, and belonging (DEIB) initiatives designed to attract a more broadly diverse employee complement and student body and cultivate a more welcoming community
- Evaluate possible revenue generation and cost containment measures to achieve greater financial sustainability
- Examine survey data and strategies that will promote more effective communication with internal and external constituencies

### ***Section C: Self-Study Site Visits***

**Section C should not be included in the oral exit report.**

The team confirms that all required self-study site visits have occurred consistent with Commission policy and procedures and federal regulations.

The two campuses visited, Mansfield and Lock Haven, were very adamant about their community, specifically, their students. As soon as you enter the campuses, there is a feeling of community which is incredible. Faculty and administration focus on their students and their needs. Students expressed they had constant academic and personal orientation.

The faculty were involved in the integration process. They stated that they worked arduously on curriculum revisions. Faculty members recognized that the integration process was difficult, yet they were able to work with colleagues from other campuses and it was a great experience.

Both campuses, like Bloomsburg, had personnel which attended student services. They had Title IX, Library Services, Admissions, Athletics, Career and Professional Development leaders, among others, who focused on their mission, the student being the center. The administrative leaders showed they worked with each other at the different campuses to share ideas and best practices. At both campuses, the teaching and instructional facilities were appropriate for the number of students who took classes. The courses observed during the visit were hands-on and both the faculty and students shared ideas and felt comfortable expressing their knowledge.

The use of technology was impressive at these two sites. The latest technology shows the university's commitment to providing the latest resources to the faculty and students. Through the course of the years, the use of these needs to be assessed. These two sites have integrated with the third campus and were working together to combine offices and efforts to center on students.

The third site, SCI Muncy, is a female correctional center. The program has sufficient staff, and the staff prepares their own materials before the semester they teach. One reason for this is that the material needs to be mailed, as well as books to be used in class, prior to teaching. The correctional center screens all materials and rules need to be followed. The quality of instruction was great to see, and the teaching involved the students. The students were hungry for information and their involvement in the class was impressive.

Location Name and Address	Date of Visit	Type of Location	Individual Visiting
Mansfield Campus- 31 S. Academy Street, Mansfield, PA 16933	March 10, 2025	Additional	Dr. Betsy Morales
Lock Haven Campus- 401 N. Fairview Street, Lock Haven, PA 17745	March 10-11, 2025	Additional	Dr. Betsy Morales
Pennsylvania State Correctional Institution at Muncy- 6454 State Route 405, Muncy, New York 17756	March 11, 2025	Additional	Dr. Betsy Morales

### ***Section D: Requirements of Affiliation***

**Section D should be read during the oral exit report.**

In the team's judgment, the institution appears to meet the requirements of affiliation. *Note: Self-Study Visits in 2024-2025 will continue to use the Thirteenth Edition of the Standards for Accreditation and Requirements of Affiliation.*

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Commonwealth University (CU) effectively meets the Middle States Commission on Higher Education (MSCHE) Requirements of Affiliation by demonstrating compliance across all 15 key areas. CU maintains full authorization and licensure to operate as a postsecondary institution, as evidenced by documentation from governmental agencies, ensuring that it is legally permitted to confer degrees. The university is fully operational with active student enrollment, as verified through data from the National Center for Education Statistics and CU's internal reports. Furthermore, CU upholds transparency by communicating with the Commission in English, both in written and verbal formats, as substantiated by the MSCHE self-study preparation visit and supplemental information reports.

CU adheres to all applicable federal and state regulations, reinforcing its commitment to legal and ethical compliance. The institution provides extensive documentation, including, for example, fire safety and security reports, drug and alcohol abuse prevention policies, and equity in athletics reports. Additionally, CU aligns with Commission, interregional, and inter-institutional policies, as evidenced by articulation agreements, credit hour policies, guaranteed admissions agreements, and student complaint logs. Its governance structure is clearly defined and legally constituted, with accountability ensured through (just for example) Council of Trustees documents, PASSHE policies, and university senate records. The university's governing

body maintains ethical integrity, with a majority of its members free from conflicts of interest, as per Act 188 and Board of Governors directives.

CU attempts to uphold academic rigor and institutional effectiveness through systematic evaluation processes. The university's mission statement and goals, approved by its governing board, provide a clear institutional purpose. Regular assessments of student learning, program effectiveness, and institutional planning are demonstrated through annual academic reports, general education assessments, and strategic planning initiatives. CU ensures financial stability with a well-documented funding base, external financial audits, and responsible fiscal management, as evidenced by Board Affirmed Metrics, CU Financial Audits, and capital spending plans.

Finally, CU ensures the integrity of its educational offerings through a strong faculty base, comprised of full-time and part-time professionals who contribute to the continuity and quality of academic programs. The institution commits to transparency by providing accurate and comprehensive information to accrediting agencies, ensuring consistency in reporting and regulatory compliance. CU has graduated students under the auspices of CU since July 1, 2022, as denoted on students' transcript and diploma therefore, CU meets and upholds all the 15 Requirements of Affiliation, reinforcing its accreditation standing and dedication to academic excellence.

With regards to ROA #3, the MSCHE Team notes that CU recently integrated three institutions—Bloomsburg, Lock Haven, and Mansfield—with its first cohort of students admitted in 2023. As a result, CU will not graduate its first class until 2027. Nevertheless, all students graduating from the university since July 1, 2022 are CU graduates as denoted on their diploma and transcript.



## ***Section E: Standards for Accreditation***

**Section E should be read in its entirety during the oral exit report.**

### **Standard I: Mission and Goals**

**The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.**

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with multiple, representative, institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

### **Summary of Findings**

The evidence provided indicates that CU has clearly defined mission and goals which were created collaboratively and were established with the community. The mission and goals are on the webpage as well as published around campus. CU utilized Blue Beyond Consulting to begin the process of creating a mission and goals which encompassed Bloomsburg, Lock Haven, and Mansfield, at the same time, aligned with the state PASSHE's mission and goals for integration. Based on the evidence presented, CU had staff, Senate, town hall, and many more meetings. This dialog led to the development and endorsement by the Council of Trustees of CU's mission on August 9, 2022, and strategic plan (including CU's goals) on October 6, 2023.

Various Town Hall meetings allowed participation from external as well as internal community. The discussion of integration into CU, and presenting the concept at all possible meetings, as evidenced, allowed for agreement that the main component of the mission is the student. An example of the external community getting involved was the scholarships they were able to offer students which are mainly donations from alumni or residents who care about CU at large.

The mission and goals guide decision making processes at CU. An example of this is the technological investment made for the integration to take place. At first, there were separate offices working at each location, yet, in discussion with the three campuses, the discourse presented stated that the best part of the integration is that all three campuses work together. Faculty, staff, administration, and governing structures work in unison to focus on the main constituent, the student. Students, when interviewed, stated they felt heard, especially with their professors who worked with them if they had any problems. Therefore, the academic and

institutional outcomes revolve around the students, and they feel they are dealing with their needs. Students also stressed they had the opportunity to do presentations (e.g. psychology) with all CU students, regardless of the specific campus and they had an opportunity to share with them.

Faculty were completely involved in curriculum revisions and worked together to develop a curriculum to serve the students. In two years, many curricular revisions were approved and are in the process of being assessed. Faculty also have the incentive of receiving research grants. The grants have been used for students (e.g. mental health initiatives), as well as hands-on student involvement within their fields (e.g. science technology).

Since the goals and missions were only created about three years ago, there is no formal assessment yet. The assessment is to be conducted in the fifth year. Nevertheless, there is a webpage where anyone can provide feedback about the mission and goals. Also, at meetings, anyone can provide information to improve or comment about the mission and goals. One important aspect is that there are dashboards, spreadsheets, and reports that present information about how CU's mission and goals are used as a center of discussion for all administrative and academic processes.

CU's mission and goals are realistic and pertain to higher education. The main evidence provided as an example is the general education curriculum. The courses students need to take to comply with General Education include all but MSCHE standard VI. Courses such as Citizenship and Responsibility, Creativity and Expression are at the core of what students, in higher education, need to include in their studies (curricula) and CU does include these within their goals and their mission.

The focus on student learning and outcomes has been the focus of the curriculum committee at CU. The different programs, using the approved mission and goals, have conducted revisions. Although new students should not worry about confronting curriculum issues, the students who were enrolled during this three-year integration process experienced problems, especially to fulfill their general education requirements. They complained about having to take online courses and that some programs had face to face courses, yet these were at campuses that were not where they were admitted. The administration is aware of this situation and will work for students to work on these issues and work with their students to fulfill their curricula.

On the other hand, faculty at the three campuses came together to create a curriculum to include all students. These revisions are still undergoing changes, keeping in mind student needs and academic excellence. As part of the integration, the changes in revisions were attended to by a committee who arduously passed these for the sake of the students. While all CU curricula were developed and implemented by fall 2024, faculty are continuing to review and revise program curricula.

CU's strategic plan clearly states there will be periodic assessments of their mission and goals which will occur every five years. At the time of this visit, only three years had passed since the integration and of these, two years had been to develop and implement these Standard 1 assessment. Nevertheless, assessments have been done at the senate, local assemblies, town hall meetings, as well as in their meet-and-discuss activities. The president's cabinet also holds meetings and retreats, and they discuss goals and outcomes. They have also used an Assessment Management System (AMS) to gather data and use it for decision making. For the last three years, they have worked with improving assessment, as their constituents have requested. For this academic year, no changes to the mission or goals were recommended.

**Team Recommendation(s):** None

**Requirement(s) :** None

**Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices:**

- Integrating three institutions is not an easy task, the efforts CU has placed on creating their mission, vision, goals, and outcomes in such a short time is admirable. Also, getting these approved and recognized by the community at large is noteworthy.

## **Standard II: Ethics and Integrity**

**Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.**

In the team's judgement, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

### **Summary of Findings**

The self-study evaluation process thoroughly reviewed CU's ethical policies, institutional practices, and governance structures, supplemented by interviews with multiple CU constituencies to determine compliance with MSCHE Standard II. The Review Team evaluation confirmed that ethics and integrity are core institutional priorities, guiding operations, policies, and interactions with internal and external stakeholders.

CU has demonstrated a commitment to ethics and institutional integrity. It is evident that CU ensures that policies and decisions reflect ethical responsibility and transparency in governance, operations, and academic affairs. University policies and practices are designed to ensure institutional accountability, truthfulness in representation, and commitment to contractual obligations with faculty, students, staff, and external stakeholders. Ethical behavior is institutionalized through some compliance training, policies and guidelines, and several oversight committees that monitor institutional ethics and integrity.

CU actively protects academic freedom in research, teaching, and campus discourse, anchored in policies such as the Faculty Handbook's Academic Freedom Statement and the First Amendment and Free Speech Policy. Faculty retain autonomy in scholarship and pedagogy, while student rights to expression are safeguarded through due process policies and the Student Code of Conduct.

The university fosters an inclusive environment through its DEIB Strategic Plan, guided by hiring guidelines, funding support for student cultural organizations, Title IX compliance, and expanded funding and initiatives to recruit underrepresented student groups. Regular campus climate surveys and focus groups, as well as national surveys such as NSSE, inform policy updates, and faculty and staff undergo training in DEIB principles, supported by clear policies against bias and discrimination.

Grievance procedures for students, faculty, and staff are documented and accessible, offering multiple avenues for resolution, including formal complaints, ombudsperson services, and union grievance processes. CU enforces consistent due process and maintains clarity across all grievance mechanisms. The site visit illustrated the responsiveness of student-facing offices such as the Registrar and IT to student and faculty needs.

CU enforces comprehensive conflict-of-interest policies for faculty, staff, administrators, and trustees. Annual financial disclosures, ethics training, and research oversight ensure transparency in operations, including monitoring of faculty consulting and external employment activities.

CU implements equitable policies in hiring, tenure, admissions, and financial aid, with a post-integration focus on increased student DEIB. While the site visit revealed a faculty union concern with unfilled faculty and staff DEI positions, CU's transparent performance-based faculty evaluation criteria, along with anti-discrimination policies and regular compliance reviews, do demonstrate fairness in institutional decisions.

The university employs strict standards for branding and public information and, as evident in the site visit, has made a real effort to ensure consistent messaging through the Strategic Communications unit, supported by audits and compliance reports to ensure truthful representation of offerings and institutional performance. Stated policies govern marketing, admissions practices, and disclosures to students and stakeholders. The site visit demonstrated the lengths to which CU goes to openly communicate with students at all three institutions, with the student governments playing a strong role.

CU supports affordability through a tuition freeze, financial aid programs, and transparency in cost disclosures. High school partnerships are recently being emphasized, with need-based aid access expanded across the three institutions, while the Foundations at the three institutions have successfully expanded fundraising to support student scholarships, student housing and student-facing services such as athletic stadiums.

The university demonstrates full compliance with regulatory and accreditation requirements through regular audits and documentation. Title IX training, financial aid audits, and governance reviews confirm alignment with both MSCHE and state mandates. During the site visit the Team noted that, as part of its commitment to ethical research practices, CU has processes in place to investigate research misconduct. No research misconduct has been filed with CU; however, a pre-integration IRB research misconduct incident was formally filed and dealt with in-house, demonstrating the institution's adherence to oversight mechanisms and ethical compliance in research governance.

CU uses self-assessments, compliance reports, and stakeholder feedback to guide policy updates. Instruments such as the Ethics and Integrity Self-Assessment, DEIB Climate Action Plan, and governance reviews support the institution's culture of continuous improvement. Opportunities to exist to level up assessment for continuous improvement.

#### ▪ Collegial Advice

Based on the institution's self-identified areas for improvement and our review, we offer the following suggestions:

1. Expand external transparency via public dashboards and annual ethics reports, as during the site visit, some staff and students indicated a need for expanded access to such information. Also engage faculty, student, and staff representation governance in shaping institutional policies and communication strategies. The team notes that open sessions demonstrated a disconnect in messaging to students, and some disconnect by staff in perceptions of transparency of communication.
2. Increase visibility and usability of reporting procedures through digital tools. The team notes that representatives from the collective bargaining units expressed discontent

regarding transparency of communications from the administration on issues such as the creation of new colleges and merging of programs without faculty input/consideration, extensive curricular overhauls, the way some programs were placed under review/put under moratorium without allowing time for recruitment, and regarding the closing of the Clearfield campus.

3. Institutionalize a formal ethics and integrity review cycle for continuous evaluation.

**Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

1. CU has demonstrated significant progress in upholding ethics and integrity, particularly through its successful integration of 3 campuses. The university maintains well-documented policies that ensure institutional accountability and compliance. The integration process aligned governance structures, policies, and academic standards across campuses while preserving legacy identities. CU's grievance procedures are accessible and multifaceted, supported by formal reporting tools, and union mechanisms, strengthening institutional trust through enhanced oversight and centralized reporting.
2. CU's DEIB initiatives are data and student driven, shaped by campus climate surveys and compliance assessments, resulting in responsive policies in hiring, programming, and student support. The institution's commitment to inclusive excellence is demonstrated through measurable indicators and continuous policy refinement.
3. Communications, marketing and public representation comply with federal and state guidelines, with regular audits and assessments. Annual effectiveness reports and compliance disclosures reinforce transparency and accountability. The Office of Strategic Communications, despite a small staff, effectively promotes CU's brand and improves the engagement of internal and external audiences.

### **Standard III: Design and Delivery of the Student Learning Experience**

**An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.**

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

#### **Summary of Findings**

CU offers an array of undergraduate, graduate, and professional programs designed to meet the educational needs of students across its Bloomsburg, Lock Haven, and Mansfield campuses. The institution has integrated curriculum from three previously separate institutions, creating a unified academic structure while maintaining campus identities. CU currently offers 54 bachelor's degrees, 21 master's programs, doctoral degrees in audiology and nursing, five associate degrees, 77 minors, 15 certificates, and nine certification programs. These programs are rigorously designed and delivered through both face-to-face and distance education methods and ensures that all learning experiences align with higher education expectations, maintaining consistency and rigor across all modalities and settings.

The institution's General Education program, organized around five curricular themes and 16 learning goals that align with PASSHE requirements and AAC&U essential learning outcomes. During 2022-23, faculty developed, and the University Curriculum Committee (UCC) approved, 377 GE courses, with 29 additional courses approved in 2023-24. This deliberative, data-informed process demonstrates CU's commitment to providing a coherent intellectual foundation for all students. The review team met with the General Education Council and faculty representatives to verify the implementation of the institution's General Education program. The review team found that the University Curriculum Committee provides appropriate oversight of this process, ensuring that courses meet established criteria for inclusion in the GE program. This systematic approach to General Education reflects the institution's commitment to providing students with a coherent intellectual foundation across all programs and delivery modalities.

The review team confirmed through meetings with faculty, department chairs, and academic leadership that the institution employs qualified faculty who undergo rigorous evaluation through comprehensive probationary review, tenure, and promotion processes as mandated by the faculty union. During interviews, faculty members highlighted the thoroughness of the evaluation system, which includes student surveys, peer evaluations of teaching effectiveness conducted by department chairs, and departmental committee and chair assessments of teaching, scholarship, and service. The multi-tiered review process provides meaningful feedback and mentorship to junior faculty while maintaining high standards for instruction.

The team reviewed documentation showing that CU actively supports faculty development through several mechanisms: sabbatical leaves, alternative workload assignments for scholarship and program development, and professional development funds at both the university and college levels. Faculty specifically noted the effectiveness of the Center for Teaching and Learning (CTL) and the Commonwealth Academic Technology Support (CATS). The CTL and CATS programming address diverse faculty and student needs, including workshops on improving DEIB in learning environments, effective advising, managing AI usage, course design, and stress reduction.

The review team observed substantial integration of high-impact practices (HIPs) throughout the curriculum and learning experience during our campus visits. Faculty and administrators provided evidence of implementation of HIPs including first-year seminars, learning communities, undergraduate research opportunities, and study abroad programs. The First-Year Seminar (FYS) has been implemented across all campuses. These practices foster a sense of belonging, improve academic performance, and help students develop critical skills necessary for success in both academic and professional settings. Results from the 2022 NSSE survey indicate that CU students participate in HIPs at rates comparable to or higher than peers, particularly in learning communities and internships.

CU has developed a Program Assessment Review (PAR) process that includes curriculum mapping, student learning outcome assessment, annual reporting, and action plans. This process ensures that learning outcomes are introduced, reinforced, and mastered across the curriculum. The institution has made progress in establishing assessment processes through the PAR in transition (2022-23) and annual report PAR (2023-24) frameworks, now housed in Assessment Management System (AMS).

Multi-modal course offerings have been deployed to leverage faculty resources across campuses and provide access to a broader program array. During discussions with faculty and staff, the review team identified the perception of inconsistencies in implementation across modalities, with instructors reporting varied experiences in delivering multi-modal course offerings. The team agrees with the self-study report's statement that the institution should use assessment data to better understand needs, perceptions, and preferences regarding course modalities to achieve a balanced and effective distribution of modalities across the undergraduate curriculum.

While CU has established a program review schedule and template that aligns with PASSHE's Board of Governors Policy. The program review schedule began in 2024-25 for on-cycle accredited programs and will continue to ensure programs receive comprehensive review at least once every five years. Although the annual PAR process provides valuable information about student learning outcomes, it does not replace the deeper, more holistic evaluation that occurs through a comprehensive program review.

- **Collegial Advice**

Based on the institution's self-identified areas for improvement and our review, we offer the following suggestions:



1. While CU has made progress in understanding student preferences regarding course modalities, we recommend developing a more comprehensive strategy for multi-modal course offerings. This strategy should include specific guidelines for determining which courses and programs are best suited for various modalities, taking into account both student preferences, faculty expertise, and learning outcomes data.
  2. Continue to monitor and address potential equity gaps in access to high-impact practices, particularly for underrepresented student populations. Collecting and analyzing disaggregated data on HIP participation could help identify areas where additional outreach or support might be needed.
  3. As the five-year program review cycle begins, ensure that the process includes robust external input, thorough analysis of student learning outcomes data, and clear mechanisms for translating review findings into actionable improvements.
  4. Some programs have demonstrated the use of assessment results to improve student learning, the system would benefit from more robust mechanisms for tracking improvements across time.
- **Team Recommendation(s)** -None
  - **Requirement(s)** -None

**Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

1. The development and implementation of a unified General Education program across three previously separate institutions represents a significant achievement. The deliberative, data-informed process used to select and implement the program demonstrates exemplary practice in curriculum development.
2. The expansion of educational pathways through articulation agreements and credit for prior learning provides innovative opportunities for diverse learners. The substantial increase in articulation agreements with high schools and career and technical education centers during 2023-24 is particularly noteworthy. These efforts have contributed to a robust and coherent student learning experience that supports student success and aligns with higher education standards.
3. The institution's approach to first-year experience programming, particularly the integration of learning communities and first-year interest groups with the first-year seminar courses demonstrates a best practice that may support student transition and success.

## Standard IV: Support of the Student Experience

**Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.**

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

### Summary of Findings

The University provided a comprehensive explanation of the six criteria outlined in Standard IV, offering clear evidence of policies, processes, and procedures that support student success. These included admissions, advising, disability services, counseling, health center operations, retention, transfer, financial aid, credit evaluation, and student record management. The report also addressed student life, Title IX compliance in athletics, institutional review practices, and regular assessment of program effectiveness to enhance the student experience. Interviews with staff confirmed and supported the findings in the report.

The report included accurate and thorough information on expenses, financial aid, scholarships, grants, loans, repayment, and refunds. The University's website also links to detailed information on these areas. Interviews with staff and supervisors from financial aid, the registrar's office, and the foundation indicated a consistent and equitable process across offices. The financial aid appeals process is accessible through an online portal, with oversight provided to ensure students understand the necessary steps for reinstatement. During the student session, students praised the registrar's office for its strong support during the campus integration process.

The University maintains a dual admission program with six community colleges, guaranteeing admission to CU and maximizing transfer credit. Undergraduate transfer students with an associate degree from a regionally accredited institution in a parallel program or under a P2P statewide agreement are awarded full junior standing. Staff overseeing early college and dual enrollment programs reported a well-supported structure, with most early college students attending on-campus or online classes. Approximately 40% of current early college students transition to the University, according to staff interviews.

Orientation, advisement, and counseling services are available to help students navigate their academic journey and improve retention. A summer orientation is hosted for first-year students, and all students are required to take *FYS 100: First-Year Seminar*, a 3-credit general education

course designed to aid in college transition. During the student session, feedback on the course was mixed. Some students found it helpful for building campus connections, while others felt it lacked relevance to their discipline and contributed little to academic success. Staff confirmed the University does not consistently collect student feedback on the course's effectiveness. Several students suggested tailoring the course more closely to degree paths to increase its value.

Interviews with advising staff revealed that advising support can be inconsistent during the summer semester when many faculty are off contract, making it harder for students to reach their assigned advisors. However, staff who assist with advising make efforts to support students during these times. The current advising model is primarily faculty-driven, with staff providing additional support.

The Office of Diversity, Equity, Inclusion, and Belonging (DEIB) leads efforts to recruit and retain a diverse student body, faculty, and staff. Through targeted programming and events, the office fosters an inclusive and equitable campus environment. In staff interviews, the Dean of Students emphasized a commitment to ensuring that, despite campus differences, students receive equitable services across all locations.

Innovative tools and support programs enhance the student experience. The Financial Aid Office recently launched its software platform with a Virtual Advisor (an AI-powered chatbot) to help students with routine inquiries, with staff available to assist with more complex issues. Disability Services offers a Peer Monitoring Program designed to build community, support student transitions, and promote self-growth and accountability. Counseling Services are available at all campuses, addressing students' physical and mental health needs.

Career and professional development are integrated with alumni engagement through the Alumni & Professional Engagement (A&PE) unit. The *Professional U* career community provides students with career education, networking, internships, a leadership boot camp, and job opportunities.

Four-year graduation rate data for CU overall (including the three campuses and all locations) for the 2018-2020 entering cohorts shows an average of 42.6%, compared to the national average of 49%. Six-year graduation rates for entering cohorts 2016-2018 show an average of 55.0%, slightly below the national average of 65%, though still within a comparable range. Second-year retention data for entering cohorts 2021-2023 is available, showing an average rate of 75.3%, close behind the national average of 78% for fall 2022. The university also tracks graduation and retention rates for Underrepresented Minority (URM) and Pell-eligible students.

There is evidence of periodic assessment of programs supporting the student experience. The self-study included excerpts from annual reports across key areas such as admissions, student affairs, enrollment marketing, financial aid, the registrar's office, student engagement, tutoring, and student success. The Office of Institutional Effectiveness (IE) provides training, mentoring,

and a user guide for annual reporting, along with feedback using a rubric to improve assessment practices. A review of administrative unit reports confirmed a consistent and embedded process for setting goals, measuring outcomes, and using data to drive continuous improvement.

Administrative, educational, and student support units set measurable goals at the beginning of each planning cycle and report results at year-end through CU's AMS, which streamlines assessment and reporting. The University also participates in the National Survey of Student Engagement (NSSE), which previously varied by campus but will now be administered institution-wide on a three-year cycle.

To further assess operations, the University engaged Ruffalo Noel Levitz (RNL) for a review of organizational and operational practices. RNL provided recommendations in areas such as recruitment and student success, and the University has taken steps to implement these suggestions. The self-study highlighted continuous improvement priorities, including updating Student Affairs policies through a DEIB lens, ensuring consistent policy application across campuses, and refining University web content in 2024–2025 to ensure accurate, accessible information for all stakeholders.

### Collegial Advice

1. Adopting a true dual advising model—with clearly defined roles for faculty and staff—could enhance support for students across multiple campuses. Additionally, implementing a one-stop model for student support services may improve the overall student experience beyond what is currently offered.
2. Increasing both the frequency and variety of direct evaluations of student support service offices could provide valuable feedback from students. This information would support ongoing assessment efforts and inform best practices for continuous improvement in student services.
3. The University could consider re-evaluating the First-Year Seminar course and its impact on the student experience. Aligning the course more closely with students' academic pathways may increase its relevance and effectiveness. The possibility of returning to the previous co-teaching model—in which faculty and student services/student affairs staff jointly facilitated the course—could also strengthen collaboration and better support students in transitioning to college life.

- **Team Recommendation(s)** *None*
- **Requirement(s)** *None*

### **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

1. The University should be commended for successfully managing the complex and time-sensitive integration of three college systems and campuses. Throughout this process, the University maintained each campus's unique identity while continuing to deliver uninterrupted student support services.
2. The University deserves recognition for its robust network of specialized student services that support both struggling and high-achieving students across all three campus locations. These services include the Care Team, Health Services Centers, Disability Services, Workforce Development, the Honors College, Alumni Associations, and the Foundations.

### **Standard V: Educational Effectiveness Assessment**

**Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with the programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.**

In the team's judgment, the institution appears to meet this standard.

#### **Summary of Findings**

CU has worked diligently to develop a consolidated assessment system with the integration of the three campuses. The university has established a logical assessment structure that is supported by faculty and administration. PARs (Program Assessment Reviews) are implemented on an annual basis and program reviews will occur every five years. There is evidence that some programs have made progress; however, there is still work to be accomplished-especially around systematically demonstrating improved student learning and improving pedagogy and curriculum. This situation has been compounded by the time element with a delayed start for academic program review due to a state hiatus. Even with professional development, there is an apparent need to clarify assessment processes to ensure authentic and accurate assessment practices (i.e., developing measurable program student learning outcomes and objectives; describing the selected assessment method to support these outcomes and objectives; developing and describing assessment results that are supported by the assessment data; and providing feedback to faculty for specific assessment improvement).

Continuous improvement supports the strategy of implemented actions even if the benchmark is successful achieved by students' assessment results. There were several CU PAR examples and action plans where no action plans were planned since the benchmark was met. There was a noted pattern when students performed below the benchmark no action plan was delineated to address these students.

A survey of CU's website, Self-Study document, and Evidence Inventory indicated a series of program learning outcomes challenges for at least 60% of the undergraduate programs. Efforts to improve outcomes could be guided by professional development to limit the number of outcomes; develop measurable, specific and well-defined outcomes; and list program student learning outcomes for all graduate and certificate programs on the CU website.

There is limited evidence that a process has been initiated to provide for the reassessment of action plans to corroborate improved student learning; however, the program student learning outcomes were compounded and impacted the assessment results. CU provided an example of a curriculum action which resulted from the provost's "Program in Review" process to move a program into moratorium which indicates a curriculum action.

The academic program review five-year rotation schedule began in 2024-25 and will provide opportunity for the implementation of assessment to improve student learning, pedagogy, and curriculum. Professional development has been consistently supported by internal (faculty) and external consultants; however, there is the need for continued professional development.

The CU General Education model holds great potential; however, the documentation for improved student learning, pedagogy, and curriculum has not been fully implemented yet due to adoption of the Shippensburg Model two years ago. CU's general education assessment plan is supported with comprehensive rubrics, program goals, student learning outcomes, objectives and competencies. The General Education Committee has developed an appropriate structure for this process and has begun actively assessing the results on an annual basis. Committee members spoke enthusiastically of their structure and current progress. Plans to execute a "deep dive" into the sixteen general education assessment areas began in 2024-25 with a review of four learning goals under the Foundation theme.

- **Recommendations:**

1. Develop clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.
2. Define meaningful curricular goals for academic programs with defensible standards for evaluating whether students are achieving these goals. CU must guide the program faculty with developing sound student learning outcomes and objectives to secure a foundation for assessment and assist students in improving their learning. Each undergraduate and graduate program should comply at a minimum. Once these goals and PSLOs/student learning objectives are developed they should be posted on the CU website for undergraduate and graduate programs at a minimum.
3. Ensure that assessment results—both quantitative and qualitative—are used to improve educational effectiveness. Program and general education assessments should be grounded in data, with clear documentation and action plans that lead to reassessment and the application of findings to enhance teaching and learning. Additionally, the institution should periodically evaluate the effectiveness of its assessment processes to support continuous improvement in educational outcomes.

- **Collegial Advice**

1. Continue to refine and improve assessment data analysis to provide actions for situations where the benchmark is met.
2. Design action plans where the data reflects the benchmark has not been met.
3. Revise the PAR rubric to focus on assessing quality aspects where there are opportunities that demonstrate assessment techniques that are best practice.
4. Complete the General Education guide for students that has been initiated by CU faculty.

5. Prioritize the assessment of undergraduate and graduate majors, before focusing on the certificates, minors, and concentrations.
  6. Design high-impact practices (i.e., internships) and relevant general education/ISLOs on the program curriculum map.
  7. Develop a systematic approach for assessing high-impact practices (i.e., study abroad experiences and internships). This includes PLSOs, assessment methods, benchmarks, action plans, and reassessment for improvement.
- **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**
    1. Students, faculty, administrators, and staff who have diligently worked to evolve a smooth transition during the past two years.
    2. Integration of technology into the assessment system for efficiencies (i.e., AMS and Qualtrics).



## **Standard VI: Planning, Resources, and Institutional Improvement**

**The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.**

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

### **Summary of Findings**

CU's integration process reflects a clear, aligned, and inclusive approach, underscoring a strong commitment to institutional improvement. The integration itself represents a significant and intentional effort to enhance the institution. Evidence from the self-study report, supporting documents in the evidence inventory, and the team's conversations with representatives from planning, finance, and institutional effectiveness offices indicates that CU has established effective, system-wide planning processes that integrate financial management, strategic planning, and institutional effectiveness across all campuses.

Evidence from the self-study and staff interviews indicates that the institution has sufficient human and financial resources to carry out its educational mission. While financial challenges continue to affect public higher education broadly, CU is currently demonstrating a sustainable approach across all campuses.

CU's fundraising and development efforts are particularly noteworthy, especially those focused on supporting enrollment and retention through student scholarships and targeted capital projects. To date, CU has raised approximately 100 million toward its campaign.

CU has successfully reduced its annual E & G deficit from \$32.6 million FY 23-24 to a projected deficit of \$14.6 million in FY 24-25. Current projections show that the E & G deficit will be reduced further to approximately \$8.9 million by 25-26. While CU still maintains a cash reserve, it has been steadily declining since the integration—an issue noted by the University's finance staff. Finance staff also raised concerns about the extensive physical footprint of the three campuses relative to the current student population. In response, planning and discussions are underway to address this imbalance, with the aim of eventually reducing annual operating costs by an estimated \$5–6 million.

CU faces several challenges stemming from ongoing enrollment declines across all three campuses. A key issue was a miscalculation of enrollment figures (overstating early college students in headcount enrollment projections), which resulted in overly optimistic projections

and inaccurate financial forecasts. Although these errors have since been corrected, current projections still indicate a continued decline in student enrollment.

Stakeholder feedback on enrollment has varied, with both optimistic and pessimistic viewpoints expressed. However, the overall situation remains uncertain and will take time to fully evaluate.

CU undergoes annual independent audits to confirm its financial viability, with well-documented follow-up on any issues identified in the accompanying management letters. Additionally, the University carries out thorough unit-level assessments across academic and administrative areas, supported by continuous data collection and analysis aligned with the requirements of this standard. Further evidence, including documentation of university-wide committees and leadership structures, demonstrates that a strong framework is in place to support effective institutional planning and ongoing assessment.

- **Collegial Advice**

1. The numerous unit-level reports filed through the AMS do a good job of tying actions within administrative units to strategic goals and priorities. However, it is usually less than clear how the assessment results included in these reports are used to inform changes, including resource allocation. We suggest that these reports more directly connect the data they collect to both resource allocation and improvement – especially at the unit level, especially after the program review process is underway. CU has been doing so much so well at the institutional level that they will need to make a convincing pivot to the kind of unit-level changes they will need to focus on now that the integration enters a period of maturity.
2. With the enrollment decline that led to the integration process in the first place far from over, CU leaders will need to keep a close eye on enrollment numbers and factors associated with their increase and decrease. While striving to enhance institutional stability and improvement across all areas, as well as to stabilize enrollment, leadership should also implement a contingency planning process to ensure that students are not adversely affected.
3. Create a data governance council which includes stakeholder groups across the institution. This council would be responsible for creating comprehensive policies and processes around data management, including defining data roles and responsibilities, establishing data policies, and providing professional development on data literacy programs.

- **Team Recommendation(s)** *None*

- **Requirement(s)** *None*

**Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

1. The work carried out by large numbers of administrators, staff, faculty, and students at CU's three campuses, and together, to re-imagine the university as a single comprehensive entity – including in its mission, values, vision, strategic planning priorities, goals, and metrics, are extremely impressive, including in numerous areas directly related to this standard and its criteria.
2. We are especially impressed by the integrated process for mission development, strategic planning, and the creation of the many budgeting, planning, and financial processes necessary to integrate the three campuses into CU.

## Standard VII: Governance, Leadership, and Administration

**The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.**

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

### Summary of Findings

CU demonstrates compliance with Standard VII, encompassing governance, leadership, and administration, by establishing a clear and inclusive governance structure. CU's approach to governance is characterized by an articulated shared governance model that engages faculty, staff, students, and administration in decision-making processes. This governance framework involves key stakeholders, including the Board of Governors (BOG), the Council of Trustees (COT), and the administration, supporting CU's mission and goals and ensuring accountability.

The self-study evaluation confirmed CU's adherence to the standard's criteria, including the establishment of a legally constituted governing body, effective leadership appointment and evaluation processes, and the maintenance of autonomy. While evidence indicated effective communication channels among constituencies fostering trust and collaboration, meetings with faculty, staff, and students highlighted a need for improved and enhanced communication that is responsive to feedback within these processes.

Building on this foundation, the institution is governed by a legally constituted body that serves the public interest and ensures the fulfillment of CU's mission and goals. This governing body holds fiduciary responsibility for the institution, overseeing academic quality, planning, and fiscal well-being. Members possess the independence and expertise necessary to maintain institutional integrity, free from political or financial influences. The governing body is also informed by principles of good practice in board governance and complies with a written conflict of interest policy to ensure impartiality. This adherence to good governance practices helps maintain trust and accountability within the institution.

Furthermore, the governing body does not interfere with the day-to-day operations of the university. Instead, it focuses on policy-level oversight of teaching quality, degree program approvals, personnel policies, and fiscal management. The governing body previews audited financial statements and other documents related to the institution's fiscal viability. This oversight ensures financial integrity. Additionally, the governing body appoints and regularly

evaluates the performance of the Chief Executive Officer (CEO), ensuring that leadership remains effective and aligned with the institution's goals.

In this context, CU's CEO is appointed by, evaluated by and reports to the governing body, holding the necessary credentials and professional experience to fulfill the institution's mission. The CEO possesses the authority needed to develop and implement institutional plans, manage resources, and lead the university effectively. Supported by qualified administrators, the CEO is also responsible for assessing organizational efficiency and effectiveness.

Moreover, the CEO has the authority and autonomy to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, and directing the institution toward its goals. This autonomy is essential for effective leadership and decision-making.

The CEO is supported by qualified administrators sufficient in number to discharge duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness. This support structure ensures that the CEO can focus on strategic leadership while the administration handles operational tasks.

Transitioning to the administration, CU features a well-documented organizational structure across the three integrated institutions, that clearly defines reporting relationships. It is appropriately sized and staffed with individuals who have relevant experience and credentials aligned with the university's mission. Regular engagement with faculty and students, albeit often through top-down, one way communication, is emphasized to advance institutional goals, alongside assessment procedures for evaluating administrative units.

Lastly, CU recognizes the importance of periodic assessments of governance, leadership, and administration effectiveness. This ongoing evaluation process ensures that the institution remains responsive to its mission and the needs of its constituents. By adhering to these standards and criteria, CU ensures effective governance, leadership, and administration that support its mission and benefit its students and other constituencies.

- **Collegial Advice**

1. Develop succession plans for key leadership positions to ensure continuity and stability.
2. Shared governance structures and processes should be reviewed annually to assess their effectiveness and responsiveness to the institution's needs. To close the assessment loop, findings from these reviews should inform necessary adjustments and improvements.
3. To enhance the functioning of shared governance, CU could implement regular training sessions for all stakeholders to further clarify roles, responsibilities, and processes. This would strengthen understanding and engagement across the university community.
4. CU should refine its shared governance structures and processes to reflect the integration and ensure effective communication and collaboration among all constituencies.

- **Team Recommendation(s)** *None*

- **Requirement(s)** *None*

**Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices:**

Integrating three distinct institutions into a single entity was an extraordinary feat of leadership, administration, and governance. This monumental task required immense dedication, collaboration, and resilience from the entire campus community.

## ***Section F: Applicable Federal Regulatory Requirements***

**Section F should not be included in the oral exit report.**

In the team's judgment, the institution *appears to meet* all applicable federal regulatory requirements.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

*Please use the Verification of Compliance with Applicable Federal Regulatory Requirements Evaluator Checklist to document your review of the required evidence. SEE APPENDIX A.*

Commonwealth University (CU) effectively meets the Middle States Commission on Higher Education (MSCHE) Requirements of Affiliation by demonstrating compliance across all 15 key areas. CU maintains full authorization and licensure to operate as a postsecondary institution, as evidenced by documentation from governmental agencies, ensuring that it is legally permitted to confer degrees. The university is fully operational with active student enrollment, as verified through data from the National Center for Education Statistics and CU's internal reports. Furthermore, CU upholds transparency by communicating with the Commission in English, both in written and verbal formats, as substantiated by the MSCHE self-study preparation visit and supplemental information reports.

CU adheres to all applicable federal and state regulations, reinforcing its commitment to legal and ethical compliance. The institution provides extensive documentation, including, for example, fire safety and security reports, drug and alcohol abuse prevention policies, and equity in athletics reports. Additionally, CU aligns with Commission, interregional, and inter-institutional policies, as evidenced by articulation agreements, credit hour policies, guaranteed admissions agreements, and student complaint logs. Its governance structure is clearly defined and legally constituted, with accountability ensured through (just for example) Council of Trustees documents, PASSHE policies, and university senate records. The university's governing body maintains ethical integrity, with a majority of its members free from conflicts of interest, as per Act 188 and Board of Governors directives.

CU attempts to uphold academic rigor and institutional effectiveness through systematic evaluation processes. The university's mission statement and goals, approved by its governing board, provide a clear institutional purpose. Regular assessments of student learning, program effectiveness, and institutional planning are demonstrated through annual academic reports, general education assessments, and strategic planning initiatives. CU ensures financial stability with a well-documented funding base, external financial audits, and responsible fiscal

management, as evidenced by Board Affirmed Metrics, CU Financial Audits, and capital spending plans.

Finally, CU ensures the integrity of its educational offerings through a strong faculty base, comprised of full-time and part-time professionals who contribute to the continuity and quality of academic programs. The institution commits to transparency by providing accurate and comprehensive information to accrediting agencies, ensuring consistency in reporting and regulatory compliance. CU has graduated students under the auspices of CU since July 1, 2022, as denoted on students' transcript and diploma therefore, CU meets and upholds all the 15 Requirements of Affiliation, reinforcing its accreditation standing and dedication to academic excellence.

With regards to ROA #3, the MSCHE Team notes that CU recently integrated three institutions—Bloomsburg, Lock Haven, and Mansfield—with its first cohort of students admitted in 2023. As a result, CU will not graduate its first class until 2027. Nevertheless, all students graduating from the university since July 1, 2022 are CU graduates as denoted on their diploma and transcript.

### ***Section G: Validity and Accuracy of Student Achievement, Financial, and Institutional Data***

**Section G should not be included in the oral exit report.**

#### **I. Validity, Accuracy, and Disclosure of Student Achievement Data**

In the team's judgment, the institution's student achievement information data that it discloses to the public *appear* to be reasonably valid and accurate in light of other data and information reviewed by the team and conform to the Commission's evidentiary expectations and the requirements for disclosure of consumer information to the public in [\*Public Disclosures Policy and Procedures\*](#)..

The institution's student achievement URL available on its website *was* active and working at the time of this review.

#### **II. Validity and Accuracy of Financial and Other Institutional Data**

In the team's opinion, the institution's financial and other institutional data used in the self-study *appear* to be reasonably valid and accurate in light of other data and information reviewed by the team and conform to the Commission's evidentiary expectations.

Based on the team's research and interviews, CU's institutional and financial data used in the Self-Study appear to be reasonably valid and accurate and meet the Commission's evidentiary expectations.



A review of the Self-Study document and analysis of the evidence provided in the Evidence Inventory and during the visit, and meetings with various constituencies at CU suggest that the institution appears to maintain valid data and valid processes and procedures.

### III. Annual Institutional Update (AIU) Indicators and Metrics

The institution *appears* to meet the Commission's established [AIU Indicators and Metrics](#).

This judgment is based on a review of the institution's Annual Institutional Update data as presented in the [AIU Dashboard](#).

*If the institution does not appear to meet or exceed the Commission's expectations related to AIU Indicators and Metrics, provide a summary that reflects on the institution's data.*

## ***Section H: Review of Third-Party Comments and History of Complaints***

**Section H should not be included in the oral exit report. Do not include a written summary of third-party comments or complaints in this report.**

### **I. Third-Party Comments**

The team *verified* that the institution formally notified its constituencies, including the general public, of this accreditation activity and that the Commission makes available the opportunity to submit third-party comments regarding the institution's compliance with standards for accreditation, requirements in accordance with the Commission's *Third-Party Comments for Institutions Under Review Policy and Procedures*. There were no third-party comments.

### **II. History of Complaints**

*If the team reviewed the institution's history of complaints, describe the process the team used to review them along with the team's findings.*

## ***Section I: List of Additional Evidence***

**Section I should not be included in the oral exit report.**

List all additional information (use file names) requested by the team before or during the visit that was used to verify compliance with Commission standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements and was uploaded to the MSCHE institutional portal.

2023-2024 CU Title IX Academic Year Summary

Administrative Annual Report - Academic Affairs Division 2022-24

Administrative Annual Report - Administration Division 2022-24

Administrative Annual Report - Alumni and Pro Engagement LH 2022-24

Administrative Annual Report - Alumni and Professional Engagement MA 2022-24

Administrative Annual Report - Athletic Communications 2023-24

Administrative Annual Report - Athletics BL 2022-24

Administrative Annual Report - Athletics LH 2022-23

Administrative Annual Report - Athletics MA 2022-24

Administrative Annual Report - Auxiliaries 2022-24

Administrative Annual Report - Campus Recreation 2022-24

Administrative Annual Report - Case Manager-Student Support 2022-24

Administrative Annual Report - Civic and Community Engagement 2022-24

Administrative Annual Report - Clearfield Campus 2022-24

Administrative Annual Report - COAESS 2022-24

Administrative Annual Report - College of Education and Human Studies 2023-24

Administrative Annual Report - College of Health Professions 2022-24

Administrative Annual Report - Community Service 2022-24

Administrative Annual Report - Counseling 2022-24

Administrative Annual Report - CU ACT 101 Programs 2022-24

Administrative Annual Report - Disability Service 2022-24

Administrative Annual Report - Early College 2023-24

Administrative Annual Report - EMSA Division 2022-24

Administrative Annual Report - Enrollment Marketing 2023-24

Administrative Annual Report - Executive Communications 2023-24

Administrative Annual Report - Fiscal Affairs 2022-24

Administrative Annual Report - Fiscal Affairs Division 2022-24

Administrative Annual Report - Fraternity-Sorority Life 2022-24

Administrative Annual Report - Government Relations 2022-24

Administrative Annual Report - Graduate Studies 2022-24

Administrative Annual Report - Housing and Residence Life 2022-24

Administrative Annual Report - Inst Effectiveness 2022-24

Administrative Annual Report - Libraries 2022-24

Administrative Annual Report - Marketing and Brand Management 2023-24

Administrative Annual Report - Military and Veterans 2022-24

Administrative Annual Report - Philanthropy BL 2022-24

Administrative Annual Report - Philanthropy LH 2022-24

Administrative Annual Report - Philanthropy MA 2023-24

Administrative Annual Report - Research and Sponsored Programs 2022-24

Administrative Annual Report - Strategic Communications 2023-24

Administrative Annual Report - Student Affairs 2022-24

Administrative Annual Report - Student Conduct 2022-24

Administrative Annual Report - TRIO SSS 2022-23

Administrative Annual Report - Undergraduate Education 2022-24

Administrative Annual Report - Web Communications 2023-24

Administrative Annual Report - Zeigler College of Business 2022-24

Annual Report PAR - Accountancy (MACC)

Annual Report PAR - Business Administration (MBA)

Annual Report PAR - Curriculum and Instruction (MED)

Annual Report PAR - eLearning Specialist (Cert)

Annual Report PAR - Information Technology (MS)

Annual Report PAR - Instructional Game Design (Cert)

Annual Report PAR - Intraoperative Neurophysiologic Monitoring (Cert)

Annual Report PAR - Nursing Programs (Grad)

Annual Report PAR - Nursing Programs Attachment A - Part 1

Annual Report PAR - Nursing Programs Attachment A - Part 2

Annual Report PAR - Nursing Programs Attachment A - Part 3

Annual Report PAR - Nursing Programs Attachment A - Part 4

Annual Report PAR - Nursing Programs Attachment B

Annual Report PAR - Nursing Programs Attachment C

Annual Report PAR - Nursing Programs Attachment D

Annual Report PAR - Rehabilitative Justice (Cert)

Annual Report PAR - School Counseling - Graduate Teacher Certification (Cert)

Annual Report PAR - Speech-Language Pathology (MS)

Appropriations Formula PowerPoint Presentation - Final Version - 3.7.25

Assessment Examples-Unaccredited Programs & GE

CITI Use Summary Integration to Current Date

Commonwealth University Annual Institutional Update

Commonwealth University Supplemental Information Report April 14 2023

Commonwealth University Supplemental Information Report January 16 2024

Commonwealth University Supplemental Information Report January 9 2023

CPP Updated Projections (HRM Report 01 15 25)

CU Ethics Policy Violations - Research Misconduct

CU IRB Consent Form Template

CU IRB Online Survey Consent Template

FYS Fall 2024 Syllabus - Baking Your Way to Success Venditti

FYS Fall 2024 Syllabus - Fostering Happiness - Chaytor Zugarek

FYS Fall 2024 Syllabus - FYS Destress and Find Your Student Zen Lamar Shelton Clarke

FYS Fall 2024 Syllabus - Horror Movie Survival Skills

FYS Fall 2024 Syllabus - Jam Bands and Music Festivals Brandon Lang B

FYS Fall 2024 Syllabus - Mindfulness Lint

FYS Fall 2024 Syllabus - Our Lives Through Music Laib

FYS Fall 2024 Syllabus - The Golden Age of Piracy - M. Bowers

FYS Fall 2024 Syllabus - Ultra Running Life Skills for Students A Lesniak

GEC Assessment-Related Milestones

General Education Dashboard

High-Level Overview of Assessment, Planning, and Budgeting With Notes

HRM Report Updated Projections PASSHE 1.15.25 25 addtl scenarios FINAL

IRB Application Example Redacted

IT Strategic Plan 2024-2027 Updated Draft 03052025

MiddleStates\_AdvancementPresentation\_032424

Navex Fraud Waste and Abuse Hotline Information

NSSE Dashboard Excerpt - HIPS

NSSE\_Dashboard

PASSHE 23-24 CU Title IX Annual Report

Philanthropy Scorecard

PRP 6820 – Research Misconduct

Response to Weakness in ASBMB Reference Letter (Dated 1-1-2024)

Rubric - Criminal Justice (BS,AS)

Rubric - Economics (BA)

Rubric - Economics (Minor)

Rubric - English (BA) - Literature and Society

Rubric - Theatre (BA)

Rubric - Visual Arts (BA)

***Section J: Self-Study Report and Process Comments***

**Section J should be read during the oral exit report if completed.**

The team is aware that the integration of all three campuses was not an easy task and commends Commonwealth University for placing all their efforts to comply with the community as well as with the Self Study report for MSCHE. I would like to congratulate all of you for being involved in this difficult process and we wish you the best working with the processes that are yet to come.

Overall, CU's self-study report is a comprehensive, well-documented assessment that effectively demonstrates compliance with MSCHE's accreditation standards. The self-study report is thorough, offering a clear narrative supported by a wide range of evidence and institutional data. It highlights the institution's strengths, particularly in managing a complex integration of three campuses while maintaining academic quality, governance, and student services. The commitment to ethics, integrity, and shared governance is well-articulated, and the institution's focus on continuous improvement is evident.

*APPENDIX A- Verification of Compliance with Applicable Federal Regulatory Requirements  
Evaluator Checklist*



## Institutional Federal Compliance Report (As of June 2022)

- Please read *Verification of Compliance with Accreditation-Relevant Federal Regulations* before completing this form.
- Institutions must use this *Institutional Federal Compliance Report* for submission, which is available at <https://www.msche.org/resources/>
- Institutions should provide evidence that will best demonstrate the institution's compliance including the evidence identified in *Verification of Compliance with Accreditation-Relevant Federal Regulations*.
- Documentation of policies and/or procedures must be (1) in writing, (2) approved and administered through applicable institutional processes, (3) accessible to constituents, and (4) reflect current practice.
- In the event one or more of these regulations do not apply to an institution, the institution shall indicate that fact and provide an explanation in the space provided. Otherwise, all applicant, candidate, and accredited institutions are expected to provide documentation for each of the requirements.
- The *Institutional Federal Compliance Report* and supporting evidence should be combined into a single, bookmarked, PDF file. A hard copy of the report is not required and will not be accepted.
- Institutions must upload this *Institutional Federal Compliance Report* in conjunction with all other accreditation materials according to established deadlines. The institution must upload the *Institutional Federal Compliance Report* as evidence under Standard II, Criterion 8.
- For technical support with this form or its submission, contact [support@msche.org](mailto:support@msche.org). For all other questions, contact [compliance@msche.org](mailto:compliance@msche.org).

Please type the following information.

**Institution:** Commonwealth University of Pennsylvania

**Report completed by:** John Cosgrove, Ph.D.

**Date:** January 16, 2025



## 1. Student Identity Verification in Distance and Correspondence Education

	<b><u>Evidence to Demonstrate Compliance:</u></b>
1. Policies and/or procedures used to ensure student identity verification in distance education or correspondence courses	<p>Student code of conduct includes Prohibited Conduct – False Information: “– (a) Making, using, or possessing any falsified document or record; (b) knowingly making a false Report or providing false information in connection with a University inquiry or investigation; (c) altering or forging any University document or record, including identification, meal or access cards, and parking permits; or (d) other intentional misrepresentation to, or deception of, a University official”</p> <p><a href="#">Student Code of Conduct</a></p> <p>Policy 8-02 Identification Card Policy indicates it is against policy to misrepresent oneself or create false ID cards to misrepresent oneself as a member of the University <a href="#">Identification Card Policy (Policy 8-02)</a></p> <p>CU has Respondus Monitor which can be enabled on assessments in Brightspace and require the student to show their identification card as part of the exam start process.</p> <p>Use of this and other proctoring depends on each individual instructor. Each instructor can choose to use or not to use proctoring services for exams.</p> <p>PRP 2550 Acceptable use of technology policy includes use of others’ accounts <a href="#">Acceptable Use of Technology Policy (PRP 2550)</a></p> <p>Policy 1-02 Academic Integrity Policy prohibits fabrication, misrepresentation, and impersonation <a href="#">Academic Integrity Policy (Policy 1-02)</a></p>
2. Policies and/or procedure(s) regarding the protection of privacy (i.e. FERPA) for students enrolled in distance education and correspondence courses	<p>Policy 8-03 Information Security Policy and guidelines refer to privacy of data and restricted data such as related to FERPA for ALL students. <a href="#">Information Security Policy (Policy 8-03)</a> <a href="#">CU's FERPA Webpage</a></p> <p>PRP 3264 Student course requirements and progress information requires any posting of student grades not identify the student <a href="#">Student Course Requirements and Progress Information (PRP 3264)</a></p>

<p>3. Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus. Evidence should include URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures</p>	<p>Commonwealth University does not have additional charges associated with distance learning courses.</p>
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**Explanation if a compliance requirement is not relevant for your institution:**

## 2. Transfer of Credit Policies and Articulation Agreements

	<b><u>Evidence to Demonstrate Compliance:</u></b>
<p>1. Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) including any types of institutions or sources from which credits are not accepted. The policy or procedure must include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.</p> <p>*Demonstrate public disclosure of policy by URL, catalog, or other public location</p>	<p>Commonwealth University HEA Student Consumer Information Webpage (Student Achievement Webpage):</p> <p><a href="#">Consumer Information Homepage</a></p> <p>College level courses completed with a grade of C or above from two- or four-year institutions accredited by one of the regional accrediting agencies are usually transferred. Final approval for the transfer of credits for specific courses resides with department chairpersons. The policies and procedures for assessing and assigning transfer credits earned at another institution are described in detail at the links that follow.</p> <p><a href="#">Undergraduate Student Transfer Policy (PRP 3343)</a></p> <p><a href="#">Transfer Student Application Homepage</a></p> <p><a href="#">Graduate Admission, Withdrawal, Course Repeat, Transfers and Graduation-Requirements (PRP 3463)</a></p> <p><a href="#">Articulation Agreements</a></p> <p>The Pennsylvania Transfer and Articulation Center (PA TRAC) describes transfer arrangements among participating institutions, including Commonwealth University.</p> <p><a href="#">PA TRAC Homepage</a></p> <p><a href="#">PA TRAC Framework</a></p> <p>Commonwealth University follows PASSHE policies, including this policy on transfer students:  <a href="#">PASSHE Policy 1999-01-A: The Transfer Student</a></p>

<p>2. Demonstrate public disclosure of the list of institutions with which the institution has established an articulation agreement by URL and other public locations, if any</p>	<p><a href="#">CU Articulation Agreements Homepage</a></p> <p><a href="#">PA TRAC Homepage</a></p> <p><a href="#">PA TRAC Framework</a></p>
<p>3. Policies and procedures for making decisions about credits awarded through the assessment of experiential learning, prior non-academic learning (including military service), competency-based education, direct assessment, and other alternative learning approaches. Demonstrate public disclosure of policy by URL, catalog, or other public location</p>	<p>The <a href="#">Undergraduate Student Transfer Policy (PRP 3343)</a> addresses credits awarded through experiential learning and prior non-academic learning, and competency-based education. Included in this policy are sections covering: Prior Learning Assessment; Advanced Course Placement Credit (AP); American Council on Education (ACE) Training Programs; College Level Examination Program (CLEP) General Examination; Credit by Exam; International Baccalaureate Program (IB); and the Military Academic Credit Review Board (MAC-RB).</p> <p><a href="#">Credit for Prior Learning Webpage</a> (included on this webpage is a section on Credit for Prior Learning Policy and Procedures for Undergraduate Students)</p> <p><a href="#">Advanced Placement Exams Webpage</a></p> <p><a href="#">CLEP Webpage</a></p> <p><a href="#">Military Academic Credit Review Board Webpage</a></p>

*\*If possible, institutions should use same URL as the institution uses for Student Right to Know. The URL provided here should match what is submitted for the Student Achievement Webpage as reported in the Annual Institutional Update (AIU).*

**Explanation if a compliance requirement is not relevant for your institution:**

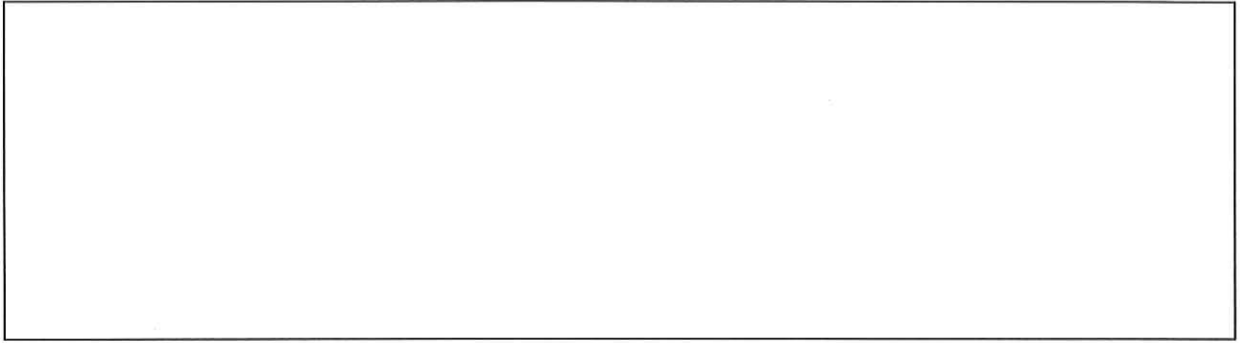


### 3. Title IV Program Responsibilities

	Evidence to Demonstrate Compliance:																																																																																										
1. The most recent three-year Official Cohort Default Rate. If applicable, submit reports on compliance from the USDE in regard to the cohort default rate, including any default reduction plans	<table><tr><th>OPE ID</th><th>Commonwealth (Bloomsburg)</th><th>FY 2021</th><th>FY 2020</th><th>FY 2019</th></tr><tr><td rowspan="6">3315</td><td>Default Rate</td><td>0%</td><td>0%</td><td>2.5%</td></tr><tr><td>Number of Borrowers in Default</td><td>0</td><td>1</td><td>116</td></tr><tr><td>Number of Borrowers in Repayment</td><td>4,060</td><td>4,446</td><td>4,638</td></tr><tr><td>Enrollment Figures</td><td>N/A</td><td>9,568</td><td>9,843</td></tr><tr><td>Percentage Calculation</td><td>N/A</td><td>46.47%</td><td>47.12%</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><th>OPE ID</th><th>Lock Haven</th><th>FY 2021</th><th>FY 2020</th><th>FY 2019</th></tr><tr><td rowspan="6">3323</td><td>Default Rate</td><td>0%</td><td>0%</td><td>3.1%</td></tr><tr><td>Number of Borrowers in Default</td><td>0</td><td>0</td><td>41</td></tr><tr><td>Number of Borrowers in Repayment</td><td>1,017</td><td>1,161</td><td>1,289</td></tr><tr><td>Enrollment Figures</td><td>N/A</td><td>3,557</td><td>3,803</td></tr><tr><td>Percentage Calculation</td><td>N/A</td><td>32.64%</td><td>33.89%</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><th>OPE ID</th><th>Mansfield</th><th>FY 2021</th><th>FY 2020</th><th>FY 2019</th></tr><tr><td rowspan="6">3324</td><td>Default Rate</td><td>0%</td><td>0%</td><td>3.4%</td></tr><tr><td>Number of Borrowers in Default</td><td>0</td><td>0</td><td>23</td></tr><tr><td>Number of Borrowers in Repayment</td><td>631</td><td>610</td><td>671</td></tr><tr><td>Enrollment Figures</td><td>N/A</td><td>1,938</td><td>1,799</td></tr><tr><td>Percentage Calculation</td><td>N/A</td><td>31.48%</td><td>37.30%</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Source: <a href="https://nsldsfp.ed.gov/cdr-searchable-database/school/search">https://nsldsfp.ed.gov/cdr-searchable-database/school/search</a></p> <p>The default rates and number of borrowers in default are skewed because of the suspension of loan payments due to the Covid-19 pandemic.</p>	OPE ID	Commonwealth (Bloomsburg)	FY 2021	FY 2020	FY 2019	3315	Default Rate	0%	0%	2.5%	Number of Borrowers in Default	0	1	116	Number of Borrowers in Repayment	4,060	4,446	4,638	Enrollment Figures	N/A	9,568	9,843	Percentage Calculation	N/A	46.47%	47.12%					OPE ID	Lock Haven	FY 2021	FY 2020	FY 2019	3323	Default Rate	0%	0%	3.1%	Number of Borrowers in Default	0	0	41	Number of Borrowers in Repayment	1,017	1,161	1,289	Enrollment Figures	N/A	3,557	3,803	Percentage Calculation	N/A	32.64%	33.89%					OPE ID	Mansfield	FY 2021	FY 2020	FY 2019	3324	Default Rate	0%	0%	3.4%	Number of Borrowers in Default	0	0	23	Number of Borrowers in Repayment	631	610	671	Enrollment Figures	N/A	1,938	1,799	Percentage Calculation	N/A	31.48%	37.30%				
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	Percentage Calculation	N/A	31.48%	37.30%																																																																																							
2. Financial Responsibility Composite Scores for the three most recent fiscal years. For clarity, this information may be presented as a table. (private and for-profit institutions only)	N/A – Commonwealth University is a public university.																																																																																										
3. Letter or notification confirming the institution’s status as a public institution from an appropriate official from a state or other governmental agency with the legal	Article XX-A, The State System of Higher Education, (added Nov. 12, 1982, P.L.660, No.188; as amended through July 8, 2022), which is commonly known as PA Act 188, designated Commonwealth University as a public institution. <a href="#">Act 188 of 1982</a>																																																																																										

authority to make such a designation ( <i>public institutions only</i> )	
4. Final Program Review Determination Letter or Expedited Determination Letter and any major correspondence from the most recent program review since the institution's last Verification of Compliance Review. If a program review is in process or an audit is underway, provide major documentation that is available such as Notification for the Program Review or Preliminary Findings. The institution should provide status reports or documentation if it has requested an extension or filed an appeal	N/A – This is Commonwealth University's first Verification of Compliance Review.
5. Single Audit (OMB-Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F; Uniform Guidance) on federal programs for the most recent three fiscal years available ( <i>non-Profit institutions only</i> )	<p>Included at the end of this report:</p> <p>State System's Single Audit Report June 30 2021  State System's Single Audit Report June 30 2022  State System's Single Audit Report for June 30 2023</p> <p>Note: The Single Audit Report for June 30, 2024 will not be available until spring 2025.</p>
6. Relevant correspondence from the USDE, since the institution's last Verification of Compliance Review, such as any actions to limit, suspend, or terminate the institution's eligibility to participate in title IV programs, including institutional response, if applicable	N/A – This is Commonwealth University's first Verification of Compliance Review. Furthermore, Commonwealth has had no U.S. Department of Education correspondences to limit, suspend, or terminate its eligibility to participate in title IV programs, nor did Bloomsburg, Lock Haven, and Mansfield Universities before they integrated and formed Commonwealth University on July 1, 2022.

**Explanation if a compliance requirement is not relevant for your institution:**



#### 4. Institutional Records of Student Complaints

	<u>Evidence to Demonstrate Compliance:</u>
1. Policy and/or procedures for student complaints. Include the URL and any other public location where these documents are made available to students and the public	<p>The <a href="#">Dean of Students Homepage</a> includes links to the <a href="#">Student Handbook Homepage</a> and to the <a href="#">Student Complaints and Concerns Homepage</a>.</p> <p>Maxient is a case management system that allows incoming reports to be assigned as a case type (corresponding to the appropriate policy). Cases are assigned to an appropriate case manager who will use the system to create notes, formal correspondence and resolutions. Cases remain open until resolved by the case manager. Maxient provides reports on the numbers and disposition of Complaints and Concern cases.</p> <p>Once received through the reporting forms (below), complaints are received in Maxient, and the appropriate offices are alerted via email and begin review. The complaints are resolved through the appropriate policies (Academic Grievance, Code of Conduct, Sexual Misconduct, Harassment<sup>33</sup> and Discrimination, Americans with Disabilities). General complaints are referred to the Dean of Students office for review and consultation with the student.</p> <p>The CU Student Complaints and Concerns Homepage (<a href="#">CU Student Complaints and Concerns Homepage</a>) includes, but is not limited to, sections on: (1) Academic Complaints and Concerns, (2) Student Complaints, Conduct, and Concerns; and (3) Discrimination, Harassment, and Sexual Misconduct.</p> <p>The Academic Complaints and Concerns section includes, but is not limited to, to these links to forms, policies, and procedures:</p> <p><a href="#">Academic Grievance Form</a></p> <p><a href="#">Academic Grievance Procedure (PRP 3592)</a></p> <p><a href="#">Academic Integrity Policy (Policy 1-02)</a> (the Academic Integrity Form requires Single Sign-On to access)</p> <p><a href="#">Copyrighted Materials Homepage</a> (this homepage has a section on the Copyright Complaints Procedure)</p> <p>The Student Complaints, Conduct, and Concerns section on the <a href="#">Student Complaints and Concerns</a></p>



	<p><a href="#">Homepage</a>, includes, but is not limited to, to these links to forms, policies, and procedures:</p> <p><a href="#">Student Conduct Homepage</a></p> <p><a href="#">Bloomsburg Campus Student Conduct Incident Report Form</a></p> <p><a href="#">Lock Haven Campus Student Conduct Incident Report Form</a></p> <p><a href="#">Mansfield Campus Student Conduct Incident Report Form</a></p> <p><a href="#">Student of Concern Report Form</a></p> <p><a href="#">Student Non-Academic Grievance Policy (Policy 7-01)</a></p> <p><a href="#">Non-Academic Complaint Form</a></p> <p><a href="#">General Student Complaint Form</a></p> <p>The Discrimination, Harassment, and Sexual Misconduct section on the <a href="#">Student Complaints and Concerns Homepage</a>, includes, but is not limited to, these links to these forms, policies, and procedures:</p> <p><a href="#">Americans with Disabilities Policy (PRP 2060)</a></p> <p><a href="#">Harassment and Discrimination Policy (PRP 4789)</a></p> <p><a href="#">Title IX Homepage</a></p> <p>The Title IX Homepage lists numerous resources, including the <a href="#">Sexual Misconduct (and Title IX) Incident Report Form</a></p>
<p>2. Public location of contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student's complaint. Include the URL and any other public location, if any</p>	<p>The CU Student Complaints and Concerns Homepage (<a href="#">Student Conduct Homepage</a>) has a section called Academic Complaints and Concerns. This section has an expandable tab called Complaint Procedures with State Approval and Licensing Entities and within it are links to file complaints against CU with PASSHE, the PA Department of Education, the Middle States Commission on Higher Education, and for distance education complaints, a link to the SARA complaint form.</p> <p><a href="#">PASSHE Student Complaints Process Homepage</a></p>

	<a href="#">PA Department of Education Students Complaints Homepage</a> <a href="#">MSCHE Complaints Homepage</a> <a href="#">NC-SARA Student Complaints Homepage</a>
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**Explanation if a compliance requirement is not relevant for your institution:**

## 5. Required Information for Students and the Public

	<b><u>Evidence to Demonstrate Compliance:</u></b>
1. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures of graduation, completion, licensure pass rate and other data required by <i>Student Right to Know</i> *, as well as policies on Satisfactory Academic Progress (SAP), refund, withdrawal, leave of absence, and attendance	<p>Consumer Information, Academic Calendar, College Catalogs, and Annual Costs Estimator webpages:</p> <p><a href="#">Consumer Information Homepage</a></p> <p>Some of the important disclosure requirements found on the Consumer Information homepage include, but are not limited to, the following:</p> <p><a href="#">Academic Catalogs</a> (includes historical catalogs for Bloomsburg, Lock Haven, and Mansfield, as well as the current CU Catalog)</p> <p><a href="#">Family Educational Rights &amp; Privacy Act Policy (FERPA) Webpage</a></p> <p><a href="#">Annual Cost Estimator</a></p> <p><a href="#">Student Course Requirements and Progress Information (PRP 3264; Satisfactory Academic Progress)</a></p> <p><a href="#">Undergraduate and Graduate Degree Maps</a></p> <p><a href="#">PASSHE Policy 1983-19-A: Refund Policy &amp; Procedures</a></p> <p><a href="#">Class Attendance Policy (PRP 3506)</a></p> <p><a href="#">Withdrawal from the University Policy (PRP 3581)</a></p> <p><a href="#">Teacher Preparation Program Reports (CAEP Annual Reporting)</a></p> <p><a href="#">Student Handbook Homepage</a></p> <p><a href="#">Student Code of Conduct</a></p> <p><a href="#">Retention Rates</a></p> <p><a href="#">Graduation Rates</a></p> <p>Voter Registration:  <a href="#">Pennsylvania Voter Registration Application</a>  <a href="#">Registration Links to Vote in All States (Vote.gov)</a></p> <p><a href="#">Policies, Procedures, Standards, and Guidelines Homepage</a></p>

<p>2. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting disclosure of program completion eligibility to meet State licensure requirements including States for which the curriculum meets and does not meet State eligibility requirements, and for which eligibility has not been determined</p>	<p><a href="#">State Authorization Reciprocity Agreements (SARA) Homepage</a></p> <p><a href="#">Licensure and Certification Disclosure Homepage</a></p> <p><a href="#">Career One Stop</a> (one of the links listed on the Licensure and Certification Disclosure Homepage)</p> <p>In addition, required notices are sent out during the admissions process to out-of-state students enrolling in face-to-face programs that may lead to licensure or certification, and all students receive a series of notices at the start of each semester known as E-Reg and one of these notices directs students to review the Licensure and Certification Disclosure website.</p>
<p>3. Documents and URLs for clear and accurate information wherever accreditation is referenced available to current and prospective students that show the accreditation phase and accreditation status with the Middle States Commission on Higher Education as well as the contact information for the Commission</p>	<p><a href="#">Accreditations Homepage</a></p> <p><a href="#">Program Accreditations</a></p> <p><a href="#">Consumer Information Homepage</a></p> <p><a href="#">Accreditation Link on Office of Institutional Effectiveness Homepage</a></p> <p>Accreditation Status on MSCHE webpage: <a href="https://www.msche.org/institution/0468/">https://www.msche.org/institution/0468/</a></p>
<p>4. Provide an explanation for how the institution verifies that the posted student outcomes data are accurate</p>	<p>Data reported on the Institutional Research webpage (<a href="https://www.commonwealthu.edu/offices-directory/institutional-effectiveness/institutional-research">https://www.commonwealthu.edu/offices-directory/institutional-effectiveness/institutional-research</a>) are matched against data submissions to PASSHE, which has a series of edit checks on these submissions to ensure accurate reporting. In addition, student outcomes are prepared in accordance with established IPEDS definitions and verified against PASSHE reporting to ensure consistency and accuracy. The First Destinations surveys follow NACE standards (National Association of Colleges and Employers). Additionally, the Office of Institutional Effectiveness maintains standards and provides guidance and assistance for the reporting of student outcomes and other assessment matters as detailed on the office's assessment website:</p> <p><a href="#">Assessment Homepage</a></p>



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*\*Many institutions create a single portal page on the institution's web site that provides hyperlinks to disclosure information (Consumer Information Page, Student Right to Know, HEOA, Fast Facts, At A Glance, etc.). This is the recommended approach as it facilitates the review by the Commission since it consolidates the information in one place and meets multiple accountability requirements at one time.*

**Explanation if a compliance requirement is not relevant for your institution:**

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## 6. Standing with State and Other Accrediting Agencies

	<u>List of Evidence to Demonstrate Compliance:</u>
1. Names of other accreditors, program(s) it accredits, and year of next review	<p><a href="#">Accreditations Homepage</a></p> <p><a href="#">Program Accreditations</a></p> <p><a href="#">Consumer Information Homepage</a></p> <p><a href="#">CU Catalog</a> (A link to the MSCHE accreditation statement is included under the Policies menu bar)</p> <p><a href="#">Accreditation Link on Office of Institutional Effectiveness Homepage</a></p>
2. Documents and URLs available to current and prospective students that show the most recent updated degree granting authority, charter, or license with an appropriate jurisdiction and the current accreditation status with other USDE recognized accrediting agencies	<p>Commonwealth University, with campuses at Bloomsburg, Lock Haven, and Mansfield is a member university of Pennsylvania's State System of Higher Education:  <a href="#">PASSHE Profile of the Bloomsburg Campus</a>  <a href="#">PASSHE Profile of the Lock Haven Campus</a>  <a href="#">PASSHE Profile of the Mansfield Campus</a></p> <p>Commonwealth University is approved by the Pennsylvania Department of Education to provide certifications in a number of education disciplines as documented on this website.  <a href="#">PA Dept. of Education Approved Certification Programs</a></p> <p>Middle States website indicating Commonwealth University is a regionally accredited university:  <a href="#">Commonwealth University's Statement of Accreditation Status</a></p> <p>Commonwealth's Accreditations Webpage  <a href="#">Accreditations Homepage</a></p>

3. Report from State or other accreditor if institution has been found noncompliant (including institutional response) within the last five years	N/A. Commonwealth University is in compliance with its accreditors and the Commonwealth of Pennsylvania, including required annual compliance reporting to the Pennsylvania Department of Education, as well as with required annual reporting to the National Council for State Authorization Reciprocity Agreements (NC-SARA).
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**Explanation if a compliance requirement is not relevant for your institution:**

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**7. Written Arrangements**

	Evidence to Demonstrate Compliance:
1. List of current written agreements, including the name of third-party and educational program(s) involved, and date of Commission approval	Currently CU does not have any written arrangements approved by MSCHE, however, CU will be submitting two Substantive Change Request Forms with third-party Guthrie Robert Packer Hospital for Radiologic Technology, AAS, and Respiratory Care, BS, by or before the March 1, 2025, deadline.

2. Documents and/or URLs available to current and prospective students that describe written arrangements including: the name of the educational program(s) involved; the portion of the educational program not provided by the institution; the name and location of the other unaccredited or ineligible third party providers; and the method of delivery and estimated additional costs of that portion of the program	Not Applicable. CU does not currently have written arrangements, but we do comply with the requirements to describe academic programs to current and prospective students. Program descriptions are available on the degree maps web page and on academic program web pages, which provide program location and teaching modality(ies).
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**Explanation if a compliance requirement is not relevant for your institution:**

## **8. Assignment of Credit Hour**

	<b><u>Evidence to Demonstrate Compliance:</u></b>
1. Policy and procedures for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality). Include the URL and any other location where the documents are disclosed to students and the public	Requests for new courses emerge from the faculty. Oversight of the process is provided by the University Curriculum Committee (UCC), as well as the General Education Council (GEC) and Graduate Council, when necessary. The required “new course request form” is completed and mandates requesting departments to review and agree on course content for any course offered at the university, regardless of its nature or delivery method. This includes the number of credits associated with the course. The number of credits is reviewed by the committees, along with other relevant course information including a required syllabus. Departments make recommendations for all new courses, including lecture,



	<p>recitation, lab, field experience, online or hybrid, undergraduate or graduate level courses. This information is shared with all faculty for input prior to committee action being taken through the curriculum approval process. If approved by the committees, University Curriculum Committee makes a recommendation to the Provost, as the President’s Designee, for final approval. All curricular action is recorded in the University Curriculum Committee minutes.</p> <p>CU’s <a href="#">Policies, Procedures, Standards, and Guidelines</a> web page includes an expandable tab for “Interim Academic Policies” which includes the definition of credit hour – “Clock hour or credit hour equivalency is 50 minutes of in-person instruction or its online equivalency.”</p> <p>Commonwealth University follows PASSHE policies, including these regarding credit hours and the academic calendar:</p> <p><a href="#">PASSHE 1985-01-A: Requirements for Initiation or Change of Credit Based Academic Programs</a></p> <p><a href="#">PASSHE 1990-06-A: Academic Degrees</a></p> <p><a href="#">PASSHE Policy 2002-04-A: Academic Calendar</a></p> <p>CU’s Academic Calendar and Program Webpages: <a href="#">Commonwealth University Academic Calendar</a></p> <p><a href="#">Academic Programs' Descriptions</a></p> <p><a href="#">General Education Requirements</a></p>
<p>2. Course or program review procedures and sample approval documentation, as they relate to credit hour</p>	<p>CU follows PASSHE policies, including these on academic credit hours and program reviews:</p> <p><a href="#">PASSHE 1985-01-A: Requirements for Initiation or Change of Credit Based Academic Programs</a></p> <p><a href="#">PASSHE 1986-04-A: Program Review</a></p> <p><a href="#">PASSHE 2024-58 view of Academic Programs and Programs in Support of the Student Experience</a></p> <p>Program review is just one aspect of CU’s overall assessment efforts.</p> <p><a href="#">Assessment Homepage</a></p> <p><a href="#">Program Assessment Homepage</a></p> <p><a href="#">Curriculum Committee Webpage</a></p>

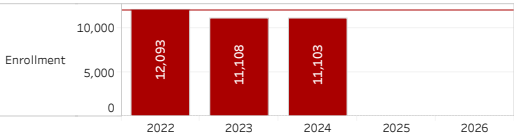
3. Process the institution utilizes to verify length of academic period and compliance with credit hour requirements	<p>Commonwealth University's curricular process includes the University Curriculum Committee, General Education Council, and Graduate Council. The Office of Academic Affairs reviews requests for new and changes to course credits, with the authorizing signature by the provost.</p> <p>The Commonwealth University Curriculum Committee reviews all new courses or changes made to existing courses to ensure they conform to the university's credit hour definition (found on CU's <a href="#">Policies, Procedures, Standards, and Guidelines</a> web page under the expandable tab for interim academic policies). This committee also reviews policies and procedures for credit hour assignment and adheres to PASSHE's credit-based programs policies as well as PASSHE's academic calendar policy.</p> <p><a href="#">PASSHE 1985-01-A: Requirements for Initiation or Change of Credit Based Academic Programs</a></p> <p><a href="#">PASSHE Policy 2002-04-A: Academic Calendar</a></p> <p><a href="#">Center for Lifelong Learning Faculty Resources</a></p>

**Explanation if a compliance requirement is not relevant for your institution:**

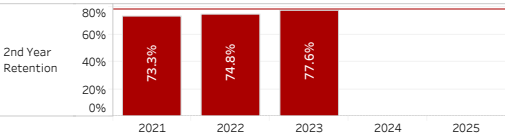
Appendix B: KPIs and Selected Metrics Dashboard as of 05 05 25

Academic Excellence

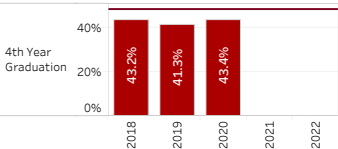
Fall Enrollment



Retention to 2nd Year



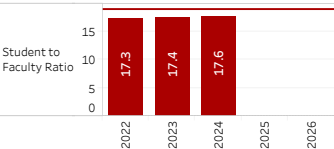
4th Year Graduation Rate



6th Year Graduation Rate

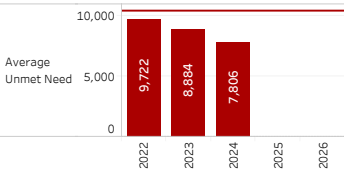


Student to Faculty Ratio

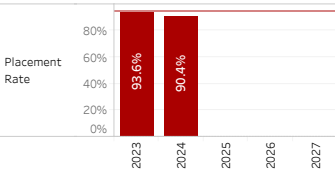


Student Success

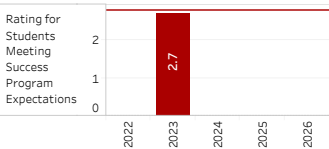
Average Unmet Need



Placement Rate

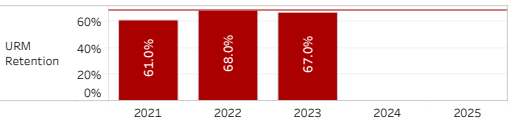


Rating for Students Meeting Success Program Expectations

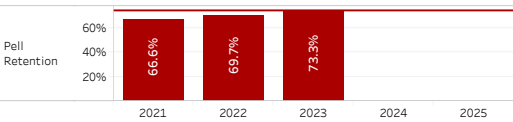


University Success

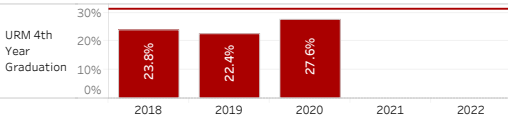
URM Retention to the 2nd Year



Pell Retention to 2nd Year



URM 4th Year Graduation Rate



Pell 4th Year Graduation Rates



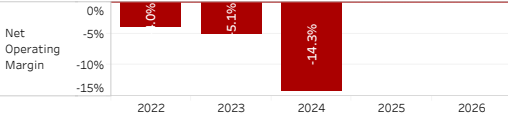
URM 6th Year Graduation Rate



Pell 6th Year Graduation Rate



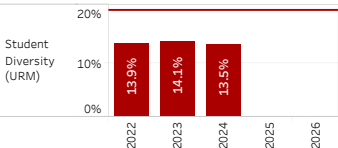
Net Operating Margin



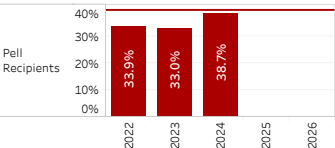
New Gifts and Pledges (\*Aggregated from the Three Affiliated Foundations)



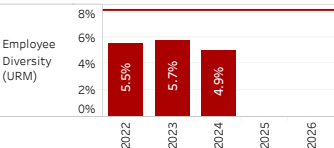
URM Enrollment



Pell Enrollment

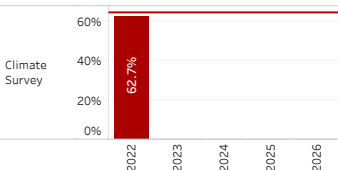


URM Personnel

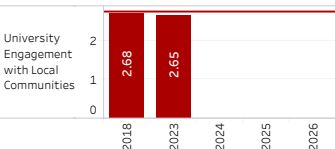


Welcoming and Inclusive Community

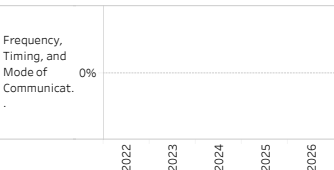
Climate Survey



University Engagement with Local Communities

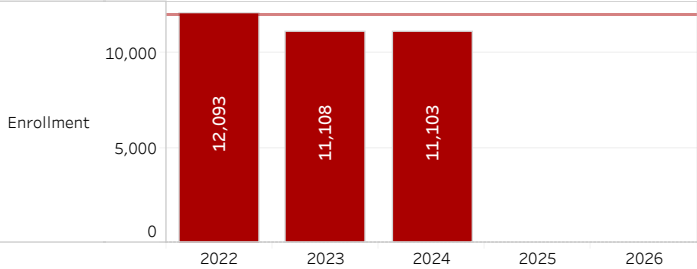


Strategic Communication (External)

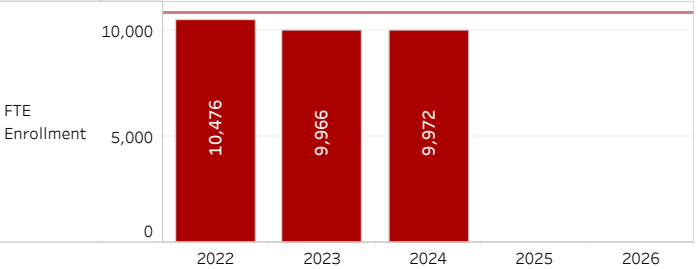


Academic Excellence and Innovation

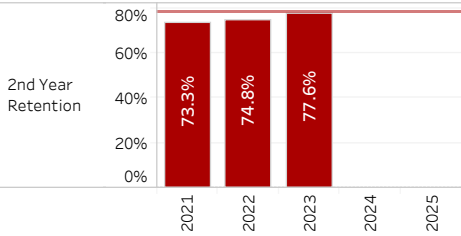
Fall Enrollment



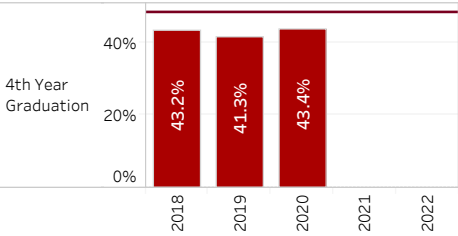
Fall FTE



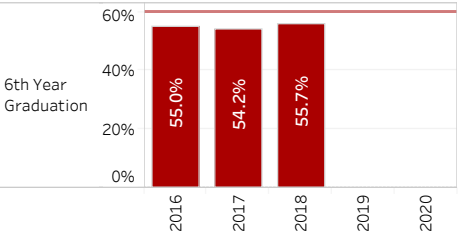
Retention to 2nd Year



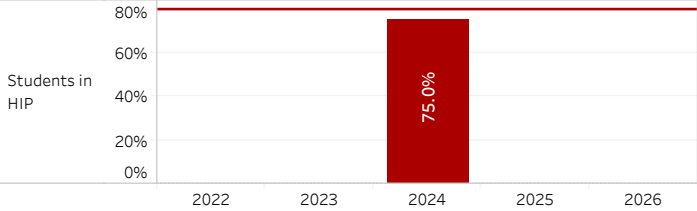
4th Year Graduation Rate



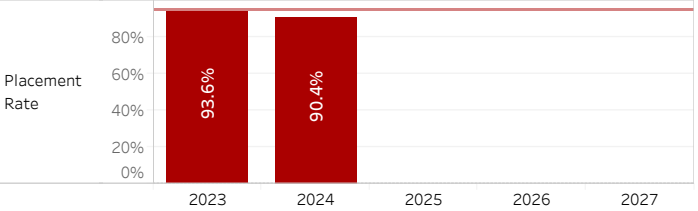
6th Year Graduation Rate



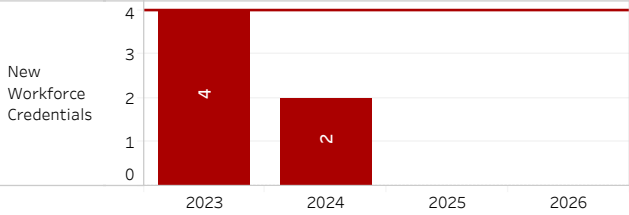
Students in High Impact Practices



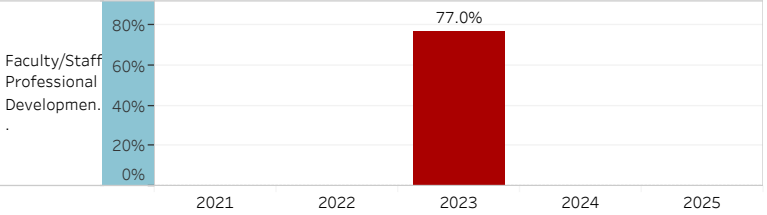
Placement Rate



New Workforce Credentials

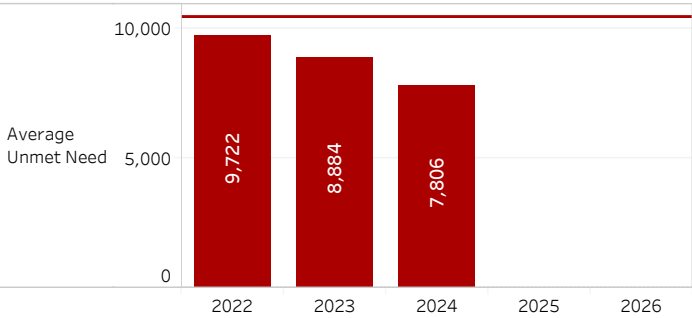


Faculty/Staff Professional Development

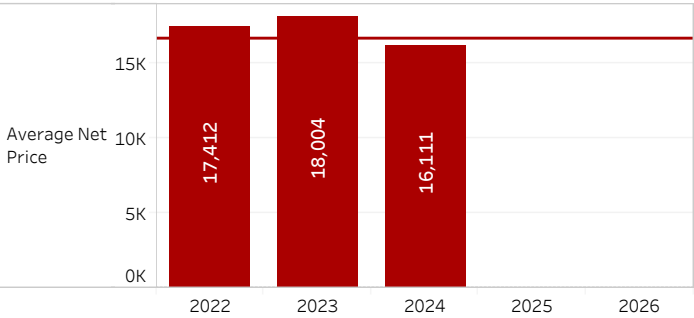


# Student Success

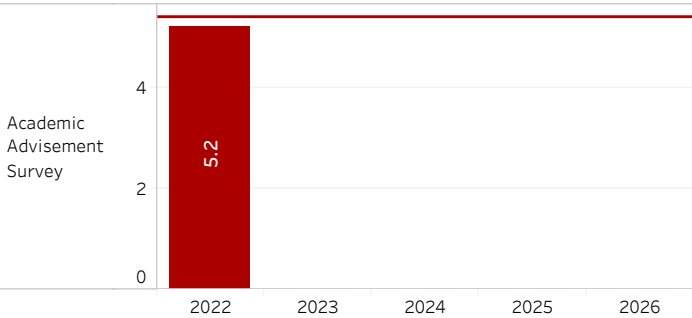
Average Unmet Need



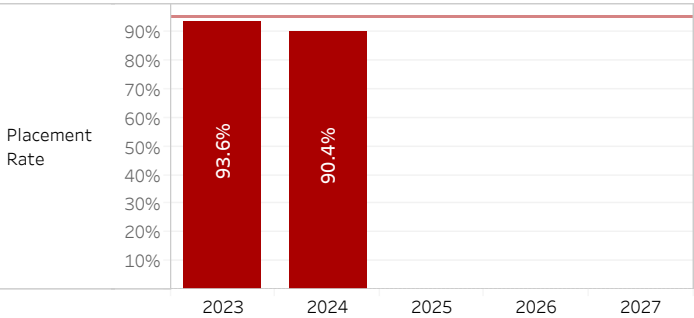
Average Net Price



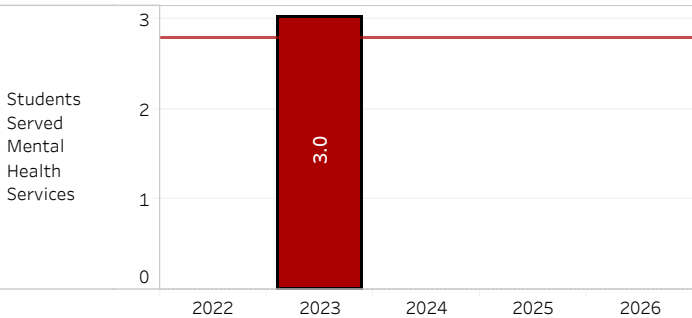
NSSE Academic Advisement Survey



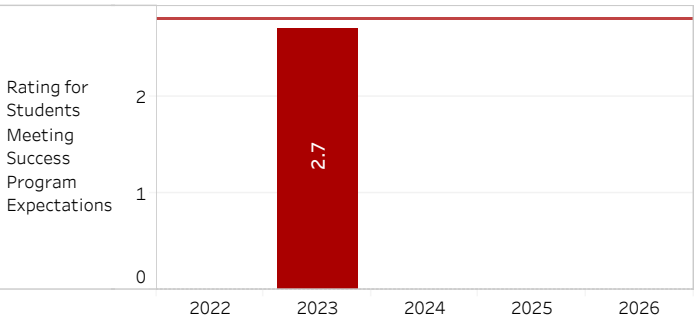
Placement Rate



Mental Health Outreach

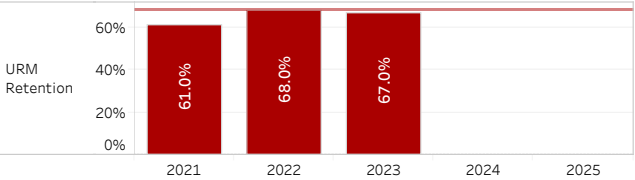


Rating for Students Meeting Success Program Expectations

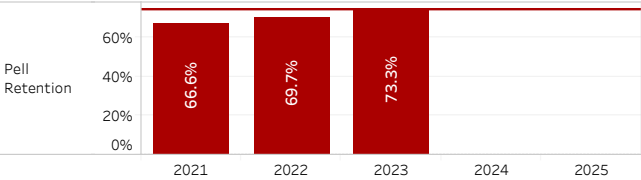


# University Success

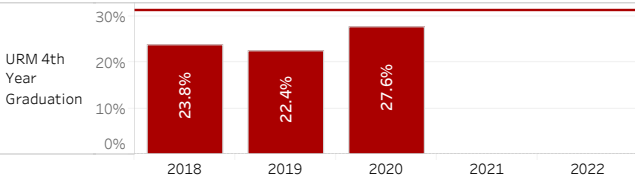
URM Retention to the 2nd Year



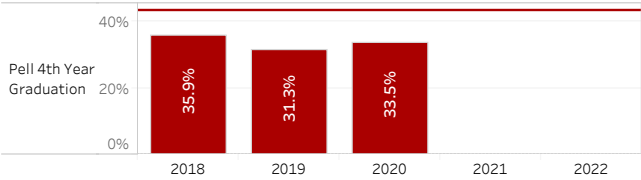
Pell Retention to 2nd Year



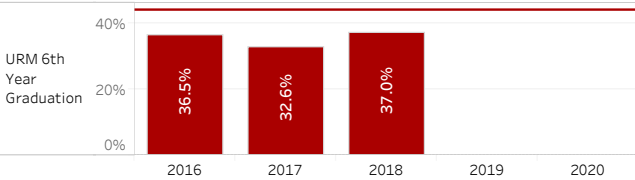
URM 4th Year Graduation Rate



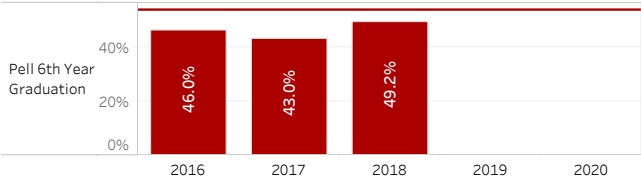
Pell 4th Year Graduation Rates



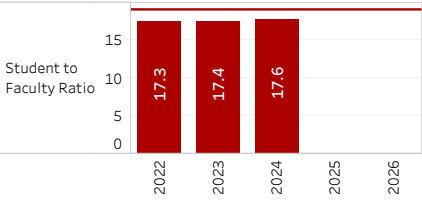
URM 6th Year Graduation Rate



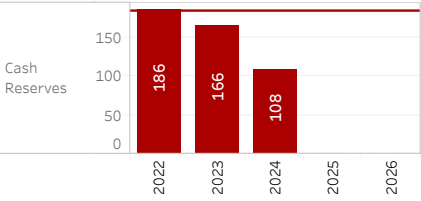
Pell 6th Year Graduation Rate



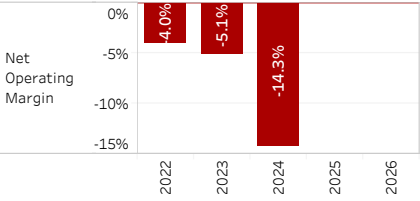
Student to Faculty Ratio



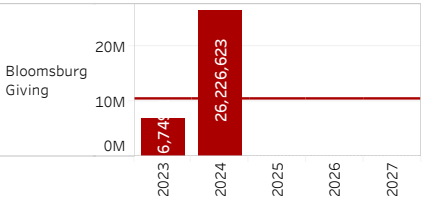
Cash Reserves



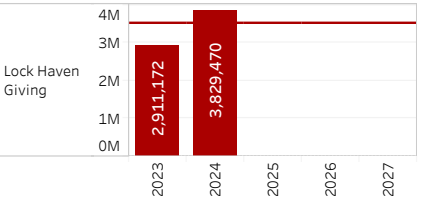
Net Operating Margin



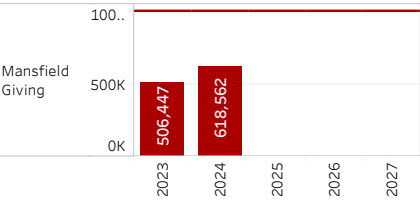
Bloomsburg New Gifts and Pledges



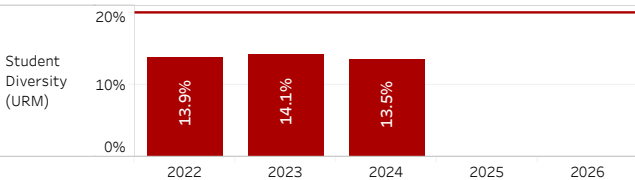
Lock Haven New Gifts and Pledges



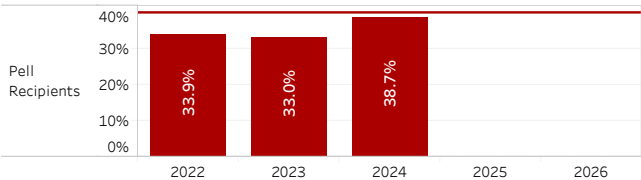
Mansfield New Gifts and Pledges



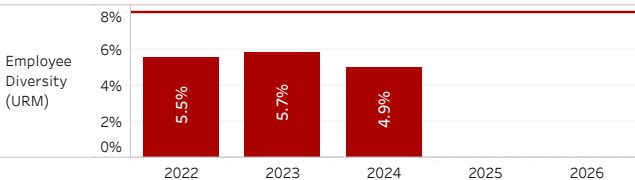
URM Enrollment



Pell Enrollment



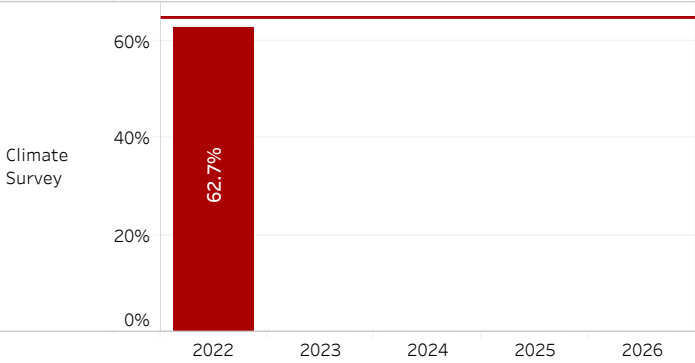
URM Personnel



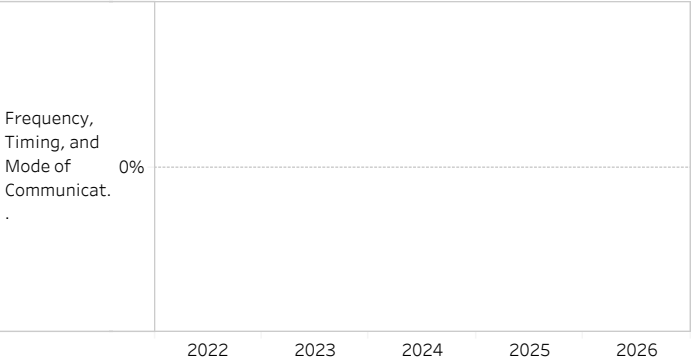
Strategic Communication (Internal)

# Welcome and Inclusive Community

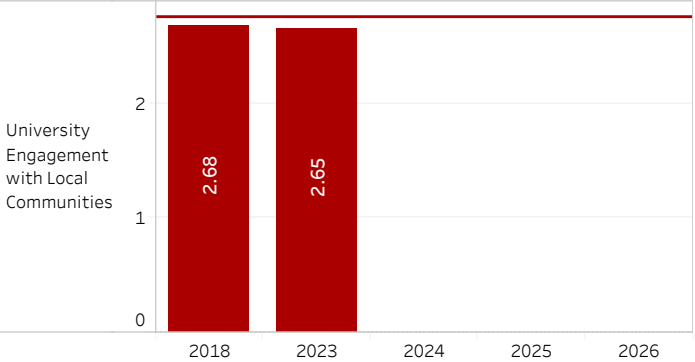
Climate Survey



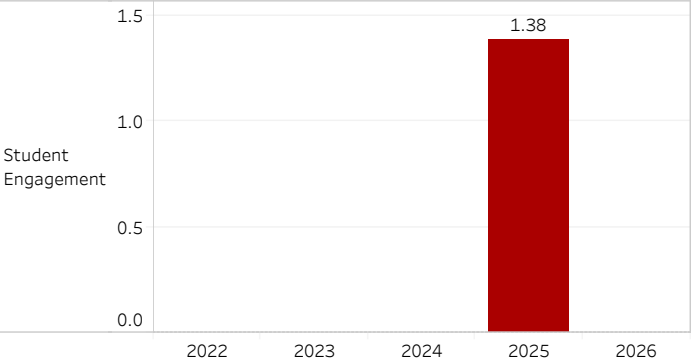
Strategic Communication (External)



University Engagement with Local Communities



Student Engagement





# **Appendix C: Administrative Assessment Committee 2024-25 Annual Summary**

## **Commonwealth University (CU) Year-end Summary Administrative, Educational, and Student Support Assessment Committee 2024-25**

The Committee – Working Group – Commission Year-end Summary provides a high-level review the group’s activities or initiatives during the year, outcomes of the group’s efforts, and proposed actions or recommendations. Please provide responses to the following prompts and submit by May 31.

### **1. State the purpose of the group (1-2 sentences).**

The Administrative, Educational, and Student Support Assessment Committee is responsible for providing oversight of assessment processes to ensure disciplined self-assessment of institutional effectiveness in administrative, educational support, and student support (AES) programs and help the University share and utilize assessment data for decision making, resource allocation, and improvement.

### **2. Briefly summarize the key activities or initiatives implemented during the academic or fiscal year.**

In collaboration with the OIE staff and MSCHE Steering Committee and Working Groups, the committee has provided insight or support for numerous administrative, educational support, and student support assessment initiatives. Those activities for 2024-25 include the following:

- Approved the recommendation to move the annual report deadline to July 15 each year
- Reviewed the 2023-24 Administrative Assessment Summary (Appendix A) about strengths and opportunities for improvement regarding administratively related assessment
- Reviewed and provided insights about the changes to the annual report process and materials following the MSCHE team visit, considering the MSCHE Self-Study Evaluation Team Report (Appendix B) collegial advice, including providing input on the Nuventive Solutions Premier User Guide - Administrative Units [Appendix C], AES Assessment Rubric [2024] [Appendix D], dashboards, and Nuventive screens, etc.)
- Reviewed CU’s updated Institutional Effectiveness Plan (Appendix E)
- Reviewed the program review schedule, template, and timeline prior to finalizing and posting the materials on the [assessment web page](#) in fall 2024 semester
- Reviewed the [assessment web page](#), especially as it relates to structural changes and program review for any potential changes
- Provided suggestions in Nuventive regarding dropdowns, pop-up reminders, tracking, reporting, accessing documentation, and in particular, revisions to the “results/outcomes” page to better connect planning, assessment, and resource allocation

- Provided guidance for the development and delivery of the Spring 2025 Assessment Session, in addition to using the MSCHE Team’s collegial advice
- Contributed to the MSCHE self-study report and evidence; conducted outreach to emphasize and garner assessment examples for some of the report tables; and attended assessment-related sessions during the MSCHE evaluation team visit.

**3. Describe the most important 3-5 outcomes the group accomplished this year.**

The feedback from the committee and collaborative efforts resulted in the following outcomes:

- Delivered the Spring-Summer 2025 assessment session (see Appendix F), including findings from the Administrative Assessment Summary Report 2023-24 and MSCHE Team Report
- Collaborated with the Nuventive representative to ensure better guidance, tracking, and reporting capabilities and consider how to best emphasize closing the loop on the administrative side
- Conducted ongoing follow up with units to boost submission rates of 2023-24 results to 98% and 2024-25 planning documents to 90% as of April 2025, with improved quality of submissions
- Received favorable responses from MSCHE acknowledging volume and consistency of annual reporting, though still received suggestions that we seek ways to more clearly tie data to decision making

**4. Offer 3-5 most influential recommendations that would advance the group’s efforts to achieve its purpose.**

Recommendations include:

- Recognize units/points of contact that do excellent work and promote more broadly documented successes
- Conduct review session prior to submission of results, which includes more reminders about best practices in not only reporting results and actions but also in the assessment planning portion of the submission as well
- Implement changes in Nuventive regarding dropdowns, pop-up reminders, tracking, reporting, accessing documentation, and in particular, revisions to the “results/outcomes” page to better connect planning, assessment, and resource allocation
- Increase reminders throughout the year to ensure points of contact are regularly reviewing progress toward goals

**5. Indicate which, if any, of the recommendations require additional resources or must be elevated to executive leadership for assistance with implementation.**

**Appendices:**

- AES Assessment Summary Report 2023-24
- MSCHE Team Report Excerpts – Administrative Assessment
- Nuventive Solutions Premier User Guide - Administrative Units
- Administrative Educational and Student Support Assessment Rubric 2024
- Institutional Effectiveness Plan 12 15 2024

- F. Administrative Unit Assessment Session (05-08-25)
- G. Administrative Unit Assessment Session (05-08-25) Evaluation

## **Appendix D: Academic Program Assessment Committee 2024-25 Annual Summary**

### **Commonwealth University (CU) Year-end Summary Academic Program Assessment Committee 2024-25**

The Committee – Working Group – Commission Year-end Summary provides a high-level review of the group's activities or initiatives during the year, outcomes of the group's efforts, and proposed actions or recommendations. Please provide responses to the following prompts and submit by May 31.

#### **1. State the purpose of the group (1-2 sentences).**

The Academic Program Assessment Committee is responsible for providing oversight and support of assessment processes to ensure disciplined self-assessment of institutional effectiveness in academic programs and help the University share and utilize assessment data for decision making, resource allocation, and improvement.

#### **2. Briefly summarize the key activities or initiatives implemented during the academic or fiscal year.**

In collaboration with the OIE staff, MSCHE Standard V Working Group, and especially, the Faculty Assessment Liaison, the committee has provided insight or support for numerous academic program assessment initiatives. Those academic program assessment activities for 2024-25 include the following:

- Approved the recommendation to move the annual report PAR deadline to September 15 each year
- Reviewed the Academic Program Assessment Summary Report 2023-24 (Appendix A) about strengths and opportunities for improvement regarding academic program assessment and supported future efforts to address assessment processes
- Reviewed and provided insight about the changes to the PAR process and materials in the fall 2024 semester and again in the spring 2025 semester following the MSCHE team visit, considering the MSCHE Self-Study Evaluation Team Report (See Appendix B) recommendations and collegial advice (e.g., providing input on the PAR-Nuventive User Guide 2025 Draft [Appendix C], PAR Rubric [Spring 2025] Draft [Appendix D], Nuventive screens, and offering suggestions about a standardized assessment approach for high-impact practices that may account for non-credit bearing experiences (e.g., student employment) and a menu of standardized options for internship assessments)
- Collaborated with the Center for Teaching and Learning on promoting/delivering assessment sessions
- Reviewed the program review schedule, template, and timeline prior to finalizing and posting on the web in fall 2024 semester
- Reviewed the [assessment](#) and [program assessment](#) web pages, on which updates were made to the committee structure to align with the academic reorganization and sections added for annual reports and program reviews

- Reviewed IR dashboards, which included such updates as new first-time and transfer student by program, new graduate students, and associate degree retention dashboards, and custom tables added to the end of most dashboards
- Provided suggestions in Nuventive to give college coordinators access to the college dashboards so they can gauge which programs have or have not submitted PARs to facilitate appropriate follow up and considered other opportunities to update Nuventive (e.g., program review, integrate LMS, etc.)
- Requested a process and guide for assessment coordinators and support staff to report on majors, minors, and concentrations
- Contributed to the MSCHE self-study report and evidence; conducted outreach to emphasize and garner assessment examples for some of the report tables; and attended assessment-related sessions during the MSCHE evaluation team visit
- Conducted small group and one-on-one meetings of the faculty assessment liaison with the program assessment coordinators throughout the academic year for navigating Nuventive, discussing and brainstorming ideas for assessment plan improvements and processes, and providing feedback

### **3. Describe the 3-5 most important outcomes the group accomplished this year.**

The feedback from the committee and collaborative efforts resulted in the following outcomes:

- Updated the Nuventive Solutions Premier platform to enhance processes that better guide faculty to develop well-written assessment plans and enhance administrators'/coordinators' ability to track and conduct reporting
- Delivered two assessment sessions, sessions in collaboration with CTL, and ongoing faculty mentoring one-on-one or in small groups this academic year. The first assessment session reviewed the 2023-24 annual report PAR summary, which reminded faculty about expectations, shared rubric results for each scoring category, viewed exemplars, and considered opportunities for improvement. The second assessment session focused on understanding and addressing the MSCHE Team Report recommendations and collegial advice (see Appendices E-H). The CTL sessions discussed best practices in assessment, GE, and program dashboards. Mentoring focused on all aspects of the PARs.
- Revised PAR-Nuventive User Guide 2025 Draft [Appendix C], PAR Rubric [Spring 2025] Draft [Appendix D], and Nuventive screens with the expectation that the guidance will enhance assessment plans, data collection, and using results to improve student learning and other program aspects
- Demonstrated growing sustainability of the assessment system and process by program assessment coordinators contacting the faculty assessment liaison and meeting with the liaison during the year for PAR and Nuventive navigation assistance, mentoring, feedback and brainstorming

**4. Offer 3-5 of the most influential recommendations that would advance the group's efforts to achieve its purpose.**

Recommendations include:

- Recognize programs/faculty that do excellent work
- Provide professional development to ensure CU addresses the MSCHE recommendations and advice to advance the assessment at CU and reinforce practices shared in workshops and summer sessions
- Implement the consultant's and committees' suggestions from the review of assessment processes following the MSCHE team visit
- Develop and distribute a process and guide for assessment coordinators and support staff to report from Argos on majors, minors, and concentrations

**5. Indicate which, if any, of the recommendations require additional resources or must be elevated to executive leadership for assistance with implementation.**

As it relates to additional resources, the following recommendations may require financial support:

- Recognize programs/faculty that do excellent work
- Provide professional development to ensure CU addresses the MSCHE recommendations and advice to advance the assessment at CU and reinforce practices shared in workshops and summer sessions
- Implement the consultant's suggestions from the review of assessment processes and documentation

**Appendices:**

- A. Academic Program Assessment Summary Report 2023-24
- B. MSCHE Team Report Excerpt
- C. PAR-Nuventive User Guide (Spring 2025)
- D. Academic Program Assessment Rubric (Spring 2025)
- E. Assessment Session (10-28-24)
- F. Assessment Session Evaluation (10-28-24)
- G. Assessment Session (04-28-25)
- H. Assessment Session Evaluation (04-28-25 as of 04 29 25)

## General Education Spring 2024 Executive Summary *Report of the* General Education Council Commonwealth University of Pennsylvania

The General Education Council members analyzed data from the Spring 2024 assessment of General Education courses for all 16 General Education learning goals of Commonwealth University of Pennsylvania. Each General Education learning goal has 3-4 student learning objectives, and assessment data was submitted for each student learning objective.

### GENERAL OVERVIEW

For each General Education learning goal, data on the number and percent of courses assessed was submitted and varied widely. Table 1 shows the total number of courses assessed, including 277 out of 613 potential General Education courses, which was a 45.2% submission rate. Differences in submission rates show that, with first-year experience, the percent of courses assessed was only 9.1% while, with diversity, there was 92.6% assessed. The number of courses assessed also varied from learning goal to learning goal ranging from 1 course assessed for first-year experience and 47 courses assessed for quantitative reasoning. Future rounds of data collection may focus on improving this submission rate for all learning goals but especially for those learning goals with lowest rates (e.g., in first-year seminar – 9.1%, foreign languages – 14.3%, global perspectives 22.2%, written communication – 32.4%, ethical reasoning – 33.3%, etc.).

Table 1: Number and Percent of Courses Assessed			
Row Labels	Assessed	Grand Total	Percent Assessed
Arts	7	13	53.8%
Citizenship	23	44	52.3%
Creativity	30	79	38.0%
Critical Reasoning	21	48	43.8%
Diversity	25	27	92.6%
Ethical Reasoning	3	9	33.3%
First Year Seminar	1	11	9.1%
Foreign Language	3	21	14.3%
Global Perspectives	12	54	22.2%
History	15	36	41.7%
Literature	10	27	37.0%
Natural World	36	93	38.7%
Oral Communication	27	49	55.1%
Quantitative	37	44	84.1%
Technologies	16	24	66.7%
Writing	11	34	32.4%
Grand Total	277	613	45.2%

The method of assessment was determined by the individual instructor and included the options of exam or quiz objective questions, exam or quiz essay questions, projects, essays, reports and written reflections, and other categories. The assessment method appears to depend on the nature of the General Education learning goal and types of learning activities and assessments that match well with the content and ways of demonstrating knowledge and skill.

For all learning goals and courses, Table 2 shows that the aggregate percent of students scoring competency at the Proficient or Mastery levels was 67.96%. In each General Education learning goal for each student learning outcome, the percentage of students who scored unsatisfactory, emerging, developing, proficient, and mastery differed. For each SLO, it was determined whether students met (i.e., scoring proficient or mastery on the SLO) or did not meet expectations. The competency data was provided overall and for each modality, if applicable. In the assessment of various General Education learning goals, different modalities included F2F, online, 80-99% online, multi-modal, and blended. This allowed for a comparison of outcomes based on these different modalities. A [GE Dashboard](#) also was created following the drafting of the individual reports to make the data available and easily accessible.

Table 2: Number and Percent of Students Assessed and Meeting Expectations								
	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	Met and Exceeded
Totals	228	22,908	1233	1966	4141	7963	7605	67.96%

*Note: The number of submissions may differ from (< than) the number of courses assessed due to multiple courses included in one submission*

Finally, for each General Education learning goal, faculty quotes described action plans to move General Education Assessment forward. Some faculty remarked that the results seem very consistent with their experience and were satisfied with the approaches used to deliver the course and assess it. Some faculty provided very specific ways in which they intended to improve student learning, including to provide more formative assignments/assessments; emphasize or extend time spent on concepts or skills; provide interventions for struggling students; offer additional practice opportunities, exercises, and reflections; offer more group activities, peer mentoring/feedback, and tours; foster more student interactions; use more and greater variety of examples; give clearer instructions about assignments, especially length and depth expected; and consider other texts / materials, as examples.

## ANALYSIS AND RECOMMENDATIONS

Observations were documented on methods, observations about the results, and discussion and recommendations.

### Methods Used

For Spring 2024, the Qualtrics platform again was utilized to gather information from 16 General Education learning goals. Adjustments were made from fall to spring to request modality, separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. The data-driven approach was used to evaluate student performance for each learning goal overall and, where applicable, across various instructional modalities. The recommendations from the individual reports suggested creating a



GE data dashboard. As noted in the overview, this was completed prior to drafting this executive summary.

## Results

The analysis of results of General Education learning goals provided an understanding of student performance overall and by modality, e.g., F2F, online, and multi-modal. Table 3 shows the number of submissions (may include multiple sections) by learning goal, number of students assessed for each learning goal/SLO, and percent of the students that met or exceeded expectations. Similar to Fall 2023, a 70% benchmark for competency was used as a baseline. Overall results show that learning goals such as creative, diversity, global, historical themes, literature, critical analysis, citizenship and society, technology, and written communication met expectations for all or most SLOs.

Based on Table 3, learning goals/SLOs that need special attention include foreign languages, ethical reasoning, arts, natural world, and written communication. These learning goals and SLOs appear to present the greatest opportunities for improvement.

Table 3: Percent of Students Meeting Expectations by Learning Goal / SLO			
Category	Submissions	Students Assessed	Met or Exceeded
Arts - Descriptive Communication	6	466	34%
Arts - Analysis and Context		606	43%
Arts - Interpretation and Response		581	46%
Creative - Creative Competencies	27	460	72%
Creative - Problem Solving and Process		459	71%
Creative - Creativity and Transformation		424	68%
Diversity - Human Diversity	20	782	78%
Diversity - Roots of Inequality		692	68%
Diversity - Awareness		776	74%
Ethical Reasoning - Conceptualization	3	102	51%
Ethical Reasoning - Application		102	53%
Ethical Reasoning - Comparison and Evaluation		102	53%
Foreign Languages - Oral Communication	2	62	48%
Foreign Languages - Written Communication		62	48%
Foreign Languages - Cultural Awareness		62	48%
Global Perspectives - Factors and Interactions	10	494	73%
Global Perspectives - Representation and Sources		417	67%
Global Perspectives - Perspectives		503	79%
Historical Themes - Knowledge and Understanding	10	438	78%
Historical Themes - Sources and Evidence		433	76%
Historical Themes - Application of Language and Critical Thinking Skills in an Historical Context		429	81%
Literature - Comprehension	10	228	79%
Literature - Analysis		228	75%

<b>Table 3: Percent of Students Meeting Expectations by Learning Goal / SLO</b>			
<b>Category</b>	<b>Submissions</b>	<b>Students Assessed</b>	<b>Met or Exceeded</b>
Literature - Interpretation and Significance		228	73%
Natural World - Scientific Method	32	1110	59%
Natural World - Scientific Principles		1264	57%
Natural World - Data and Problem Solving		1120	67%
Oral Communication - Organization	16	683	66%
Oral Communication - Supporting Material		638	56%
Oral Communication - Delivery		637	61%
Quantitative Reasoning - Interpretation	34	902	70%
Quantitative Reasoning - Analysis		898	67%
Quantitative Reasoning - Communication		837	64%
Critical Analysis and Reasoning - Conceptualization	17	613	76%
Critical Analysis and Reasoning - Analysis		613	84%
Critical Analysis and Reasoning - Evaluation		620	75%
Citizenship and Society - Civil Rights and Civil Liberties	20	761	77%
Citizenship and Society - Individual and Collective Action		720	76%
Citizenship and Society - Responsibilities of Citizenship		774	79%
Technology - Information Technology	13	221	78%
Technology - Software and Systems		245	81%
Technology - Appropriate Use		301	74%
Written Communication - Logic and Order	7	238	77%
Written Communication - Sources and Evidence		240	65%
Written Communication - Control of Language and Syntax		242	74%
First Year Experience - Cultivate Scholarly and Academic Success	1	19	42%
First Year Experience - Engagement with the University Community		19	47%
First Year Experience - Foster Personal Development and Wellness		19	63%
First Year Experience - Promote Understanding of Diversity and Social Responsibility		19	32%
First Year Experience - Forging Connections Between Course Content and Success Strategies		19	58%
<b>Totals</b>	<b>228</b>	<b>22908</b>	<b>67.96%</b>

Commonwealth University and its campuses have trended toward offering more distance education courses. Analyzing student performance by modality may provide faculty with a view and great opportunity to consider teaching strategies that align well with specific delivery modes. The Spring 2024 GE data permitted the committee to view the data with caution, especially in light of the smaller number of distance education courses offered and assessed, to determine if differences in modality pointed to insights that could be used to improve student learning.

There were numerous conclusions and action plans based on the results of the data. While faculty did articulate action plans for course-level adjustments, more longitudinal data will assist the GEC in considering potential changes to GE at the program level and certainly recommendations for various modalities. Such longitudinal analysis could provide clearer insights into the true impact of instructional

methods on student learning outcomes, but more training on best practices in DE course delivery and assessment may also positively influence student learning in the DE environment.

### **Discussion and Recommendations**

Although the data reveals that assessment results for several learning goals / SLOs were low (in some cases well below the 70%) and that mean differences exist based on modalities, results likely reflect a variety of factors. Increased participation in the assessment process and submission rates for many learning goals are still essential, especially to establish longitudinal data. Ongoing evaluation should continue in areas of instructional strategies, assessment approaches, artifacts used to assess performance, and benchmarking criteria for learning goals. This may be particularly important where the majority of students are rated as unsatisfactory and emerging. The following recommendations may assist in the development of the GE assessment approach and process and are similar to those offered after the fall data analysis:

#### **Substantive Actions:**

1. Investigate the teaching approaches that lead to higher achievement rates
2. Identify exemplars for multiple assessment strategies so that we can share and provide consistency in the assessment process
3. Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
4. Develop and deliver assessment sessions and resources (e.g., a discussion group, Brightspace shell, or professional development with exemplars and instructions on the rubrics and assessment tools, etc.) for faculty within each learning goal or at least theme but also discuss best practices on learning strategies for the learning goal and modalities

#### **Administrative and Process Actions:**

1. Continue to send email reminders about assessment deadlines and submitting information in the section on how to use results to improve learning
2. Provide results data to faculty showing where students overall struggle with meeting expectations
3. Consider an open session or office hours to meet with faculty on the assessment process
4. Post the GE Dashboard in an accessible location (e.g., the GE webpage) and ensure key stakeholders are informed about how to find it
5. Investigate if the potential of leveraging the Nuventive platform and dashboards for housing and reporting on GE

**Appendices:**

- A. GE Spring 2024 Assessment Summary Report – Arts
- B. GE Spring 2024 Assessment Summary Report – Citizenship & Society
- C. GE Spring 2024 Assessment Summary Report – Creative
- D. GE Spring 2024 Assessment Summary Report – Critical Analysis and Reasoning
- E. GE Spring 2024 Assessment Summary Report – Diversity
- F. GE Spring 2024 Assessment Summary Report – Ethical Reasoning
- G. GE Spring 2024 Assessment Summary Report – Foreign Language
- H. GE Spring 2024 Assessment Summary Report – FYS
- I. GE Spring 2024 Assessment Summary Report – Global Perspectives
- J. GE Spring 2024 Assessment Summary Report – Historical Themes
- K. GE Spring 2024 Assessment Summary Report – Literature
- L. GE Spring 2024 Assessment Summary Report – Natural World
- M. GE Spring 2024 Assessment Summary Report – Oral Communication
- N. GE Spring 2024 Assessment Summary Report – Quantitative Reasoning
- O. GE Spring 2024 Assessment Summary Report – Technology
- P. GE Spring 2024 Assessment Summary Report – Written Communication
- Q. GE Spring 2024 Assessment Data

## Appendix A: General Education Summary Report Creativity and Expression: Arts Spring 2024

- I. **General Education Learning Goal:** Arts - Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.
- II. **Student Learning Objectives:**
  - **SLO1:** Descriptive Communication - The student communicates clearly and precisely, with sufficient observational detail about the work of art.
  - **SLO2:** Analysis and Context - The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.
  - **SLO3:** Interpretation and Response - The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].
- III. **Data Collection:** Arts outcomes were assessed using the [GE Arts Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Arts GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Arts, 54% of the courses offered in spring were assessed.

Table 1: Number and Percent of Arts Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ARTS	7	13	54%

Submissions were received from the following courses and sections (if specified) in Table 2. The majority of courses were delivered online.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
A - Arts	ART388 Gallery Management and Exhibition Design	1	MM
A - Arts	ART388 Gallery Management and Exhibition Design	98	MM
A - Arts	ARTH110 Understanding Art	99	ONL
A - Arts	ARTH310 Contemporary Art	99	ONL
A - Arts	MEDJ210 Cinema Appreciation	99	ONL
A - Arts	THEA102 Intro to Theatre	1	F2F
A - Arts	THEA103 Theatre Appreciation	99	O8

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Descriptive Communication	25.00%	3	16.67%	2	16.67%	2	33.33%	4	0.00%	0	8.33%	1	12
SLO 2	Analysis and Context	36.36%	4	18.18%	2	9.09%	1	36.36%	4	0.00%	0	0.00%	0	11
SLO 3	Interpretation and Response	20.00%	2	20.00%	2	30.00%	3	30.00%	3	0.00%	0	0.00%	0	10
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations by course modality are listed in the rightmost column in Tables 4 - 7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), blended (BL), and 80-99% online (O8)].

Table 4: Arts Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Descriptive Communication	6	466	34	17	255	138	22	5	66%	34%
Analysis and Context		606	33	28	284	157	104	7	57%	43%
Interpretation and Response		581	18	243	50	162	108	33	54%	46%

Table 5: Arts Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Descriptive Communication	1	33	2	9	12	10	0	2	70%	30%
Analysis and Context		31	4	10	16	1	0	2	97%	3%
Interpretation and Response		33	2	9	15	6	1	2	79%	21%

Table 6: Arts Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Descriptive Communication	3	182	7	8	22	124	21	2	20%	80%
Analysis and Context		325	16	18	35	154	102	2	21%	79%
Interpretation and Response		325	16	16	34	154	105	2	20%	80%

**Table 7: Arts Assessment Data: Number and Percent by Competency (MM)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Descriptive Communication	1	6	0	0	1	4	1	0	17%	83%
Analysis and Context		5	0	0	1	2	2	1	20%	80%
Interpretation and Response		6	0	1	1	2	2	0	33%	67%

**Table 8: Arts Assessment Data: Number and Percent by Competency (O8)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Descriptive Communication	1	245	25	0	220	0	0	1	100%	0%
Analysis and Context		245	13	0	232	0	0	2	100%	0%
Interpretation and Response		217	0	217	0	0	0	29	100%	0%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

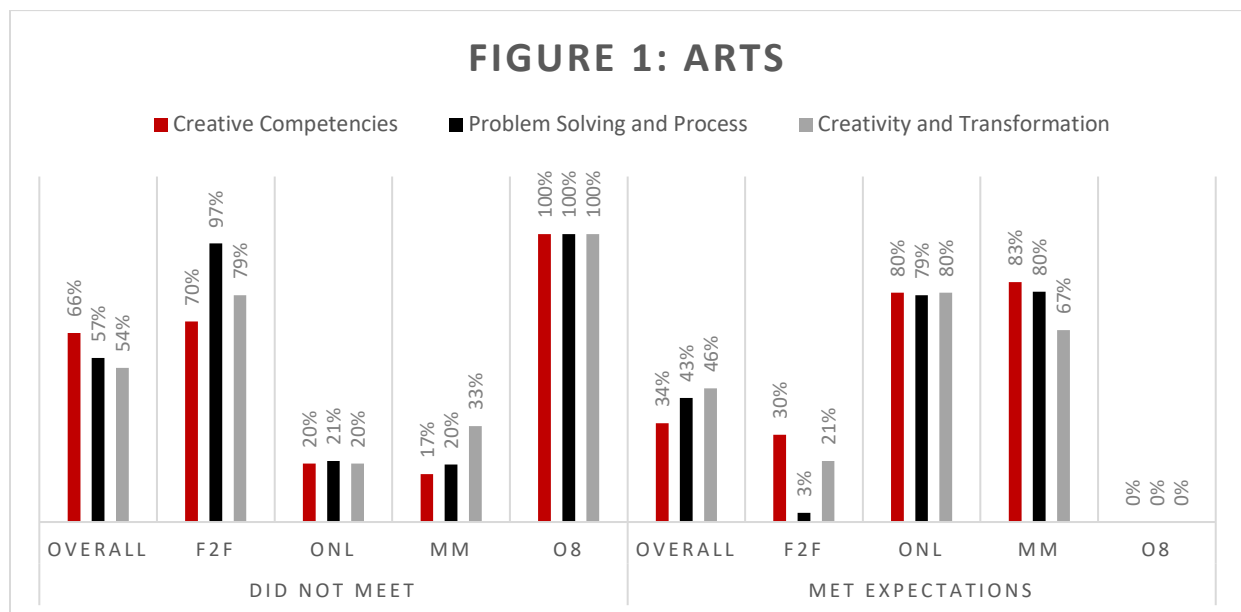
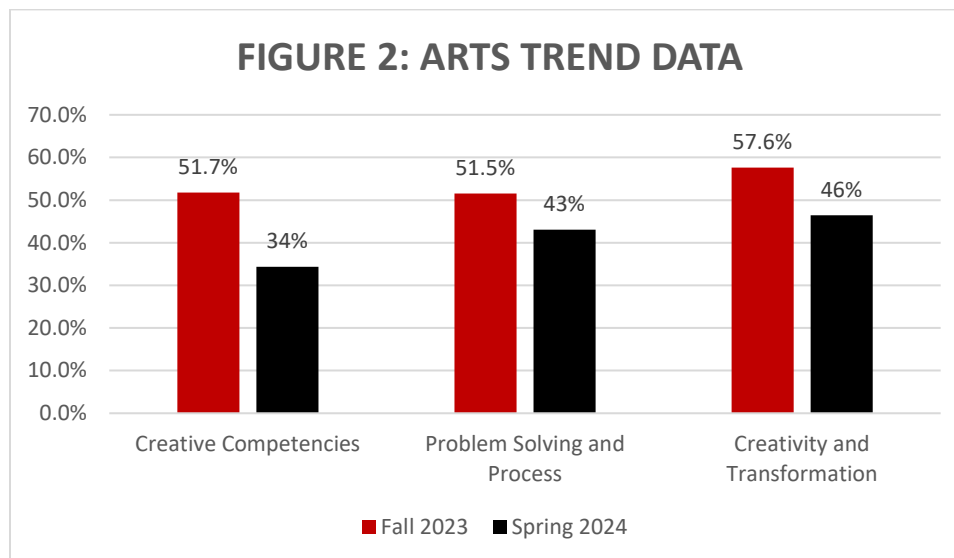


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- ARTH110-99 is designed as an asynchronous, online course. Although I have weekly synchronous Zoom, help-sessions, students prefer to schedule individual meetings.
- Results of my assessment of SLO 1 feel expected for an introductory level Theatre Arts course. I will continue to utilize the same assessment tool in future iterations of the class. However, I hope to build a second assignment that will be completed earlier in the semester to help the students further prepare for attending and responding to a professional production and writing about it during the latter half of the semester.
- In general, I'm satisfied with student performance for the "Descriptive Communication" criterion. (Overall, 23 of 33 students assessed, or just under 70%, scored either at the level of Proficient or Mastery.) By design, the discussion prompt lends itself to descriptive communication, insofar as it requires students to assess individual artists and their work with ample depth and detail. Using the results here, I would consider the following in future iterations of the course: I might select artists/cultural phenomena with more textbook support. As a rule, students performing at an average (or below average) level on this assessment struggled to find their voice within their responses, owing, arguably, to the comparatively little amount of information about the topic within their course materials. The students who fared better were able to make use of a broader complement of materials (on the web, in the library, etc.).
- I am considering the incorporation of more critical film review readings to inform student work regarding their ability to descriptively communicate such subject matter.
- No changes are currently planned to the class instructional methods or included content at this time, but work is ongoing in at least the Fall 2024 semester offering of the course to explore if further additional calibration of the assessment questions being asked is necessary to ensure data being collected reflects student learning as accurately as possible.
- Student quiz results and final calculated grades suggest that ARTH110-99 could be enhanced to be more academically rigorous. 58% of enrolled students received an "A" or "A-". Considering the high number of "Mastery" ranking, indicates that course material could be more challenging by requiring students to do more individual research (vocabulary and aesthetic concepts) rather than the instructor providing this information.
- Results of my assessment of SLO 2 feel lower than expected for an introductory level Theatre Arts course. These results are pointing me to consider how to strengthen the curricular focus on textual analysis and



cultural context for future iterations of the course. I plan to develop additional course content and consider new assignments connected to this SLO.

- Similar to the previous category, student performance on the "Analysis and Context" section of the rubric was strong. (Here, 22 of 33 students, or just under 66.7%, performed at the level of Proficient or Mastery.) Once more, the heart and soul of the assessment artifact is formal/compositional, stylistic and contextual analysis. Students scoring well on this task employed discipline-specific language and terminology introduced and mastered earlier in the term with ease, and were able to explore form, subject matter, style and social/cultural/historical context at length in their responses. Students who struggled did so due to the pressure of selecting artists and artworks appropriate to the prompt. In future iterations of the course, I might supply specific artists and works to analyze.
- I am examining the possibility of using additional films to illustrate individual aspects of film production in an effort to increase student exposure to examples for them to analyze and contextualize.
- No changes are currently planned to the class instructional methods or included content at this time, but work is ongoing in at least the Fall 2024 semester offering of the course to explore if further additional calibration of the assessment questions being asked is necessary to ensure data being collected reflects student learning as accurately as possible.
- It would be immensely beneficial for ARTH110's "student learning" to have a tour of an art museum, either online or, as preferred, physically participating in this experience. Students are to gain basic understanding of the formal and conceptual aspects of visual art, and use that knowledge to differentiate between aesthetic techniques, styles and selected historic movements. A primary objective for ARTH110 is for the student to acquire a sufficient understanding of art, to be able to identify and respond to a diverse range of figurative and non-figurative works of art.
- Results of my assessment of SLO 3 feel expected for an introductory level Theatre Arts course. I will continue to utilize the same assessment tool in future iterations of the class.
- For the "Interpretation and Response" criterion, 25 of 33 students (or almost 76%) performed to the level of Proficient or Mastery—the strongest overall performance of the three SLOs. As with the previous two SLOs, I'm satisfied with results for this section. However, after a review of students scoring at the level of Developing or Emerging, there seems to be a lack of confidence in expressing opinions of meaning, art historical significance, etc.—arguably due to the fact that most students are non-majors/novices. One or more preliminary tasks (prior to this discussion activity) that give students practice commingling opinion with criticism might help to improve student learning in future iterations of ARTH 310.
- I believe this only comes with experience so additional Discussions, Reflections, and/or Assignments will be considered for adoption. The only issue is with this being a large lecture course that amount of review and grading can be prohibitive.

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. Moving forward, a data dashboard may be useful for faculty analysis, especially of trend data.

VII. **Observations on results:** There was a 54% submission rate of all arts courses with 466-606 students assessed, depending on each SLO. Table 4 shows that overall students fell well below the 70% threshold. Notably, all three outcomes are lower in the spring versus fall semester but do meet the 70% target in either semester. Students in the online and multi-modal courses did meet expectations and scored above the F2F and overall ratings; however, the scores for 80-99% are much lower whereby no students met expectations. Faculty action recommendations indicate the need for students to have increased opportunities for, and exposure to, background information and analyses of artistic artifacts. These results suggest much further analysis of

instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix B: General Education Summary Report Citizenship & Responsibility: Citizenship & Society Spring 2024

- I. **General Education Learning Goal:** Citizenship & Society - Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.
- II. **Student Learning Objectives:**
- **SLO1:** Civil Rights and Liberties - The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.
  - **SLO2:** Individual and Collective Action - The student understands how societies and communities address collective issues.
  - **SLO3:** Responsibilities of Citizenship - The student understands that individuals and societies have responsibilities to each other and to the common good.
- III. **Data Collection:** Citizenship & Society outcomes were assessed using the [GE Citizenship & Society Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Citizenship & Society GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Citizenship & Society, 52.3% of the courses offered in spring were assessed.

Table 1: Number and Percent of Citizenship & Society Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CITIZENSHIP & SOCIETY	23	44	52.3%

Submissions were received from the following courses and sections (if specified) in Table 2.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
S - Citizenship and Society	HLSC211 Public Health Social Justice and Advocacy	99	ONL
S - Citizenship and Society	HONR215 Honors Citizenship Seminar	99	MM
S - Citizenship and Society	INT120 Anti-Racism, Equity, and Social Responsibility	1	F2F
S - Citizenship and Society	LAWL231 Law and the Legal Environment	5	MM
S - Citizenship and Society	MDIA240 News & Democracy	1	F2F
S - Citizenship and Society	MDIA250 Public Relations Theory and Practice	99	ONL
S - Citizenship and Society	POLI110 US Government: Participation and Policy	1	F2F
S - Citizenship and Society	POLI110 US Government: Participation and Policy	2	F2F
S - Citizenship and Society	POLI110 US Government: Participation and Policy	98	ONL
S - Citizenship and Society	POLI110 US Government: Participation and Policy	99	ONL
S - Citizenship and Society	POLI170 Political Ideologies	1	F2F
S - Citizenship and Society	SOCI340 Firearms and the United States	98	MM
S - Citizenship and Society	SOCI340 Firearms and the United States	99	MM
S - Citizenship and Society	SOWK100 Introduction to Social Work	1	F2F
S - Citizenship and Society	SOWK100 Introduction to Social Work	2	F2F
S - Citizenship and Society	SOWK100 Introduction to Social Work	99	ONL

Table 2: Courses and Sections Assessed				
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	1	F2F	
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	2	F2F	
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	3	F2F	
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	4	F2F	
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	98	ONL	
S - Citizenship and Society	LAWL120 Personal Legal Decision	1	F2F	
S - Citizenship and Society	LAWL231 Law and the Legal Environment	2	F2F	

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total *
SLO 1	Civil Rights and Civil Liberties	44.12%	15	11.76%	4	8.82%	3	23.53%	8	11.76%	4	0.00%	0	34
SLO2	Individual and Collective Action	32.43%	12	8.11%	3	13.51%	5	24.32%	9	18.92%	7	2.70%	1	37
SLO3	Responsibilities of Citizenship	29.73%	11	8.11%	3	16.22%	6	29.73%	11	13.51%	5	2.70%	1	37
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The number of students meeting expectations by course modality are listed in the rightmost column in Tables 4 - 7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), blended (BL), and 80-99% online (O8)].

Table 4: Citizenship & Society Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Civil Rights and Civil Liberties	20	761	31	36	107	232	355	26	23%	77%
Individual and Collective Action		720	20	43	113	261	283	31	24%	76%
Responsibilities of Citizenship		774	34	44	86	242	368	22	21%	79%

Table 5: Citizenship & Society Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Civil Rights and Civil Liberties	12	400	14	17	45	171	153	10	19%	81%
Individual and Collective Action		378	9	16	43	181	129	20	18%	82%
Responsibilities of Citizenship		394	8	17	38	175	156	4	16%	84%

Table 6: Citizenship & Society Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Civil Rights and Civil Liberties	5	270	16	15	45	41	153	10	28%	72%
Individual and Collective Action		246	9	18	49	50	120	10	31%	69%
Responsibilities of Citizenship		284	24	17	42	38	163	17	29%	71%

Table 7: Citizenship & Society Assessment Data: Number and Percent by Competency (MM)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Civil Rights and Civil Liberties	3	91	1	4	17	20	49	6	24%	76%
Individual and Collective Action		96	2	9	21	30	34	1	33%	67%
Responsibilities of Citizenship		96	2	10	6	29	49	1	19%	81%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

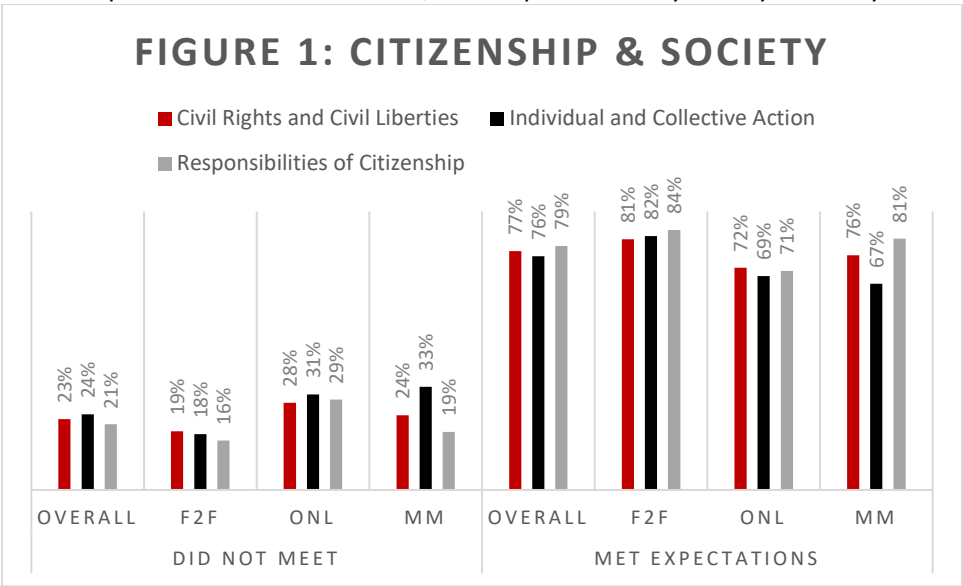
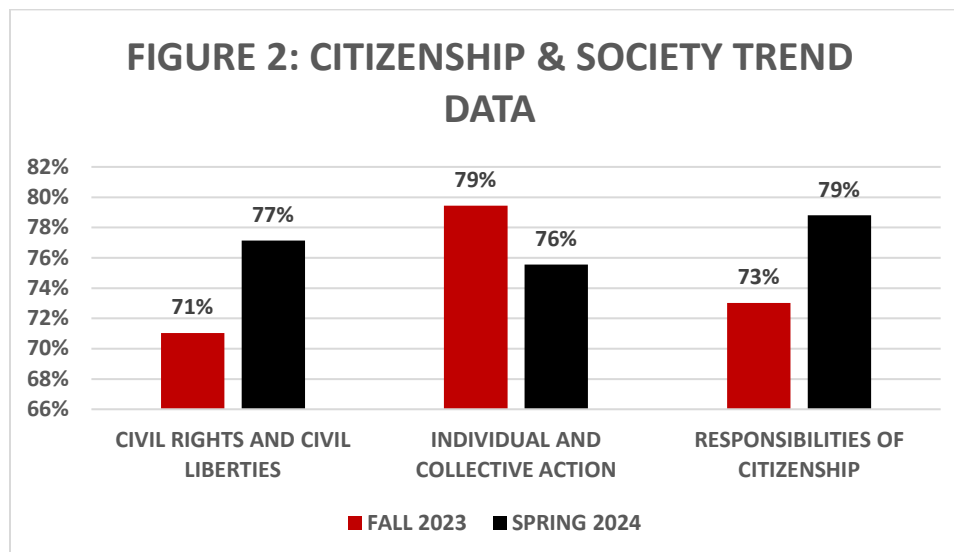


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- The quiz required the students to apply constitutional principles and the Bill of Rights to real world situations. They could use some practice at this. I will give them a group exercise in which they have to do this before I administer the quiz.
  - The results were satisfactory with nearly all the students demonstrating an ability to apply the Bill of Rights to real life situations.
  - Currently these results show clearly that nearly every student in the course was able to identify the due process clauses. We will continue to use this question and consider others in the future.
  - Currently these results show clearly that nearly every student in the course was able to identify the location of the Due Process clauses. We will continue to use this question and consider others in the future.
  - The prompt needs to more clearly and directly ask about the tension between an individual's right to bear arms and another individual's right to life.
  - A number of students received poor grades because they copied too much of the source material in their case briefs. I will instruct them on the use of the source material for this exercise.
  - Currently these results show clearly that nearly every student in the course was able to identify the concept of pluralism in our society. We will continue to use this question and consider others in the future.
  - As it stands, the prompt measures how society collectively addresses issues by asking the students to review cases involving shootings that are contested. The prompt needs to be more clear that it is asking for not just the courts' response, but the response of the broader public opinion.
  - Students are satisfactorily learning torts, contracts, and property law and applying it to real world scenarios.
  - Students demonstrated in this quiz that they could apply the basic concepts of tort law and court procedure to real life situations.
  - Currently these results show clearly that nearly every student in the course was able to identify the concept of the Electoral College. We will continue to use this question and consider others in the future.
  - The prompt only indirectly asks about the complications around the responsibilities of individuals and societies, so students often do not rise to this level to adequately measure their knowledge. We may consider objective exam questions in the future.
- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to

request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

- VII. **Observations on results:** There was a 52.3% submission rate of all citizenship and society courses with 720 - 774 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs for both semesters. Students in the F2F courses did meet expectations and scored above those students in the distance learning sessions. Faculty action recommendations indicate the potential need for increased practice of the skills outlined in the SLOs prior to assessment of SLOs. These results suggest much further analysis of instructional methods for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:**

Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix C: General Education Summary Report

### Creativity and Expression: Creative

### Spring 2024

- I. **General Education Learning Goal:** Creative - Guide and prompt students to demonstrate and apply creative competencies, problem solving, and preparation in the realization of a creative work.
- II. **Student Learning Objectives:**
- **SLO 1:** Artistic/Creative Competencies - The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the work.
  - **SLO 2:** Problem Solving and Process - The student demonstrates the ability to successfully imagine, plan, and cultivate a work.
  - **SLO 3:** Creativity and Transformation - The student exhibits a unique interpretive and conceptual approach to creating a work.
- III. **Data Collection:** Creative outcomes were assessed using the [GE Creative Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Creative GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Creative, 38.0% of the courses offered in spring were assessed.

Table 1: Number and Percent of Creative Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CREATIVE	30	79	38.0%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
C - Creative	ART100 2-D Foundation	1	F2F
C - Creative	ART101 3-D Foundation	1	F2F
C - Creative	ART120 Drawing Foundation	1	F2F
C - Creative	ART120 Drawing Foundation	2	F2F
C - Creative	ART120 Drawing Foundation	4	F2F
C - Creative	ART120 Drawing Foundation	5	F2F
C - Creative	ART233 Fabric Design - Fiber Art	1	F2F
C - Creative	ART240 Painting I	1	F2F
C - Creative	ART240 Painting I	2	F2F
C - Creative	ART250 Darkroom Photography	1	F2F
C - Creative	ART252 Digital Photography	1	F2F
C - Creative	ART252 Digital Photography	2	F2F
C - Creative	ART252 Digital Photography	3	F2F
C - Creative	ART261 Printmaking Etching	1	F2F
C - Creative	ART262 Printmaking Woodcut	1	F2F
C - Creative	ART273 Sculpture - The Figure	1	F2F
C - Creative	ART281 Multicultural Crafts	1	F2F



Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
C - Creative	DANC115 Ballet & Jazz I	1	BL
C - Creative	DANC215 Modern I/II	1	F2F
C - Creative	ENGL204 Intro Creative Writing	1	F2F
C - Creative	GRDS277 Graphic Web Design	1	ONL
C - Creative	HONR222 Honors Creativity Seminar	1	F2F
C - Creative	HONR222 Honors Creativity Seminar	2	F2F
C - Creative	HONR222 Honors Creativity Seminar	3	F2F
C - Creative	MUEN300 Concert Choir	2	F2F
C - Creative	MUEN309 TTBB Chorus	1	F2F
C - Creative	MUEN330 Wind Ensemble	2	F2F
C - Creative	MUEN332 Symphonic Band	3	F2F
C - Creative	THEA110 Introduction to Acting	1	F2F
C - Creative	THEA371 Scenic Design & Technology	1	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Projects were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Creative Competencies	0.00%	0	0.00%	0	81.48%	22	7.41%	2	11.11%	3	0.00%	0	27
SLO2	Problem Solving and Process	0.00%	0	0.00%	0	74.07%	20	14.81%	4	11.11%	3	0.00%	0	27
SLO3	Creativity and Transformation	0.00%	0	0.00%	0	81.48%	22	3.70%	1	7.41%	2	7.41%	2	27
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multimodal (MM), and blended (BL)].

**Table 4: Creative Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	27	460	15	36	79	223	107	5	28%	72%
Problem Solving and Process		459	19	38	74	227	101	6	29%	71%
Creativity and Transformation		424	17	50	68	199	90	7	32%	68%

**Table 5: Creative Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	25	430	14	36	68	209	103	5	27%	73%
Problem Solving and Process		430	18	38	73	208	93	6	30%	70%
Creativity and Transformation		395	17	50	67	175	86	6	34%	66%

**Table 6: Creative Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	1	6	1	0	4	1	0	0	83%	17%
Problem Solving and Process		6	1	0	0	5	0	0	17%	83%
Creativity and Transformation		5	0	0	0	5	0	1	0%	100%

**Table 7: Creative Assessment Data: Number and Percent by Competency (BL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	1	24	0	0	7	13	4	0	29%	71%
Problem Solving and Process		23	0	0	1	14	8	0	4%	96%
Creativity and Transformation		24	0	0	1	19	4	0	4%	96%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

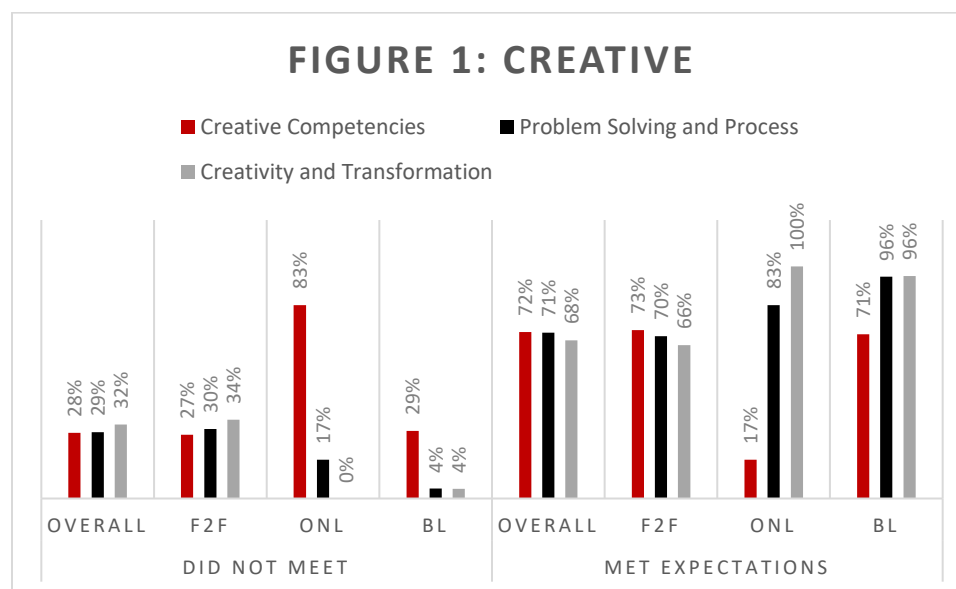
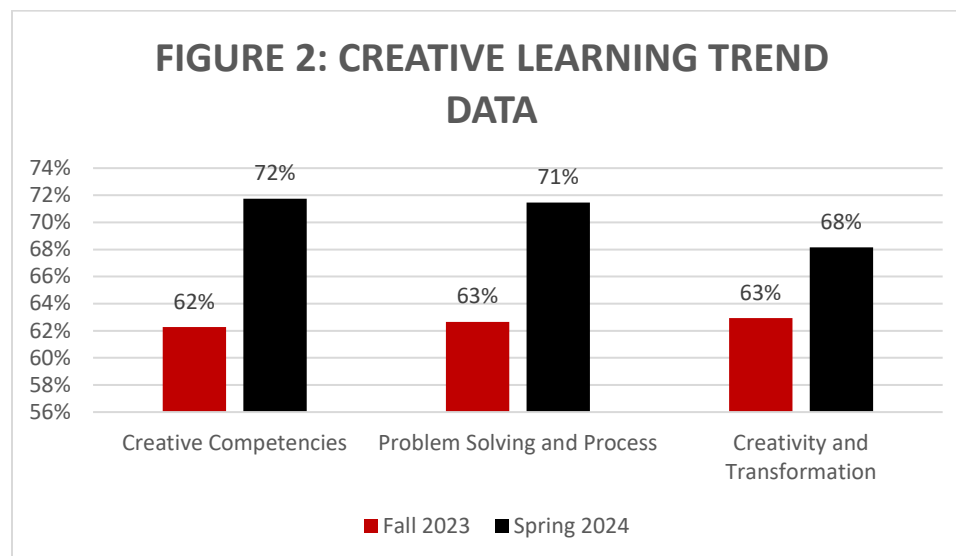


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Students in this course generally did an excellent job in demonstrating creative competencies. For those who did not reach the Mastery level, the following recommendations apply: Be clear about the proper use of material created by others as they relate to public domain, creative commons, and intellectual property rights. Give students immediate feedback on their work in progress.
  - All students achieved proficiency or mastery. We spent all semester focusing on, analyzing, and utilizing the elements of craft. Students composed many formal and informal pieces and participating in workshop sessions to improve their own writing while providing feedback to each other. They also received a great deal of instructor feedback, and they were required to reflect on their creative processes. Based on the results, these methods appear effective.

- Most students in the course achieved proficiency, suggesting that there is adequate attention paid in instruction to developing characterization. This was a skill we worked on all semester, and students had received a great deal of feedback. However, since some students were not proficient, I should make a more concerted effort to provide intervention for those students lagging behind.
- Performing for their peers one-per-part or two-per-part allowed accurate assessment of individual students' creative competencies. Employing short excerpts also allowed for immediate feedback and multiple assessments across the semester to gauge student learning/improvement. As the goal is large-group performance, this assessment mechanism is hampered by increased nerves that come with individualized performance, the results skew toward the negative; the students show improved performance in the comfort of the normal, larger group. But the assessment does also work to increase student confidence over time, so no improvements can be suggested.
- All students in this course demonstrated Mastery in their final collaborative project. Continued guidance from the instructor, workshoping, a spread-out timetable, and use of class time for project creation and rehearsals helped with this.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

**Observations on results:** There was a 38% submission rate of all creative courses with 424-460 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Creative Competencies (72%) and Problem Solving and Process (71%) and fell just below for Creativity and Transformation (68%). Notably, all three outcomes are lower in the fall versus spring semester. Students in the blended courses did meet expectations for all SLOs; however, the scores for F2F and online had variable results, with some meeting and not meeting expectations. Faculty action information indicated the importance of frequent feedback by the instructor and peers for student success relating to the SLOs. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VII. **Discussion and recommendations:**

Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix D: General Education Summary Report

### Citizenship & Responsibility: Critical Analysis and Reasoning

### Spring 2024

- I. **General Education Learning Goal:** Critical Analysis and Reasoning - Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.
- II. **Student Learning Objectives:**
- **SLO1:** Conceptualization - The student identifies and explains an essential concept, as well as the relation to other relevant concepts
  - **SLO2:** Analysis - The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.
  - **SLO3:** Evaluation - The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.
- III. **Data Collection:** Critical Analysis and Reasoning outcomes were assessed using the [GE Critical Analysis and Reasoning Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Critical Analysis and Reasoning GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Critical Analysis and Reasoning, 43.8% of the courses offered in spring were assessed.

Table 1: Number and Percent of Critical Analysis and Reasoning Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CRITICAL ANALYSIS AND REASONING	21	48	43.8%

Submissions were received from the following courses and sections (if specified) in Table 2. Nearly half of the courses were delivered face-to-face or online.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
R - Critical Analysis and Reasoning	CMSD152 Intro to Communication Disorders	1	MM
R - Critical Analysis and Reasoning	COMM332 Argumentation and Advocacy	1	F2F
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	2	F2F
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	3	F2F
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	4	F2F
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	96	MM
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	97	MM
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	98	ONL
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	99	ONL
R - Critical Analysis and Reasoning	HLSC340 Epidemiology	99	ONL
R - Critical Analysis and Reasoning	HONR217 Honors Critical Reasoning Seminar	1	F2F
R - Critical Analysis and Reasoning	LIB201 Peer Research Consultant Development	99	ONL
R - Critical Analysis and Reasoning	MATH103 Critical Reasoning in Mathematics	1	F2F
R - Critical Analysis and Reasoning	MATH113 Concepts of Geometry and Statistics	1	F2F
R - Critical Analysis and Reasoning	PHIL223 Philosophy of Religion	1	F2F

Table 2: Courses and Sections Assessed					
Learning Goal	Course	Section(s)	Mode		
R - Critical Analysis and Reasoning	POLI221 Constitutional Law I	2	F2F		
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	1	F2F		
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	2	F2F		
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	3	F2F		
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	96	ONL		
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	99	ONL		

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Conceptualization	21.05%	4	10.53%	2	5.26%	1	63.16%	12	0.00%	0	0.00%	0	19
SLO2	Analysis	26.32%	5	5.26%	1	5.26%	1	63.16%	12	0.00%	0	0.00%	0	19
SLO3	Evaluation	21.05%	4	0.00%	0	5.26%	1	73.68%	14	0.00%	0	0.00%	0	19
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations by modality are listed in the rightmost column in Tables 4 -7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	17	613	11	29	107	291	175	23	24%	76%
Analysis		613	11	25	65	331	181	23	16%	84%
Evaluation		620	7	74	71	290	178	16	25%	75%

Table 5: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	10	277	6	14	57	128	72	9	28%	72%
Analysis		277	6	10	26	157	78	9	15%	85%
Evaluation		277	2	31	34	134	76	9	24%	76%

Table 6: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	5	245	5	8	32	97	103	7	18%	82%
Analysis		245	5	8	23	106	103	7	15%	85%
Evaluation		245	5	22	20	96	102	7	19%	81%

Table 7: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (MM)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	2	91	0	7	18	66	0	7	27%	73%
Analysis		91	0	7	16	68	0	7	25%	75%
Evaluation		98	0	21	17	60	0	0	39%	61%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

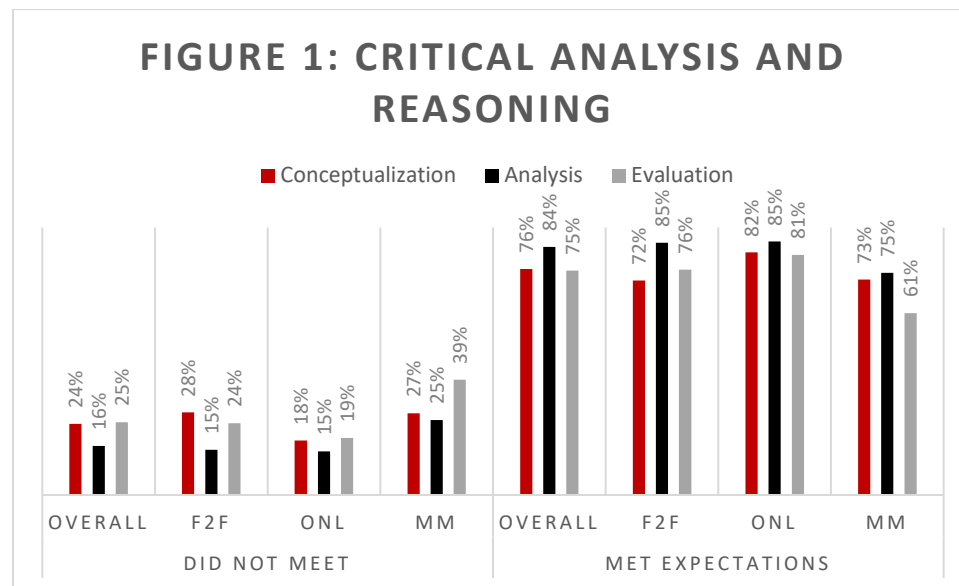
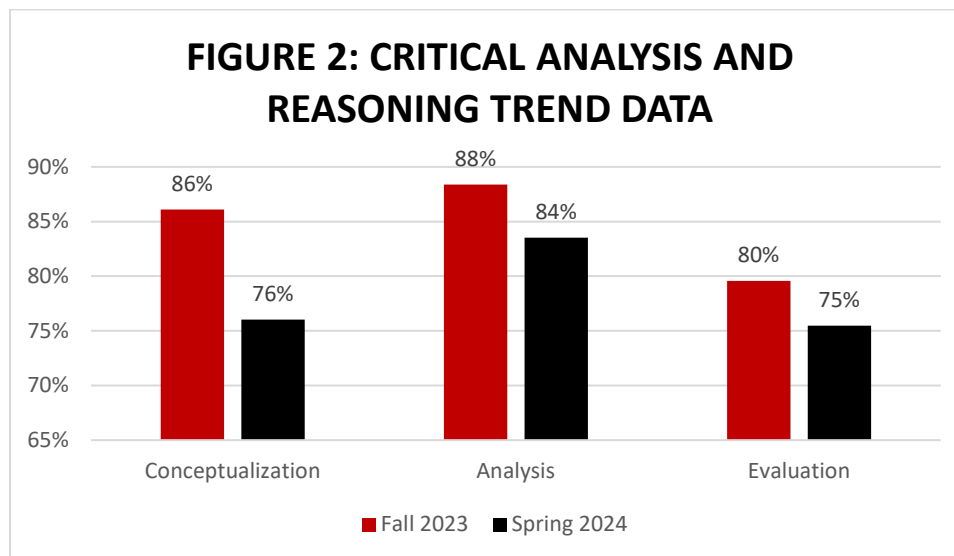


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Having taught and having reflected upon and improved upon the teaching of this class for more than 15 years, I am pleased, overall, with what the learning presented in final reflections this semester. However, the rubric I gave students did not specifically relate to the course SLOs and was not helpful in Gen Ed assessment. I have developed a modified rubric to offer them more specific insight into their rhetorical situation and to facilitate Gen Ed assessment. One student did not complete the final assignment (hence the 1 Unsatisfactory tally)
  - Instructors for these sections continue to review student responses to weekly reflection prompts asking them to conceptualize topics from class discussion that week. Students in these sections demonstrated mastery for conceptualization on all reflection responses reviewed, reaching the SLO. Instructors will continue to critique students responses to weekly reflection prompts to evaluate for conceptualization specific criteria from the Critical Analysis and Reasoning curriculum rubric.
  - Most students were successful in meeting a minimum of proficiency. Students' weak points in their projects relating to conceptualization identifying comprehensive sources of data and synthesizing the information. The students below proficient did not access the course lectures. Students are introduced to sources of data in the course. However, more practice and assignments regarding locating information and data will be included in the course.
  - Continue discussions of concepts, emphasize definitions and applications to the real world and continue monitoring
  - Instructors for these sections continue to review student responses to specific reflection prompts asking them to analyze tutoring experiences for the applicability of concepts discussed in class. Students in these sections demonstrated proficient (1) and mastery (4) criteria from the Critical Analysis and Reasoning curriculum rubric, generally meeting the SLO in this area. Instructors will continue to evaluate student responses for analysis and consider developing an evaluation rubric, shared with students in the syllabus, that more clearly outlines analysis criteria being evaluated.
  - Most students were successful at meeting or exceeding proficiency. Students' weak points identifying comprehensive sources of data and synthesizing aspects of evidence. However, more practice and assignments regarding locating and interpreting data will be included in the course.
  - Student observation reports demonstrated mastery criteria from the evaluation row in the Critical Analysis and Reasoning curriculum rubric. Results from this assessment indicated the peer observation process is



well designed in its intention to give students experience evaluating real tutoring sessions. In future iterations of this course, we will continue to require the peer observation. Again, we will consider developing a rubric for the syllabus that more clearly aligns criteria from the Critical Analysis and Reasoning curriculum rubric in this area (evaluation) with this specific assignment.

- Most students were successful in demonstrating a minimum of proficiency for this SLO. Students' weak points in their projects were writing mechanics, identifying comprehensive sources of data, and synthesizing all aspects of evidence. To improve students' efficacy to include all requirements of the paper and improve written communication, the paper will be divided into smaller sections before combining into one comprehensive paper. Additionally, students will review and provide peer feedback as part of the writing process. Students are introduced to sources of data in the course. More practice and assignments regarding locating and interpreting data will be included in the course.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:** There was a 43.8% submission rate of all critical analysis and reasoning courses with 613-620 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for all SLOs. Notably, all three outcomes are lower in the spring versus fall semester, but all meet the 70% target in both semesters. Students in the online courses did meet expectations for all SLOs (81-85% met expectations); however, the scores for F2F and MM had variable, lower results but still meeting expectations. Faculty action recommendations indicate the need for additional instruction and practice in locating, interpreting, and synthesizing data/evidence sources. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:**

Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities
- The assessment methods for this GE category were frequently (>60%) constructed materials reflecting the need to consider smaller class sizes if this type of assessment is to be maintained.

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix E: General Education Summary Report

### Interconnections: Diversity

### Spring 2024

- I. **General Education Learning Goal:** Diversity - Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.
- II. **Student Learning Objectives:**
- **SLO1:** Human Diversity - The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.
  - **SLO2:** Roots of Inequality - The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.
  - **SLO3:** Awareness - The student demonstrates awareness of and manages the influence of personal biases.
- III. **Data Collection:** Diversity outcomes were assessed using the [GE Diversity Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Diversity GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Diversity, 93% of the courses offered in spring were assessed.

Table 1: Number and Percent of Diversity Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
DIVERSITY	25	27	93%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority (about 75%) of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
D - Diversity	ANTH101 Introduction to Anthropology	1	F2F
D - Diversity	ANTH101 Introduction to Anthropology	2	F2F
D - Diversity	ANTH120 Introduction to Cultural Anthropology	98	ONL
D - Diversity	ANTH120 Introduction to Cultural Anthropology	99	ONL
D - Diversity	ARTH311 African-American Art	99	ONL
D - Diversity	COMM200 Intercultural Communication	1	F2F
D - Diversity	COMM200 Intercultural Communication	2	F2F
D - Diversity	COMM200 Intercultural Communication	98	ONL
D - Diversity	COMM200 Intercultural Communication	99	ONL
D - Diversity	COMM314 Communicating Identity and Difference	1	F2F
D - Diversity	EGGS102 World Cultural Geography	1	F2F
D - Diversity	ELL320 Cultural Awareness and Sensitivity	97	ONL
D - Diversity	ELL320 Cultural Awareness and Sensitivity	98	ONL
D - Diversity	ELL320 Cultural Awareness and Sensitivity	99	ONL
D - Diversity	ENGL280 Literature and Identity: Topic TBA	1	F2F
D - Diversity	EXER288 Women in Sport	1	F2F

Table 2: Courses and Sections Assessed				
Learning Goal	Course	Section(s)	Mode	
D - Diversity	HLSC307 Cultural Aspects of Health	99	ONL	
D - Diversity	SOCI201 Families in Society	1	F2F	
D - Diversity	SOCI201 Families in Society	99	ONL	
D - Diversity	SOCI202 Racial and Ethnic Relations	1	F2F	
D - Diversity	SOCI301 Social Stratification	99	MM	
D - Diversity	SOWK200 Diversity and Social Justice	1	ONL	
D - Diversity	SPAN213 Latinos Contributions to the US	1	F2F	
D - Diversity	WGSS101 Introduction to Women's Studies	1	F2F	
D - Diversity	LAWL360 Employment Discrimination	1	F2F	

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions, projects, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Human Diversity	30.00%	6	15.00%	3	25.00%	5	25.00%	5	5.00%	1	0.00%	0	20
<b>SLO2</b>	Roots of Inequality	30.00%	6	15.00%	3	15.00%	3	35.00%	7	0.00%	0	5.00%	1	20
<b>SLO3</b>	Awareness	20.00%	4	20.00%	4	20.00%	4	30.00%	6	10.00%	2	0.00%	0	20
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Diversity Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	20	782	29	37	104	299	313	23	22%	78%
Roots of Inequality		692	40	51	130	211	260	25	32%	68%
Awareness		776	33	47	118	269	309	30	26%	74%

**Table 5: Diversity Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	12	398	19	22	55	145	157	4	24%	76%
Roots of Inequality		402	33	25	77	129	138	4	34%	66%
Awareness		401	21	24	62	109	185	4	27%	73%

**Table 6: Diversity Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	7	367	10	15	47	147	148	12	20%	80%
Roots of Inequality		273	7	26	51	75	114	14	31%	69%
Awareness		358	12	23	54	153	116	19	25%	75%

**Table 6: Diversity Assessment Data: Number and Percent by Competency (MM)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	1	17	0	0	2	7	8	7	12%	88%
Roots of Inequality		17	0	0	2	7	8	7	12%	88%
Awareness		17	0	0	2	7	8	7	12%	88%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality

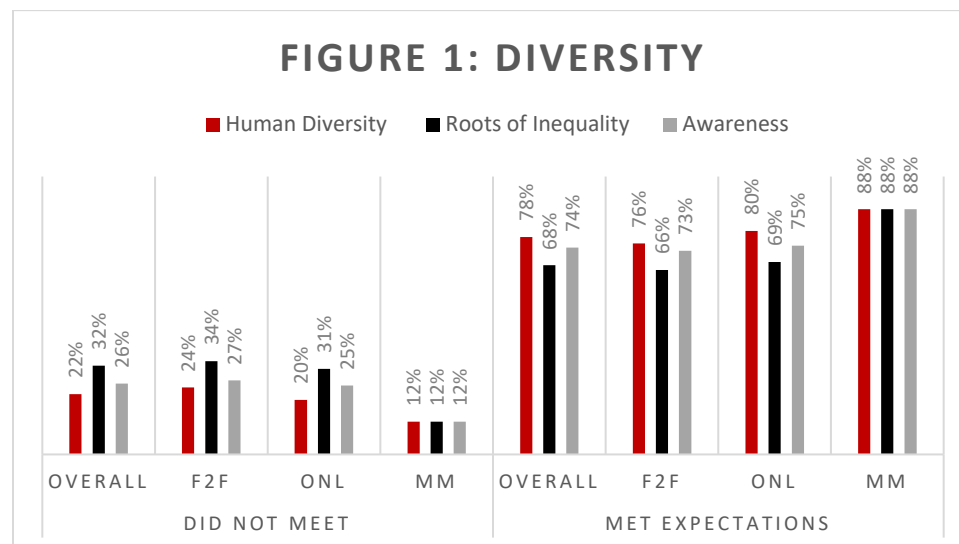
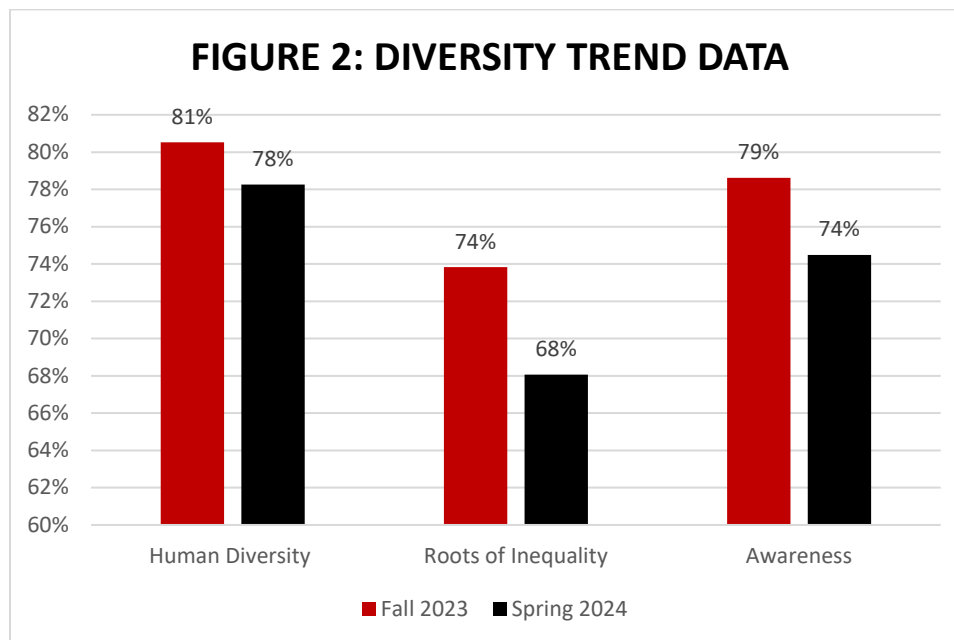


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- Students needed more time than they were given to reflect more thoughtfully. Also, they should have been required to prepare an abstract of their projects to ensure that they stayed on track.
- When covering different types of families and household structures, I need to make sure to go over each type in more detail. Some students seem not to have in-depth understanding of different experiences based on household structure and try to categorize individuals with a short-term perspective.
- For the Human Diversity SLO, 15 of 20 students (or 75%) scored at the level of Proficient or Mastery--a strong result. A smaller proportion of students scored in the Developing range, while no students scored at the level of Emerging or Unsatisfactory. The assessment asks students to explore African American artists' decision to pursue (or not pursue) African themes in their work of the mid-to-late-19th century--a topic that probes the intersections of race and identity within a broader blanked of creative expression/artistic response. Students scoring in the Developing band of the rubric offered generally insufficient (i.e. less than 1-2 double-spaced pages) or off-topic responses. I might make special mention of the assignment's requirements for length and depth moving forward.
- Create more elaborate rubric for describing and grading the essay
- Students successfully explored the history of discrimination against immigrant groups. This was an individual assignment and might have yielded even more learning opportunities if it were done in groups.
- When explaining social class, I emphasize on cultural differences and how each class raise children since how each person sees society shapes how he/she behaves. However, it seems that some students do not see long-term and everyday experiences of children as root of inequality. I will have to spend more time with varieties of examples to explain the significance of social class issues.
- Similarly, 15 of 20 students (or 75%) scored in the Proficient or Exemplary band (although with one fewer student scoring at the level of Mastery). The same assessment method was used to assess the Roots of Equality SLO. The majority of students explored matters of inequality and social justice with aplomb. Students performing in the Developing band demonstrated a burgeoning understanding of the roots of inequality (within late-19th century artistic frameworks) and the need for social justice. I'm generally

pleased with student performance vis-a-vis this rubric, although I might emphasize, or supply examples of, the ways that inequality and social justice intersected in this period in American history.

- Create more elaborate rubric for describing and grading the essay
- While students became very aware of their own views through the journaling exercise, I would like to have more class-wide discussion to expose them to a range of views.
- Throughout the semester, I tried to give examples of our personal biases and selection biases in social science research. I will need to give easier examples throughout the semester to make sure students understand biases we encounter.
- Overall, 14 of 20 students (70%) performed at the level of Mastery or Proficient for the Awareness SLO, another encouraging result overall. Relative to the preceding two SLOs, one additional student scored in the Developing range. Overall, students did demonstrate some difficulty in identifying and wrangling with bias, although the top-performing students assessed the ways that it is contingent on both personal and cultural context. As a multi-part discussion activity, I intend to add an additional parameter to the question in terms to come that asks students to reflect upon their own biases (relative to the artists, artworks and cultural phenomena at hand).

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:** There was a 93% submission rate of all diversity courses with 692-782 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Human Diversity (78%) and Awareness (74%). Students in the multi-modal courses did meet expectations for all SLOs (88% met expectations); however, the scores for F2F and online had variable, lower results but still meeting expectations for most SLOs. Notably, all three outcomes are lower in the spring versus fall semester, and all but one (spring – awareness) met the 70% target in both semesters. Faculty action recommendations indicated the importance of the need for exposure to and opportunities for deeper reflection on differences. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:**

Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix F: General Education Summary Report

### Citizenship & Responsibility: Ethical Reasoning

#### Spring 2024

- I. **General Education Learning Goal:** Ethical Reasoning - Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.
- II. **Student Learning Objectives:**
- **SLO1:** Conceptualization - The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.
  - **SLO2:** Application - The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.
  - **SLO3:** Comparison and Evaluation - The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.
- III. Data Collection: Ethical Reasoning outcomes were assessed using the [GE Ethical Reasoning Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Ethical Reasoning GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Ethical Reasoning, 33.3% of the courses offered in spring were assessed.

**Table 1: Number and Percent of Ethical Reasoning Courses Assessed**

Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ETHICAL REASONING	3	9	33.3%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The courses were delivered online.

**Table 2: Courses and Sections Assessed**

Learning Goal	Course	Section(s)	Mode
E - Ethical Reasoning	PHIL205 Medical Ethics	99	ONL
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	1	F2F
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	99	ONL

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam essay questions, essay, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Conceptualization	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	0.00%	0	3
<b>SLO2</b>	Application	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	0.00%	0	3
<b>SLO3</b>	Comparison and Evaluation	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	0.00%	0	3
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4 - 6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), blended (BL), and 80-99% online (O8)].

Table 4: Ethical Reasoning Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	102	7	12	31	34	18	0	49%	51%
Application		102	4	13	31	35	19	0	47%	53%
Comparison and Evaluation		102	9	13	26	38	16	0	47%	53%

Table 5: Ethical Reasoning Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	1	32	2	3	12	9	6	0	53%	47%
Application		32	1	3	13	8	7	0	53%	47%
Comparison and Evaluation		32	2	1	9	16	4	0	38%	63%

Table 6: Ethical Reasoning Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	2	70	5	9	19	25	12	0	47%	53%
Application		70	3	10	18	27	12	0	44%	56%
Comparison and Evaluation		70	7	12	17	22	12	0	51%	49%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

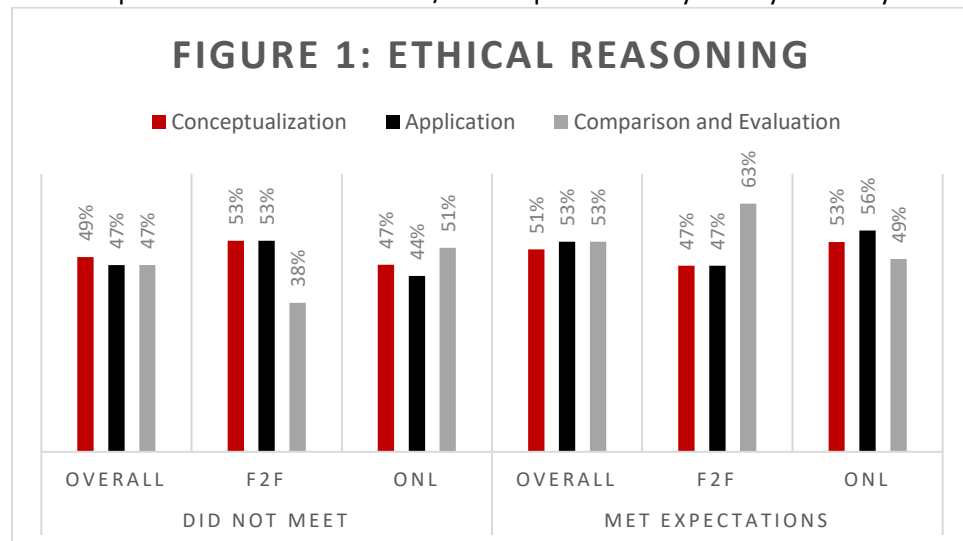
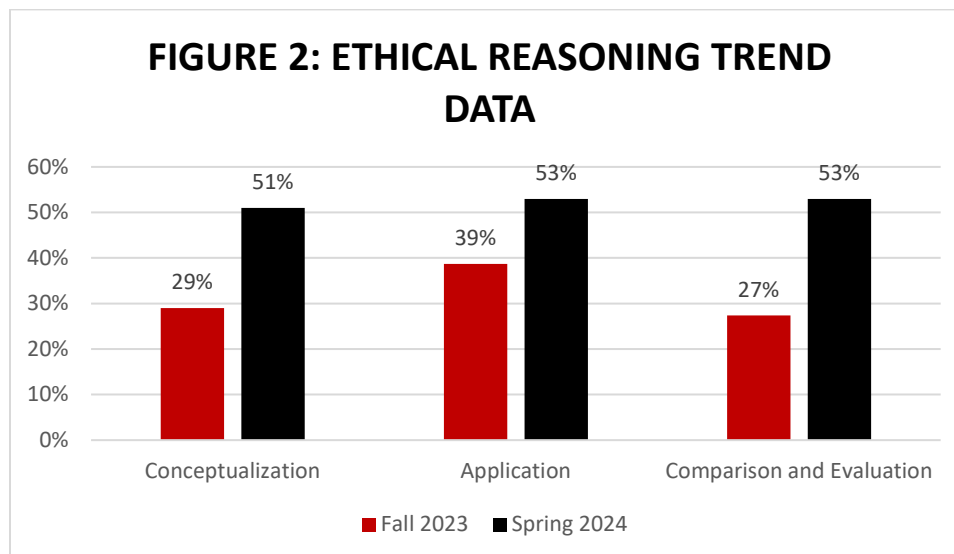




Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Future iterations of the course I will be even more specific asking students to relate theoretical concepts to one another within a theory.
  - In future iterations of the course, I will indicate that the various sides of the ethical problem require a varied application of concepts, as well as requiring students to outline important implications of their own preferred outcome in relation to society and the medical profession, as well as in relation to the theory they choose
  - In future iterations of the course, I will indicate that the various sides of the ethical dilemma require a varied application of concepts, as well as requiring students to outline important implications of own view on the topic, in relation to the issue as well as in relation to the theory they choose.
  - In future iterations of the course, I will ask students to identify the varied concepts of the medical principles at work within various ethical theories, so they can reflect on concepts of the patient's good in each theory. I will also ask them to defend the relative strengths of their chosen theory, weighing these strengths against any weaknesses they can identify.
  - In future iterations of the course, I will ask students to identify the varied concepts of the 'human good' across all ethical theories so they can reflect on the various ethical emphases in each theory, and will ask them to defend the relative strengths of their chosen theory, weighing these strengths against any weaknesses they can identify.
- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. More data are needed for an analysis of faculty action items.
- VII. **Observations on results:**

There was a 33% submission rate of all ethical reasoning courses with 102 students assessed. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 51-53% meeting expectations. Notably, all three outcomes are lower in the fall versus spring semester, but do meet the 70% target in either semester. Students in the F2F courses performed somewhat poorer than students in multi-modal courses. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

#### **VIII. Discussion and recommendations:**

Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities
- 100% of the data collected for this GE Goal is from constructed work and should be considered when recommending class size.

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix G: General Education Summary Report

### Interconnections: Foreign Language

### Spring 2024

- I. **General Education Learning Goal:** Foreign Language - Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.
- II. **Student Learning Objectives:**
- **SLO1:** Oral Communication - The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.
  - **SLO2:** Written Communication - The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.
  - **SLO3:** Cultural Awareness - The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.
- III. **Data Collection:** Foreign Language outcomes were assessed using [the GE Foreign Language Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Foreign Language GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Foreign Language, 14% of the courses offered in spring were assessed.

**Table 1: Number and Percent of Foreign Language Courses Assessed**

Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FOREIGN LANGUAGE	3	21	14%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

**Table 2: Courses and Sections Assessed**

Learning Goal	Course	Section(s)	Mode
F - Foreign Languages	FREN102 Elementary French II	1	F2F
F - Foreign Languages	SPAN102 Elementary Spanish II	98	ONL
F - Foreign Languages	SPAN102 Elementary Spanish II	99	ONL

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective and essay questions were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Oral Communication	100.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	2
<b>SLO2</b>	Written Communication	0.00%	0	100.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	2
<b>SLO3</b>	Cultural Awareness	100.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	2
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

**Table 4: Foreign Language Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	2	62	6	10	16	20	10	0	52%	48%
Written Communication		62	8	10	14	20	10	0	52%	48%
Cultural Awareness		62	7	8	17	20	10	0	52%	48%

**Table 5: Foreign Language Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	1	12	1	5	6	0	0	0	100%	0%
Written Communication		12	3	5	4	0	0	0	100%	0%
Cultural Awareness		12	2	3	7	0	0	0	100%	0%

**Table 6: Foreign Language Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	1	50	5	5	10	20	10	0	40%	60%
Written Communication		50	5	5	10	20	10	0	40%	60%
Cultural Awareness		50	5	5	10	20	10	0	40%	60%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

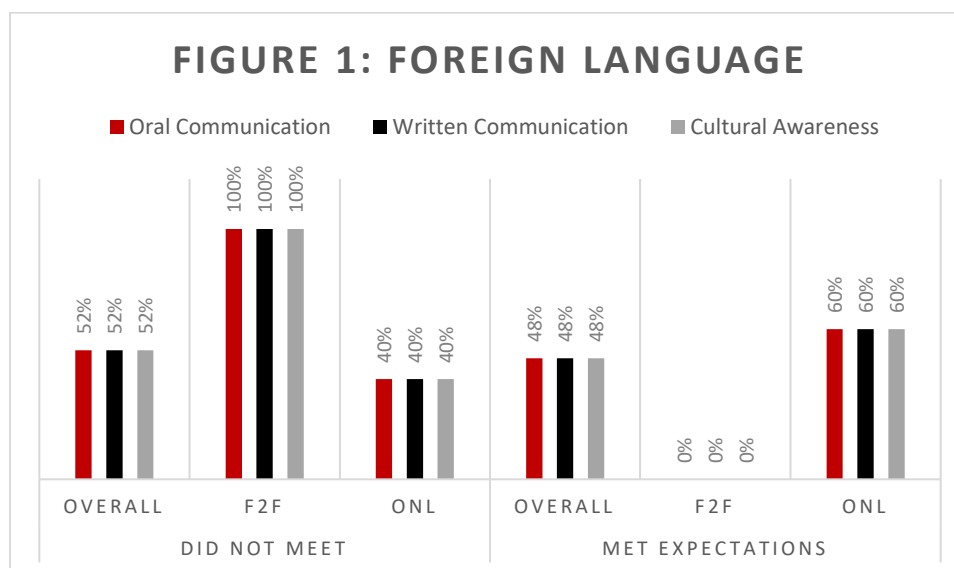
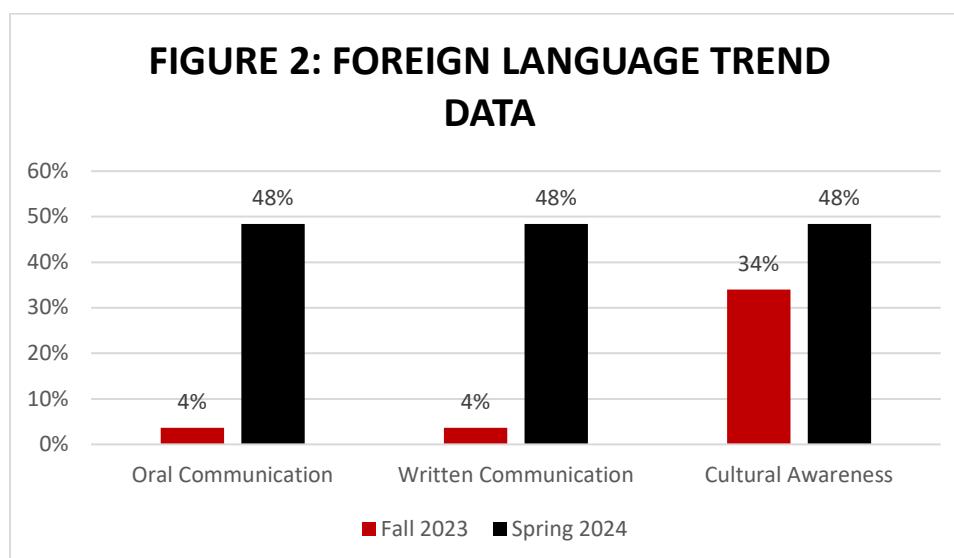


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Assessment of Oral Language development through oral questions.
  - Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Unsatisfactory results would include a score of 65 or below on the oral exam. Students at the emerging level would score between 66 and 90 on the oral exam. Students scoring higher are at the developing level. Overall results are as expected. The students with poor attendance and therefore missed practice opportunities did not fare well on the oral exam.
  - Assessment of Written communication through grammar and written exercises.

- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Unsatisfactory would result in an incomplete response to prompts and questions, with some portions left blank or responses that are incomprehensible to someone without knowledge of English, or use of a translating program for the text. Emerging responses include answers using vocabulary phrases directly taken from the eBook without further explanation and large numbers of errors, but still comprehensible. Developing responses address all the prompts, and, while they may contain errors, the responses are generally comprehensible and do not rely on pre-translated phrases. The students in the unsatisfactory range used translating programs, despite strict warnings not to do so. These same students did not participate in the in-class writing practice exercises because of their absences. Had they attended, they would have had the confidence to write in French.
- Assessment of cultural knowledge through readings and questions.
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Assessment is a combination of student performance and contribution in class discussions on cultural topics, in combination with results on test sections testing for comprehension. Unsatisfactory results include no contribution to class discussions on the topic as well as mostly incorrect responses on test sections. Emerging results would have primarily accurate responses on test sections on culture. Developing proficiency would have correct test responses in conjunction with participation in class discussions on cultural topics.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:** There was a 14% submission rate of all foreign language courses with 62 students assessed. Table 4 shows that overall students met the 70% threshold with 48% students meeting expectations for all three SLOs. Notably, all three outcomes are lower in the fall versus spring semester but do meet the 70% target in either semester. Students in the online courses performed much better for all SLOs (60% meeting expectations) as compared to F2F (0%). Faculty action information reflects that successful students are likely at the developmental level for the SLOs in this category. These results suggest much further analysis of instructional methods, in general and for various approaches and holding additional mentoring and training for assessing this learning goal. Increasing the submission rate will be a big first step here.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix H: General Education Summary Report

### Foundations: First-Year Seminar

### Spring 2024

I. **General Education Learning Goal:** First-Year Seminar - Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar.

II. **Student Learning Objectives:**

- **SLO1:** Cultivate Scholarly and Academic Success -The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.
- **SLO2:** Engagement with the University Community - The student engages in opportunities for learning beyond the classroom.
- **SLO3:** Foster Personal Development and Wellness - The student develops strategies and goals to support their personal wellness and academic and professional success.
- **SLO4:** Promote Understanding of Diversity and Social Responsibility - The student engages with core concepts of diversity and universality, and demonstrates principles of responsible citizenship within and beyond the campus community.
- **SLO5:** Forging Connections Between Course Content and Success Strategies - The student cultivates strategies for success through engaging in faculty-driven [Additional SLO from First Year Experience Committee]

III. **Data Collection:** First-Year Seminar outcomes were assessed using the [GE First-Year Seminar Curriculum Rubric](#) that define five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [First-Year Seminar GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For First-Year Seminar, 9.1% of the courses offered in spring were assessed.

Table 1: Number and Percent of First-Year Seminar Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FIRST-YEAR SEMINAR	1	11	9.1%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included and was face-to-face for all sections submitted.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
Y - First Year Experience	First Year Experience	6	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, written reflections, and projects were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Cultivate Scholarly and Academic Success	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
SLO2	Engagement with the University Community	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
SLO3	Foster Personal Development and Wellness	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
SLO4	Promote Understanding of Diversity and Social Responsibility	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
SLO5	Forging Connections Between Course Content and Success Strategies	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Table 4 below.

Table 4: First-Year Seminar Assessment Data: Number and Percent by Competency (Overall/F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Cultivate Scholarly and Academic Success	1	19	5	0	6	4	4	0	58%	42%
Engagement with the University Community		19	6	0	4	6	3	0	53%	47%
Foster Personal Development and Wellness		19	2	2	3	5	7	0	37%	63%
Promote Understanding of Diversity and Social Responsibility		19	7	2	4	3	3	0	68%	32%
Forging Connections Between Course Content and Success Strategies		19	4	0	4	5	6	0	42%	58%



Figure 1 summarizes the percent that did not meet / met expectations by SLO.

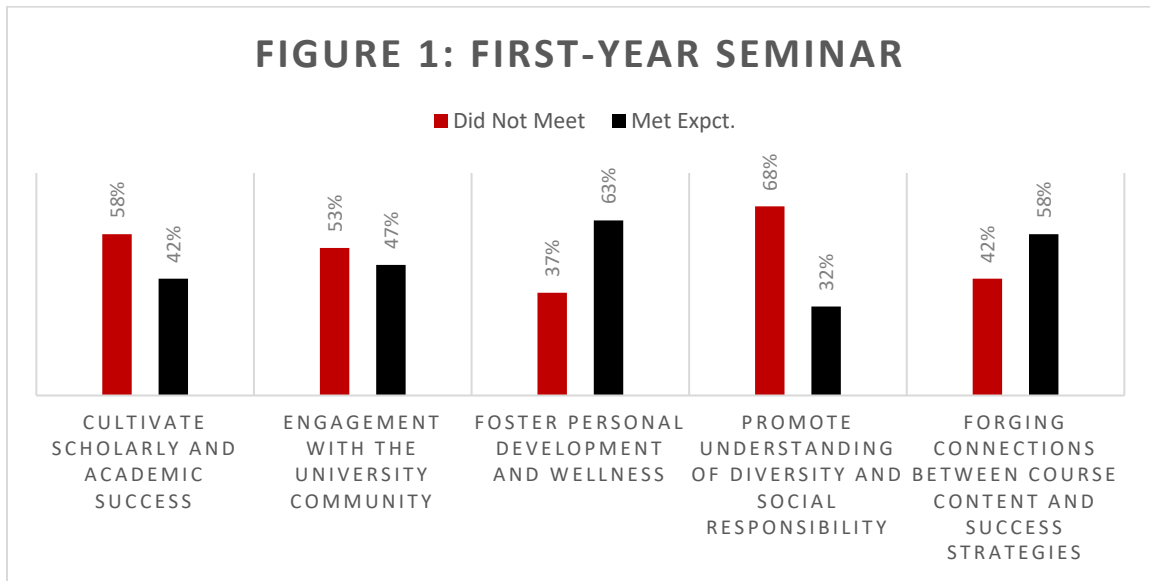
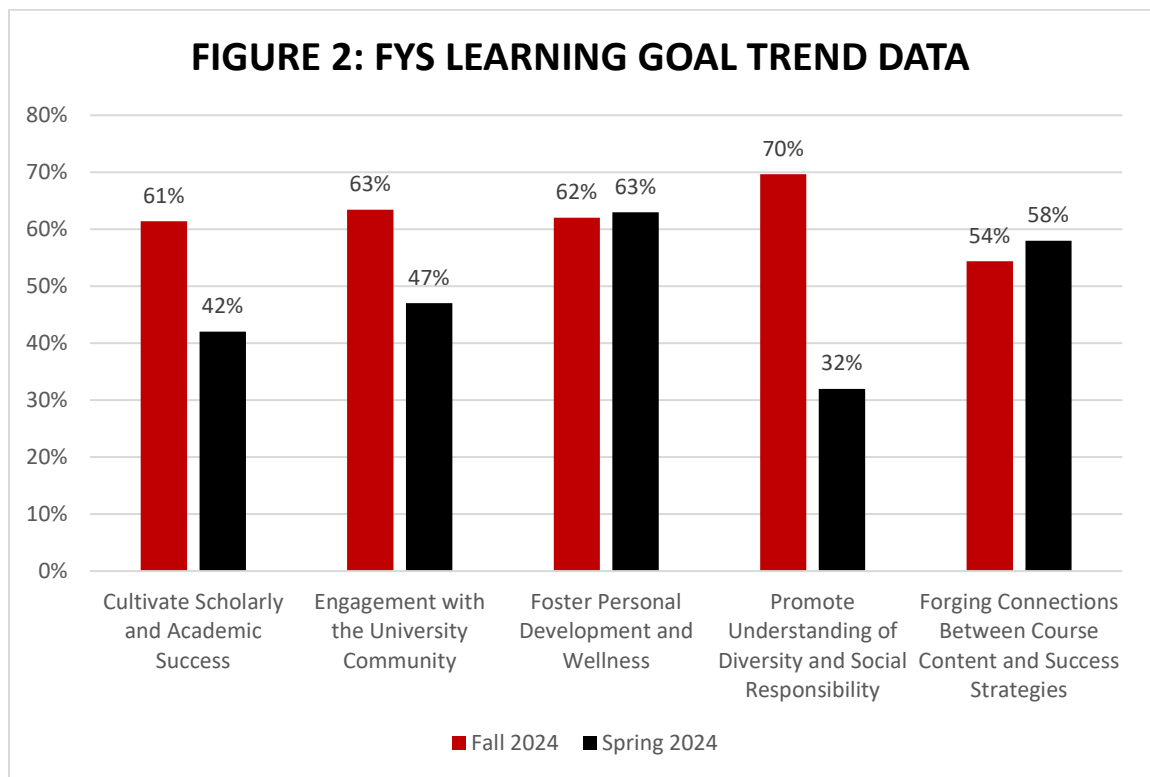


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- I am confident the “design skills” approach can work well for first year students to learn how design skills apply to their success in college. The ideation techniques utilized will need a higher point value and to be incorporated into class sessions through added team development work.

- Getting students to engage with the broader university community was challenging. I offered numerous opportunities but students did not elect to take advantage. The students responded very well to the Professional U team visit, I moved this to earlier next semester and will add additional visits.
- This was the part of the class the students seemed to be most prepared and engaged with, I am planning to restructure other assignments to provide similar engagement strategies.
- This is an area of the class that needs to be stronger. I will focus more time on the maker-mix project and spread the three alumni examples across the semester with a more structured reflection assignment.
- As an instructor I want to improve explanations of each of the assignment goals and how these contribute to their success. I am concerned that students saw the assignments as busy work as opposed to something they could use to help them become more intentional and successful. To improve I will have fewer assignments, provide a clear weighted point value, and identify class teams which will work on in-class reflections and exercises throughout the semester.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:**  
There was a 9.1% submission rate of all FYS courses with 19 students assessed. A much smaller number of courses were offered in the spring and a very poor submission rate was achieved as well. Table 4 shows that overall students did not meet the 70% threshold on any of the five SLOs, ranging from 32%-63%. Three of five outcomes are lower in the spring versus fall semester but most do not meet the 70% target. All courses were delivered F2F. FYS has a working group that should continue to explore ways to increase student learning. More data are needed for meaningful analysis.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

# Appendix I: General Education Summary Report

## Interconnections: Global Perspectives

### Spring 2024

I. **General Education Learning Goal:** Global Perspectives - Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

II. **Student Learning Objectives:**

- **SLO1:** Factors and Interactions - The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions (i.e., and/or inequality, complexity, instability) among/between groups, cultures, states, regions or nations.
- **SLO2:** Representation and Sources - The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.
- **SLO3:** Perspectives - The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.

III. **Data Collection:** Global Perspectives outcomes were assessed using the [GE Global Perspectives Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Global Perspectives GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by January 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Global Perspectives, 22% of the courses offered in spring were assessed.

Table 1: Number and Percent of Global Perspectives Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
GLOBAL PERSPECTIVES	12	54	22%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
G - Global Perspectives	ECON121 Principles of Macroeconomics	2	F2F
G - Global Perspectives	ECON121 Principles of Macroeconomics	3	F2F
G - Global Perspectives	ECON121 Principles of Macroeconomics	5	F2F
G - Global Perspectives	ECON121 Principles of Macroeconomics	96	ONL
G - Global Perspectives	ECON121 Principles of Macroeconomics	97	MM
G - Global Perspectives	EGGS105 Environmental Issues and Choices	1	F2F
G - Global Perspectives	EGGS105 Environmental Issues and Choices	2	F2F
G - Global Perspectives	ENGL320 Global Literature and Culture	1	F2F
G - Global Perspectives	FREN101 Elementary French I	1	F2F
G - Global Perspectives	MUSI111 World Music	1	F2F
G - Global Perspectives	NUTR300 Cultural Nutrition	99	ONL
G - Global Perspectives	POLI245 Terrorism	1	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam or quiz objective questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Factors and Interactions	70.00%	7	20.00%	2	0.00%	0	10.00%	1	0.00%	0	0.00%	0	10
SLO2	Representation and Sources	50.00%	5	0.00%	0	10.00%	1	20.00%	2	10.00%	1	10.00%	1	10
SLO3	Perspectives	60.00%	6	10.00%	1	0.00%	0	30.00%	3	0.00%	0	0.00%	0	10
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Global Perspectives Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	10	494	26	17	92	240	119	7	27%	73%
Representation and Sources		417	20	16	101	185	95	85	33%	67%
Perspectives		503	23	44	41	244	151	6	21%	79%

Table 5: Global Perspectives Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	7	373	26	16	71	141	119	3	30%	70%
Representation and Sources		293	20	16	60	102	95	84	33%	67%
Perspectives		380	23	31	38	137	151	4	24%	76%

Table 6: Global Perspectives Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	2	87	0	1	10	76	0	4	13%	87%
Representation and Sources		90	0	0	29	61	0	1	32%	68%
Perspectives		89	0	2	3	84	0	2	6%	94%

Table 7: Global Perspectives Assessment Data: Number and Percent by Competency (MM)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	1	34	0	0	11	23	0	0	32%	68%
Representation and Sources		34	0	0	12	22	0	0	35%	65%
Perspectives		34	0	11	0	23	0	0	32%	68%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

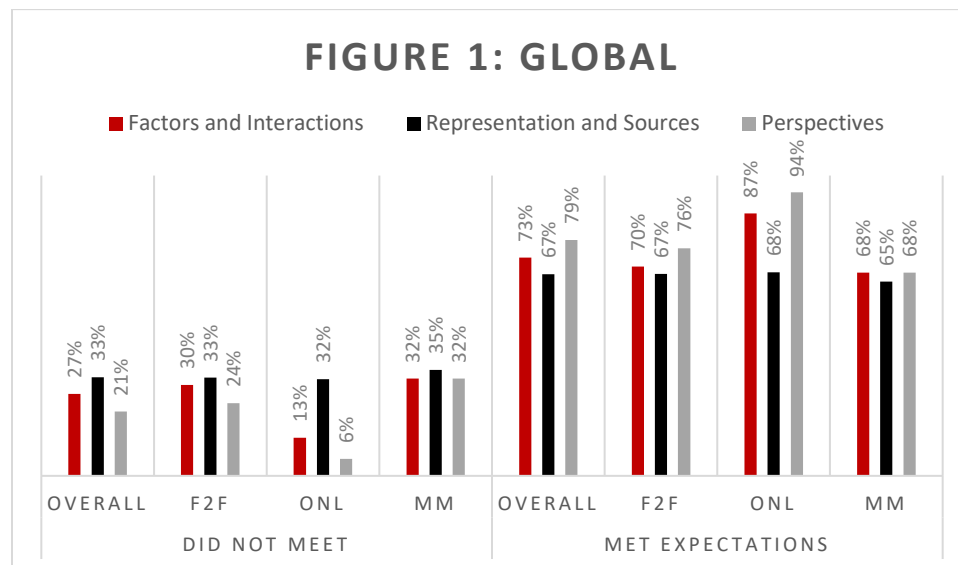
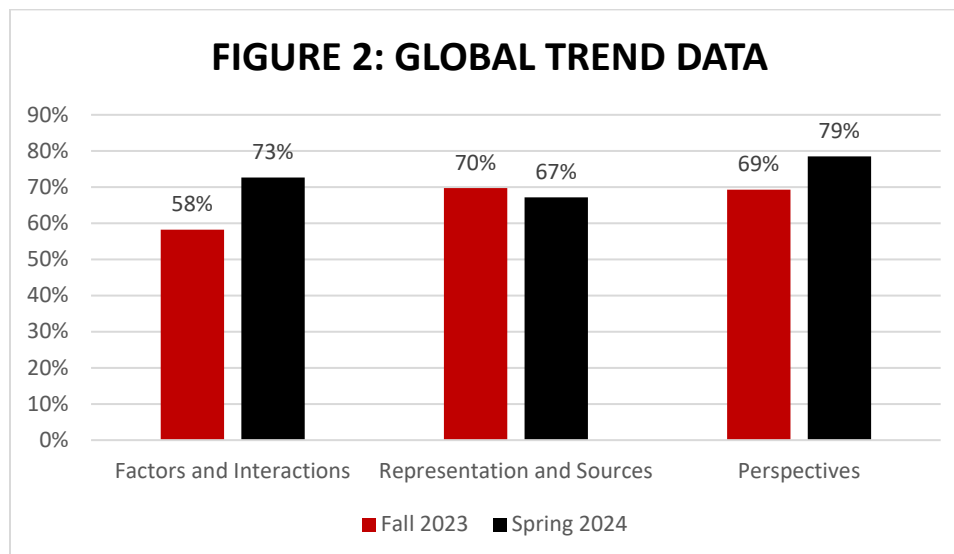


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Provide examples of past student short papers; provide a checklist for students to make certain they covered all the bases; give examples from exemplary current-semester student work
  - I see little evidence from the data that any changes are needed to improve student learning. The main problem, as I could tell from the exams, is that too many students either do not complete assigned reading or do not sufficiently understand what they read. Questions that came primarily from the textbook tended to be most difficult, while questions that came primarily from class lecture/discussion tended to be easier for students to get correct. In my view, most of this is a lack of effort on the part of the student to engage with readings outside of class, a point I made to the class repeatedly. In other words, the improvement to student learning needs to come from individual students. I see no reason to make exams easier by focusing more on questions from class (rather than text), but I do believe that making this point sooner in the semester may be helpful. I have experimented with brief reading quizzes, which does not seem to improve student engagement with outside reading.
  - 83% of students were able to identify, analyze, and evaluate the relative contributions that contribute to the possible range of interactions among/between cultures and other nations. Encouraging students to participate at a higher level would lead to more students taking the assignment seriously which would increase the percentage of students meeting this outcome.
  - Additional examples may be incorporated in class discussion.
  - The results will be used to improve the quality of exam questions.
  - Provide more quantitative assessments to ensure student identification, comparison, and differentiation of cultural factors and interactions
  - I was rather pleased with the results on this dimension. Nearly all students demonstrated a clear familiarity with basic concepts related to terrorism and utilized both qualitative and quantitative data in their papers. As much of this class revolves around the use and interpretation of data, it is gratifying that most students performed reasonably well and some were excellent. I would like to think that one innovation I made to the course was to spend select class periods on a single terrorist organization--essentially, I walked them through how to research and understand a specific organization 2-3 times before they did this on their own with a different organization. This is something I will continue to incorporate.
  - 71% of students met this outcome at the proficient level while 29% demonstrated that they were developing proficiency. More explicit assignment directions would improve this outcome.

- Additional exercise on the evaluation of scientific data , reliability, and credibility.
- The results will be used to improve the quality of data and graphics students rely on for their short paper. More in class time can be devoted to the evaluation of scientific data and discussion of credibility and reliability.
- Provide examples of past student short papers; provide a checklist for students to make certain they covered all the bases; give examples from exemplary current-semester student work
- I have used the drone strikes example (writing pro and con separately) the last few times I have taught this course. These assignments are among the best opportunities for students to develop their own perspective, as well as having to compare and contrast two very different perspectives on the use of drone strikes. Students have often reported that they enjoy these assignments, at least after they are done, because they force students to carefully consider two contending perspectives. I will maintain this assignment. While I would like to more assignments such as this, there is a limit to how much written work can be graded in a larger course.
- 85% of students were able to apply multiple perspectives with regard to personal and social differences specific to cultural differences. Encouraging students to participate at a higher level would lead to more students taking the assignment seriously which would increase the percentage of students meeting this outcome.
- Additional emphasis on terminology.
- The results will be used to improve the quality of exercises describing students' environmental worldviews. More in-class time can be devoted to this activity to generate discussion and understanding environmental worldviews and their associated impacts on environmental problems and solutions.

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:**  
There was a 22% submission rate of all global perspectives courses with 417 - 503 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Factors and Interactions (73%) and Perspectives (79%) but not Representation and Sources (67%). Notably, the three outcomes vary in the spring versus fall semester, but students in the F2F and MM courses performed somewhat poorer than students in online courses. Faculty action recommendations indicate the need for more opportunities for students to engage with course concepts. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix J: General Education Summary Report

### Foundations: Historical Themes

### Spring 2024

I. **General Education Learning Goal:** Historical Themes - Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

II. **Student Learning Objectives:**

- **SLO1:** Knowledge & Understanding - The student demonstrates knowledge and understanding of major historical themes or trends.
- **SLO2:** Sources and Evidence - The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.
- **SLO3:** Application of Language and Critical Thinking Skills in an Historical Context - The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.

III. **Data Collection:** Historical Themes outcomes were assessed using the [GE Historical Themes Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Historical Themes GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Historical Themes, 42% of the courses offered in spring were assessed.

Table 1: Number and Percent of Historical Themes Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
HISTORICAL THEMES	15	36	42%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
H - Historical Themes	ANTH130 Introduction to Archaeology	1	F2F
H - Historical Themes	ARTH303 Medieval Art and Society	99	ONL
H - Historical Themes	HIST111 World History I	1	F2F
H - Historical Themes	HIST111 World History I	2	F2F
H - Historical Themes	HIST111 World History I	98	ONL
H - Historical Themes	HIST111 World History I	99	ONL
H - Historical Themes	HIST122 US History since 1877	4	F2F
H - Historical Themes	HIST122 US History since 1877	99	ONL
H - Historical Themes	HIST220 World War Two	1	F2F
H - Historical Themes	HIST220 World War Two	2	F2F
H - Historical Themes	HIST270 Hollywood and History	1	F2F
H - Historical Themes	HIST270 Hollywood and History	4	F2F
H - Historical Themes	HIST270 Hollywood and History	5	F2F
H - Historical Themes	HIST270 Hollywood and History	6	F2F
H - Historical Themes	MUSI220 Western Music Until 1750	1	F2F



Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective / essay questions and essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Knowledge and Understanding	70.00%	7	20.00%	2	0.00%	0	10.00%	1	0.00%	0	0.00%	0	10
SLO2	Sources and Evidence	10.00%	1	20.00%	2	30.00%	3	40.00%	4	0.00%	0	0.00%	0	10
SLO3	Application of Language and Critical Thinking Skills in an Historical Context	20.00%	2	0.00%	0	20.00%	2	60.00%	6	0.00%	0	0.00%	0	10
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Historical Themes Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	10	438	18	23	55	121	221	15	22%	78%
Sources and Evidence		433	11	26	68	129	199	17	24%	76%
Application of Language and Critical Thinking Skills in an Historical Context		429	14	12	56	123	224	19	19%	81%

Table 5: Historical Themes Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	7	297	12	17	43	94	131	13	24%	76%
Sources and Evidence		292	10	16	46	77	143	15	25%	75%
Application of Language and Critical Thinking Skills in an Historical Context		289	14	8	39	67	161	16	21%	79%

Table 6: Historical Themes Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	3	141	6	6	12	27	90	2	17%	83%
Sources and Evidence		141	1	10	22	52	56	2	23%	77%
Application of Language and Critical Thinking Skills in an Historical Context		140	0	4	17	56	63	3	15%	85%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

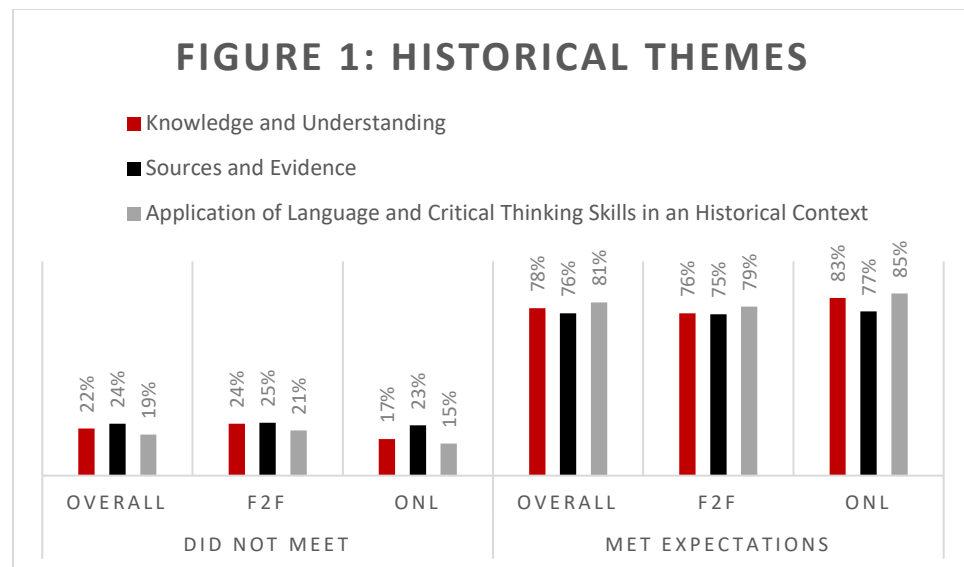
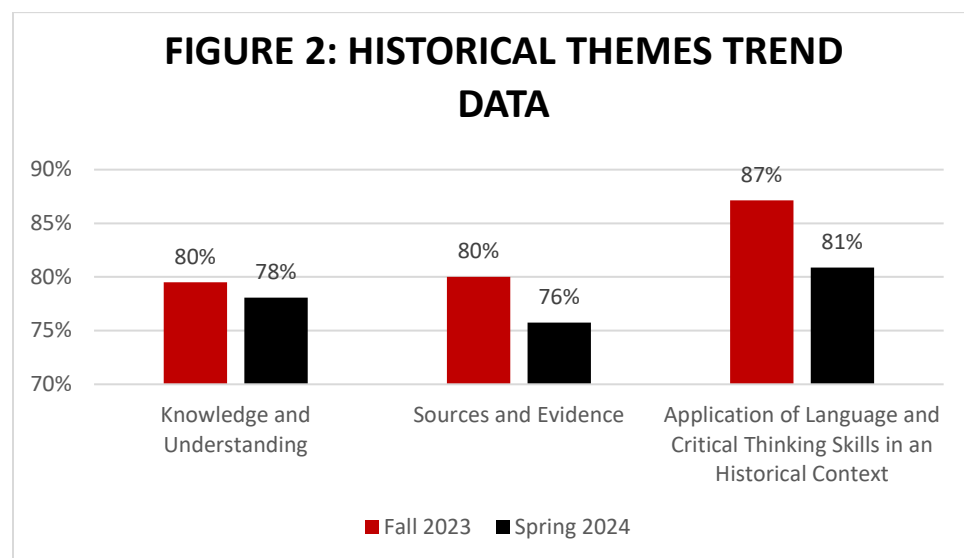


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- Results will be used to assess the effectiveness of the assignment, which is the most difficult of the semester due to the readings, which introduce difficult concepts and theories that revolve around the idea of historical authenticity. Based on the evidence, students successfully grasped most of the concepts.
- Results are used to specifically modify essay questions for future exams, mostly for clarity. The exam was already changed from the previous year due to a reading assignment change.
- Continue to monitor and encourage management to reduce course caps so students get more personalized attention and more frequent informal assessments.
- A little more than 68% (15/22) of students scored at the level of "Proficient" or "Mastery" for Knowledge and Understanding. The assessment tool (the fifth in a series of five quizzes administered throughout the term) included a range of objective questions on topics that explored the history of Medieval art, history, culture and society. (The quiz also included short answer and essay questions, but these were excluded from this report.) While all quizzes are "open book," and while all correct answers may be found within the assigned text, student performance is dependent on an ability to read between the lines, and to make reasonable, logical inferences. A subset of students appear to be seeking their answers more literally, which I fear this may have resulted in more students (7/22) performing in the "Emerging" or "Developing" categories of the rubric. While I think testing students' ability to synthesize material and extrapolate responses is important, I might revisit the straightforwardness of certain questions moving forward.
- I plan to use more written assignments in class. Students will master material better if they can read academic work and summarize/paraphrase it. Results will be used to assess the effectiveness of the essay questions: The depth of student understanding of assigned readings and films and how well they apply that understanding in their answers.
- Results will be used to assess whether the assignment should be further "framed." That is that more time might be spent in-class explaining it, how to approach primary sources, and how to connect it to the in-class simulation on the decision to drop the atomic bomb.
- Again, a little more than 68% of students completing the Exhibition Project assignment performed at the "Proficient" level or above. 18% of students achieved "Developing" for this category of the rubric; 13.6% of students scored at the "Emerging" level. For this assignment, students were asked to "sample" from the history of Medieval art in order to create a fictional exhibition project that best exemplifies course concepts and theories. Students were afforded a great deal of leeway to design their projects, and choose artworks, that best suits their exhibition design and overall argument. A key criterion was that students provide a thoughtful, detailed rationale for each of their artworks (in a way that explored "chronology, causation, and context; [and an] awareness of disciplinary standards). This rationale was to comprise 1-2 double-spaced pages. Students who performed below "Proficient" for "Sources and Evidence" largely offered perfunctory textual responses. In future iterations of this course, I might request that students respond to a series of predetermined questions (for each artwork selection, with respect to context, causation, etc.), rather than allow students the freedom and flexibility to respond as they wish.
- I plan to keep the research project the same - maybe with more emphasis on constructing strong thesis statements.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:**

There was a 42% submission rate of all historical themes courses with 429 - 428 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for all three SLOs with slightly higher scores for online learning. Notably, all three outcomes are lower in the spring versus fall semester, but meeting the 70% target in both semesters. Overall, faculty action recommendations indicate reflection on teaching and assessment methods to improve student learning outcomes. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix K: General Education Summary Report

### Creativity and Expression: Literature

### Spring 2024

- I. **General Education Learning Goal:** Literature - Guide and prompt students to comprehend, analyze, and determine the significance for works of literature.
- II. **Student Learning Objectives:**
- **SLO 1:** Comprehension - The student comprehends the text.
  - **SLO 2:** Analysis - The student identifies and explains relations among ideas, text structure, or other structural features to show how they support an advanced understanding of the text as a whole or of its parts.
  - **SLO 3:** Interpretation and Significance - The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.
- III. **Data Collection:** Literature outcomes were assessed using the [GE Literature Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Literature GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by January 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Literature, 37% of the courses offered in spring were assessed.

Table 1: Number and Percent of Literature Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
LITERATURE	10	27	37%

Submissions were received from the following courses and sections (if specified) in Table 2. Face-to-face delivery was used to deliver the courses that were submitted.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
L - Literature	ENGL151 Intro to Literature	3	F2F
L - Literature	ENGL151 Intro to Literature	98	ONL
L - Literature	ENGL152 Lit and Society	2	F2F
L - Literature	ENGL228 Core Western Texts	99	ONL
L - Literature	ENGL231 American Literature II	1	F2F
L - Literature	ENGL292 Creative Nonfiction	1	F2F
L - Literature	ENGL390 Shakespeare	1	F2F
L - Literature	ENGL390 Shakespeare	2	F2F
L - Literature	ENGL391 Author(s) in Context	99	ONL
L - Literature	HONR220 Honors Literature Seminar	1	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, written reflection, and exam objective and essay questions were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Comprehension	0.00%	0	10.00%	1	0.00%	0	80.00%	8	10.00%	1	0.00%	0	10
<b>SLO2</b>	Analysis	0.00%	0	10.00%	1	10.00%	1	80.00%	8	0.00%	0	0.00%	0	10
<b>SLO3</b>	Interpretation and Significance	0.00%	0	10.00%	1	20.00%	2	70.00%	7	0.00%	0	0.00%	0	10
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4 -6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), blended (BL), and 80-99% online (O8)].

**Table 4: Literature Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	10	228	10	11	27	98	82	0	21%	79%
Analysis		228	11	15	32	91	79	0	25%	75%
Evaluation		228	11	15	36	86	80	0	27%	73%

**Table 5: Literature Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	7	153	7	7	18	68	53	0	21%	79%
Analysis		153	8	11	23	61	50	0	27%	73%
Evaluation		153	8	11	27	56	51	0	30%	70%

**Table 6: Literature Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	75	3	4	9	30	29	0	21%	79%
Analysis		75	3	4	9	30	29	0	21%	79%
Evaluation		75	3	4	9	30	29	0	21%	79%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality

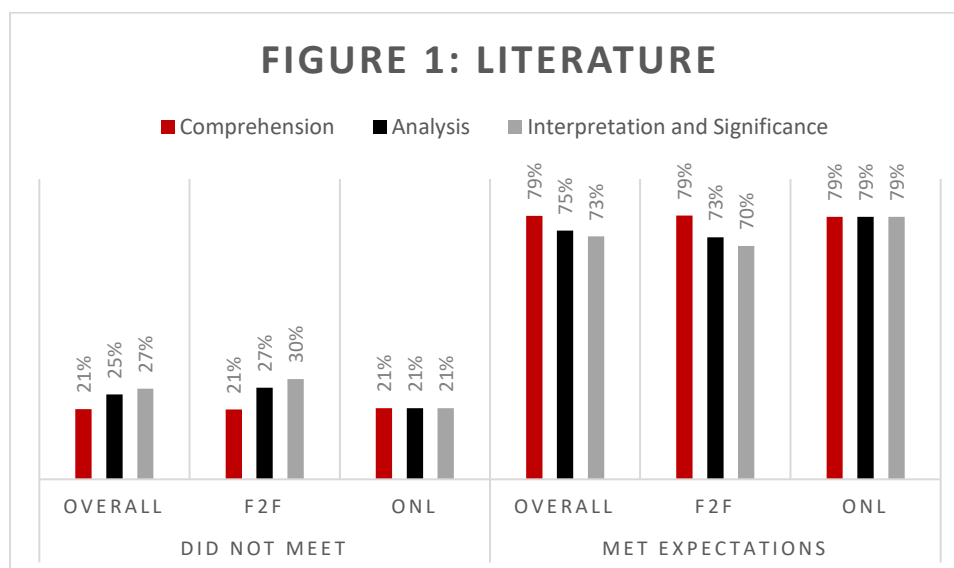
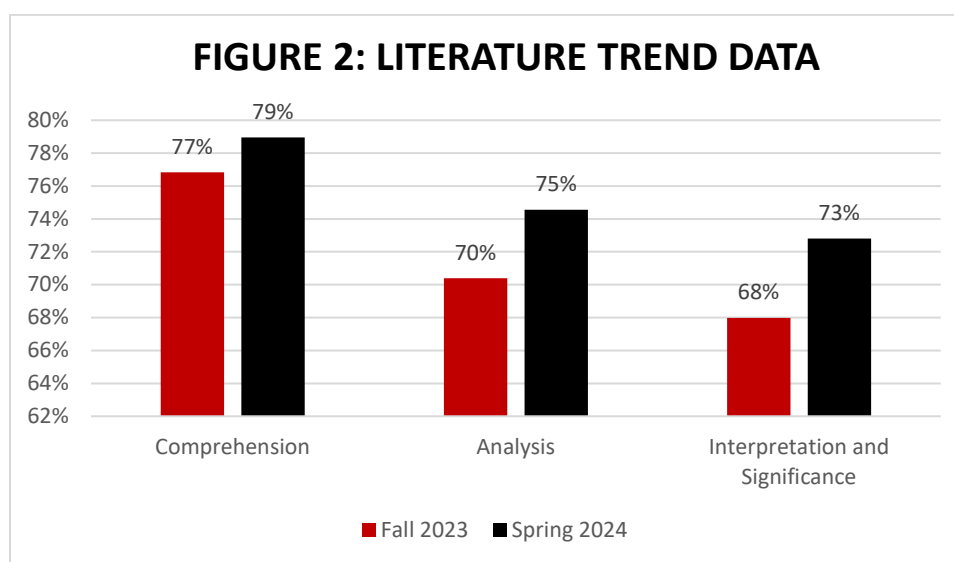


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- Given that this class is now being taught online, work needs to be done to increase engagement with the literary texts being read. Weekly reading quizzes focused on comprehension need to be added to the course.
- The results here were good. I see no way to improve student learning.
- Need to provide more rhetorical background at the beginning of the course to help students with thinking about representation and what it means for human understanding of the world.
- Provide more quantitative assessments to gauge student inference from background knowledge and contextual material

- The research essay is already scaffolded to encourage students to begin working on the project early and in stages. However, I could add more intermittent assessment to the project to ensure that they develop their project as intended.
- Given that this class is now being taught as a general education class, work needs to be done to better explain basics of literary analysis and interpretation and the formal elements of literature as well as the basic expectations of a literary analysis. Lectures need on genre, literary terminology, and methods of analysis and interpretation need to be added to the course.
- Students could be encouraged to identify literary elements thoroughly in class discussions.
- Need to provide more rhetorical background at the beginning of the course to help students with thinking about representation and what it means for human understanding of the world. Perhaps add more theoretical readings and examples of rhetorical analysis
- Provide more examples of past student midterm audits; provide a checklist for students to make certain they covered all the bases
- The research essay is already scaffolded to encourage students to begin working on the project early and in stages. However, I could add more intermittent assessment to the project to ensure that they develop their project as intended.
- Given that this class is now being taught as a general education class, work needs to be done to better explain basics of literary analysis and interpretation and the formal elements of literature as well as the basic expectations of a literary analysis. Lectures need on genre, literary terminology, and methods of analysis and interpretation need to be added to the course.
- More examples or thorough interpretations will be shared during class lectures and discussions.
- Based on our final class discussion and projects, students were interpreting representations of climate in interesting and insightful ways through their class projects. I left the projects up to them, which was nerve-wracking to some degree while also fun. They did receive my feedback on each project in draft form. In future classes, I would provide more direction from the outset of the final projects, move the feedback session earlier, and urge them more explicitly to tie what they have learned in class to their own interests and/or disciplines.
- Provide more examples of past student portfolios; provide a checklist for students to make certain they covered all the bases
- The research essay is already scaffolded to encourage students to begin working on the project early and in stages. However, I could add more intermittent assessment to the project to ensure that they develop their project as intended.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:**  
 There was a 37% submission rate of all literature courses with 228 students assessed. Table 4 shows that overall students met the 70% threshold for all three SLOs, ranging from 73-79%. Notably, all three outcomes are lower in the fall versus spring semester, meeting the 70% target in both semesters except for fall – interpretation and significance. Students in the F2F courses performed nearly equal to but slightly lower than students in online courses. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal. Several faculty action recommendations indicated general instructional strategies to improve student performance towards learning goals.



- VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:
- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
  - Provide results data to faculty showing where students overall struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Consider an open session or office hours to meet with faculty on the assessment process
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities
- In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix L: General Education Summary Report Natural World and Technology: Natural World Spring 2024

- I. **General Education Learning Goal:** Natural World - Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.
- II. **Student Learning Objectives:**
- **SLO1:** Scientific Method - The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.
  - **SLO2:** Scientific Principles - The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.
  - **SLO3:** Data & Problem-Solving - The student critically evaluates scientific information and/or solves problems using scientific data.
- III. **Data Collection:** Natural World outcomes were assessed using the [GE Natural World Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Natural World GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Natural World, 39% of the courses offered in spring were assessed.

Table 1: Number and Percent of Natural World Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
NATURAL WORLD	36	93	39%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
N - Natural World	ANTH140 Intro to Biological Anthropology	1	F2F
N - Natural World	ANTH140 Intro to Biological Anthropology	2	F2F
N - Natural World	ANTH221 Forensic Anthropology	1	F2F
N - Natural World	ASTR102 Stars and Galaxies	1	F2F
N - Natural World	ASTR102 Stars and Galaxies	2	F2F
N - Natural World	ASTR103 Astronomy	1	F2F
N - Natural World	BIOL100 Cells, Genes, and Molecules	99	ONL
N - Natural World	BIOL102 Ecology and Evolution	1	ONL
N - Natural World	BIOL110 Principles of Biology 1	1	F2F
N - Natural World	BIOL110 Principles of Biology 1	4	F2F
N - Natural World	BIOL180 Anatomy and Physiology 1	1	F2F
N - Natural World	CHEM100 Chemistry of Air, Water, and Earth	2	F2F
N - Natural World	CHEM100 Chemistry of Air, Water, and Earth	99	ONL
N - Natural World	CHEM121 General Chemistry I	1	F2F
N - Natural World	CHEM121 General Chemistry I	2	F2F
N - Natural World	CHEM122 General Chemistry II	01A	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
N - Natural World	CHEM122 General Chemistry II	01B	F2F
N - Natural World	CHEM122 General Chemistry II	01C	F2F
N - Natural World	CHEM122 General Chemistry II	01D	F2F
N - Natural World	CHEM122 General Chemistry II	03B	F2F
N - Natural World	EGGS100 Introduction to Environmental Science	3	BL
N - Natural World	EGGS107 Natural Disasters	1	F2F
N - Natural World	EGGS107 Natural Disasters	2	F2F
N - Natural World	EGGS120 Physical Geology	1	F2F
N - Natural World	EGGS125 Geology of Gemstones	1	F2F
N - Natural World	EGGS135 Geology of National Parks	1	F2F
N - Natural World	HLSC115 Human Anatomy and Physiology 1	1	F2F
N - Natural World	HLSC115 Human Anatomy and Physiology 1	2	F2F
N - Natural World	HONR218 Honors Natural World Seminar	3	F2F
N - Natural World	PHYS209 Introductory Physics II	2	F2F
N - Natural World	PHYS209 Introductory Physics II	3	F2F
N - Natural World	PHYS212 General Physics 2	2	F2F
N - Natural World	PHYS212 General Physics 2	5	F2F
N - Natural World	PSYC100 Introduction to Psychology	1	F2F
N - Natural World	PSYC100 Introduction to Psychology	4	F2F
N - Natural World	PSYC100 Introduction to Psychology	5	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions, essays, reports, written, and other reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Scientific Method	43.75%	14	3.13%	1	3.13%	1	18.75%	6	21.88%	7	9.38%	3	32
SLO2	Scientific Principles	65.63%	21	3.13%	1	3.13%	1	12.50%	4	15.63%	5	0.00%	0	32
SLO3	Data and Problem Solving	43.75%	14	3.13%	1	3.13%	1	18.75%	6	28.13%	9	3.13%	1	32
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Table 4 - 7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), and blended (BL)].

**Table 4: Natural World Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	32	1110	80	136	240	262	392	29	41%	59%
Scientific Principles		1264	96	174	269	346	379	28	43%	57%
Data and Problem Solving		1120	111	77	178	381	373	83	33%	67%

**Table 5: Natural World Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	27	933	75	123	174	235	326	19	40%	60%
Scientific Principles		1093	92	155	237	289	320	16	44%	56%
Data and Problem Solving		982	92	68	146	341	335	31	31%	69%

**Table 6: Natural World Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	4	156	5	12	63	17	59	10	51%	49%
Scientific Principles		150	4	18	29	47	52	12	34%	66%
Data and Problem Solving		117	19	8	29	30	31	52	48%	52%

**Table 7: Natural World Assessment Data: Number and Percent by Competency (BL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	1	21	0	1	3	10	7	0	19%	81%
Scientific Principles		21	0	1	3	10	7	0	19%	81%
Data and Problem Solving		21	0	1	3	10	7	0	19%	81%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

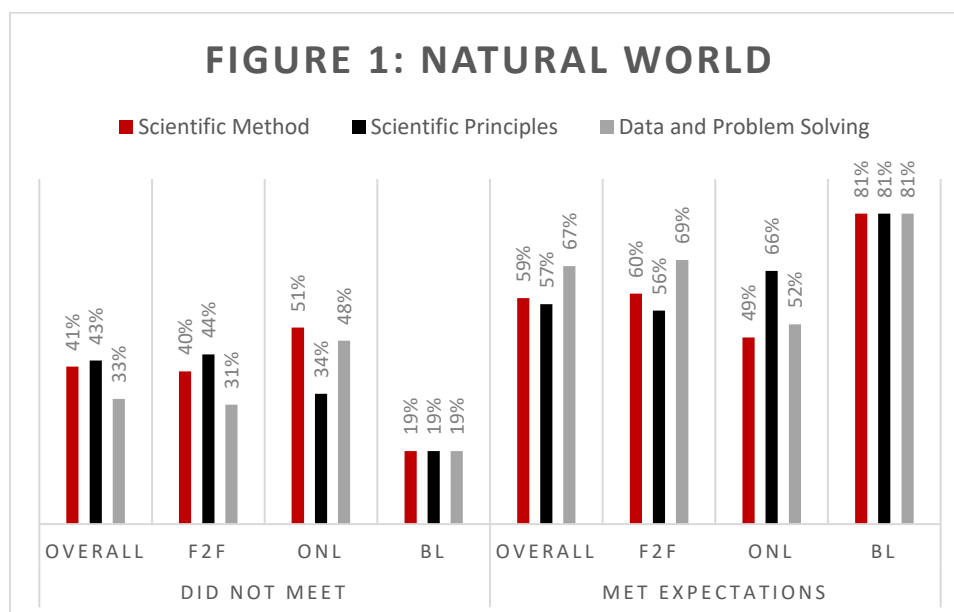
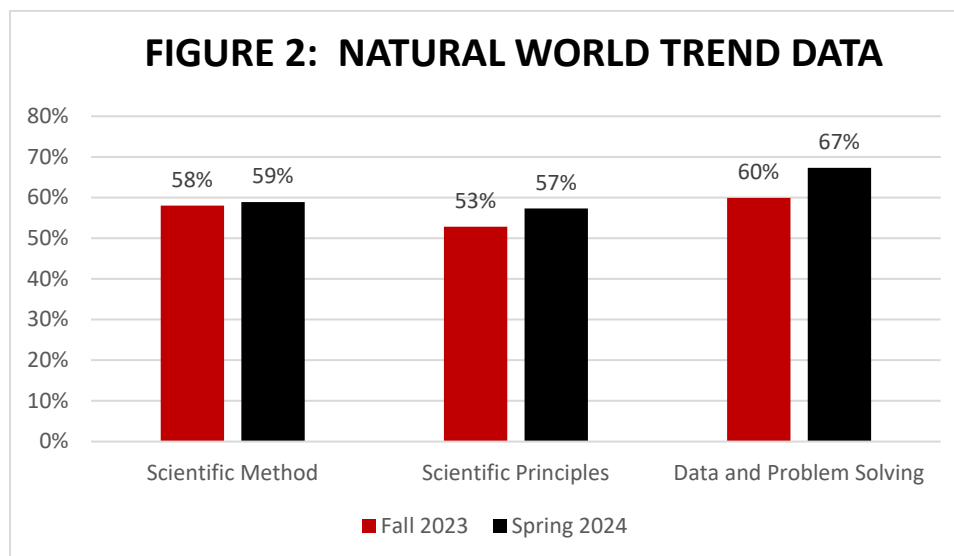


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Future courses require smaller class sizes so that proficiency and mastery can actually be assessed.
  - Since the majority of the students enrolled in this particular section are repeating the course or are new students, we would expect most students to perform in the Emerging or Developing category. We are pleased to see these results. Improvements are planned in creating question pools to more thoroughly evaluate different perspectives of the scientific method. In addition, the delivery of information regarding the Scientific Method will be better aligned among faculty members in upcoming iterations of the course.
  - There was progress towards the rubric conformation for report writing by the end of the 14th lab report at the end of the semester.
  - Adjustments were made to emphasize scientific method through examples throughout the course

- Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings.
- This data represents a much improved measure for students' knowledge of scientific principles. This data is from the "off sequences" offering of the course and represents repeat students and first-time students. The measure will remain unchanged until we can implement it in the FA2024 semester.
- Quality of lab report, particularly in the part of theory
- Continue to incorporate additional video presentations from experts in the field.
- Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings.
- Although this data indicates that students are performing well in this area, the measure itself falls far short of adequate. More questions will be developed and included in the next assessment to better understand the level of competency of students for this SLO. In addition, the delivery of information regarding the Scientific Method will be better aligned among faculty members in upcoming iterations of the course.
- Giving points for attending appears to work to get them into class. Then getting them to participate in the development of solutions to selected problems work.
- Continue to give credit for attendance

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:** There was a 39% submission rate of all natural world courses with 1110 - 1264 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 57-67% meeting expectations. Notably, all three outcomes are lower in the fall versus spring semester. Students in the F2F courses performed somewhat better than online students; however, students in a single blended course outperformed all meeting expectations on all SLOs. Several action recommendations make note of strategies that helped improve student performance from the Fall 23 data. Faculty should also focus on strategies to improve performance going forward. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix M: General Education Summary Report

### Foundations: Oral Communication

### Spring 2024

- I. **General Education Learning Goal:** Oral Communication - Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.
- II. **Student Learning Objectives:**
- **SLO1:** Organization - The student clearly organizes text to convey a central message.
  - **SLO2:** Supporting Material - The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.
  - **SLO3:** Delivery - The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.
- III. **Data Collection:** Oral Communication outcomes were assessed using the [GE Oral Communication Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Oral Communication GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Oral Communication, 55% of the courses offered in spring were assessed.

Table 1: Number and Percent of Oral Communication Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ORAL COMMUNICATION	27	49	55%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
O - Oral Communication	COMM100 Introduction to Communication	1	F2F
O - Oral Communication	COMM100 Introduction to Communication	2	F2F
O - Oral Communication	COMM100 Introduction to Communication	3	F2F
O - Oral Communication	COMM100 Introduction to Communication	4	F2F
O - Oral Communication	COMM100 Introduction to Communication	5	F2F
O - Oral Communication	COMM100 Introduction to Communication	7	F2F
O - Oral Communication	COMM100 Introduction to Communication	8	F2F
O - Oral Communication	COMM100 Introduction to Communication	9	F2F
O - Oral Communication	COMM100 Introduction to Communication	98	ONL
O - Oral Communication	COMM100 Introduction to Communication	99	ONL
O - Oral Communication	COMM101 Public Speaking	1	F2F
O - Oral Communication	COMM101 Public Speaking	2	F2F
O - Oral Communication	COMM101 Public Speaking	3	F2F
O - Oral Communication	COMM101 Public Speaking	4	F2F
O - Oral Communication	COMM101 Public Speaking	5	F2F
O - Oral Communication	COMM101 Public Speaking	6	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
O - Oral Communication	COMM101 Public Speaking	7	F2F
O - Oral Communication	COMM101 Public Speaking	14	F2F
O - Oral Communication	COMM101 Public Speaking	15	F2F
O - Oral Communication	COMM101 Public Speaking	16	BL
O - Oral Communication	COMM101 Public Speaking	17	BL
O - Oral Communication	COMM102 Interpersonal Communication	1	F2F
O - Oral Communication	COMM102 Interpersonal Communication	4	F2F
O - Oral Communication	COMM102 Interpersonal Communication	10	F2F
O - Oral Communication	COMM103 Small Group Communication	1	F2F
O - Oral Communication	COMM103 Small Group Communication	2	F2F
O - Oral Communication	HONR211 Honors Oral Communication Seminar	1	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Projects, essays, reports, written reflections, and other assessments (e.g., oral presentations) were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Organization	6.25%	1	0.00%	0	25.00%	4	18.75%	3	50.00%	8	0.00%	0	16
<b>SLO2</b>	Supporting Material	0.00%	0	0.00%	0	31.25%	5	18.75%	3	50.00%	8	0.00%	0	16
<b>SLO3</b>	Delivery	0.00%	0	6.25%	1	31.25%	5	0.00%	0	62.50%	10	0.00%	0	16
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Oral Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	16	683	37	58	134	232	222	6	34%	66%
Supporting Material		638	26	76	179	205	152	6	44%	56%
Delivery		637	25	59	164	244	145	7	39%	61%



**Table 5: Oral Communication Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	14	602	37	54	125	190	196	6	36%	64%
Supporting Material		557	26	61	160	178	132	6	44%	56%
Delivery		556	25	59	162	203	107	7	44%	56%

**Table 6: Oral Communication Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	1	46	0	4	5	32	5	0	20%	80%
Supporting Material		46	0	15	8	18	5	0	50%	50%
Delivery		46	0	0	2	34	10	0	4%	96%

**Table 7: Oral Communication Assessment Data: Number and Percent by Competency (BL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	1	35	0	0	4	10	21	0	11%	89%
Supporting Material		35	0	0	11	9	15	0	31%	69%
Delivery		35	0	0	0	7	28	0	0%	100%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

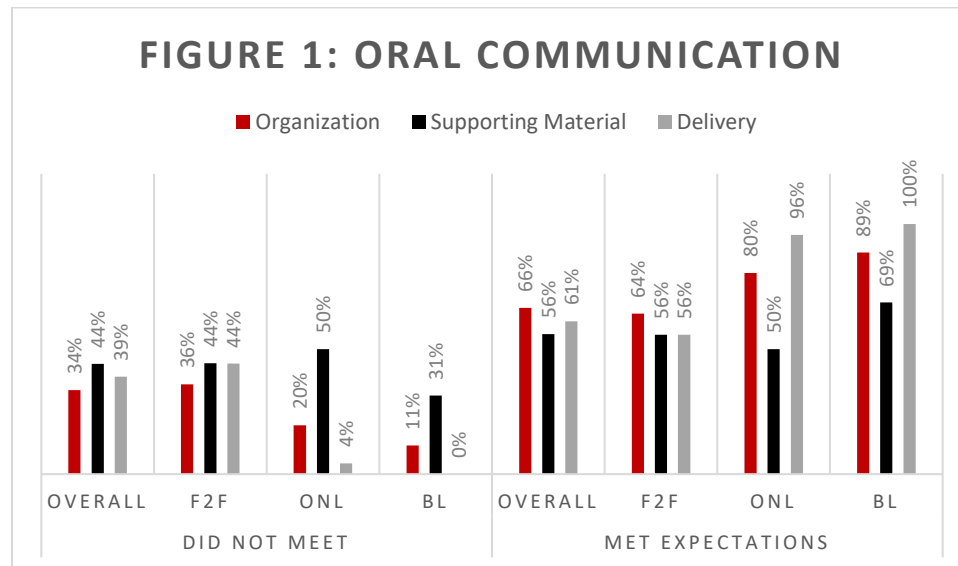
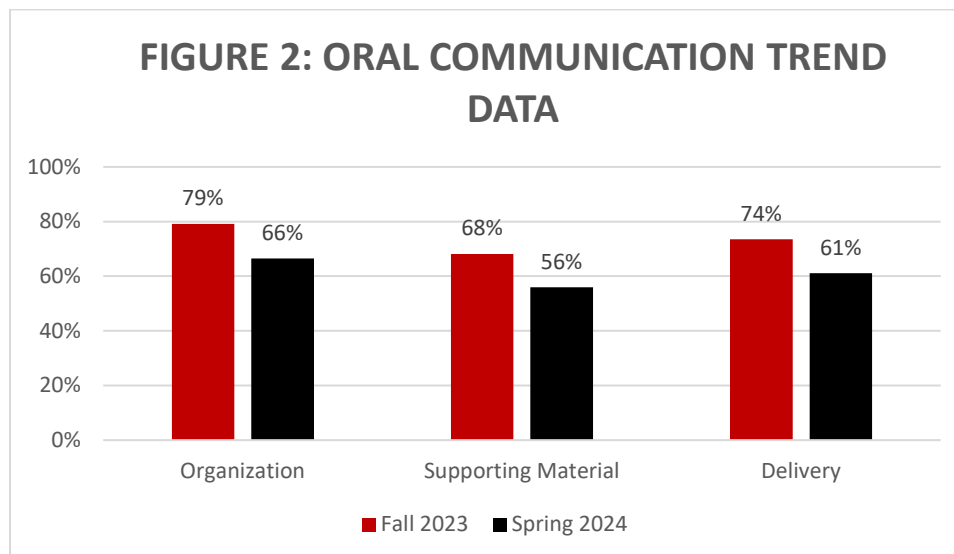


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Organization requirements varied depending on the type of speech that was given. Consistently, however, students were required to provide a well-developed introduction, body, and conclusion, with well-constructed transitions between main points.
  - Students will continue to be reminded to carefully follow assignment instructions and to apply the material presented in class.
  - Overall, the students did very well on their Reading Reflection assignments and were able to organize their thoughts to develop verbal arguments about how concepts from the readings applied to their own communicative experiences. They were also able to articulate their positions on a variety of interpersonal communication topics and discuss their own effectiveness and appropriateness in utilizing certain communication skills. I will continue to use this assignment as a way to assess SLO #1.
  - Supporting material requirements varied depending on the type of speech that was given. Generally, however, students were required to provide a minimum of 3 supporting materials for each speech.
  - Based on the data, it is clear to me that the Application Paper is an appropriate assessment tool, but I might be able to revise one of the prompt questions moving forward to help the students connect more with the assignment and understand the assignment instructions. Particularly, prompt #2 seemed to generate slightly less successful results than papers that responded to prompt #1. The complexity of prompt #2 likely contributed to that minor distinction in results.
  - Delivery was assessed by observing students verbal and nonverbal skills throughout their speeches.
  - It appears clear from the results that students struggled a little more with this assignment than some of the others that were assessed, especially considering that a few students chose not to present at all (as noted in the 'Unsatisfactory' column) due to fear of presenting in front of the class. I can continue to try and set aside some additional time in class to help students gain more confidence and comfortability with speaking in front of their peers. I can also encourage students even more than I already do to seek feedback from me on their Application Paper #2 assignment before they give their in-class presentation to make sure that the content of the paper and thus presentation is meeting the assignment requirements.

- VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.
- VII. **Observations on results:** There was a 55% submission rate of all oral communication courses with 637 - 683 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 56-66% meeting expectations. Notably, all three outcomes are lower in the spring versus fall semester, but results are variable with 2 of 6 data points in the fall meeting the 70% target. Students in the DE courses performed somewhat better than F2F, however, the sample of DE courses is very small. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal. Overall, faculty action recommendations reported on assessment methodology, but less reflection on instructional strategies to improve student learning outcomes.
- VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:
- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
  - Provide results data to faculty showing where students overall struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Consider an open session or office hours to meet with faculty on the assessment process
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities
- In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix N: General Education Summary Report

### Foundations: Quantitative Reasoning

### Spring 2024

- I. **General Education Learning Goal:** Quantitative Reasoning - Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.
- II. **Student Learning Objectives:**
- **SLO1:** Interpretation - The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
  - **SLO2:** Analysis - The student is able to perform calculations and draw appropriate conclusions based on them.
  - **SLO3:** Communication - The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized).
- III. **Data Collection:** Quantitative Reasoning outcomes were assessed using the [GE Quantitative Reasoning Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Quantitative Reasoning GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Quantitative Reasoning, 84% of the courses offered in spring were assessed.

Table 1: Number and Percent of Quantitative Reasoning Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
QUANTITATIVE REASONING	37	44	84%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
Q - Quantitative Reasoning	ECON156 Business & Economics Mathematics	1	F2F
Q - Quantitative Reasoning	ECON156 Business & Economics Mathematics	99	BL
Q - Quantitative Reasoning	MATH101 Math Thinking	2	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	3	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	4	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	97	ONL
Q - Quantitative Reasoning	MATH101 Math Thinking	98	ONL
Q - Quantitative Reasoning	MATH101 Math Thinking	99	ONL
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	2	F2F
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	3	F2F
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	4	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	1	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	2	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	4	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	A01	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	A02	F2F

Table 2: Courses and Sections Assessed				
Learning Goal	Course	Section(s)	Mode	
Q - Quantitative Reasoning	MATH120 Mathematics for the Health Sciences	1	F2F	
Q - Quantitative Reasoning	MATH120 Mathematics for the Health Sciences	2	F2F	
Q - Quantitative Reasoning	MATH130 Finite Mathematics	1	F2F	
Q - Quantitative Reasoning	MATH130 Finite Mathematics	2	F2F	
Q - Quantitative Reasoning	MATH140 Precalculus	1	F2F	
Q - Quantitative Reasoning	MATH140 Precalculus	2	F2F	
Q - Quantitative Reasoning	MATH140 Precalculus	3	F2F	
Q - Quantitative Reasoning	MATH140 Precalculus	4	F2F	
Q - Quantitative Reasoning	MATH150 Essentials of Calculus	1	F2F	
Q - Quantitative Reasoning	MATH150 Essentials of Calculus	2	F2F	
Q - Quantitative Reasoning	MATH160 Calculus 1	1	F2F	
Q - Quantitative Reasoning	MATH160 Calculus 1	2	F2F	
Q - Quantitative Reasoning	MATH160 Calculus 1	4	F2F	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	1	F2F	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	5	F2F	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	7	ONL	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	8	F2F	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	10	F2F	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	11	F2F	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	36	ONL	
Q - Quantitative Reasoning	STA141 Introduction to Statistics	A01	F2F	

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective and essay questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Interpretation	79.41%	27	14.71%	5	2.94%	1	0.00%	0	2.94%	1	0.00%	0	34
SLO2	Analysis	79.41%	27	14.71%	5	2.94%	1	0.00%	0	2.94%	1	0.00%	0	34
SLO3	Communication	70.59%	24	14.71%	5	2.94%	1	0.00%	0	5.88%	2	5.88%	2	34
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

**Table 4: Quantitative Reasoning Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	34	902	56	65	150	255	376	3	30%	70%
Analysis		898	77	75	143	278	325	7	33%	67%
Communication		837	79	118	103	238	299	34	36%	64%

**Table 5: Quantitative Reasoning Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	29	715	50	59	127	197	282	3	33%	67%
Analysis		712	74	63	127	199	249	6	37%	63%
Communication		651	74	99	95	183	200	33	41%	59%

**Table 6: Quantitative Reasoning Assessment Data: Number and Percent by Competency (ONL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	4	168	6	6	22	40	94	0	20%	80%
Analysis		167	3	12	14	62	76	1	17%	83%
Communication		167	5	5	8	50	99	1	11%	89%

**Table 7: Quantitative Reasoning Assessment Data: Number and Percent by Competency (BL)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	1	19	0	0	1	18	0	0	5%	95%
Analysis		19	0	0	2	17	0	0	11%	89%
Communication		19	0	14	0	5	0	0	74%	26%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

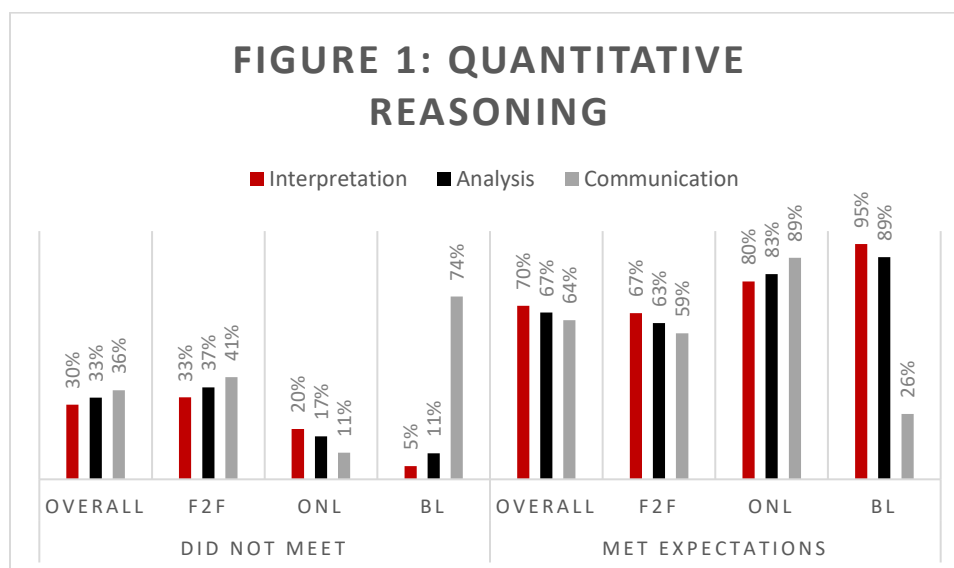
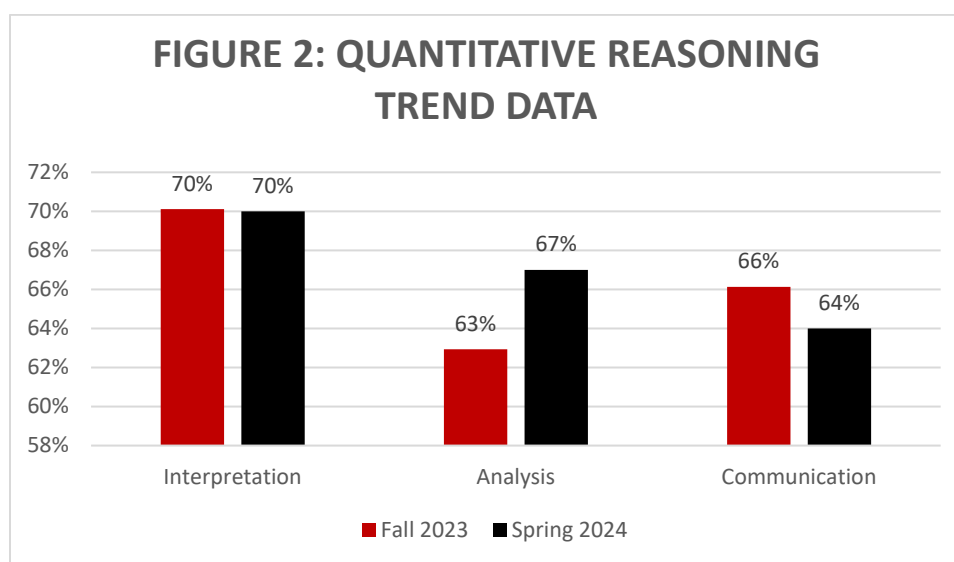


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- I will continue to monitor students' progress in relation to this learning outcome in future iterations of this course.
  - Since only approximately 63% of students assessed performed at the proficient level or better, future iterations of this course will include more activities that would allow students to be active participants in the teaching learning process. This may enhance the students understanding and retention of the concepts.
  - Since approximately 26% of the students assessed did not attain the proficient level of competency, the next time I teach the course I will administer more assignments and activities that will give students ample opportunity to practice. Since only approximately 37% of the students assessed attained the proficient level of competency or better, the next time I teach the course I will make the following adjustments to the teaching /learning experience. I) Employ more activities that will allow students to be more active in the in

the teaching/learning process. 2) Administer more assignments and activities that will give students ample opportunity to practice.

- Probably spend more time on that related material.
- I will continue to monitor students' progress in relation to this learning outcomes in future iterations of this course.
- Since only approximately 60% of students assessed performed at the proficient level or better, future iterations of this course will include more activities that would allow students to be active participants in the teaching learning process. This may enhance their understanding and retention of the concepts.
- Since only approximately 53% of students assessed performed at the proficient level or better, future iterations of this course will include more activities that would allow students to be active participants in the teaching learning process. This may enhance the students understanding and retention of the concepts.
- Since only approximately 37% of the students assessed attained the proficient level of competency or better, the next time I teach the course I will make the following adjustments to the teaching /learning experience. 1) Employ more activities that will allow students to be more active in the in the teaching/learning process. 2) Administer more assignments and activities that will give students ample opportunity to practice.
- Since approximately 89% of students assessed performed at the proficient level or better, I will continue to monitor students' progress in relation to this future learning outcome in future iterations of this course.
- Approximately 79% of the students assessed attained the proficient level of assessment or higher. I will continue to monitor students' progress with respect to this learning outcome the next time I have the opportunity to teach this course.

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:** There was an 84% submission rate of all quantitative reasoning courses with 837 – 902 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the Analysis (67%) and Communication (64%) but did meet for Interpretation (70%). Notably, the three outcomes vary in the spring versus fall semester, but only the interpretation SLO meets the 70% target in both semesters. Students in the online courses performed somewhat better than students in F2F. Results were variable for blended courses with very high and low scores on SLOs. Overall, faculty action recommendations indicate reflection on teaching and assessment methods to improve student learning outcomes. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Consider an open session or office hours to meet with faculty on the assessment process
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities



## Appendix O: General Education Summary Report

### Natural World and Technology: Technology

### Spring 2024

- I. **General Education Learning Goal:** Technology - Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.
- II. **Student Learning Objectives:**
- **SLO1:** Information Technology - The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile Technology).
  - **SLO2:** Software and systems - The student is able to use software and systems to collect, gather and analyze data for projects and tasks.
  - **SLO3:** Appropriate Use - The student is able to apply an awareness of ethics and/or security standards while using information Technology.
- III. **Data Collection:** Technology outcomes were assessed using the [GE Technology Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Technology GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Technology, 67% of the courses offered in spring were assessed.

Table 1: Number and Percent of Technology Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
TECHNOLOGY	16	24	67%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
T - Technology	ART190 Digital Foundation	1	F2F
T - Technology	ARVR200 Intro to VR and AR	99	ONL
T - Technology	CMSS115 Python Programming	3	F2F
T - Technology	CMSS115 Python Programming	97	ONL
T - Technology	CMSS115 Python Programming	98	ONL
T - Technology	CMSS115 Python Programming	99	ONL
T - Technology	DFC121 File Systems 1	1	F2F
T - Technology	DFC121 File Systems 1	2	F2F
T - Technology	ECED204 Current and Emerging Early Learning Technologies	1	F2F
T - Technology	ECED204 Current and Emerging Early Learning Technologies	99	ONL
T - Technology	EDTC200 Technology for Teaching and Learning	1	F2F
T - Technology	EDTC200 Technology for Teaching and Learning	99	ONL
T - Technology	EGGS242 Mapping and GIS Fundamentals	1	F2F
T - Technology	HONR219 Honors Technologies Seminar	1	F2F
T - Technology	MDIA220 Introduction to Multimedia	98	ONL
T - Technology	MDIA220 Introduction to Multimedia	99	ONL

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Projects and exam objective questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Information Technology	38.46%	5	0.00%	0	23.08%	3	7.69%	1	0.00%	0	30.77%	4	13
SLO2	Software and Systems	30.77%	4	0.00%	0	38.46%	5	7.69%	1	0.00%	0	23.08%	3	13
SLO3	Appropriate Use	23.08%	3	7.69%	1	38.46%	5	23.08%	3	0.00%	0	7.69%	1	13
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Technology Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	13	221	11	9	29	44	128	14	22%	78%
Software and Systems		245	13	4	30	60	138	15	19%	81%
Appropriate Use		301	28	22	27	50	174	16	26%	74%

Table 5: Technology Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	7	82	4	3	11	13	51	5	22%	78%
Software and Systems		81	6	2	12	17	44	6	25%	75%
Appropriate Use		139	10	13	12	21	83	3	25%	75%

Table 6: Technology Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	6	139	7	6	18	31	77	9	22%	78%
Software and Systems		164	7	2	18	43	94	9	16%	84%
Appropriate Use		162	18	9	15	29	91	13	26%	74%

Submissions were received from the following courses and sections (if specified) in Table 2.

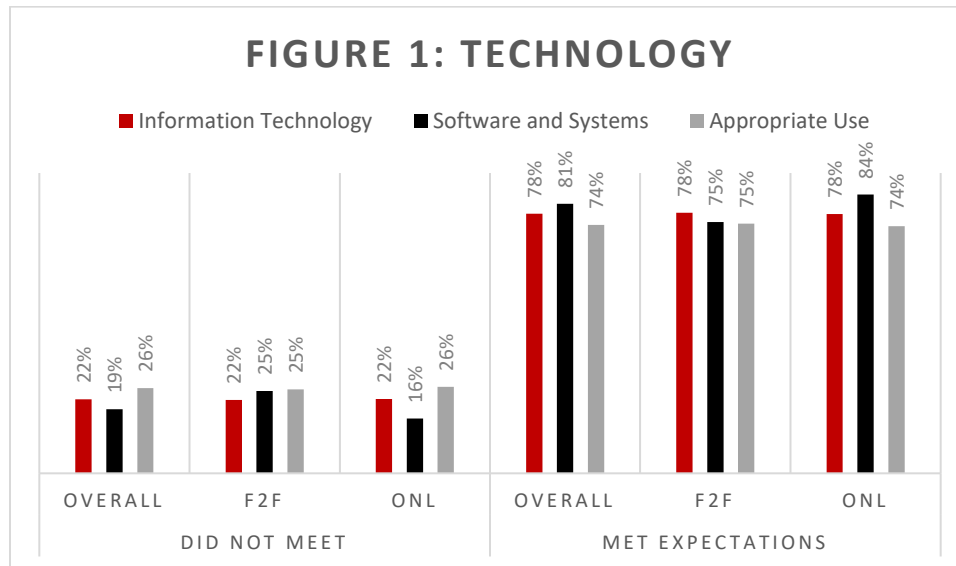
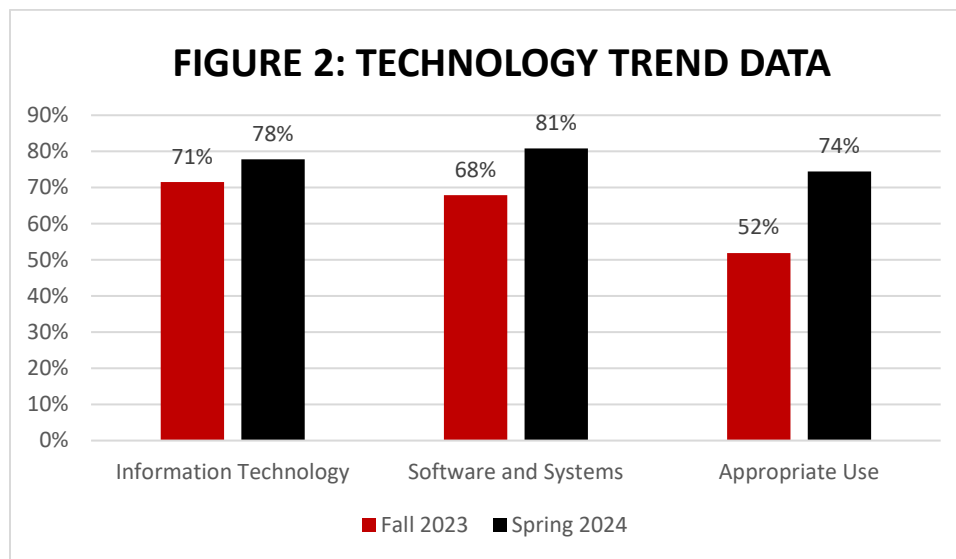


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- This is a class I have taught for many years, and I continually refine the assignment instructions, online videos, and course resources to help students better obtain course goals. Most students who complete the class perform at an exception level, as each week the course content builds off the previous week, so by consistently showing up to class and doing the work on time, students will naturally achieve mastery of the subject. Consequently, the submitted data is skewed, as 4 students dropped the class this semester: had they remained in the class, they likely would have had unsatisfactory performance on this SLO. Next semester, I will be teaching the class with a synchronous, once-a-week Zoom meeting to help students with homework, answer questions, and troubleshoot software issues. This should help students who fall behind in the class or struggle with the asynchronous nature of the class.

- Students did well on the Information Technology assessments. In general, I will encourage students to use the available practice quizzes to identify areas they have not yet mastered and to study (and ask question about!) that material.
- We evaluated whether students were appropriately able to identify appropriate content needed to present a topic. We identified some in-class examples and had the students identify the appropriate structure needed to present those topics. Then we evaluated whether students were appropriately able to design and develop their own presentation and implemented it in the technology. We identified activities that enhance student learning in this area.
- The majority of students did exceptionally well on this project. Note: 5 students did not turn in the project when it was due or in proper format and received a zero for this part of the project. However, 3 of those students later made changes and these were evident in future phases of the project. Those three students scored in the Developing category, even though their grade for this part of the project was a zero. In the future, I will schedule an online, synchronous work session for trouble-shooting and fine-tuning and will include a collaborative activity where peers review this stage of their classmates' work and complete a coaching rubric.
- The results indicate satisfactory performance across levels, suggesting that no specific improvements are immediately necessary. However, the instructor can fine-tune the content to enhance the learning experience.
- This SLO is closely tied to SLO 1, "Information Technology." Students cannot complete one SLO without the other, so the results are mirrored. In addition to the information provided in the previous box, I continue to make myself available to students for Zoom and face-to-face office hours, which is where they get most of their technical questions answers. In recent years I've taught this class as an online asynchronous class. Next semester, I am adding in a once-a-week Zoom meeting, purely for extra assistance to students who need it. By having a scheduled time for this as part of the course, students will not be able to enroll in other classes during that time period, thus they will all be available to attend. I can use that time to answer questions, provide assistance with homework, show students how to get started with assignments, how to submit assignments, and address other problem areas as they come up.
- Poor scores on this assessment are less a reflection of students' mastery of the subject matter and more a reflection of procrastination. Students who did poorly on this section of the Final Exam are, with few exceptions, those who left it until the last minute and so were unable able to complete it. In future classes, I will point out the low scores of students who procrastinate, make the take-home available earlier, and generally make a nuisance of myself with reminders in class and in Brightspace.
- We evaluated whether students selected appropriate media for the virtual tour and created a user friendly tour. We identified the need to evaluate other tool options.
- Our course focus is on learning to use technology effectively. 24 students leveraged the advanced settings in the presentation software so that the results of 4 assessments was generated in statistical and graphic formats. Analyzing the data was where the two students in the Developing category were not successful. In the future, I will incorporate 2-3 examples of how to make data-supported conclusions.
- The results indicate satisfactory performance across levels, suggesting that no specific improvements are immediately necessary. However, the instructor can fine-tune the content to enhance the learning experience.

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

- VII. **Observations on results:** There was a 67% submission rate of all ethical reasoning courses with 221-301 students assessed, depending on the SLO. Table 4 shows that overall students did meet the 70% threshold for the SLOs with 74-81% meeting expectations. Notably, all three outcomes are lower in the fall versus spring semester, meeting the 70% target in the spring only for all SLOs. Results by modality are variable with some results higher for F2F and some for online. Several action recommendations make note of strategies that helped improve student performance from the Fall 23 data as well as strategies to focus on improving student performance in future courses. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.
- VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:
- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
  - Provide results data to faculty showing where students overall struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Consider an open session or office hours to meet with faculty on the assessment process
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities
- In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

## Appendix P: General Education Summary Report

### Foundations: Written Communication

### Spring 2024

- I. **General Education Learning Goal:** Written Communication - Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication.
- II. **Student Learning Objectives:**
- **SLO1:** Logic and Order - The student produces clearly worded and organized text that conveys the logic used to make an assertion.
  - **SLO2:** Sources and Evidence - The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.
  - **SLO3:** Control of Language and Syntax - The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.
- III. **Data Collection:** Written Communication outcomes were assessed using the [GE Written Communication Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Written Communication GE Worksheet](#) provided faculty with a tool to organize their Spring 2024 data and submit it by May 31, 2024, in the [Qualtrics submission form](#). The number and percent of courses assessed in Spring 2024 are listed in Table 1. For Written Communication, 32% of the courses offered in spring were assessed.

Table 1: Number and Percent of Written Communication Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
WRITTEN COMMUNICATION	11	34	32%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
W - Written Communication	WRIT101 Foundations in Composition	3	F2F
W - Written Communication	WRIT103 Composition	5	F2F
W - Written Communication	WRIT103 Composition	6	F2F
W - Written Communication	WRIT103 Composition	16	F2F
W - Written Communication	WRIT103 Composition	18	F2F
W - Written Communication	WRIT103 Composition	88	ONL
W - Written Communication	WRIT103 Composition	91	ONL
W - Written Communication	WRIT103 Composition	92	ONL
W - Written Communication	WRIT103 Composition	93	ONL
W - Written Communication	WRIT103 Composition	98	ONL
W - Written Communication	WRIT103 Composition	99	ONL

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Logic and Order	0.00%	0	0.00%	0	0.00%	0	100.00%	7	0.00%	0	0.00%	0	7
SLO2	Sources and Evidence	0.00%	0	0.00%	0	0.00%	0	100.00%	7	0.00%	0	0.00%	0	7
SLO3	Control of Language and Syntax	0.00%	0	0.00%	0	0.00%	0	100.00%	7	0.00%	0	0.00%	0	7
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), online (ONL), multi-modal (MM), and blended (BL)].

Table 4: Written Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Logic and Order	7	238	8	12	34	113	71	6	23%	77%
Sources and Evidence		240	14	22	47	98	59	5	35%	65%
Control of Language and Syntax		242	11	12	39	118	62	4	26%	74%

Table 5: Written Communication Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Logic and Order	4	110	1	4	20	49	36	4	23%	77%
Sources and Evidence		110	1	8	27	42	32	4	33%	67%
Control of Language and Syntax		110	1	4	21	56	28	4	24%	76%

Table 6: Written Communication Assessment Data: Number and Percent by Competency (ONL)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Logic and Order	3	128	7	8	14	64	35	2	23%	77%
Sources and Evidence		130	13	14	20	56	27	1	36%	64%
Control of Language and Syntax		132	10	8	18	62	34	0	27%	73%

Figure 1 summarizes the percent that did not meet / met expectations by SLO by modality.

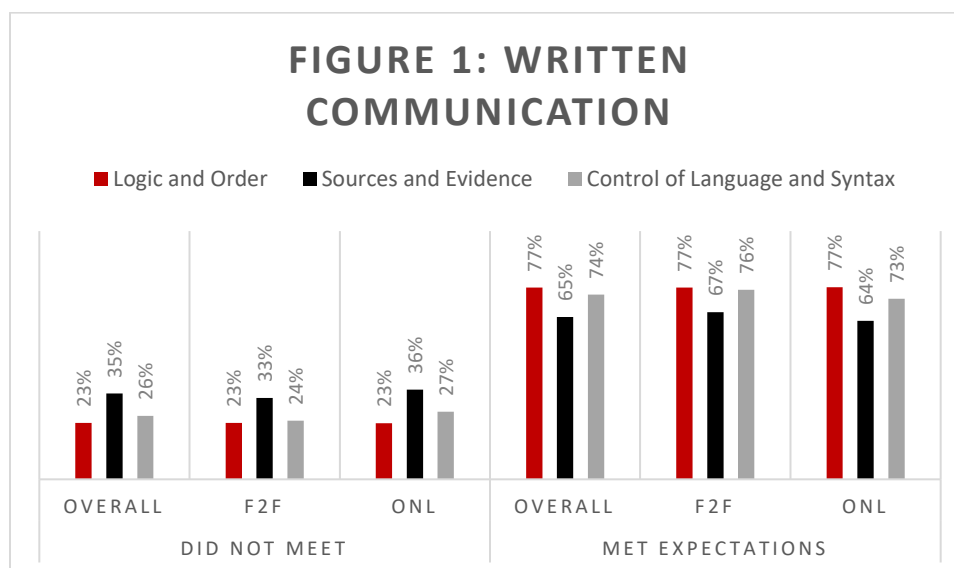
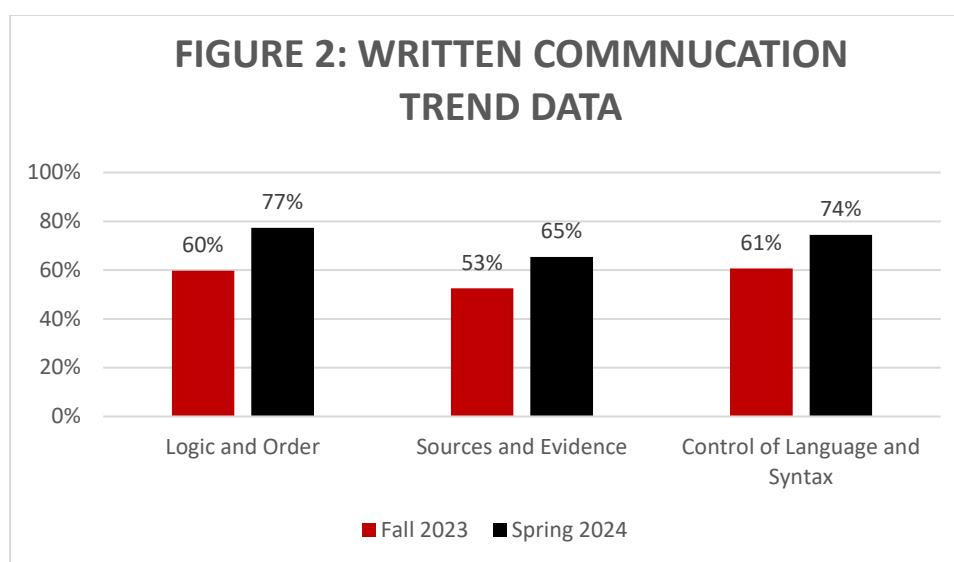


Figure 2 provides two data points, Fall 2023 and Spring 2024. While two points do not make a trend, this chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- Work can be done to more fully capture the attention of students early in the semester and to better illustrate how work early in the class will help students excel in the completion of the final essay.
- Develop exercises for students to state, explain, and justify criteria; give students additional practice measuring specific instances by general criteria
- All students performed at proficiency level or higher. Since this was the final project of the semester, they had ample opportunity to receive feedback throughout the semester and work on their skills. At the beginning of the semester, many students struggled with this, so it is gratifying to see how many of them ended strong. This makes me think that the feedback and instruction are working for most students, and I will continue with my methods as well as identifying students who need extra attention so I can provide extra support.



- I had added instruction in this area after seeing the need the last time I looked at assessment, and it seems to have been effective with student results. Since this was the final project of the semester, students had ample opportunity to receive feedback throughout the semester and work on their skills. At the beginning of the semester, many students struggled with this, so it is gratifying to see how many of them ended strong with all students achieving proficiency. This makes me think that the feedback and instruction are working. This has also been my best attended 101 class, so I am not surprised that student results are stronger than last semester.
- I always use the results of what I learn about the strengths and weaknesses of each batch of composition students I have each term to determine what mini-lessons in logic and order; sources and evidence; and grammar, mechanics, and syntax I will expand on or minimize in future versions of the class.
- Work can be done to more fully capture the attention of students early in the semester and to better illustrate how work early in the class will help students excel in the completion of the final essay. Add an additional assignment on better integrating sources into essays.
- Give students more practice in determining source credibility (esp. peer reviewed sources from research databases) and integrating research into papers
- While some of my students achieved the mastery level and many others were proficient, it is clear that some students went through this entire course without getting a firm grip on how to use sources and evidence with proficiency. While I have devoted a great deal of class time to this, it is clear that it is not reaching all students. Thus, I must make an effort to intervene with those who are struggling. I will invite these students to office hours and encourage them to attend WALES to supplement class instruction.
- Ask students to demonstrate where they accounted for technique feedback on their previous essay
- Many students have mastery or at least proficiency in this category, with fewer students struggling. While this category is not weighted as heavily in my grading as the other two, as I believe in content over correctness, I will encourage students who are struggling with basic language and syntax skills to utilize supplemental instruction.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. Adjustments were made from fall to spring to request modality and separate submissions for courses delivered by different modalities, submitter name, and section number. Email reminders were sent to faculty, and an assessment session was held to cover the academic program assessment process in April which included a segment on GE assessment. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports.

VII. **Observations on results:** There was an 32% submission rate of all quantitative reasoning courses with 238-242 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for the Logic and Order (77%) and Control of Language (74%) but did not meet for Sources and Evidence (65%). Notably, all three outcomes are lower in the fall versus spring semester, meeting the 70% target in the spring only for two SLOs. Students in the online courses performed somewhat poorer but close to students in F2F courses. Several action recommendations make note of strategies that helped improve student performance from the Fall 23 data as well as strategies to focus on improving student performance in future courses. These results suggest much further analysis of instructional methods, in general and for various distance learning approaches and holding additional mentoring and training for assessing this learning goal.

VIII. **Discussion and recommendations:** Suggestions made following the fall data analysis continue to be relevant following the spring analysis and include:

- Continue to send email reminders about assessment deadline and submitting how to use results to improve learning.
- Provide results data to faculty showing where students overall struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals

- Consider an open session or office hours to meet with faculty on the assessment process
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities
- In addition, developing a data dashboard and investigating how CU may leverage Nuventive could be explored.

# Appendix G: General Education Fall 2024 Assessment Executive Summary

## General Education Fall 2024 Executive Summary *Report of the* General Education Council Commonwealth University of Pennsylvania

The General Education Council members analyzed data from the Fall 2024 assessment of general education courses for all 16 general education learning goals of Commonwealth University of Pennsylvania. Each general education learning goal has 3-4 student learning objectives, and assessment data was submitted for each student learning objective.

### GENERAL OVERVIEW

For each general education learning goal, data on the number and percent of courses assessed was submitted and varied widely. Table 1 shows the total number of courses assessed, including 323 out of 715 potential general education courses, which was a 45% submission rate and remained the same as the overall spring 2024 rate. Differences in submission rates show that with the written communication, the percent of courses assessed was only 24% (down from 32% last spring) while, with oral communication, 74% were assessed (up from 55% last spring). The number of courses assessed also varied by learning goal ranging from three (3) courses assessed for ethical reasoning to 42 courses assessed for natural world (39% same as in the spring) and quantitative reasoning (69% down from 84% in the spring). While some goal areas experienced a significant increase in submissions, others decreased just as much. The far three rightmost columns show the percent assessed over the past three semesters.

Table 1: Number and Percent of Courses Assessed					
Learning Goal	# Courses Assessed FA 2024	Grand Total FA 2024	Percent Assessed FA 2024	Percent Assessed SP 2024	Percent Assessed FA 2023
Arts	4	15	27%	54%	59%
Citizenship	18	32	56%	52%	58%
Creativity	22	52	42%	38%	81%
Critical Reasoning	38	55	69%	44%	48%
Diversity	24	36	67%	93%	96%
Ethical Reasoning	3	9	33%	33%	20%
First Year Seminar	21	73	29%	9%	37%
Foreign Language	5	15	33%	14%	56%
Global Perspectives	24	62	39%	22%	64%
History	11	38	29%	42%	33%
Literature	9	29	31%	37%	42%
Natural World	42	108	39%	39%	24%
Oral Communication	32	43	74%	55%	62%
Quantitative	42	61	69%	84%	84%
Technologies	17	42	40%	67%	67%
Writing	11	45	24%	32%	44%
Grand Total	323	715	45%	45%	51%

The method of assessment was determined by the individual instructor and included the options of exam or quiz objective questions, exam or quiz essay questions, projects, essays, reports and written reflections, and other categories. The assessment method appears to depend on the nature of the general education learning goal and types of learning activities and assessments that match well with the content and ways of demonstrating knowledge and skill.

For all learning goals and courses, Table 2 shows that the aggregate percent of students scoring competency at the Proficient or Mastery levels was 68.40% (up from 67.96% in the spring). In each general education learning goal for each student learning outcome, the percentage of students who scored unsatisfactory, emerging, developing, proficient, and mastery differed. For each SLO, it was determined whether students met (i.e., scoring proficient or mastery on the SLO) or did not meet expectations. The competency data was provided overall and for each modality, if applicable. In the assessment of various general education learning goals, different modalities included F2F, asynchronous DE, blended hybrid, mixed remote, multi-classroom synchronous, simultaneous modalities, and synchronous DE. This allowed for a comparison of outcomes based on these different modalities. A [GE Dashboard](#) also was created following the drafting of the individual reports to make the data available and easily accessible, but please note that the fall 2024 data has not yet been uploaded.

Table 2: Number and Percent of Students Assessed and Meeting Expectations								
	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	Met and Exceeded
Totals	237	26,823	1392	1931	5152	8706	9642	68.40%

*Note: The number of submissions may differ from (< than) the number of courses assessed due to multiple courses included in one submission*

Finally, for most general education learning goals, faculty quotes described action plans to move general education assessment forward. While we appreciate the actions listed by faculty, the responses to this section of the submission form were few or none (n=3) for various learning goals, especially in comparison to the number of submissions for some goals

## ANALYSIS AND RECOMMENDATIONS

Observations were documented on methods, observations about the results, and discussion and recommendations.

### Methods Used

For Fall 2024, the Qualtrics platform again was utilized to gather information from 16 general education learning goals. Adjustments were made from spring to request “department” in case the GEC chooses to sort data by department. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

## Results

The analysis of outcomes of general education learning goals provided an understanding of student performance overall and by modality, e.g., F2F, asynchronous DE, blended hybrid, mixed remote, multi-classroom synchronous, simultaneous modalities, and synchronous DE. Table 3 shows the number of submissions (may include multiple sections) by learning goal, number of students assessed for each learning goal/SLO, and percent of the students that met or exceeded expectations. Similar to 2023-24, a 70% benchmark for competency was used as a baseline. Overall results show that learning goals such as creative, diversity, global, historical themes, critical analysis, technology, and oral communication met expectations for all or most SLOs.

Based on Table 3, learning goals/SLOs that returned lower results on all or met SLOs (<60%) include foreign languages, ethical reasoning, arts, and written communication. These learning goals and SLOs appear to present the greatest opportunities for improvement.

<b>Table 3: Percent of Students Meeting Expectations by Learning Goal / SLO</b>			
<b>Category</b>	<b>Submissions</b>	<b>Students Assessed</b>	<b>Met or Exceeded</b>
<b>Arts - Descriptive Communication</b>	4	488	39%
<b>Arts - Analysis and Context</b>		488	38%
<b>Arts - Interpretation and Response</b>		487	38%
<b>Creative - Creative Competencies</b>	19	387	71%
<b>Creative - Problem Solving and Process</b>		383	69%
<b>Creative - Creativity and Transformation</b>		361	68%
<b>Diversity - Human Diversity</b>	20	777	80%
<b>Diversity - Roots of Inequality</b>		719	81%
<b>Diversity - Awareness</b>		742	80%
<b>Ethical Reasoning - Conceptualization</b>	3	110	56%
<b>Ethical Reasoning - Application</b>		112	58%
<b>Ethical Reasoning - Comparison and Evaluation</b>		110	56%
<b>Foreign Languages - Oral Communication</b>	5	96	52%
<b>Foreign Languages - Written Communication</b>		96	57%
<b>Foreign Languages - Cultural Awareness</b>		92	67%
<b>Global Perspectives - Factors and Interactions</b>	19	663	60%
<b>Global Perspectives - Representation and Sources</b>		668	61%
<b>Global Perspectives - Perspectives</b>		584	73%
<b>Historical Themes - Knowledge and Understanding</b>	8	345	69%
<b>Historical Themes - Sources and Evidence</b>		354	74%
<b>Historical Themes - Application of Language and Critical Thinking Skills in an Historical Context</b>		340	75%
<b>Literature - Comprehension</b>	9	212	68%
<b>Literature - Analysis</b>		212	61%
<b>Literature - Interpretation and Significance</b>		212	64%
<b>Natural World - Scientific Method</b>	27	1445	65%
<b>Natural World - Scientific Principles</b>		1463	64%

Table 3: Percent of Students Meeting Expectations by Learning Goal / SLO			
Category	Submissions	Students Assessed	Met or Exceeded
Natural World - Data and Problem Solving		1419	68%
Oral Communication - Organization	16	616	74%
Oral Communication - Supporting Material		609	67%
Oral Communication - Delivery		601	71%
Quantitative Reasoning - Interpretation	31	773	71%
Quantitative Reasoning - Analysis		771	68%
Quantitative Reasoning - Communication		697	64%
Critical Analysis and Reasoning - Conceptualization	24	1009	78%
Critical Analysis and Reasoning - Analysis		1013	84%
Critical Analysis and Reasoning - Evaluation		959	83%
Citizenship and Society - Civil Rights and Civil Liberties	14	650	66%
Citizenship and Society - Individual and Collective Action		632	68%
Citizenship and Society - Responsibilities of Citizenship		614	69%
Technology - Information Technology	12	384	79%
Technology - Software and Systems		281	72%
Technology - Appropriate Use		369	78%
Written Communication - Logic and Order	7	221	59%
Written Communication - Sources and Evidence		222	55%
Written Communication - Control of Language and Syntax		221	69%
First Year Experience - Cultivate Scholarly and Academic Success	19	534	74%
First Year Experience - Engagement with the University Community		614	62%
First Year Experience - Foster Personal Development and Wellness		594	67%
First Year Experience - Promote Understanding of Diversity and Social Responsibility		542	67%
First Year Experience - Forging Connections Between Course Content and Success Strategies		532	64%
Totals	237	26,823	68.40%

Commonwealth University and its campuses have trended toward offering more distance education courses. Analyzing student performance by modality may provide faculty with a view and great opportunity to consider teaching strategies that align well with specific delivery modes. Still no clear patterns exist, but data collection is still in the initial stages.

There were numerous conclusions and action plans based on the results of the data. While faculty did articulate action plans for course-level adjustments, more longitudinal data and the deep dive analyses will assist the GEC in considering potential changes to GE at the program level and recommendations for various modalities. Such longitudinal analysis could provide clearer insights into the true impact of instructional methods on student learning outcomes, but more training on best practices in DE course delivery and assessment may also positively influence student learning in the DE environment as well as discussions within each learning goal on the rubrics and appropriate levels of competency.

## Discussion and Recommendations

Although the data reveals that assessment results for several learning goals / SLOs were low (in some cases well below the 70%) and that mean differences exist based on modalities, results likely reflect a variety of factors. Increased participation in the assessment process and submission rates for many learning goals are still essential, especially to establish longitudinal data. Ongoing evaluation should continue in areas of instructional strategies, assessment approaches, artifacts used to assess performance, and benchmarking criteria for learning goals. This may be particularly important where the majority of students are rated as unsatisfactory and emerging. The following recommendations may assist in the development of the GE assessment approach and process and are similar to those offered after the fall data analysis:

Each learning goals concludes with the following recommendations, some of which are carried over from last year and /or modified.

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Send department chairs report of courses that have not submitted assessment data or are missing required information
- Discuss results data with faculty to see where students struggle with meeting expectations; continue to reinforce importance of reporting actions to improve student performance on learning goals
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback and establish benchmarks for more consistent assessment of SLOs.
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

**Appendices:**

- A. GE Fall 2024 Assessment Summary Report – Arts
- B. GE Fall 2024 Assessment Summary Report – Citizenship & Society
- C. GE Fall 2024 Assessment Summary Report – Creative
- D. GE Fall 2024 Assessment Summary Report – Critical Analysis and Reasoning
- E. GE Fall 2024 Assessment Summary Report – Diversity
- F. GE Fall 2024 Assessment Summary Report – Ethical Reasoning
- G. GE Fall 2024 Assessment Summary Report – Foreign Language
- H. GE Fall 2024 Assessment Summary Report – FYS
- I. GE Fall 2024 Assessment Summary Report – Global Perspectives
- J. GE Fall 2024 Assessment Summary Report – Historical Themes
- K. GE Fall 2024 Assessment Summary Report – Literature
- L. GE Fall 2024 Assessment Summary Report – Natural World
- M. GE Fall 2024 Assessment Summary Report – Oral Communication
- N. GE Fall 2024 Assessment Summary Report – Quantitative Reasoning
- O. GE Fall 2024 Assessment Summary Report – Technology
- P. GE Fall 2024 Assessment Summary Report – Written Communication
- Q. GE Fall 2024 Assessment Data



## Appendix A: General Education Summary Report Creativity and Expression: Arts Fall 2024

- I. **General Education Learning Goal:** Arts - Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.
- II. **Student Learning Objectives:**
  - **SLO1:** Descriptive Communication - The student communicates clearly and precisely, with sufficient observational detail about the work of art.
  - **SLO2:** Analysis and Context - The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.
  - **SLO3:** Interpretation and Response - The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].
- III. **Data Collection:** Arts outcomes were assessed using the [GE Arts Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Arts GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Arts, 27% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Arts Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ARTS	4	15	27%

Submissions were received from the following courses and sections (if specified) in Table 2. The majority of courses were delivered asynchronous DE and mixed remote.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
A - Arts	ARTH310 Contemporary Art	99	Asynchronous Distance Education
A - Arts	MEDJ210 Cinema Appreciation	99	Asynchronous Distance Education
A - Arts	MUSI112 History of Popular Music	99	Asynchronous Distance Education
A - Arts	THEA103 Theatre Appreciation	99	Mixed Remote

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essay, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Descriptive Communication	25.00%	1	25.00%	1	0.00%	0	50.00%	2	0.00%	0	0.00%	0	4
<b>SLO 2</b>	Analysis and Context	25.00%	1	25.00%	1	0.00%	0	50.00%	2	0.00%	0	0.00%	0	4
<b>SLO 3</b>	Interpretation and Response	0.00%	0	25.00%	1	0.00%	0	75.00%	3	0.00%	0	0.00%	0	4
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations by course modality are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., asynchronous distance education (ASYN DE) and mixed remote (MR)].

**Table 4: Arts Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
<b>Descriptive Communication</b>	4	488	29	9	261	80	109	13	61%	39%
<b>Analysis and Context</b>		488	22	6	274	82	104	13	62%	38%
<b>Interpretation and Response</b>		487	24	211	69	79	104	14	62%	38%

**Table 5: Arts Assessment Data: Number and Percent by Competency (Asynchronous DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
<b>Descriptive Communication</b>	3	272	13	9	61	80	109	11	31%	69%
<b>Analysis and Context</b>		272	14	6	66	82	104	11	32%	68%
<b>Interpretation and Response</b>		272	14	6	69	79	104	11	33%	67%

**Table 6: Arts Assessment Data: Number and Percent by Competency (Mixed Remote)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
<b>Descriptive Communication</b>	1	216	16	0	200	0	0	2	100%	0%
<b>Analysis and Context</b>		216	8	0	208	0	0	2	100%	0%
<b>Interpretation and Response</b>		215	10	205	0	0	0	3	100%	0%

Figure 1 summarizes the percent that met expectations by SLO by modality.

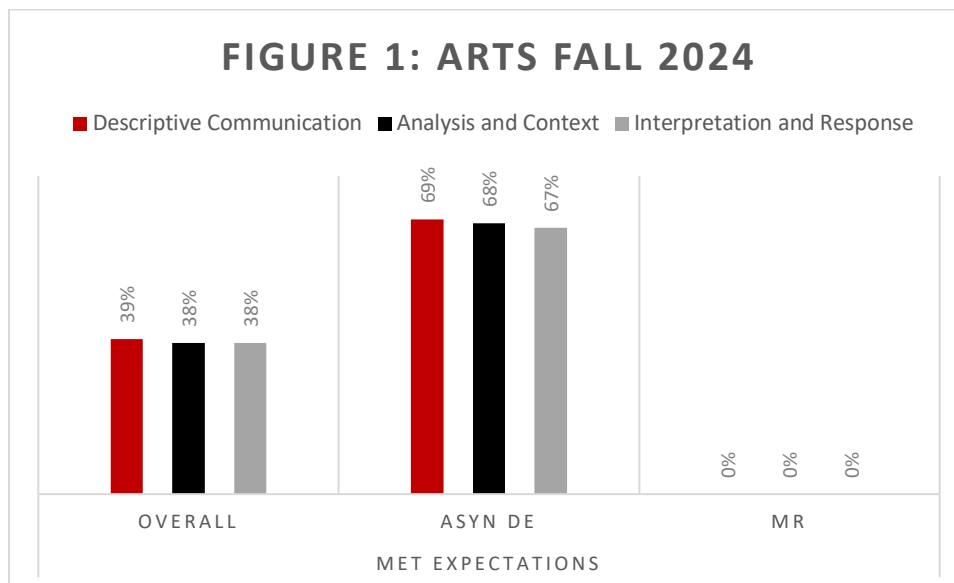
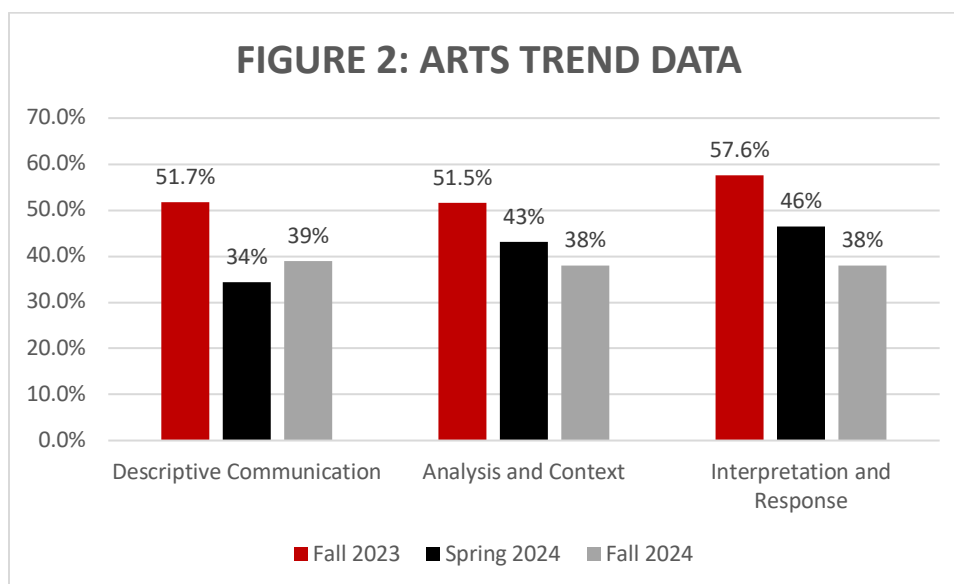


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Going into this semester, I wanted to (in part) use the final essay question on Quiz #1 to assess students' baseline ability to describe and discuss works of art--both individually and in juxtaposition. Because it was assigned within the first month of the semester, students had only a few weeks of this course (and any previous, upper or lower-level art history courses) under their belt to build a rudimentary descriptive vocabulary. While a handful of students (n=6) struggled with the question, most performed at the level of Proficient or Mastery. Still, in light of these results, I'd like to spend additional time introducing the principles of visual description/analysis, and perhaps include in future sections an additional, lower-stakes assignment designed around this particular competency.

- I would divide the assignment more clearly into several parts corresponding to the SLO's listed above with more specific questions. The format of the assignment still needs to be sharpened.
- No changes are planned to the class instructional methods or included content at this time, but I will continue to consider if changes to the assessed questions (wording, timing from content introduction to completing the exam, etc.) is necessary to ensure that the collected data reflects learning as accurately as possible.
- This was a strength of this particular section. The writing skills were stronger than expected. More feedback on the preceding assignment as well as the weekly Discussions could help improve student learning in this area.
- I'm heartened by these results. The largest proportion (n=24) of students who completed the assessment (n=2 did not) did so at a level corresponding to Proficient and Mastery. The juxtaposition of this assignment, which requires a semester's worth of acquired skill in analyzing art & context, with early-term assignments reveals the strides that students over the course of the semester. A full 80% of students performed well on this task--many very well. In future iterations of this course, I will continue to rotate in new and up-to-the-minute websites and readings (around which student responses are based). Contextualizing the market for contemporary art, is no easy feat. The resources I assign moving forward will hew a little closer to this particular subtopic.
- Similar to above, I would divide the assignment more clearly into several parts corresponding to the SLO's listed above with more specific questions. The format of the assignment still needs to be sharpened.
- While these numbers appear fairly strong, it is fair to say that students were stronger at analyzing certain areas of filmmaking more than others. Perhaps more feedback from students regarding the lectures could help pinpoint if there was a lack of appropriate clarity in specific areas. More time contextualizing the examples in our film illustrations will also aid this endeavor.
- As in the above category, similar results were achieved for "Interpretation and Response"--results that I personally find encouraging. A little less than 80% of students achieved a level of Proficient or Mastery. In future iterations of the course, bolstering the requirement that directs students to offer their own insights, observations and opinions about contemporary art--a comparatively smaller (i.e. 1 page) part of the assignment as is--will increase student mastery of this competency even more. I envision of more robust section/requirement (i.e. 2 pages) from here forward.
- I would also make sure the time frame was more clearly communicated. I think more specific questions also would be helpful.
- No changes are planned to the class instructional methods or included content at this time connected to this SLO. Data reflects expected outcomes in this area of assessment.
- This tends to be where students struggle the most. That being said I was pretty pleased with the interpretive abilities of a large number of students in this section. They seemed to relish the idea of critique more than most and it showed. I do wonder how many are using AI or other online methods to dig into this aspect of the assignment rather than self-actualize it.

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include "department" at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

VII. **Observations on results:** There was a 27% submission rate of all arts courses with 487-488 students assessed, depending on each SLO. Table 4 shows that overall students fell well below the 70% threshold for all SLOs (38-39% meeting expectations) with declining trend lines across the three semesters assessed. Students in the

asynchronous DE courses scored higher than students in the mixed remote course section. Faculty recommendations indicate the need to clearly communicate expectations and timeframes, change assessment questions, divide the assignment into parts corresponding to the SLOs, hold weekly discussions, and provide more feedback. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix B: General Education Summary Report

### Citizenship & Responsibility: Citizenship & Society

### Fall 2024

- I. **General Education Learning Goal:** Citizenship & Society - Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.
- II. **Student Learning Objectives:**
- **SLO1:** Civil Rights and Liberties - The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.
  - **SLO2:** Individual and Collective Action - The student understands how societies and communities address collective issues.
  - **SLO3:** Responsibilities of Citizenship - The student understands that individuals and societies have responsibilities to each other and to the common good.
- III. **Data Collection:** Citizenship & Society outcomes were assessed using the [GE Citizenship & Society Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Citizenship & Society GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Citizenship & Society, 56% of the courses offered in fall were assessed.

Table 1: Number and Percent of Citizenship & Society Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CITIZENSHIP & SOCIETY	18	32	56%

Submissions were received from the following courses and sections (if specified) in Table 2. More than half of the sections were delivered face-to-face amid other DE modalities.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
S - Citizenship and Society	HLSC140 Introduction to Public Health	99	Asynchronous Distance Education
S - Citizenship and Society	HLSC211 Public Health Social Justice and Advocacy	99	Asynchronous Distance Education
S - Citizenship and Society	ISTD120 Anti-Racism, Equity, and Social Responsibility	01	F2F
S - Citizenship and Society	LAWL231 Law and the Legal Environment	06	Simultaneous Modalities
S - Citizenship and Society	MEDJ240 News & Democracy	01	F2F
S - Citizenship and Society	MEDJ250 Public Relations Theory and Practice	01	F2F
S - Citizenship and Society	POLI110 US Government: Participation and Policy	05, 06	F2F
S - Citizenship and Society	POLI110 US Government: Participation and Policy	98	Asynchronous Distance Education
S - Citizenship and Society	POLI170 Political Ideologies	02	F2F
S - Citizenship and Society	SOWK100 Introduction to Social Work	97, 98, 99	Simultaneous Modalities
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	03, 04	F2F
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	01	F2F

Table 2: Courses and Sections Assessed			
<b>S - Citizenship and Society</b>	SPEC110 Introduction to Individuals with Exceptionalities	02	F2F
<b>S - Citizenship and Society</b>	SPEC110 Introduction to Individuals with Exceptionalities	99	Asynchronous Distance Education

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total *
SL01	Civil Rights and Civil Liberties	71.43%	10	0.00%	0	7.14%	1	21.43%	3	0.00%	0	0.00%	0	14
SL02	Individual and Collective Action	28.57%	4	0.00%	0	14.29%	2	57.14%	8	0.00%	0	0.00%	0	14
SL03	Responsibilities of Citizenship	21.43%	3	7.14%	1	21.43%	3	35.71%	5	7.14%	1	7.14%	1	14
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The number of students meeting expectations by course modality are listed in the rightmost column in Tables 4 - 7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), and simultaneous modalities (SIMU MOD)].

Table 4: Citizenship & Society Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Civil Rights and Civil Liberties</b>	14	650	43	64	112	179	252	22	34%	66%
<b>Individual and Collective Action</b>		632	37	58	108	194	235	40	32%	68%
<b>Responsibilities of Citizenship</b>		614	46	43	99	198	228	20	31%	69%

Table 5: Citizenship & Society Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Civil Rights and Civil Liberties</b>	8	368	18	44	79	150	77	1	38%	62%
<b>Individual and Collective Action</b>		342	13	31	73	157	68	27	34%	66%
<b>Responsibilities of Citizenship</b>		365	19	32	83	168	63	4	37%	63%

**Table 6: Citizenship & Society Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Civil Rights and Civil Liberties	4	151	17	20	33	22	59	1	46%	54%
Individual and Collective Action		151	13	27	34	26	51	1	49%	51%
Responsibilities of Citizenship		113	7	11	16	26	53	1	30%	70%

**Table 7: Citizenship & Society Assessment Data: Number and Percent by Competency (SIMU MOD)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Civil Rights and Civil Liberties	2	131	8	0	0	7	116	20	6%	94%
Individual and Collective Action		139	11	0	1	11	116	12	9%	91%
Responsibilities of Citizenship		136	20	0	0	4	112	15	15%	85%

Figure 1 summarizes the percent that met expectations by SLO by modality.

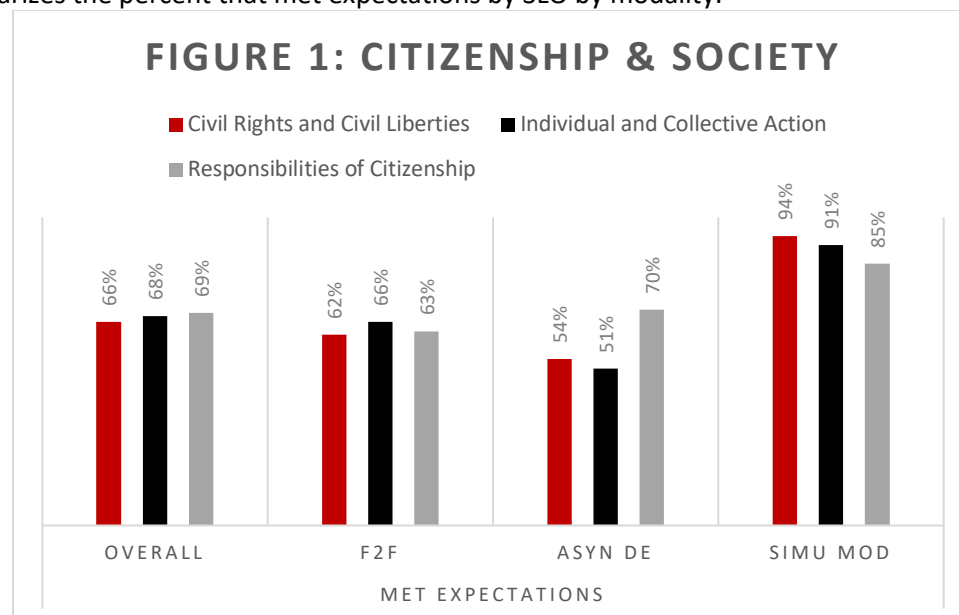
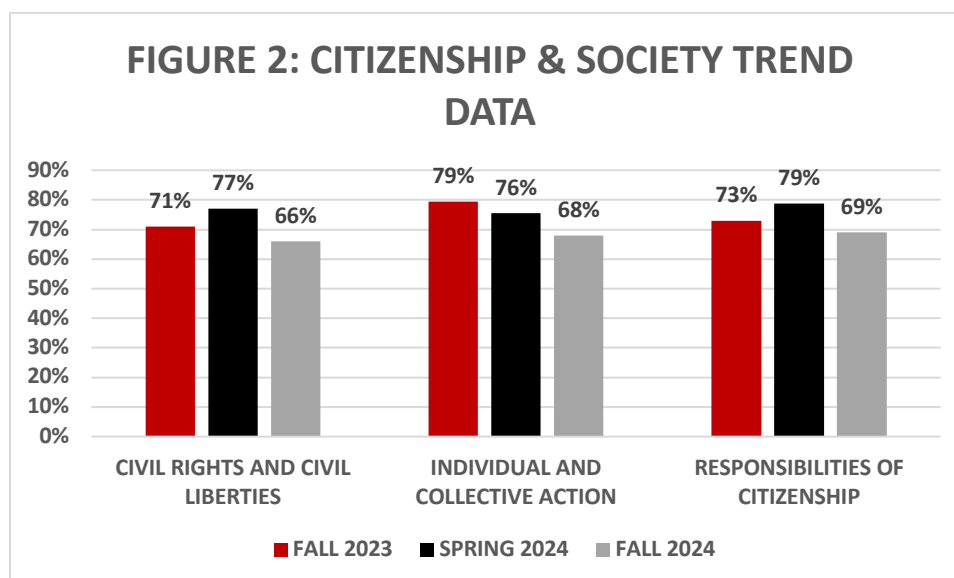


Figure 2 provides three data points, Fall 2023 – Fall 2024. This chart will be updated each semester to establish trends.





- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

No actions to improve student learning were reported, which should be revisited in the instructions to submit data and training.

- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was a 56% submission rate of all citizenship and society courses with 614-650 students assessed, depending on each SLO. Table 4 shows that, overall, students did not exceed the 70% threshold for any SLOs, and there appears to be a declining trend line across three semesters. Students in the simultaneous modalities courses did meet expectations and scored higher than those students in both F2F and asynchronous DE sessions. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold Q&A sessions

- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix C: General Education Summary Report

### Creativity and Expression: Creative

### Fall 2024

- I. **General Education Learning Goal:** Creative - Guide and prompt students to demonstrate and apply creative competencies, problem solving, and preparation in the realization of a creative work.
- II. **Student Learning Objectives:**
- **SLO 1:** Artistic/Creative Competencies - The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the work.
  - **SLO 2:** Problem Solving and Process - The student demonstrates the ability to successfully imagine, plan, and cultivate a work.
  - **SLO 3:** Creativity and Transformation - The student exhibits a unique interpretive and conceptual approach to creating a work.
- III. **Data Collection:** Creative outcomes were assessed using the [GE Creative Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Creative GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Creative, 42% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Creative Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CREATIVE	22	52	42%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. Almost all courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
C - Creative	ART100 2-D Foundation	02	F2F
C - Creative	ART100 2-D Foundation	01,03	F2F
C - Creative	ART120 Drawing Foundation	01	F2F
C - Creative	ART232 Fabric Design - Natural Dye & Fiber	01	F2F
C - Creative	ART234 Fabric Design - Sew & Structure	01	F2F
C - Creative	ART240 Painting I	01, 02	F2F
C - Creative	ART240 Painting I	03	F2F
C - Creative	ART252 Digital Photography	03	F2F
C - Creative	ART263 Printmaking Silkscreen	01	F2F
C - Creative	CHLS244 Play, Creativity, and Expressive Arts	01,02	Multi-Classroom Synchronous
C - Creative	DANC115 Ballet & Jazz I	01	F2F
C - Creative	DANC315 Jazz II	01	F2F
C - Creative	ENGL204 Intro Creative Writing	01	F2F
C - Creative	HONR222 Honors Creativity Seminar	03	F2F
C - Creative	HONR222 Honors Creativity Seminar	01	F2F
C - Creative	HONR222 Honors Creativity Seminar	02	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
C - Creative	MEDJ222 Introduction to Visual Communications	99	Asynchronous Distance Education
C - Creative	MUEN300 Concert Choir	01	F2F
C - Creative	THEA270 Fundamentals of Theatre Design	01	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Projects were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SL01	Creative Competencies	0.00%	0	0.00%	0	84.21%	16	5.26%	1	10.53%	2	0.00%	0	19
SL02	Problem Solving and Process	0.00%	0	0.00%	0	63.16%	12	26.32%	5	10.53%	2	0.00%	0	19
SL03	Creativity and Transformation	0.00%	0	0.00%	0	78.95%	15	5.26%	1	10.53%	2	5.26%	1	19
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), Multi-Classroom Synchronous (MC SYNC), and Asynchronous Distance Education (ASYN DE)].

Table 4: Creative Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	19	387	10	24	77	182	94	4	29%	71%
Problem Solving and Process		383	6	25	87	179	86	5	31%	69%
Creativity and Transformation		361	8	26	83	160	84	7	32%	68%

Table 5: Creative Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	17	295	7	24	70	100	94	4	34%	66%
Problem Solving and Process		291	5	25	80	95	86	5	38%	62%
Creativity and Transformation		269	6	26	76	77	84	7	40%	60%

**Table 6: Creative Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	1	20	3	0	0	17	0	0	15%	85%
Problem Solving and Process		20	1	0	0	19	0	0	5%	95%
Creativity and Transformation		20	2	0	0	18	0	0	10%	90%

**Table 7: Creative Assessment Data: Number and Percent by Competency (MC SYNC)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	1	72	0	0	7	65	0	0	10%	90%
Problem Solving and Process		72	0	0	7	65	0	0	10%	90%
Creativity and Transformation		72	0	0	7	65	0	0	10%	90%

Figure 1 summarizes the percent that met expectations by SLO by modality.

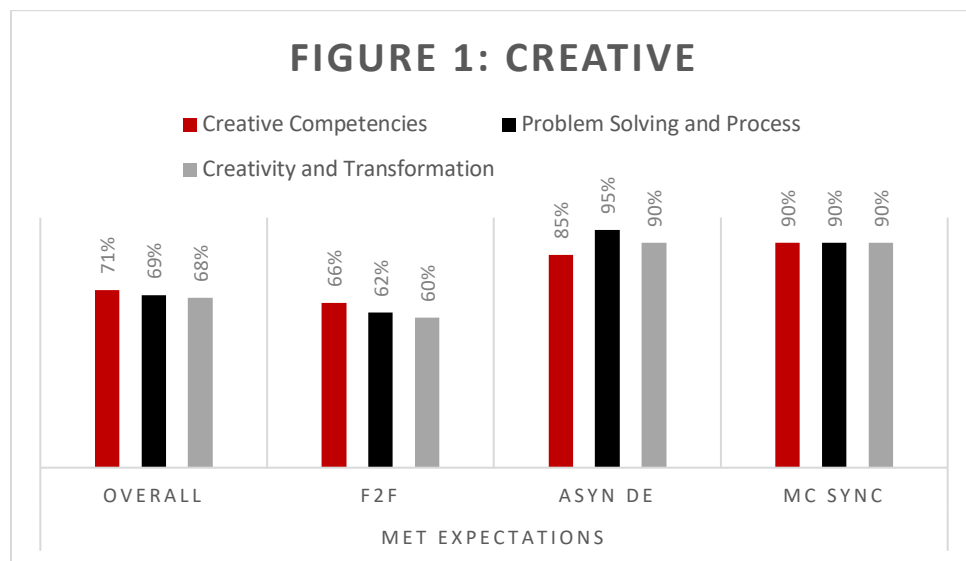
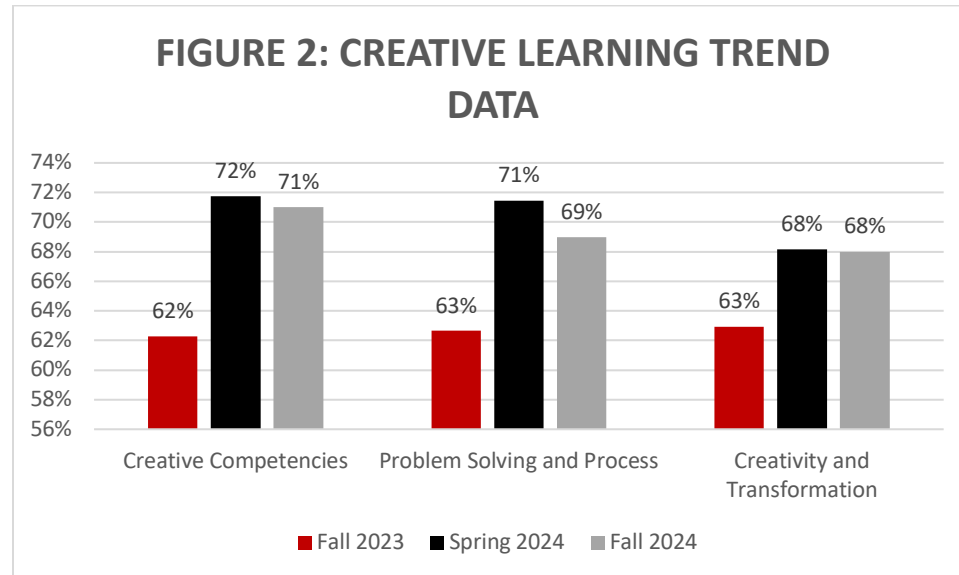


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- All students in this course demonstrated excellent leadership and civic engagement in their final collaborative interdisciplinary project that was performed in a public space. Collaboration with individuals outside the class can be explored in the future.
  - 7/11 students completed a successful and professional communication to an appropriate legislator (local, state and federal 2 did not successfully complete the assignment, either my refusing/forgetting to include the part 2 did not attempt to contact an appropriate legislator and or identify a support organization
  - Most students demonstrated Mastery. Clarity of intent and expectations on the multicultural aspects of the project can further enhance the fulfillment of the SLO.
  - All 11 students were prof. or mastery in the who successfully engaged with diverse cultures through their social justice issues and through discussion in Lead the Lecture prompts.
  - Most students were able to successfully demonstrate creative inquiry, analysis, research, and application in this project. Continued guidance from the instructor, workshoping, a spread-out timetable, and use of class time for project creation and rehearsals helped with this. Clearer expectations would help.
  - 6/11 students were either proficient or mastery in the inclusion for making connections to causes, craft and their course of study; completed basic review and synthesis of literature to support and present their social justice cause. 3/11 developing due to lack of depth and clear articulation of the connections, 1/11 showed glimmers of connects but very few and also lacked in the clear written description of them. 1/11 did not include or attempt to do so and refused to use references or select a topic that was appropriate.
  - More than half of students achieved mastery level with all students at least achieving proficiency level as they analyzed and described their writing journey, providing thoughtful commentary on challenges, triumphs, preferences, continued practice, etc. This focus on self-reflection will help transfer their skills to future writing contexts. This assignment was one of few that we did not workshop, and some students may have benefitted from the chance to receive feedback on their work before submission, so I may add class time or at least encourage that they seek feedback on their own time.
- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included

a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

- VII. **Observations on results:** There was a 42% submission rate of all creative courses with 361-387 students assessed, depending on each SLO. Table 4 shows that overall students meet or are near meeting the 70% threshold for Creative Competencies (71%), Problem Solving and Process (69%), and Creativity and Transformation (68%). Students in the DE courses did meet expectations for all SLOs; however, the scores for F2F did not meet expectations. Faculty actions indicate that student learning may be improved by clarifying expectations; using class time for creation and rehearsals; providing more feedback, using more class time for provide feedback, and encouraging students to seek feedback; and collaborating with individuals outside of class. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
  - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix D: General Education Summary Report

### Citizenship & Responsibility: Critical Analysis and Reasoning

### Fall 2024

- I. **General Education Learning Goal:** Critical Analysis and Reasoning - Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.
- II. **Student Learning Objectives:**
- **SLO1:** Conceptualization - The student identifies and explains an essential concept, as well as the relation to other relevant concepts
  - **SLO2:** Analysis - The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.
  - **SLO3:** Evaluation - The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.
- III. **Data Collection:** Critical Analysis and Reasoning outcomes were assessed using the [GE Critical Analysis and Reasoning Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Critical Analysis and Reasoning GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Critical Analysis and Reasoning, 69% of the courses offered in fall were assessed.

Table 1: Number and Percent of Critical Analysis and Reasoning Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CRITICAL ANALYSIS AND REASONING	38	55	69%

Submissions were received from the following courses and sections (if specified) in Table 2. About half of the courses were delivered face-to-face and the remaining are delivered by various DE modalities.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
R - Critical Analysis and Reasoning	CMSD152 Intro to Communication Disorders	01	Blended/Hybrid
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	01	F2F
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	97, 98, 99	Synchronous Distance Education
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	02	Asynchronous Distance Education
R - Critical Analysis and Reasoning	FIN120 Personal Finance Decisions	95,96,97	Blended/Hybrid
R - Critical Analysis and Reasoning	HLSC332 Psychological Considerations of Injury and Illness for Healthcare Providers	01,02	F2F
R - Critical Analysis and Reasoning	HLSC340 Epidemiology	99	Asynchronous Distance Education
R - Critical Analysis and Reasoning	HLSC401 Current Issues in Health	99	Asynchronous Distance Education
R - Critical Analysis and Reasoning	HONR217 Honors Critical Reasoning Seminar	02	F2F
R - Critical Analysis and Reasoning	HONR217 Honors Critical Reasoning Seminar	01	F2F
R - Critical Analysis and Reasoning	MATH103 Critical Reasoning in Mathematics	01,02	F2F
R - Critical Analysis and Reasoning	MATH113 Concepts of Geometry and Statistics	01	F2F
R - Critical Analysis and Reasoning	MATH113 Concepts of Geometry and Statistics	02,99	Blended/Hybrid



Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
R - Critical Analysis and Reasoning	MATH113A Concepts of Geometry and Statistics with Recitation	01	F2F
R - Critical Analysis and Reasoning	MEDJ110 Introduction to Mass Communications	99	Asynchronous Distance Education
R - Critical Analysis and Reasoning	MEDJ120 Introduction to Emergent Media	98,99	Synchronous Distance Education
R - Critical Analysis and Reasoning	PHIL101 Introduction to Philosophy	3	F2F
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	02,03,05	F2F
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	01 06 07	F2F
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	04	F2F
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	97	Asynchronous Distance Education
R - Critical Analysis and Reasoning	SOCI260 Foundations of Sociological Thought	01	Simultaneous Modalities
R - Critical Analysis and Reasoning	SSDV105 Critical Strategies for College Learners	01	F2F
R - Critical Analysis and Reasoning	SSDV281 Peer Educator Development	97,98,99	Synchronous Distance Education

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SL01	Conceptualization	41.67%	10	12.50%	3	8.33%	2	33.33%	8	4.17%	1	0.00%	0	24
SL02	Analysis	41.67%	10	4.17%	1	8.33%	2	37.50%	9	8.33%	2	0.00%	0	24
SL03	Evaluation	37.50%	9	0.00%	0	4.17%	1	50.00%	12	4.17%	1	4.17%	1	24
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations by modality are listed in the rightmost column in Tables 4 -9 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), synchronous distance education (SYNC DE), blended/hybrid (BL Hybrid), and simultaneous modalities (SIMU MOD)].

Table 4: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Conceptualization</b>	24	1009	32	67	119	354	437	22	22%	78%
<b>Analysis</b>		1013	23	41	96	378	475	24	16%	84%
<b>Evaluation</b>		959	23	73	67	296	500	39	17%	83%

**Table 5: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	12	298	8	26	54	82	128	9	30%	70%
Analysis		299	7	19	37	96	140	8	21%	79%
Evaluation		299	9	35	42	74	139	8	29%	71%

**Table 6: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	5	304	14	33	40	120	97	11	29%	71%
Analysis		303	7	19	41	102	134	12	22%	78%
Evaluation		266	7	12	11	87	149	17	11%	89%

**Table 7: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (BL HYBRID)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	192	3	6	10	27	146	2	10%	90%
Analysis		190	2	2	12	42	132	4	8%	92%
Evaluation		182	2	5	9	25	141	12	9%	91%

**Table 8: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (SIMU MOD)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	1	24	2	2	7	8	5	0	46%	54%
Analysis		30	2	1	4	15	8	0	23%	77%
Evaluation		23	0	2	5	7	9	0	30%	70%

**Table 9: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (SYNC DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	191	5	0	8	117	61	0	7%	93%
Analysis		191	5	0	2	123	61	0	4%	96%
Evaluation		189	5	19	0	103	62	2	13%	87%

Figure 1 summarizes the percent that met expectations by SLO by modality.

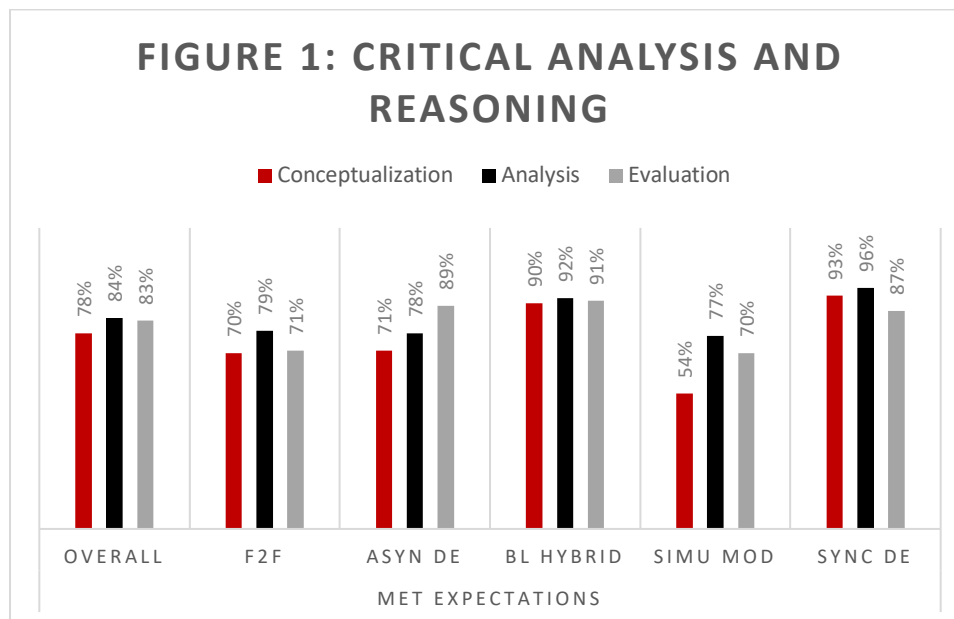
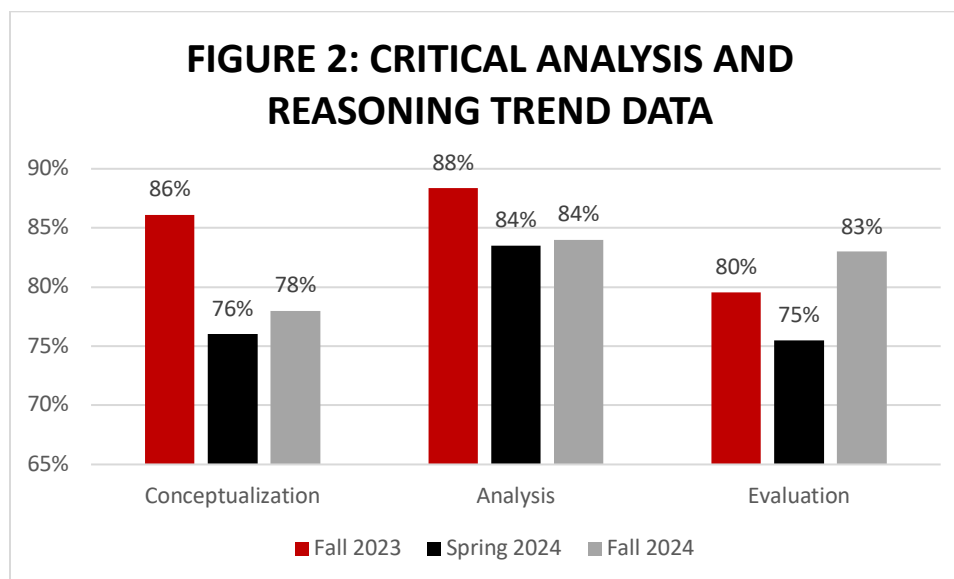


Figure 2 provides three data points, Fall 2023 – Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- I will continue to incorporate issues of socioeconomic class, gender, and family structure in discussion. I think I would like to look for ways to add in more on race/ethnicity and some international perspectives on work and life to provide the students with further examples to help them develop knowledge of multicultural perspectives on the issues related to work-life balance.
  - I think I need to provide more guidance and more scaffolding assignments to help the students' develop their research ideas and how to incorporate academic sources into their inquiry, writing, and application.

The students completed their project fairly independently, so I think some additional opportunities for feedback like meeting with the instructor or formal peer-review would be helpful.

- Providing more opportunities for students to examine a variety of case studies/scenarios individually and in small groups will enhance their learning and application of mindfulness in every aspect of their lives.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

VII. **Observations on results:** There was a 69% submission rate of all critical analysis and reasoning courses with 959-1013 students assessed, depending on each SLO. Table 4 shows that, overall, students met the 70% threshold for all SLOs and for all modalities, except SIMU MOD for the conceptualization SLO. Faculty action recommendations indicate the need to incorporate issues in discussion; provide more guidance and scaffolding; provide additional opportunities for feedback and meeting with the instructor; and use a variety of case studies/scenarios. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better understanding assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix E: General Education Summary Report

### Interconnections: Diversity

### Fall 2024

- I. **General Education Learning Goal:** Diversity - Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.
- II. **Student Learning Objectives:**
- **SLO1:** Human Diversity - The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.
  - **SLO2:** Roots of Inequality - The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.
  - **SLO3:** Awareness - The student demonstrates awareness of and manages the influence of personal biases.
- III. **Data Collection:** Diversity outcomes were assessed using the [GE Diversity Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Diversity GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Diversity, 67% of the courses offered in fall were assessed.

Table 1: Number and Percent of Diversity Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
<b>DIVERSITY</b>	24	36	67%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. Almost two-thirds of the courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
D - Diversity	ANTH101 Introduction to Anthropology	01, 02	F2F
D - Diversity	ANTH101 Introduction to Anthropology	99	Asynchronous Distance Education
D - Diversity	ANTH120 Introduction to Cultural Anthropology	01, 02	F2F
D - Diversity	ANTH120 Introduction to Cultural Anthropology	03	F2F
D - Diversity	ANTH120 Introduction to Cultural Anthropology	99	Asynchronous Distance Education
D - Diversity	COMM200 Intercultural Communication	98, 99	Asynchronous Distance Education
D - Diversity	COMM312 Gender and Communication	01	F2F
D - Diversity	ECED250 Culturally Relevant Sustaining Education PK-4	01	F2F
D - Diversity	ECED250 Culturally Relevant Sustaining Education PK-4	98, 99	Asynchronous Distance Education
D - Diversity	ENGL281 Civil Rights Lit	01	F2F
D - Diversity	ENGL284 Literature and Gender Identity	01	F2F
D - Diversity	EXER288 Women in Sport	01	F2F
D - Diversity	HLSC307 Cultural Aspects of Health	99	Asynchronous Distance Education
D - Diversity	HONR214 Honors Diversity Seminar	01	F2F
D - Diversity	PSYC210 Child Development	01	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
D - Diversity	PSYC211 Adolescent Development	02	F2F
D - Diversity	PSYC217 Adult Development and Aging	01	F2F
D - Diversity	SOWK200 Diversity and Social Justice	01	Asynchronous Distance Education
D - Diversity	SOWK323 Exploring LGBTQ+ Experiences	01	F2F
D - Diversity	WGSS110 Introduction to LGBTQ Studies	01	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions, projects, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SL01</b>	Human Diversity	45.00%	9	20.00%	4	15.00%	3	20.00%	4	0.00%	0	0.00%	0	20
<b>SL02</b>	Roots of Inequality	50.00%	10	10.00%	2	10.00%	2	30.00%	6	0.00%	0	0.00%	0	20
<b>SL03</b>	Awareness	30.00%	6	5.00%	1	25.00%	5	30.00%	6	5.00%	1	5.00%	1	20
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (ASYN DE)].

Table 4: Diversity Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Human Diversity</b>	20	777	51	28	79	196	423	9	20%	80%
<b>Roots of Inequality</b>		719	26	32	81	215	365	12	19%	81%
<b>Awareness</b>		742	39	21	90	135	457	7	20%	80%

**Table 5: Diversity Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	14	499	30	22	54	115	278	7	21%	79%
Roots of Inequality		496	20	24	54	133	265	10	20%	80%
Awareness		466	21	16	66	76	287	5	22%	78%

**Table 6: Diversity Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	6	278	21	6	25	81	145	2	19%	81%
Roots of Inequality		223	6	8	27	82	100	2	18%	82%
Awareness		276	18	5	24	59	170	2	17%	83%

Figure 1 summarizes the percent that met expectations by SLO by modality

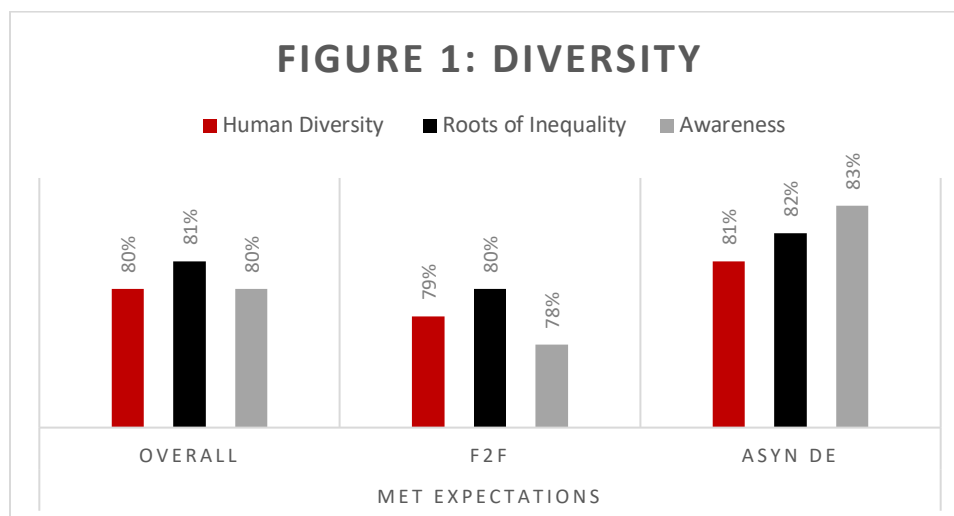
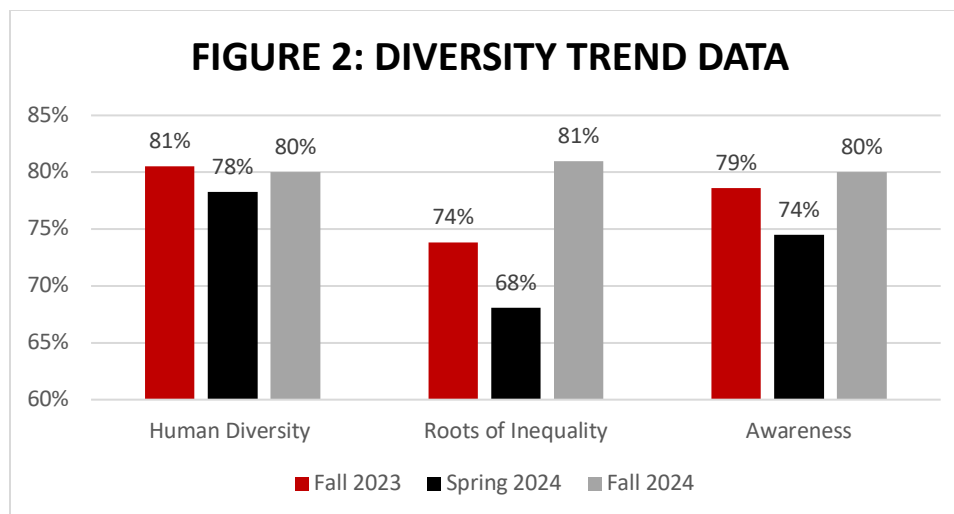


Figure 2 provides three data points, Fall 2023 – Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Did not assess this in depth in the course.
  - Students were successful in achieving this SLO. I will be including additional reflection questions.
  - In this course, I gave students an option about meeting prior to student-led discussions. I will require meetings in the future. Rubrics will have increased requirements and details. I will also add a library session at the beginning of the course. During the first week, I outlined my expectations regarding use of reputable sources. Many students did not follow common guidelines for reputable sources especially early in the semester.
- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was a 67% submission rate of all diversity courses with 719-777 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Human Diversity (80%), Roots of Inequality (81%), and Awareness (80%), and outcomes for all modalities met expectations for all SLOs. Faculty action recommendations include adding reflection questions ;requiring student-faculty meetings in advance of student-led discussions; and adding a library session. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
  - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.



## Appendix F: General Education Summary Report

### Citizenship & Responsibility: Ethical Reasoning

#### Fall 2024

- I. **General Education Learning Goal: Ethical Reasoning** - Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.
- II. **Student Learning Objectives:**
- **SLO1:** Conceptualization - The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.
  - **SLO2:** Application - The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.
  - **SLO3:** Comparison and Evaluation - The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.
- III. Data Collection: Ethical Reasoning outcomes were assessed using the [GE Ethical Reasoning Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Ethical Reasoning GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Ethical Reasoning, 33% of the courses offered in fall were assessed.

**Table 1: Number and Percent of Ethical Reasoning Courses Assessed**

Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ETHICAL REASONING	3	9	33%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The courses were delivered F2F and asynchronous DE.

**Table 2: Courses and Sections Assessed**

Learning Goal	Course	Section(s)	Mode
E - Ethical Reasoning	PHIL205 Medical Ethics	99	Asynchronous Distance Education
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	01	F2F
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	99	Asynchronous Distance Education

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam or quiz objective questions, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Conceptualization	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	0.00%	0	3
<b>SLO2</b>	Application	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	0.00%	0	3
<b>SLO3</b>	Comparison and Evaluation	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	0.00%	0	3
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4 - 6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (ASYN DE)].

**Table 4: Ethical Reasoning Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Conceptualization	3	110	8	13	27	41	21	0	44%	56%
Application		112	9	14	24	44	21	0	42%	58%
Comparison and Evaluation		110	10	14	24	45	17	0	44%	56%

**Table 5: Ethical Reasoning Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Conceptualization	1	36	3	3	7	13	10	0	36%	64%
Application		36	3	4	8	15	6	0	42%	58%
Comparison and Evaluation		36	4	3	8	17	4	0	42%	58%

**Table 6: Ethical Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Conceptualization	2	74	5	10	20	28	11	0	47%	53%
Application		76	6	10	16	29	15	0	42%	58%
Comparison and Evaluation		74	6	11	16	28	13	0	45%	55%

Figure 1 summarizes the percent that met expectations by SLO by modality.

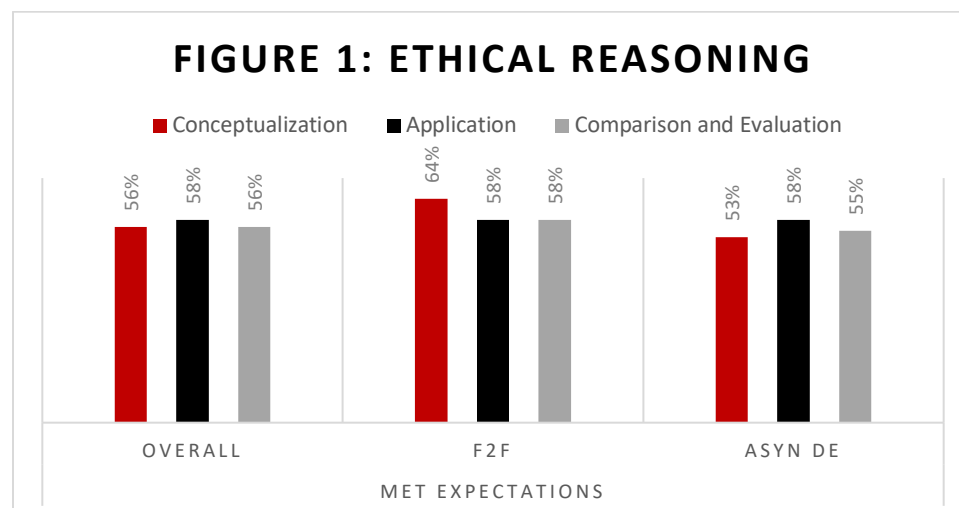
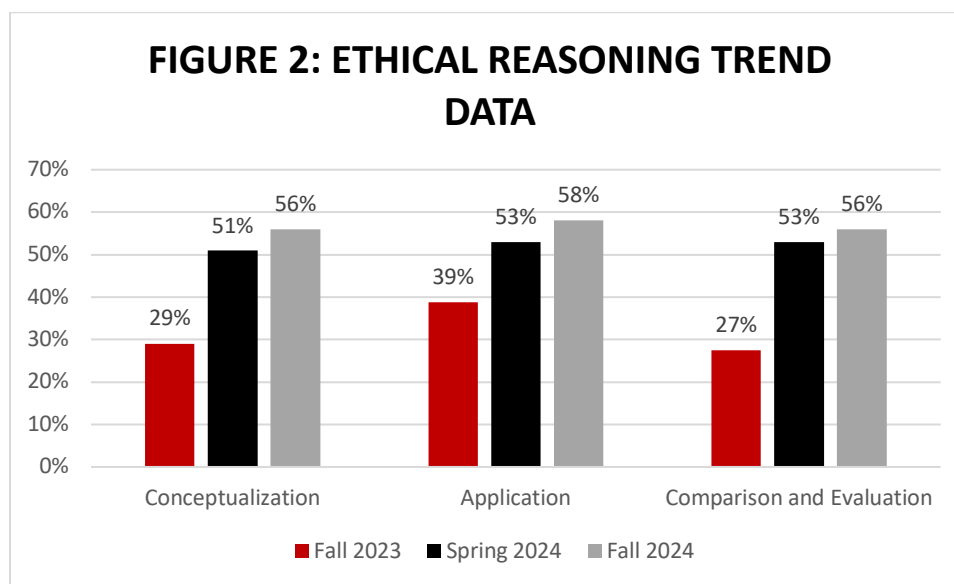


Figure 2 provides three data points, Fall 2023 – Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

No actions to improve student learning were reported, which should be revisited in the instructions to submit data and training.

- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

- VII. **Observations on results:**  
There was a 33% submission rate of all ethical reasoning courses with 110-112 students assessed. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 56-58% meeting expectations, but trending upward over the past three semesters. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations

- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix G: General Education Summary Report

### Interconnections: Foreign Language

#### Fall 2024

- I. **General Education Learning Goal:** Foreign Language - Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.
- II. **Student Learning Objectives:**
- **SLO1:** Oral Communication - The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.
  - **SLO2:** Written Communication - The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.
  - **SLO3:** Cultural Awareness - The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.
- III. **Data Collection:** Foreign Language outcomes were assessed using [the GE Foreign Language Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Foreign Language GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Foreign Language, 33% of the courses offered in the fall were assessed.

**Table 1: Number and Percent of Foreign Language Courses Assessed**

Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FOREIGN LANGUAGE	5	15	33%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. Most courses were delivered face-to-face.

**Table 2: Courses and Sections Assessed**

Learning Goal	Course	Section(s)	Mode
F - Foreign Languages	ARAB102 Elementary Arabic II	01	F2F
F - Foreign Languages	ASL101 American Sign Language 1	01	F2F
F - Foreign Languages	FREN102 Elementary French II	01	F2F
F - Foreign Languages	SPAN102 Elementary Spanish II	02	F2F
F - Foreign Languages	SPAN102 Elementary Spanish II	98	Asynchronous Distance Education

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions and projects were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Oral Communication	33.33%	2	0.00%	0	66.67%	4	0.00%	0	0.00%	0	0.00%	0	6
SLO2	Written Communication	33.33%	2	50.00%	3	16.67%	1	0.00%	0	0.00%	0	0.00%	0	6
SLO3	Cultural Awareness	33.33%	2	33.33%	2	16.67%	1	16.67%	1	0.00%	0	0.00%	0	6
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4 – 6 below, which provide summary data overall for overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (ASYN DE)].

**Table 4: Foreign Language Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	5	96	2	12	32	50	0	0	48%	52%
Written Communication		96	7	8	26	55	0	0	43%	57%
Cultural Awareness		92	4	7	19	36	26	0	33%	67%

**Table 5: Foreign Language Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	4	66	2	12	22	30	0	0	55%	45%
Written Communication		66	7	8	21	30	0	0	55%	45%
Cultural Awareness		67	4	7	19	11	26	0	45%	55%

**Table 6: Foreign Language Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	1	30	0	0	10	20	0	0	33%	67%
Written Communication		30	0	0	5	25	0	0	17%	83%
Cultural Awareness		25	0	0	0	25	0	0	0%	100%

Figure 1 summarizes the percent of students that met expectations by SLO by modality.

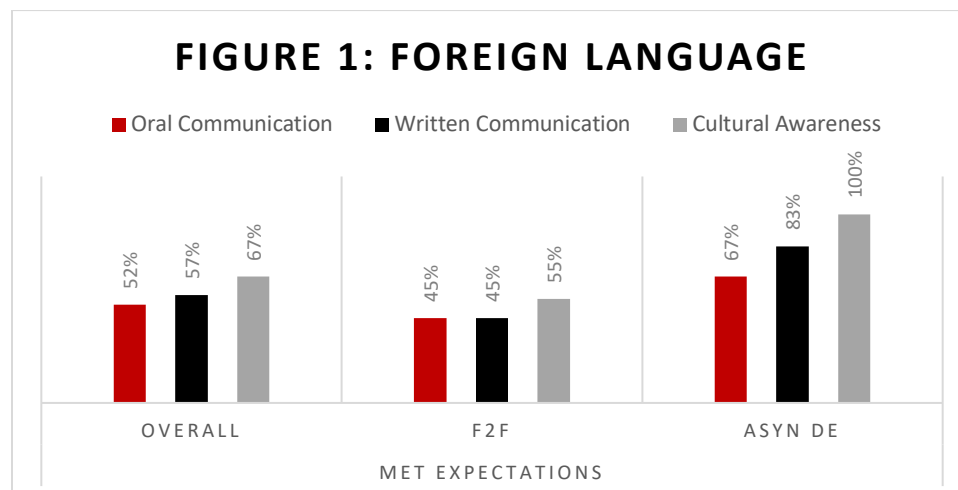
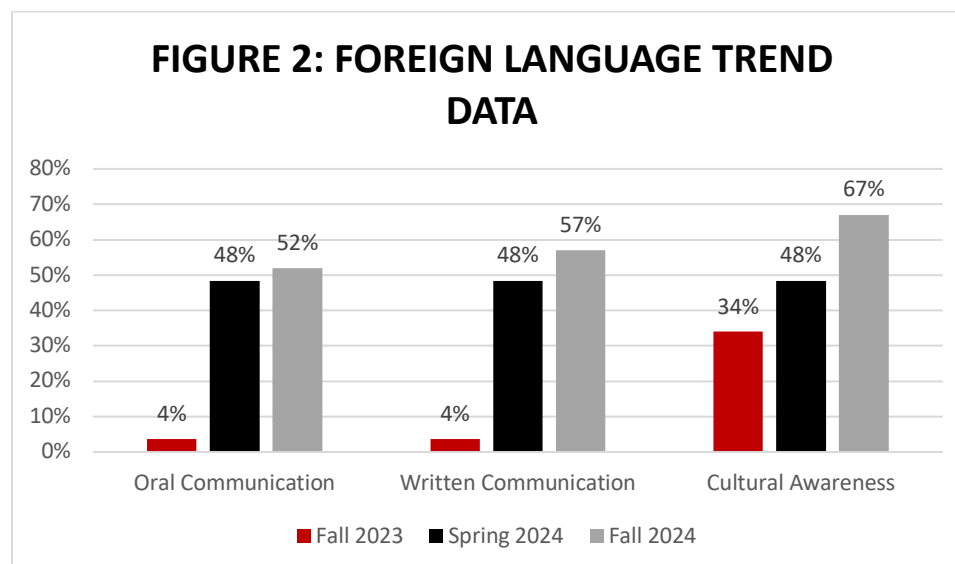


Figure 2 provides three data points, Fall 2023 – Fall 2024. This chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- The overall results are promising. In future, we will introduce new types of oral communication exercises to achieve more refined results.
- Oral presentations, oral exams, oral participation, pair exercises, group work in class.
- The result reflects the overall level of the students in this course. To enhance results, I will incorporate dialogues that students will create based on models I provide and ask them to record them.
- Unsatisfactory results include no contribution to class discussions on the topic as well as mostly incorrect responses on test sections. Emerging results would have primarily accurate responses on test sections on culture. Developing proficiency would have correct test responses in conjunction with participation in class discussions on cultural topics
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Unsatisfactory results would include a score of 65 or below on the oral exam. Students at the emerging level would score between 66 and 90 on the oral exam. Students scoring higher are at the developing level. Overall results are as expected. The students with poor attendance and therefore missed practice opportunities did not fare well on the oral exam.
- Composition in class and outside of class. Writing sentences exercises in class and outside of class: homework.
- The students have achieved satisfactory results in understanding sentence structures and producing well-structured one-paragraph texts with appropriate vocabulary. Next time I teach the course, I will ask students to write and submit their texts online
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Unsatisfactory would result in an incomplete response to prompts and questions, with some portions left blank or responses that are incomprehensible to someone without knowledge of English, or use of a translating program for the text. Emerging responses include answers using vocabulary phrases directly taken from the eBook without further explanation and large numbers of errors, but still comprehensible. Developing responses address all the prompts, and, while they may contain errors, the responses are generally comprehensible and do not rely on pre-translated phrases. The students

in the unsatisfactory range used translating programs, despite strict warnings not to do so. These same students did not participate in the in-class writing practice exercises because of their absences. Had they attended, they would have had the confidence to write in French

- Readings and cultural discussion in the classroom; online cultural exercises.
- The results for cultural awareness are very satisfactory. I wouldn't change anything at the level of content, but I would include writing assignments to collect artifacts.
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Assessment is a combination of student performance and contribution in class discussions on cultural topics, in combination with results on test sections testing for comprehension. Unsatisfactory results include no contribution to class discussions on the topic as well as mostly incorrect responses on test sections. Emerging results would have primarily accurate responses on test sections on culture. Developing proficiency would have correct test responses in conjunction with participation in class discussions on cultural topics

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include department at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

VII. **Observations on results:** There was a 33% submission rate of all foreign language courses with 92-96 students assessed. Table 4 shows that overall students did not meet the 70% threshold with 52-67% students meeting expectations across the three SLOs, though an upward trend exists across the three semesters reported. Faculty action information indicates that the courses may incorporate dialogue, write and submit texts online, and include writing assignments to collect artifacts. Discussion should occur about whether the rubric criteria and expectations are appropriate and understood by faculty teaching and assessing the course. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better understanding assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g.,



summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix H: General Education Summary Report

### Foundations: First-Year Seminar

### Fall 2024

- I. **General Education Learning Goal:** First-Year Seminar - Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar.
- II. **Student Learning Objectives:**
- **SLO1:** Cultivate Scholarly and Academic Success -The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.
  - **SLO2:** Engagement with the University Community - The student engages in opportunities for learning beyond the classroom.
  - **SLO3:** Foster Personal Development and Wellness - The student develops strategies and goals to support their personal wellness and academic and professional success.
  - **SLO4:** Promote Understanding of Diversity and Social Responsibility - The student engages with core concepts of diversity and universality, and demonstrates principles of responsible citizenship within and beyond the campus community.
  - **SLO5:** Forging Connections Between Course Content and Success Strategies - The student cultivates strategies for success through engaging in faculty-driven [Additional SLO from First Year Experience Committee]
- III. **Data Collection:** First-Year Seminar outcomes were assessed using the [GE First-Year Seminar Curriculum Rubric](#) that define five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [First-Year Seminar GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For First-Year Seminar, 29% of the courses offered in the fall were assessed.

Table 1: Number and Percent of First-Year Seminar Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FIRST-YEAR SEMINAR	21	73	29%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included and was face-to-face for all sections submitted.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
Y - First Year Experience	First Year Experience	01,29,04,08,35,06,14,20,21,27,32 ,38,61,71,72,74,84,87,88,89,90	F2F

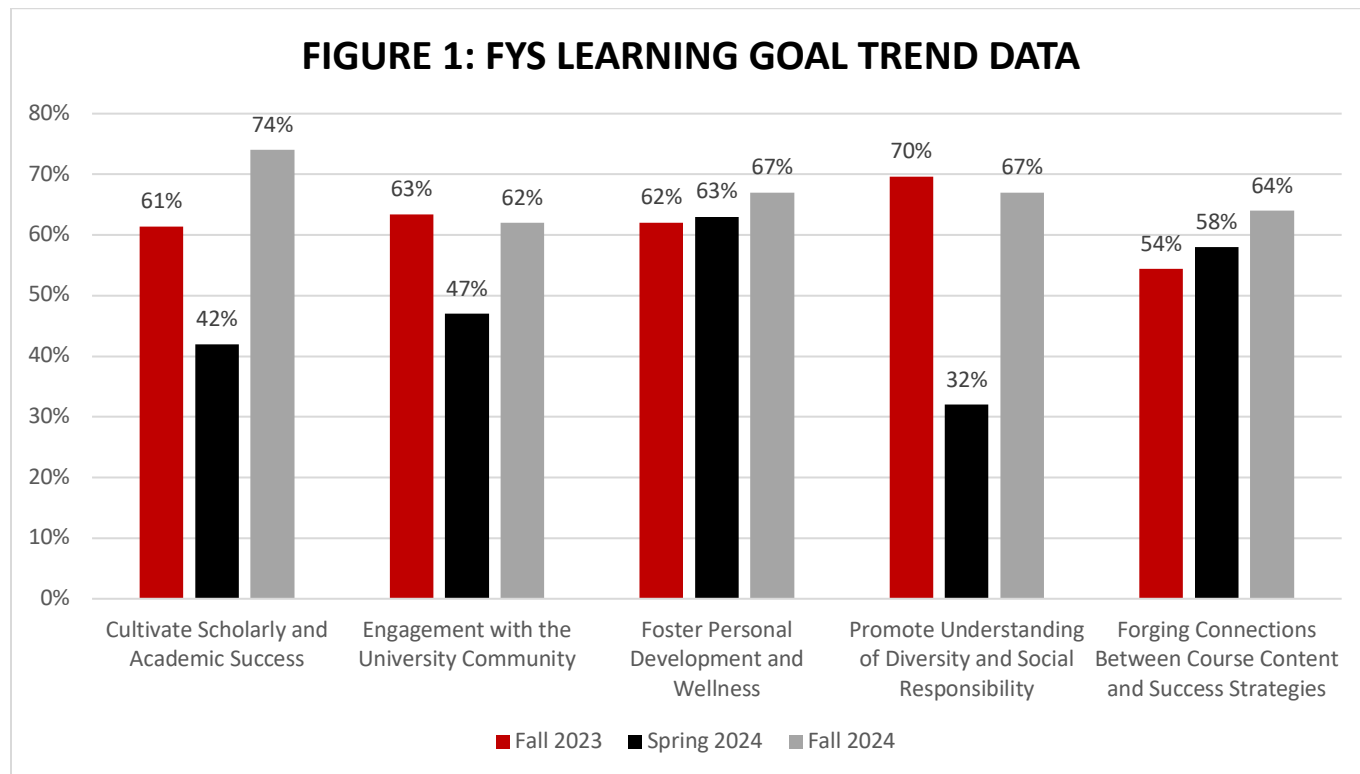
Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Cultivate Scholarly and Academic Success	5.26%	1	5.26%	1	5.26%	1	68.42%	13	10.53%	2	5.26%	1	19
SLO2	Engagement with the University Community	0.00%	0	5.26%	1	26.32%	5	36.84%	7	31.58%	6	0.00%	0	19
SLO3	Foster Personal Development and Wellness	0.00%	0	10.53%	2	10.53%	2	63.16%	12	15.79%	3	0.00%	0	19
SLO4	Promote Understanding of Diversity and Social Responsibility	0.00%	0	0.00%	0	10.53%	2	68.42%	13	15.79%	3	5.26%	1	19
SLO5	Forging Connections Between Course Content and Success Strategies	5.26%	1	10.53%	2	10.53%	2	52.63%	10	5.26%	1	15.79%	3	19
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Table 4 below.

<b>Table 4: First-Year Seminar Assessment Data: Number and Percent by Competency (Overall/F2F)</b>										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
<b>Cultivate Scholarly and Academic Success</b>	19	534	24	41	76	193	200	99	26%	74%
<b>Engagement with the University Community</b>		614	32	77	125	117	263	28	38%	62%
<b>Foster Personal Development and Wellness</b>		594	21	30	145	122	276	47	33%	67%
<b>Promote Understanding of Diversity and Social Responsibility</b>		542	23	36	118	143	222	99	33%	67%
<b>Forging Connections Between Course Content and Success Strategies</b>		532	18	38	133	116	227	47	36%	64%

Figure 1 provides three data points for each SLO that show the percent of students that met expectations, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- A more extensive lecture on mental health will be incorporated into the class in the future. This will include a short activity that includes self-reflection.
- A specific question will be added to the self-reflection assignment included in class dealing with the importance of diversity for a student to expand their mind and worldview. This will be a short essay question.
- Add another session on how to improve mood.
- Additional test taking strategies will be shared in a mock test shared in class before the real exam. This will include a walkthrough of each question live.
- After the Time Management Log & Plan, need to break it down into a series of follow-up steps over course of the semester, link procrastination to wellness/mental health, and make it a distinct category in the end of semester self-study.
- Although a majority of my students performed in the proficient to mastery levels, I'm concerned about the number of students who were not able to find and use appropriate research for their paper, or who ran out of time and turned in a partial draft or no paper at all. I plan to rearrange my syllabus so we are covering fewer new fairytales at the end of the semester, and spending more time in class working on drafts, and encouraging all students to take steps needed to complete their research and draft their papers. I did have several music majors this semester--these students spent the end of the semester on tour, recording, or practicing for concerts, and were not able to spend time on the final project until the last week of classes or finals week. I may encourage students to turn in their proposals for this project early -- so students with hectic end-of-semester schedules will at least have a start on their project.

- As a discipline, sociology is attuned to the importance of diversity and social responsibility. For this assignment, students were asked to listen to an album that they would not ordinarily listen to. The purpose of this is to get them out of their comfort zones and experience something new. Most students appeared to get a lot out of this exercise and benefit from being asked to do something outside of their comfort zones
- As mentioned above, the final exam consisted of one essay question asking students to offer 5 pieces of advice to high school seniors who plan to attend college next year. Students, by and large, were very thoughtful in their answers. In fact, most of them (70/77) offered really, clear and insightful answers that, to me, showed mastery of this objective.
- The final paper in which students moved in clear steps from research to annotated bibliography to outline to structured APA formatted paper made it very obvious who had not attended class. More handouts and presentation help that can be accessed by students who were absent would help pull those students through more successfully who missed class. "
- As per the final project, a majority of students were able to draw a meaningful connection between extremism and threats facing democracy in Weimar Germany and current examples, including many in the United States. I would continue this assignment and add new topics from current events with which to compare to Germany.
- As was clear from the student discussion boards, promoting and understanding diversity came through clearly for students, but more time needs to be spent on developing the idea of social responsibility in the FYS.
- "Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings."
- Based on the writing assignment which involves student reflection on their overall personal development and wellness, including common themes among students with development/wellness issues and focus on spending more time in class addressing these concerns.
- Based on these results, I have the impression that many first-year students are already fairly engaged in various clubs and social activities a few weeks into the semester. I credit this to the success of summer orientation, Husky Days, and the Activity Fair. I still think this is a worthwhile topic to cover in the seminar, but I am not worried as much about student engagement as I am about their academic preparedness and time management.
- Based on this data I want to increase the time I provide in the course to application based projects connected to accessing academic resources. I focused a lot on exposing students to available resources, but crafting assignments that invite them to engage with those resources more actively (and building tools for them to demonstrate that engagement to me) will be my goal.
- Continue with current activities.
- Continue with project as written. Continue to post campus happenings on Brightspace and as announcements at beginning of class.
- Continue with speakers and presentations. Add how to read textbook. Move session on plagiarism earlier in the semester.
- Data were collected from a writing assignment focusing on success strategies taught in their classes and how these strategies prepared them for future success. The results were used to help develop future activities that point out the success skills taught in courses and their relationship/importance for mastery of skills in years to come.
- Discuss more about how language impacts interpretations of racism, and the overall experience of marginalized people in society. Tried to get a guest speaker from DEI to discuss micro-aggressions, will try again.
- Diversity is a major theme in the course content, but further exercises are needed to move students from talking about themselves to becoming aware of and listening to others.

- Essays are a fine measure of progress for those who are willing or able to try. The area to address is breaking the thinking/reading/writing process down into even more preparatory steps for those who are not.
- For their final, students were asked to write an essay comparing an aspect of piracy they found interesting from throughout the semester to their college experience. They were to use the research skills they learned throughout the semester, as well as college-level writing skills, including correct citations based on the style used most often in their chosen discipline. Most students achieved the mastery level with the ability to connect piracy to the first-year experience, highlighting the skills they had gained this semester and able to demonstrate many important strategies for student success. Those who achieved the proficient level also demonstrated those strategies, but less so than those with the mastery level. Three students achieved the developing level, demonstrating an understanding of what it takes to be a successful student and/or reflecting on their own experience as a first-semester freshman, but were not able to show those skills in practice. One student received unsatisfactory with an essay that demonstrated an understanding of piracy that we learned in class, but an inability to connect any student success strategies to that course content. I plan to utilize more peer-feedback for this final essay earlier in the semester, allowing students to learn from each other's examples and review their own work more critically. Before I introduce this assignment, I would also like to do an in-class activity with the goal of further connecting the course content to student success strategies.
- For this area, I will require students to complete their reflection on their personal goals and growth earlier in the semester, and in this way, their reflections may help to inform better choices for themselves as the semester concludes.
- For this learning objective, I may expand the profile assignment to include some reflection from the student about what strategies they plan to employ from their interview subjects.
- For this learning outcome, I need to give more time to this discussion. The increased class size from 25 to 35 adversely affected my ability to move through topics of discussion and still include students in active learning activities, so some discussion points got lost to a lack of time.
- For this SLO, students were tasked with going to a CU student club meeting and reflecting upon the experience. Most of the students appeared to get something out of this assignment. In class, I made clear that being social is a way for students to feel more integrated into the university community. I went out of my way to make clear that commuting students stand to really benefit from doing this. In any case, most students "mastered" this objective.
- I do not have plans to adjust the course based on these results at this time. I will maintain the assignments and assessment tools currently utilized in the next iteration of the course.
- I have reviewed the extracurricular activity reporting forms that students used to detail involvement in a university-related activity. I will continue to encourage students to attend activities and increase their involvement in university organizations/clubs/etc.
- I need to have a more nuanced look at each of these over the course of the semester. In truth much of this was revealed for individual students in the discussions and interactions that they had with classmates as well as myself as a professor. It is challenging to operationalize this in terms of reporting.
- I want to add an additional opportunity for students to engage with their peer group outside of the classroom setting. I plan to incorporate a group project in the course.
- I will invite more university personnel from various offices to come in and present on these topics rather than feigning expertise.
- I will reassess the nature and volume of the opportunities I offered students, and likely drag them kicking and screaming to various engagement events instead of allowing them any measure of personal choice and autonomy.
- I would like to identify ways in which student grades improved from midterm to the end of the semester as well as from fall to spring semester in order to ascertain whether or not student grades improved once they had the knowledge base of how to negotiate the transition from high school student to college student. I

also plan to incorporate more regular lessons on study strategies rather than limit it to one class session. More frequent mini lessons may be more beneficial.

- Mental health was a prominent topic at several points in the semester. Was able to connect some of those points with a guest speaker from Health & Wellness discussing making choices and the impacts of those choices on well-being. In the future, will incorporate focused time in each week to assess mental health with anonymous struggles or emoji bingo activity
- More delineation could be made among the hidden costs of college, life on campus (where students figure out how many Subway cookies they can get for one meal swipe), and the cost of actual goods/price comparisons. Are there areas on campus that are less expensive? More? How might that influence student choices?
- More explicit content on how to present will strengthen student performance in the future.
- Most students did fairly well on this paper, where they discuss fairy tales or fairy tale variations from a particular culture. Reflecting on this SLO, however, has made me think that I need to adjust the assignment, perhaps turning it into a comparison paper, so students are discussing more than one culture (actually, many of them did anyway).
- Most students who did this assignment talked about learning to manage their time better, so I know that early assignment is a "keeper." The shocker for me was how few students added the wellness reflection to their campus event report, even when I reminded them to do so. I may turn this assignment into a separate wellness reflection paper so that the expectations are clear.
- Move communication lessons to earlier in the semester.
- Need a mid-semester follow up exercise on engagement. However, it is an up-hill climb since the Lock Haven campus needs more non-sports activities for students to engage in.
- Need to include more information regarding types of sources and APA citation formatting.
- Overall, I was satisfied that a majority of students were able to complete a 5-7 research project at the end of the semester that incorporated outside sources and a detailed comparison between the Weimar Germany and current examples illustrating extremism threats to democracy. This is a challenging assignment to be sure, but one that I believe will set students up for success in other courses that assume some basic research skills. I discovered through Turnitin.com that several students likely used (or consulted?) with AI in writing their papers despite this being forbidden. Consequently, this is one area I would place additional emphasis in the workshops leading up to the final project.
- Overall, the students did a really nice job on their FYE Paper. They were able to successfully select one to a few prompts and reflect on their first-year experiences, specifically discussing ways that they had grown personally and/or academically. I plan to use this assessment tool again in future semesters. I believe it to be a great opportunity for the students to assess their own growth, and the assignment resonated with them as shown in the data.
- Preparation for and engagement in class discussion are the most difficult skills to encourage, but also vital in school and career. Becoming a contributor is a big step. In future, need to return to the early semester participation module, and repeatedly break it down into steps, and connect it explicitly to current material and discussions.
- Satisfactory results. Will look into adding and outside-of-class assignment for a different assessment.
- Students did an activity on stereotypes to reflect upon how they often see others who are different from themselves. Based on these results I will incorporate more activities on class to increase understanding of diversity and social responsibility.
- Students did very well with this assignment, which is a descriptive report on a campus event or organization they have joined. I'm disappointed that three students did not do this assignment at all (one of the three attended only 4 classes, but the other two should have gone to something and turned something in). Something I forgot to do this semester is read the class a list of the events and organizations everyone in the class is involved with -- this sometimes gives other students an idea of what's out there. Noting on my syllabus to take time to do this next time I teach the course.

- Students provided feedback with a writing assignment near the end of the semester to reflect upon what activities in the class helped them the most for success during their first semester, as well as activities in the course that did not have much of an impact. I will spend more time in the future expanding activities that students felt were the most helpful.
- Students were present for informational sessions from campus offices like Student Wellness and the Women's Center. I am not sure how I can track whether or not students visited those office. However, in the future I will include a component requiring students to attend campus events and reflect on that experience.
- Students will be shown how to access the Faculty and Staff directory earlier in the semester to promote connections with their advisor. An assignment will also be sent out via email that is not posted on Brightspace to help the students learn that email must be monitored to make important connections to faculty and staff on campus.
- Students wrote a short paper around the topic of xenophobia which we discussed in class. In the future, I feel as if I may need more focus on this area. I may bring in a guest speaker or have students attend a campus speaker in the future. I feel as if this area needs more of a personal element that was absent from this assignment.
- The course theme (mindfulness) links directly to wellness, and most students clearly assess ideas, readings, and practices. A few, however, either did not do the readings or did not read well enough. In the future, I will institute reading check quizzes and spend time in class teaching students annotation methods (we already do note-taking methods for lectures, but I do not have a corollary for reading).
- The data here were quite strong. Instructor may include more success strategy activities into the class to help those who are not at Mastery level yet.
- The data indicate that, overall, the students did very well with this assignment and connected with the DEI topics that we learned and discussed. Just about every student engaged with the DEI topics during class discussions and talked about how much they appreciated those open and honest conversations about race and communication as well as other DEI-related concepts. That same appreciation for the content was evident within their media artifact reflections. The biggest challenge some of the students had with this assignment was simply turning all five of their reflections in throughout the semester. I even cut five of the reflections from when I last taught the class; there used to be ten required. But when the students submitted reflections, they showcased their open-mindedness, their empathy, and their willingness to self-reflect and work on their own perceptions and behaviors when communicating with identities of difference. I am so proud of them and the growth that they displayed in the classroom and within these assignments. I will continue to use this assessment tool in future iterations of the course. I might also institute more specific deadlines to help motivate more students to submit them.
- The DEIB discussion questions required students to define concepts of diversity, as well as reflect on their own privilege and place in society. The students who achieved mastery level with this assignment showed insightful reflection when answering these questions. The students who achieved proficient and developing levels were able to show their understanding of these concepts, but lacked the reflection necessary to fully engage. The students with unsatisfactory or emerging levels were either unable to define/show their understanding of these concepts, or unable to reflect on them. I did initially have it scheduled to have someone from the diversity office in to speak with the students, but conflicts in schedules arose and they were unable to make it to class. In the future, I would like to make sure the students can have those conversations with someone from the diversity office. I would also incorporate more open discussion and outside reading to really make sure the students are successful in this learning outcome.
- The final paper in which students moved in clear steps from research to annotated bibliography to outline to structured APA formatted paper made it very obvious who had not attended class. More handouts and presentation help that can be accessed by students who were absent would help pull those students through more successfully who missed class.
- The instrument needs improvement to expand the diversity and social responsibility requirements. The unsatisfactory results were due to not completing all of the assignment.



- The proficient results were from not completing the requirements (responding to two other discussion post). Need to reinforce the instructions for the assignment.
- The purpose of this assignment was for the students to demonstrate their ability to use metacognition and adapt their note-taking habits to other methods that may better serve them. Most students achieved mastery in this learning outcome, with only a small percentage of students achieving developing or below. The students who did not receive mastery or proficient lacked the reflection necessary to use metacognition in their classroom habits. In order to improve student learning data in the future, I would more closely link the class covering metacognition and learning styles to note-taking strategies, so students understand the connection. I would also like to incorporate an in-class component to this assignment.
- The results of the Health Plan revealed that students face many stressors in their lives that impact their academic success at the university. The biggest stressors were financial hardship, roommates, and dealing with much higher academic expectations. I think I would continue this assignment and explore these individual issues.
- The students responded very well to the check-in reflective writing assignments. I was able to get access to their genuine thoughts and concerns regarding their personal development and wellness and then use their responses to engage in more directed conversations in the classroom to meet their needs (e.g., taking more time to discuss the scheduling process, discussing resources on campus that assist with physical and mental health, bringing in guest speakers to discuss mental health, etc.). I plan to continue utilizing this tool in future semesters.
- The very nature of the assignments (attending university events) requires engagement, and while more show mastery in this outcome than in any other, those who did not were lacking in analytical reflection: in other words, even though they engaged with the University Community, they were not proficient in describing the event and/or articulating a meaningful response. In the future, I plan to make a few exemplary models from past classes available to students (with names redacted).
- These Captain's Log assignments were short worksheets that students were to fill out after attending on-campus events. Students needed to complete and submit at least eight Captain's Logs over the course of the semester, with extra credit being offered for any additional Captain's Log. Most students achieved the Mastery level, showing in their Captain's Log strong reflections on the importance of being involved on campus, and many went into detail about the relationships they'd developed with peers, staff, and/or faculty. Those who achieved the proficient level demonstrated an understanding of campus resources and connections with faculty and staff, but may have lacked some deeper reflection. Few students achieved the developing level, but those who did could demonstrate the importance of being involved and engaged with their campus community, but shared their reluctance to do so. There were a multitude of reasons for this, some being due to anxiety around new places and people, while others being more to do with a lack of time. I plan to use this information in the future to go into more depth about time-management techniques that would allow students to juggle academic commitments with university engagement. While I did have the counseling center give a presentation on adjusting to college, I would also ask them to add tips and tricks for overcoming anxiety around new experiences, places, and people.
- These results show that even more explicit discussion of good research practices needs to occur, as despite repeated discussion, students plagiarized through a lack of understanding the need for in-text citations.
- These results will allow me to realign the group project topics, as some topics were not well developed, as well as set more specific questions to guide the project.
- This assignment could be spread out more through the semester to intersperse with other, more content-driven assignments, better balancing the two. More attention could be paid to citation in the presentation/research, and the skill involved in reporting on research.
- This assignment required students to use SMART goals to set goals for the next five years, including potential obstacles and ideas for how to overcome those obstacles. The students who achieved the mastery level were able to set goals for the future and then critically analyze those goals. The students who achieved the proficient and developing levels were able to set goals, but either the goals themselves were unspecific (a criterion for SMART goals) or the potential obstacles and/or their ways for overcoming them were

unspecific. In order to improve future student learning outcomes with this assignment, I plan to spend more time reviewing SMART goals, including what a specific goal looks like vs. a general one. I would also facilitate further discussion on why it is important to set specific goals, prompting the students to think deeper about their own goals and whether or not they fit that criterion.

- This course was focused on this element specifically. In the future, based on student feedback, I plan to incorporate more class sessions around the topics of stress and mental health.
- This element is truly baked into the course, where every week students look for connections between the films and the topic we're exploring within student success. More attention could be paid to the difference between summary and analysis early on, and how comparisons work.
- This is the assignment that the students struggled with the most. Students noted that they were not sure which events to attend (even though I suggested a number of events to them at the beginning of each week), but they also did not want to take the time to always get out of their living spaces and explore campus. I plan to work more diligently next time with the students not just on providing them with options for campus events but to help them feel more confident exploring campus on their own. Another challenge with this particular assignment is time management, especially for commuter students or those who have jobs on top of their studies.
- This SLO was not assessed because it was not included in the Fall 2024 Proposal Form or listed in the Master Syllabus. I was not aware of this SLO in advance of teaching the course and therefore did not build assessment of it into my course structure.
- "This SLO was not on the FYS curriculum rubric: <https://www.commonwealthu.edu/documents/complete-general-education-curriculum-rubrics>
- We covered Success Strategies with a visit from Alumni Relations and Professional Development. "
- Those on the low end (developing through unsatisfactory) generally did poorly in the research end of the assignment. I will see if this correlates with performance on an earlier research assignment to determine whether to spend more time on this segment. We currently spend much of the second half of the semester on this project, and a librarian visits the class twice.
- Time management and procrastination were topics of discussion throughout the course long after the Self-management assignment was due. It's clear from the responses on the assignment that many students struggle with this issue. In particular, many reported spending many hours completely immersed in social media to the point where they often lost track of time and/or failed to complete homework. I would likely make this a larger course topic and specifically focus on ways to address this behavior.
- "To gauge this SLO, students were asked to meet with their advisors to introduce themselves and discuss their academic trajectories at CU. Many of the students were intimidated by this but appeared to benefit from the experience. The goal of this assignment was to break down barriers and help the students to feel more comfortable meeting with faculty. About half of the students really excelled in this exercise.
- Holly Jackson from the library spoke to each of my classes. A good idea for me next year, is to have students reflect on that experience by doing an in-class assignment or writing a reflection paper asking them to put the information from that class into practice. "
- To gauge this SLO, students were asked to reflect upon the benefits of belonging to a music community. I am a community sociologist and in class I make clear that music can be a very social activity. Going to concerts, making music and listening to music with friends are very social activities that promote social cohesion and bonding. Most students were very receptive to this idea and felt that they were actively part of a music community.
- We continue to work to provide as many different models of mindfulness and growth mindset as possible throughout the semester as evidenced by the final exam. However, more time spent on student strengths (from the Clifton Gallup assessment) would strengthen student understanding of their unique piece they add to the classroom and their relationships.
- We had many guest speakers in the FYS. The most success for interaction came with preparing students for these guests and reflecting about the visit in the discussion boards. More time spent giving background on

the topic before the visit and follow up reflections about the value of the speakers next year will make the inclusion of the speakers have higher impact.

- While I think the data demonstrates students are achieving as expected in relationship to this SLO, I am considering how I can increase student awareness of wellness and personal development opportunities. I invited 2 guests into the class this semester, but I would like to increase that number. I am hoping to invite individuals from some additional entities on campus to be guests in my class in future.
- While the class spends a great deal of time on diversity and social responsibility, my assessment measure is more general and reflects a number of other topics. In the future, I will swap this out for a different assessment focusing solely on the topic at hand.
- Will be adding a lecture on why engagement with the university correlates with success.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

VII. **Observations on results:**  
There was a 29% submission rate of all FYS courses with 532-614 students assessed. While still only 29%, the submission rate for Fall 2024 was much greater than previous semesters. Table 4 shows that overall students met the 70% threshold on one of the five SLOs - Cultivate Scholarly and Academic Success (74%), while the other four SLOs ranged from 62%-67%, still much higher than previous semesters. Faculty recommendations indicated several pedagogical recommendations for specific assignments and skills as well as other actions including placing greater emphasis on time management, strategies to increase engagement, involvement in campus events, and having more guests/office representatives in class. FYS has a working group that should continue to explore ways to increase student learning and will be pursuing a deep dive in Spring 2025. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

# Appendix I: General Education Summary Report

## Interconnections: Global Perspectives

### Fall 2024

I. **General Education Learning Goal:** Global Perspectives - Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

II. **Student Learning Objectives:**

- **SLO1:** Factors and Interactions - The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions (i.e., and/or inequality, complexity, instability) among/between groups, cultures, states, regions or nations.
- **SLO2:** Representation and Sources - The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.
- **SLO3:** Perspectives - The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.

**Data Collection:** : Global Perspectives outcomes were assessed using the [GE Global Perspectives Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Global Perspectives GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Global Perspectives, 39% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Global Perspectives Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
GLOBAL PERSPECTIVES	24	62	39%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face amid various DE delivery methods.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
G - Global Perspectives	ANTH150 Anthropology and World Issues	01	F2F
G - Global Perspectives	ANTH150 Anthropology and World Issues	99	Asynchronous Distance Education
G - Global Perspectives	ARAB101 Elementary Arabic I	01	F2F
G - Global Perspectives	ARTH330 Latin American Art	99	Asynchronous Distance Education
G - Global Perspectives	ARTH350 Art of Africa and Oceania	99	Asynchronous Distance Education
G - Global Perspectives	CHIN101 Elementary Chinese I	01	F2F
G - Global Perspectives	CHLS245 Child, Family, and Community Engagement	01,02	Multi-Classroom Synchronous
G - Global Perspectives	CHLS245 Child, Family, and Community Engagement	99	Asynchronous Distance Education
G - Global Perspectives	ECON121 Principles of Macroeconomics	01, 02, 03, 04	F2F
G - Global Perspectives	ECON121 Principles of Macroeconomics	99	Synchronous Distance Education
G - Global Perspectives	ECON121 Principles of Macroeconomics	97, 98	Blended/Hybrid
G - Global Perspectives	EGGS104 World Regional Geography	01	F2F

**Table 2: Courses and Sections Assessed**

Learning Goal	Course	Section(s)	Mode
G - Global Perspectives	EGGS105 Environmental Issues and Choices	03	F2F
G - Global Perspectives	EGGS105 Environmental Issues and Choices	99	Asynchronous Distance Education
G - Global Perspectives	ENGL220 Global Literature Survey	01	F2F
G - Global Perspectives	FREN101 Elementary French I	01	F2F
G - Global Perspectives	HONR210 Honors Global Perspectives Seminar	01	F2F
G - Global Perspectives	MATH220 History of Mathematics	01	F2F
G - Global Perspectives	RUSS101 Elementary Russian I	01	F2F

- III. Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam or quiz objective questions, projects, essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SL01</b>	Factors and Interactions	52.63%	10	5.26%	1	21.05%	4	21.05%	4	0.00%	0	0.00%	0	19
<b>SL02</b>	Representation and Sources	42.11%	8	5.26%	1	21.05%	4	26.32%	5	5.26%	1	0.00%	0	19
<b>SL03</b>	Perspectives	36.84%	7	15.79%	3	21.05%	4	21.05%	4	0.00%	0	5.26%	1	19
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-9 below, which provides summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), synchronous distance education (SYNC DE), blended/hybrid (BL Hybrid), and multi-classroom synchronous (MC SYNC)].

**Table 4: Global Perspectives Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Factors and Interactions</b>	19	663	38	24	200	284	117	3	40%	60%
<b>Representation and Sources</b>		668	38	25	196	293	116	6	39%	61%
<b>Perspectives</b>		584	27	30	103	317	107	54	27%	73%

**Table 5: Global Perspectives Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Factors and Interactions</b>	11	373	17	17	139	120	80	3	46%	54%
<b>Representation and Sources</b>		380	16	17	119	144	84	4	40%	60%
<b>Perspectives</b>		330	14	24	85	143	64	52	37%	63%

**Table 6: Global Perspectives Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Factors and Interactions	5	153	21	7	42	46	37	0	46%	54%
Representation and Sources		151	22	8	50	39	32	2	53%	47%
Perspectives		117	13	4	12	45	43	2	25%	75%

**Table 7: Global Perspectives Assessment Data: Number and Percent by Competency (BL HYBRID)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Factors and Interactions	1	46	0	0	4	42	0	0	9%	91%
Representation and Sources		46	0	0	5	41	0	0	11%	89%
Perspectives		46	0	0	0	46	0	0	0%	100%

**Table 8: Global Perspectives Assessment Data: Number and Percent by Competency (MC SYNC)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Factors and Interactions	1	56	0	0	6	50	0	0	11%	89%
Representation and Sources		56	0	0	6	50	0	0	11%	89%
Perspectives		56	0	0	6	50	0	0	11%	89%

**Table 9: Global Perspectives Assessment Data: Number and Percent by Competency (SYNC DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Factors and Interactions	1	35	0	0	9	26	0	0	26%	74%
Representation and Sources		35	0	0	16	19	0	0	46%	54%
Perspectives		35	0	2	0	33	0	0	6%	94%

Figure 1 summarizes the percent that met expectations by SLO by modality.

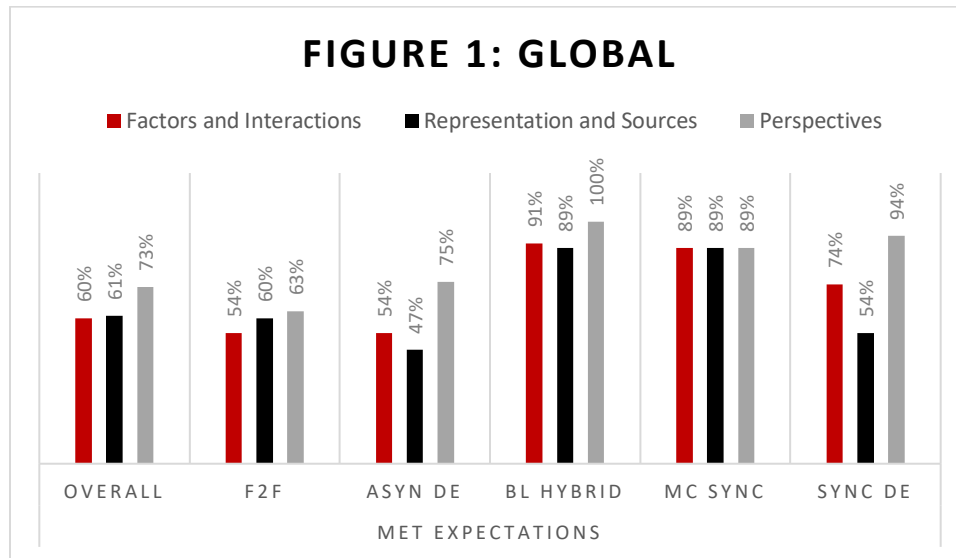
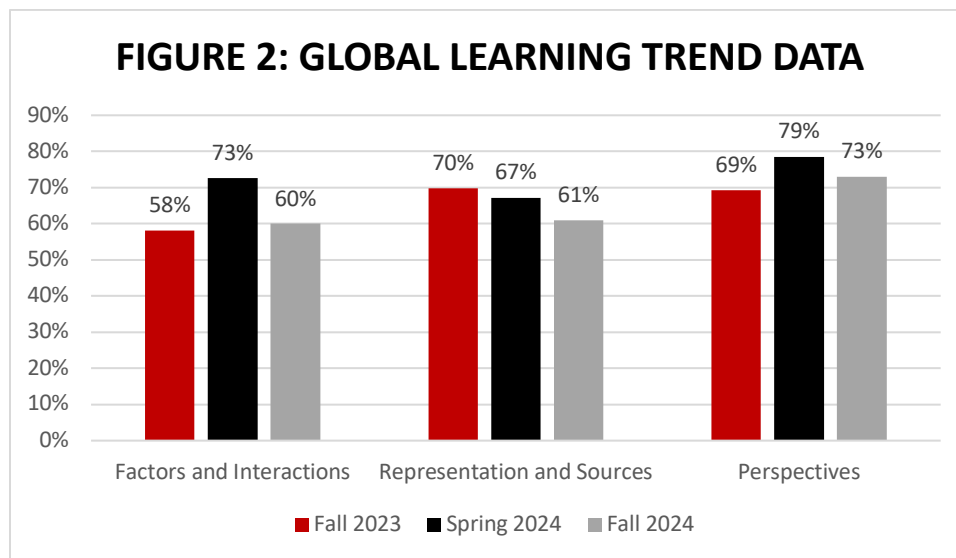


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- On this HSLO, students demonstrated highly satisfactory learning outcomes. In their policy briefing projects, students would put themselves in the shoes of senior US foreign policy official such as the Secretary of State/Treasure/Defense/Commerce/Homeland Security, Attorney General, Nat'l Security Advisor, Nat'l Economic Advisor, US Trade Representative, CIA Director, FBI Director, etc. They would write their policy briefing paper and make policy recommendations to the POTUS on their selected policy issues. All students successfully demonstrate the capacity to understand their selected leadership roles in the US foreign policy process.
  - On this HSLO, students demonstrated fairly satisfactory learning outcomes. In their policy briefing projects, students are asked to write their policy briefing paper and make policy recommendations to the POTUS on their selected policy issues. Most students successfully demonstrate the capacity to understand the important implications of their selected policy issues on both the USA and China. In their policy briefing

papers, they approach their policy issues comprehensively and explain the issues from both American and Chinese perspectives. This instructor will spend more time on individual tutoring and help more students to reach the mastery level on this HSLO.

- On this HSLO, students demonstrated fairly satisfactory learning outcomes. In their policy briefing projects, students are asked to write their policy briefing paper and make policy recommendations to the POTUS on their selected policy issues. All students demonstrate the capacity to conduct independent and innovative research. The half of students successfully designed and presented their highly detailed and reasonable policy recommendations on how to solve their selected policy issues. This instructor will spend more time on individual tutoring and help students to improve their capacity in the area of independent and innovative research.

VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

VII. **Observations on results:**  
There was a 39% submission rate of all global perspectives courses with 584 - 668 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Perspectives (73%) but not Factors and Interactions (60%) and Representation and Sources (61%). Notably, the outcomes for blended/hybrid and multi-classroom synchronous were much higher than the other modalities and exceeded expectations. Faculty action recommendations indicate the need to spend more time on tutoring. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.



## Appendix J: General Education Summary Report

### Foundations: Historical Themes

### Fall 2024

- I. **General Education Learning Goal:** Historical Themes - Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.
- II. **Student Learning Objectives:**
- **SLO1:** Knowledge & Understanding - The student demonstrates knowledge and understanding of major historical themes or trends.
  - **SLO2:** Sources and Evidence - The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.
  - **SLO3:** Application of Language and Critical Thinking Skills in an Historical Context - The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.
- III. **Data Collection:** Historical Themes outcomes were assessed using the [GE Historical Themes Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Historical Themes GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Historical Themes, 29% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Historical Themes Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
HISTORICAL THEMES	11	38	29%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
H - Historical Themes	ANTH130 Introduction to Archaeology	01	F2F
H - Historical Themes	HIST111 World History I	01,02,03	F2F
H - Historical Themes	HIST112 World History II	03,04	F2F
H - Historical Themes	HIST121 US History to 1877	01	F2F
H - Historical Themes	HIST121 US History to 1877	98	Asynchronous Distance Education
H - Historical Themes	HIST210 20th Century World History	99	Asynchronous Distance Education
H - Historical Themes	MUSI220 Western Music Until 1750	01	F2F
H - Historical Themes	MUSI220 Western Music Until 1750	02	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective / essay questions and essays, reports, and written reflections were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SLO 1</b>	Knowledge and Understanding	37.50%	3	62.50%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	8
<b>SLO2</b>	Sources and Evidence	12.50%	1	0.00%	0	25.00%	2	62.50%	5	0.00%	0	0.00%	0	8
<b>SLO3</b>	Application of Language and Critical Thinking Skills in an Historical Context	12.50%	1	25.00%	2	0.00%	0	50.00%	4	12.50%	1	0.00%	0	8
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (ASYN DE)].

**Table 4: Historical Themes Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	8	345	9	26	72	62	176	9	31%	69%
Sources and Evidence		354	21	17	54	112	150	9	26%	74%
Application of Language and Critical Thinking Skills in an Historical Context		340	9	31	44	71	185	19	25%	75%

**Table 5: Historical Themes Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	6	268	6	20	57	43	142	9	31%	69%
Sources and Evidence		277	17	15	41	80	124	9	26%	74%
Application of Language and Critical Thinking Skills in an Historical Context		268	8	25	33	60	142	14	25%	75%

Table 6: Historical Themes Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	2	77	3	6	15	19	34	0	31%	69%
Sources and Evidence		77	4	2	13	32	26	0	25%	75%
Application of Language and Critical Thinking Skills in an Historical Context		72	1	6	11	11	43	5	25%	75%

Figure 1 summarizes the percent that met expectations by SLO by modality.

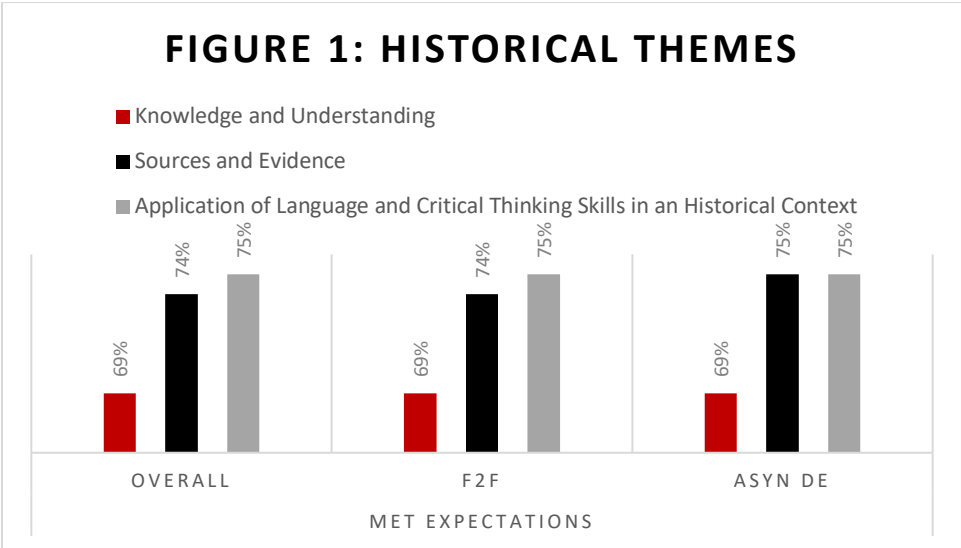
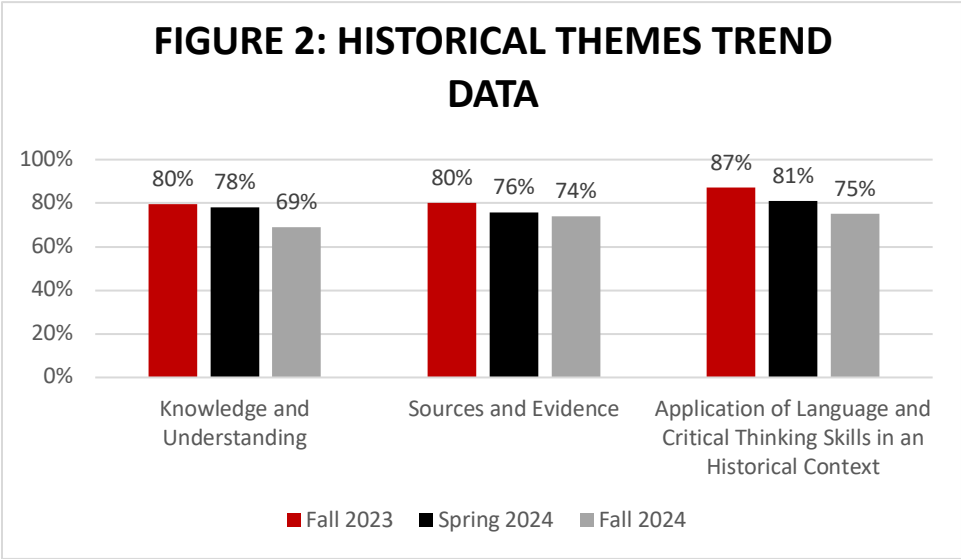


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

No actions to improve student learning were reported, which should be revisited in the instructions to submit data and training.

- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

- VII. **Observations on results:**  
There was a 29% submission rate of all historical themes courses with 340-354 students assessed, depending on each SLO. Results for Knowledge and Understanding (69%) did not meet expectations, but Sources and Evidence (74%), and Application of Language... (75%) did. Table 4 shows that overall students met the 70% threshold for on the two SLOs with equal results by modality. The trend data shows a slightly downward trend over the three semesters. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix K: General Education Summary Report

### Creativity and Expression: Literature

### Fall 2024

- I. **General Education Learning Goal:** Literature - Guide and prompt students to comprehend, analyze, and determine the significance for works of literature.
- II. **Student Learning Objectives:**
- **SLO 1:** Comprehension - The student comprehends the text.
  - **SLO 2:** Analysis - The student identifies and explains relations among ideas, text structure, or other structural features to show how they support an advanced understanding of the text as a whole or of its parts.
  - **SLO 3:** Interpretation and Significance - The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.
- III. **Data Collection:** : Literature outcomes were assessed using the [GE Literature Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Literature GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Literature, 31% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Literature Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
LITERATURE	9	29	31%

Submissions were received from the following courses and sections (if specified) in Table 2. Face-to-face delivery was used to deliver all but one of the courses that were submitted.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
L - Literature	ENGL151 Intro to Literature	96	Asynchronous Distance Education
L - Literature	ENGL152 Lit and Society	2	F2F
L - Literature	ENGL152 Lit and Society	04	F2F
L - Literature	ENGL152 Lit and Society	05	F2F
L - Literature	ENGL240 British Literature I	01	F2F
L - Literature	ENGL290 Short Story	01	F2F
L - Literature	ENGL340 British Literature & Culture	02	F2F
L - Literature	HONR220 Honors Literature Seminar	01	F2F
L - Literature	THEA105 Script Analysis	01	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, written reflection, and exam or quiz essay questions were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SL01</b>	Comprehension	22.22%	2	33.33%	3	0.00%	0	44.44%	4	0.00%	0	0.00%	0	9
<b>SL02</b>	Analysis	0.00%	0	44.44%	4	0.00%	0	55.56%	5	0.00%	0	0.00%	0	9
<b>SL03</b>	Interpretation and Significance	0.00%	0	44.44%	4	0.00%	0	55.56%	5	0.00%	0	0.00%	0	9
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (ASYN DE)].

**Table 4: Literature Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Comprehension</b>	9	212	15	17	35	76	69	0	32%	68%
<b>Analysis</b>		212	14	23	46	72	57	1	39%	61%
<b>Interpretation and Significance</b>		212	14	17	45	79	57	1	36%	64%

**Table 5: Literature Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Comprehension</b>	8	183	10	14	33	68	58	0	31%	69%
<b>Analysis</b>		183	9	19	45	63	47	1	40%	60%
<b>Interpretation and Significance</b>		183	7	15	44	70	47	1	36%	64%

**Table 6: Literature Assessment Data: Number and Percent by Competency (ASYN DE).**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Comprehension</b>	1	29	5	3	2	8	11	0	34%	66%
<b>Analysis</b>		29	5	4	1	9	10	0	34%	66%
<b>Interpretation and Significance</b>		29	7	2	1	9	10	0	34%	66%

Figure 1 summarizes the percent of students that met expectations by SLO by modality

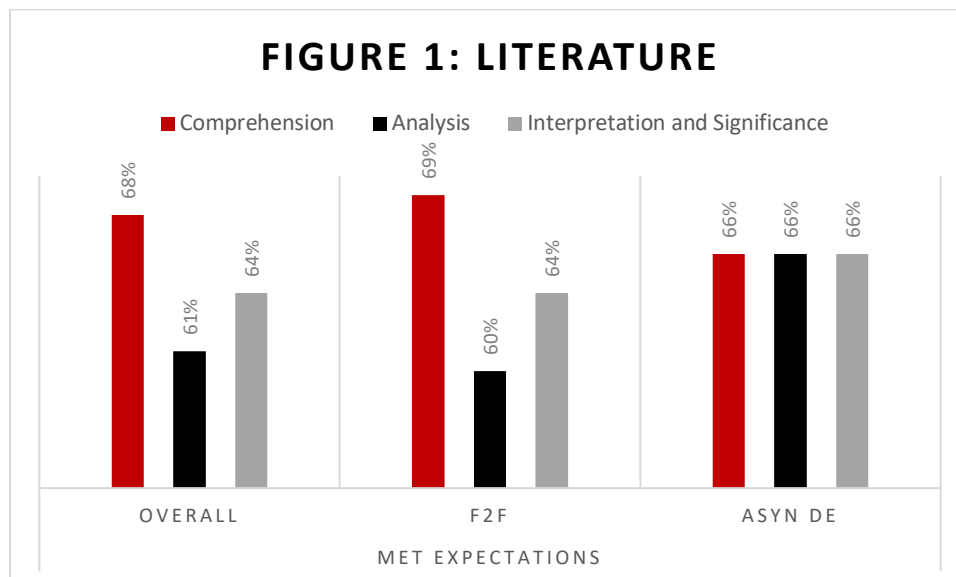
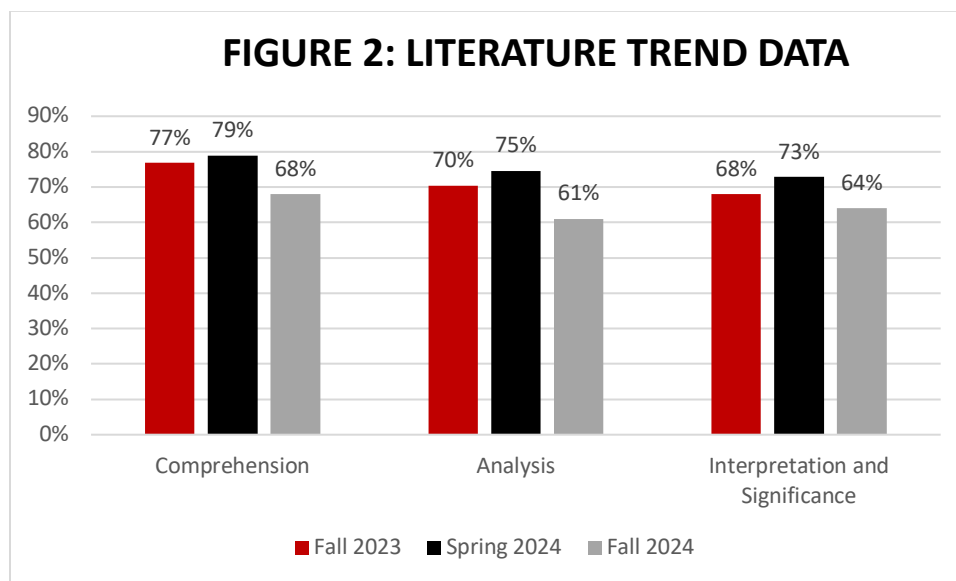


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Because some students' questions rehashed previous students' questions or required little more than comprehension, they struggled to lead a discussion. The students and I already developed additional parameters, such as restricting certain topics at a certain stages as we progress through section readings, and requiring them to develop possible answers. I could also have students submit questions in advance to vet them and have them revise. I could also develop a list of suggestions for leading a discussion.
  - Moving forward, I plan to assign the essay one week earlier, so that students have more time to develop solid research questions and theses and conduct research.

VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.

VII. **Observations on results:**  
There was a 31% submission rate of all literature courses with 212 students assessed. Table 4 shows that overall students did not meet the 70% threshold for the three SLOs, ranging from 61-68%. Notably, all three outcomes are lower than what was reported in previous semesters. The results by modality were variable with outcomes for F2F both higher and lower than ASYN DE. Faculty action recommendations suggest changes to submit questions in advance to vet them and have students revise; develop a list of suggestions for leading a discussion; and assign work one week later to have more time to develop research questions and research. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.



## Appendix L: General Education Summary Report Natural World and Technology: Natural World Fall 2024

- I. **General Education Learning Goal:** Natural World - Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.
- II. **Student Learning Objectives:**
- **SLO1:** Scientific Method - The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.
  - **SLO2:** Scientific Principles - The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.
  - **SLO3:** Data & Problem-Solving - The student critically evaluates scientific information and/or solves problems using scientific data.
- III. **Data Collection:** Natural World outcomes were assessed using the [GE Natural World Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Natural World GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Natural World, 39% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Natural World Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
NATURAL WORLD	42	108	39%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. All but one of the courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
N - Natural World	ANTH140 Intro to Biological Anthropology	01	F2F
N - Natural World	ANTH221 Forensic Anthropology	01	F2F
N - Natural World	ASTR102 Stars and Galaxies	01	F2F
N - Natural World	ASTR103 Astronomy	01	F2F
N - Natural World	BIOL107 Biology in the Headlines	99	Synchronous Distance Education
N - Natural World	BIOL110 Principles of Biology 1	03	F2F
N - Natural World	BIOL180 Anatomy and Physiology 1	03	F2F
N - Natural World	CHEM100 Chemistry of Air, Water, and Earth	01	F2F
N - Natural World	CHEM116 Physiological Chemistry 1	01	F2F
N - Natural World	CHEM116 Physiological Chemistry 1	02	F2F
N - Natural World	CHEM121 General Chemistry I	03A, 03B	F2F
N - Natural World	CHEM122 General Chemistry II	01	F2F
N - Natural World	CHEM122 General Chemistry II	01,02	F2F
N - Natural World	EGGS101 Intro to Physical Geography	03,04	F2F
N - Natural World	EGGS107 Natural Disasters	01	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
N - Natural World	EGGS120 Physical Geology	01,02,03	F2F
N - Natural World	HLSC115 Human Anatomy and Physiology 1	01B,01C,02A,02B,02C,03A,03B,03C	F2F
N - Natural World	HLTH122 Essentials of Human Anatomy and Physiology	01,02	F2F
N - Natural World	HONR218 Honors Natural World Seminar	01	F2F
N - Natural World	PHYS110 How Things Work	02	F2F
N - Natural World	PHYS125 Physics of Sports	01	F2F
N - Natural World	PHYS208 Introductory Physics I	03	F2F
N - Natural World	PHYS208 Introductory Physics I	02A, 02B	F2F
N - Natural World	PHYS211 General Physics 1	03A	F2F
N - Natural World	PHYS211 General Physics 1	02A	F2F
N - Natural World	PSYC100 Introduction to Psychology	06	F2F
N - Natural World	PSYC100 Introduction to Psychology	01, 02	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam objective questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Scientific Method	55.56%	15	3.70%	1	0.00%	0	14.81%	4	18.52%	5	7.41%	2	27
SLO2	Scientific Principles	74.07%	20	3.70%	1	0.00%	0	11.11%	3	11.11%	3	0.00%	0	27
SLO3	Data and Problem Solving	55.56%	15	0.00%	0	0.00%	0	11.11%	3	22.22%	6	11.11%	3	27
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Table 4 - 6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (SYNC DE)].

Table 4: Natural World Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	27	1445	142	124	241	436	502	24	35%	65%
Scientific Principles		1463	94	132	294	520	423	31	36%	64%
Data and Problem Solving		1419	85	112	250	393	579	62	32%	68%

Table 5: Natural World Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	26	1419	142	122	236	431	488	24	35%	65%
Scientific Principles		1437	94	128	288	507	420	31	35%	65%
Data and Problem Solving		1419	85	112	250	393	579	36	32%	68%

Table 6: Natural World Assessment Data: Number and Percent by Competency (SYNC DE )										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	1	26	0	2	5	5	14	0	27%	73%
Scientific Principles		26	0	4	6	13	3	0	38%	62%
Data and Problem Solving		0	0	0	0	0	0	26	0%	0%

Figure 1 summarizes the percent that met expectations by SLO by modality.

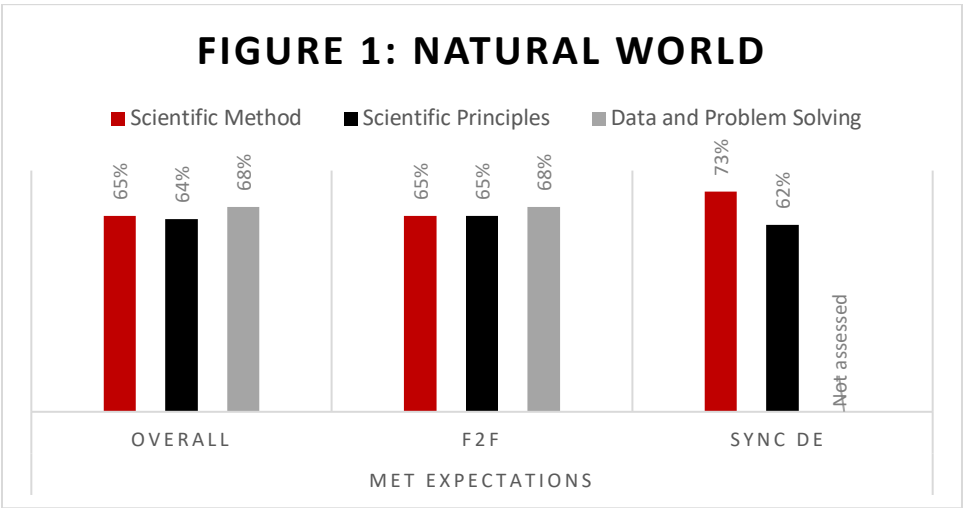
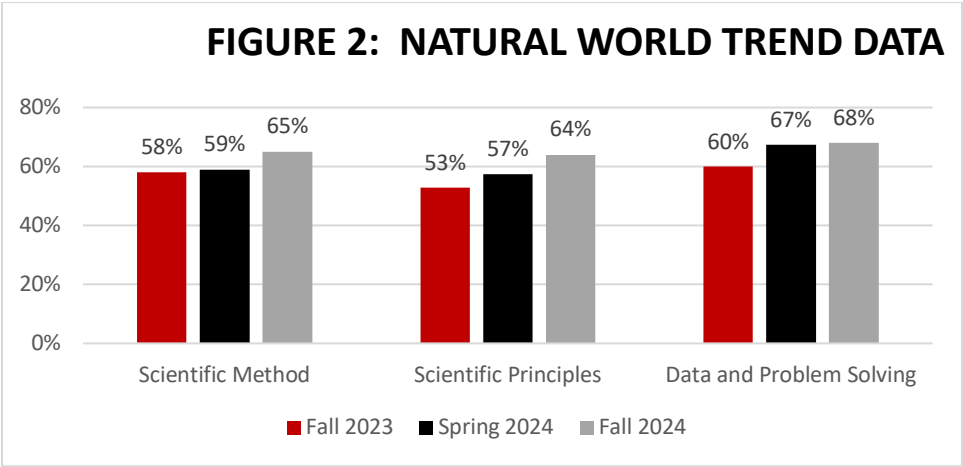


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- I would suggest that the talk last 15 minutes and that there be 5 minutes for questions.
- VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was a 39% submission rate of all natural world courses with 1419 - 1463 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 64-68% meeting expectations; however, the three-semester trend appears to be positive and nearing the 70% threshold. It is very difficult to provide any analysis by modality since only one section was offered via a DE modality and only two SLOs assessed in that course. Only one faculty action was offered to guide improvement of student learning, including using 15 minutes for presentation and 5 minutes for questions. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
  - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix M: General Education Summary Report

### Foundations: Oral Communication

### Fall 2024

I. **General Education Learning Goal:** Oral Communication - Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.

II. **Student Learning Objectives:**

- **SLO1:** Organization - The student clearly organizes text to convey a central message.
- **SLO2:** Supporting Material - The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.
- **SLO3:** Delivery - The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.

III. **Data Collection:** Oral Communication outcomes were assessed using the [GE Oral Communication Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Oral Communication GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Oral Communication, 74% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Oral Communication Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ORAL COMMUNICATION	32	43	74%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face amid various DE modalities.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
O - Oral Communication	COMM100 Introduction to Communication	02, 03	F2F
O - Oral Communication	COMM100 Introduction to Communication	98, 99	Asynchronous Distance Education
O - Oral Communication	COMM101 Public Speaking	01, 02, 14	F2F
O - Oral Communication	COMM101 Public Speaking	12	F2F
O - Oral Communication	COMM101 Public Speaking	98, 99	Blended/Hybrid
O - Oral Communication	COMM101 Public Speaking	03, 04	F2F
O - Oral Communication	COMM101 Public Speaking	05, 06	F2F
O - Oral Communication	COMM101 Public Speaking	13	F2F
O - Oral Communication	COMM102 Interpersonal Communication	07,08,09	F2F
O - Oral Communication	COMM102 Interpersonal Communication	10	F2F
O - Oral Communication	COMM102 Interpersonal Communication	97	Asynchronous Distance Education
O - Oral Communication	COMM102 Interpersonal Communication	01, 02, 05, 13	F2F
O - Oral Communication	COMM103 Small Group Communication	04,05	F2F
O - Oral Communication	COMM103 Small Group Communication	01,02,03	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
O - Oral Communication	HONR211 Honors Oral Communication Seminar	01	F2F
O - Oral Communication	MEDJ221 Social Media and Podcasting	98,99	Asynchronous Distance Education

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, written reflections, and other assessments (e.g., oral presentations) were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SL01	Organization	0.00%	0	6.25%	1	0.00%	0	31.25%	5	62.50%	10	0.00%	0	16
SL02	Supporting Material	0.00%	0	6.25%	1	0.00%	0	25.00%	4	68.75%	11	0.00%	0	16
SL03	Delivery	0.00%	0	0.00%	0	0.00%	0	12.50%	2	81.25%	13	6.25%	1	16
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), and blended/hybrid (BL Hybrid)].

Table 4: Oral Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Organization</b>	16	616	15	23	121	253	204	12	26%	74%
<b>Supporting Material</b>		609	23	45	135	253	153	19	33%	67%
<b>Delivery</b>		601	19	27	129	274	152	21	29%	71%

Table 5: Oral Communication Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Organization</b>	12	466	9	20	80	232	125	10	23%	77%
<b>Supporting Material</b>		464	15	41	79	222	107	12	29%	71%
<b>Delivery</b>		457	11	24	121	216	85	13	34%	66%

Table 6: Oral Communication Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	3	104	6	3	3	16	76	2	12%	88%
Supporting Material		99	8	4	14	29	44	7	26%	74%
Delivery		98	8	3	8	27	52	8	19%	81%

Table 7: Oral Communication Assessment Data: Number and Percent by Competency (BL Hybrid)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	1	46	0	0	38	5	3	0	83%	17%
Supporting Material		46	0	0	42	2	2	0	91%	9%
Delivery		46	0	0	0	31	15	0	0%	100%

Figure 1 summarizes the percent that met expectations by SLO by modality.

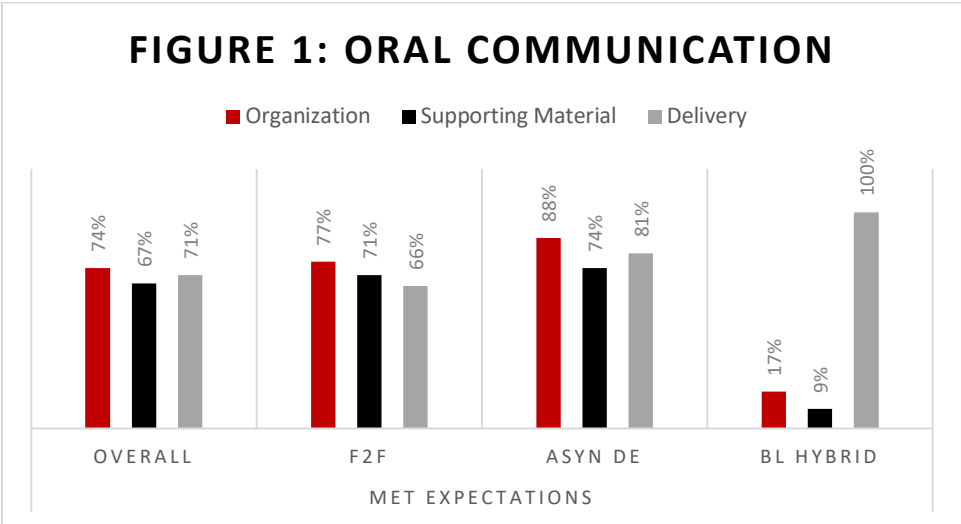
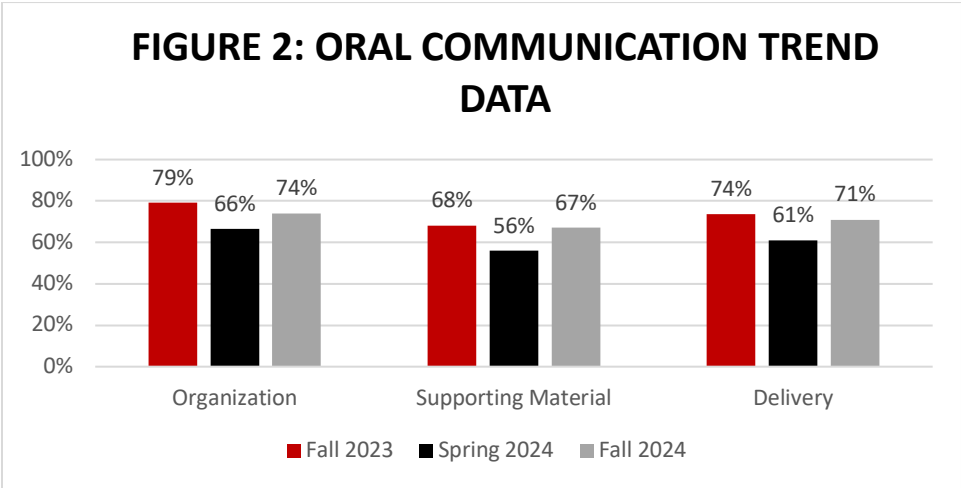


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- I think each of the assignments in this class can be tweaked next semester to reinforce some of the weaker elements here. I intend to revise my assignment guidelines sheets to emphasize this angle.
  - Given the nature of the class, the intercultural element is somewhat dependent on the students and their interests. I'm not sure how to improve it but will give the matter some thought.
  - For this one I definitely need to devote some class time to research methods and standards. This semester I sort of took for granted that students knew about this stuff, especially since many were upperclassmen and all are in the Honors College. But now I'm less sure.
- VI. **Observations on methods** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include "department" at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was a 74% submission rate of all oral communication courses with 601 - 616 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for two SLOs, Organization (74%) and Delivery (71%), while expectations were not met for Supporting Material (67%). Notably, all three outcomes are better this fall compared to last spring but still below the Fall 2023 results – the trend is variable. Like before, students in the DE courses performed somewhat better than F2F, however, the sample of DE courses is very small. Faculty actions are to revise assignments and guidelines and devote class time to research methods and standards. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful for better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
  - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.



## Appendix N: General Education Summary Report

### Foundations: Quantitative Reasoning

### Fall 2024

- I. **General Education Learning Goal:** Quantitative Reasoning - Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.
- II. **Student Learning Objectives:**
- **SLO1:** Interpretation - The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
  - **SLO2:** Analysis - The student is able to perform calculations and draw appropriate conclusions based on them.
  - **SLO3:** Communication - The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized).
- III. **Data Collection:** Quantitative Reasoning outcomes were assessed using the [GE Quantitative Reasoning Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Quantitative Reasoning GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Quantitative Reasoning, 69% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Quantitative Reasoning Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
QUANTITATIVE REASONING	42	61	69%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
Q - Quantitative Reasoning	ECON156 Business & Economics Mathematics	98, 99	Blended/Hybrid
Q - Quantitative Reasoning	MATH101 Math Thinking	04	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	01,03	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	101-02 / 101A-04	F2F
Q - Quantitative Reasoning	MATH101A Math Thinking with Recitation	05	F2F
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	04, 110A-01	F2F
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	01,05	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	02,04	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	03	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	05	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	01	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	06	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	04, 05	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	06	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	07	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	02, 03	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	01	F2F
Q - Quantitative Reasoning	MATH120 Mathematics for the Health Sciences	01	F2F
Q - Quantitative Reasoning	MATH130 Finite Mathematics	01	F2F
Q - Quantitative Reasoning	MATH130A Finite Mathematics with Recitation	01	F2F
Q - Quantitative Reasoning	MATH140 Precalculus	03	F2F
Q - Quantitative Reasoning	MATH140 Precalculus	01, 02	F2F
Q - Quantitative Reasoning	MATH160 Calculus 1	02	F2F
Q - Quantitative Reasoning	MATH160 Calculus 1	01	F2F
Q - Quantitative Reasoning	MATH160 Calculus 1	03	Blended/Hybrid
Q - Quantitative Reasoning	STA141 Introduction to Statistics	04	Asynchronous Distance Education
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	02,03,97	Blended/Hybrid
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	01	F2F
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	02	F2F
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	01	F2F
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	03	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam/quiz objective questions were used most frequently to assess this learning goal / SLOs.

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SL01	Interpretation	93.55%	29	6.45%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	31
SL02	Analysis	90.32%	28	9.68%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	31
SL03	Communication	80.65%	25	6.45%	2	6.45%	2	0.00%	0	0.00%	0	6.45%	2	31
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-7 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), and blended/hybrid (BL Hybrid)].

Table 4: Quantitative Reasoning Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Interpretation	31	773	56	46	125	271	275	2	29%	71%
Analysis		771	62	40	145	244	280	8	32%	68%
Communication		697	62	56	136	224	219	8	36%	64%

Table 5: Quantitative Reasoning Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	27	657	53	42	110	206	246	2	31%	69%
Analysis		655	61	33	126	183	252	8	34%	66%
Communication		581	59	39	114	171	198	8	36%	64%

Table 6: Quantitative Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	1	32	1	2	2	13	14	0	16%	84%
Analysis		32	0	3	2	14	13	0	16%	84%
Communication		32	1	2	2	14	13	0	16%	84%

Table 7: Quantitative Reasoning Assessment Data: Number and Percent by Competency (BL Hybrid)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	3	84	2	2	13	52	15	0	20%	80%
Analysis		84	1	4	17	47	15	0	26%	74%
Communication		84	2	15	20	39	8	0	44%	56%

Figure 1 summarizes the percent that met expectations by SLO by modality.

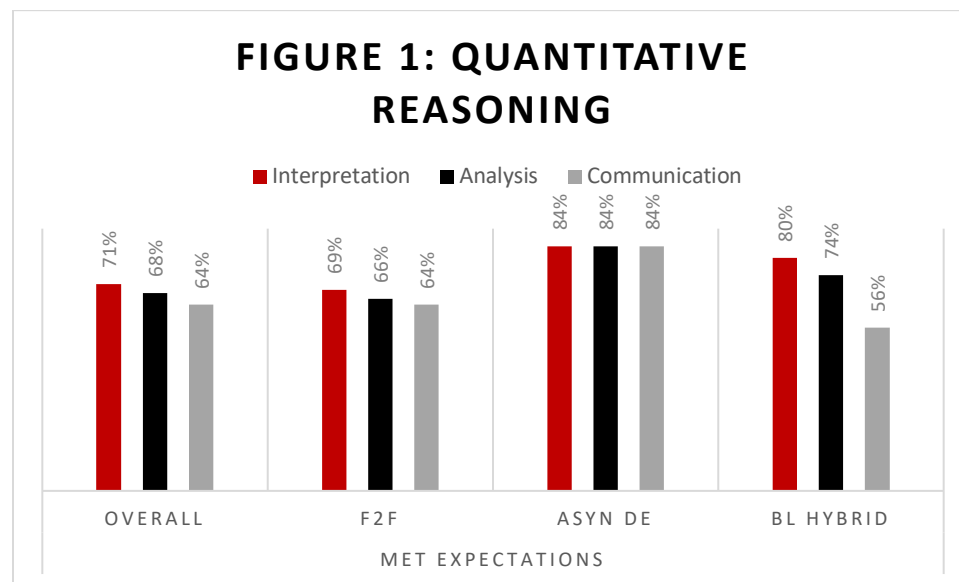
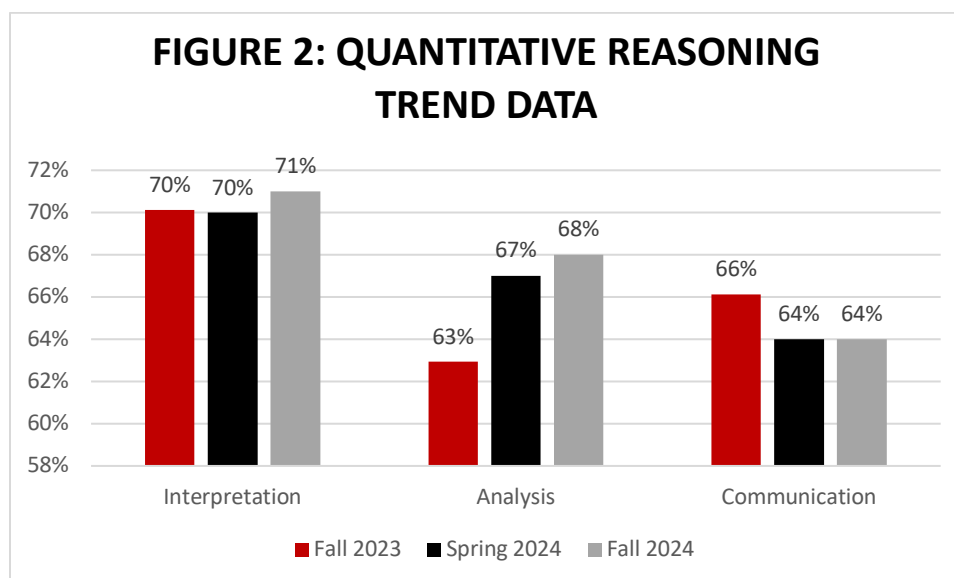


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- In future iterations of this course, I will continue to provide students with practice worksheets, along with the online homework assignments. These activities seem to aid in students comprehension and retention of the material pertaining to this learning outcome.
  - In future iterations of the course, I will continue to give weekly worksheets that assess students understanding of the concepts covered the previous week. Students will also be encouraged to discuss the concepts in small groups.
  - Targeting possible misunderstanding due to instruction style mismatch, so perform assessment in different models, questions Multiple choice, written responses.
  - Final grades are due tomorrow; I finished grading exams yesterday. I need time to reflect on how this course can be improved.
- VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was a 69% submission rate of all quantitative reasoning courses with 697 – 773 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the Analysis (68%) and Communication (64%) but did meet for Interpretation (71%), similar to the spring 2024 results. Students in the DE courses performed somewhat better than students in F2F, except for the communication SLO for BL Hybrid. Overall, faculty action recommendations indicate that faculty could provide students with practice worksheets and online homework assignments; discuss concepts in small groups; use different methods of assessment; and clarify expectations. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:

- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix O: General Education Summary Report

### Natural World and Technology: Technology

### Fall 2024

- I. **General Education Learning Goal:** Technology - Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.
- II. **Student Learning Objectives:**
- **SLO1:** Information Technology - The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile Technology).
  - **SLO2:** Software and systems - The student is able to use software and systems to collect, gather and analyze data for projects and tasks.
  - **SLO3:** Appropriate Use - The student is able to apply an awareness of ethics and/or security standards while using information Technology.
- III. **Data Collection:** Technology outcomes were assessed using the [GE Technology Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Technology GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Technology, 40% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Technology Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
TECHNOLOGY	17	42	40%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face amid various DE modalities.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
T - Technology	ART190 Digital Foundation	01	F2F
T - Technology	CMSC115 Python Programming	05	F2F
T - Technology	CMSC115 Python Programming	98, 99	Asynchronous Distance Education
T - Technology	CMSC120 Object-Oriented Programming with Java	03	F2F
T - Technology	DFGR121 File Systems 1	01,02,03	F2F
T - Technology	ECED204 Current and Emerging Early Learning Technologies	01,02	F2F
T - Technology	ECED204 Current and Emerging Early Learning Technologies	99	Asynchronous Distance Education
T - Technology	EDTC200 Technology for Teaching and Learning	01	F2F
T - Technology	MEDJ220 Introduction to Multimedia	98, 99	Mixed Remote
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	1	F2F
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	99	Asynchronous Distance Education
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	98	Synchronous Distance Education

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Projects and exam objective questions were used most frequently to assess this learning goal / SLOs.

**Table 3: Assessment Method: Percent and Number of Submissions (not courses\*) by SLO**

Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SL01	Information Technology	16.67%	2	0.00%	0	75.00%	9	0.00%	0	0.00%	0	8.33%	1	12
SL02	Software and Systems	25.00%	3	0.00%	0	50.00%	6	0.00%	0	0.00%	0	25.00%	3	12
SL03	Appropriate Use	8.33%	1	0.00%	0	66.67%	8	0.00%	0	8.33%	1	16.67%	2	12
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-8 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), synchronous distance education (SYNC DE), and mixed remote (MR)].

**Table 4: Technology Assessment Data: Number and Percent by Competency (Overall)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	12	384	17	14	50	121	182	11	21%	79%
Software and Systems		281	20	14	46	111	90	10	28%	72%
Appropriate Use		369	17	18	45	99	190	26	22%	78%

**Table 5: Technology Assessment Data: Number and Percent by Competency (F2F)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Information Technology	7	218	6	6	36	55	115	2	22%	78%
Software and Systems		144	1	8	33	49	53	2	29%	71%
Appropriate Use		210	6	4	38	57	105	10	23%	77%

**Table 6: Technology Assessment Data: Number and Percent by Competency (ASYN DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expt.
Information Technology	3	103	7	6	10	32	48	9	22%	78%
Software and Systems		74	12	4	8	30	20	8	32%	68%
Appropriate Use		96	7	2	5	14	68	16	15%	85%

**Table 7: Technology Assessment Data: Number and Percent by Competency (SYNC DE)**

Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	1	31	3	1	1	7	19	0	16%	84%
Software and Systems		31	6	1	2	5	17	0	29%	71%
Appropriate Use		31	2	3	2	7	17	0	23%	77%

Table 8: Technology Assessment Data: Number and Percent by Competency (MR)										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	1	32	1	1	3	27	0	0	16%	84%
Software and Systems		32	1	1	3	27	0	0	16%	84%
Appropriate Use		32	2	9	0	21	0	0	34%	66%

Figure 1 summarizes the percent that met expectations by SLO by modality.

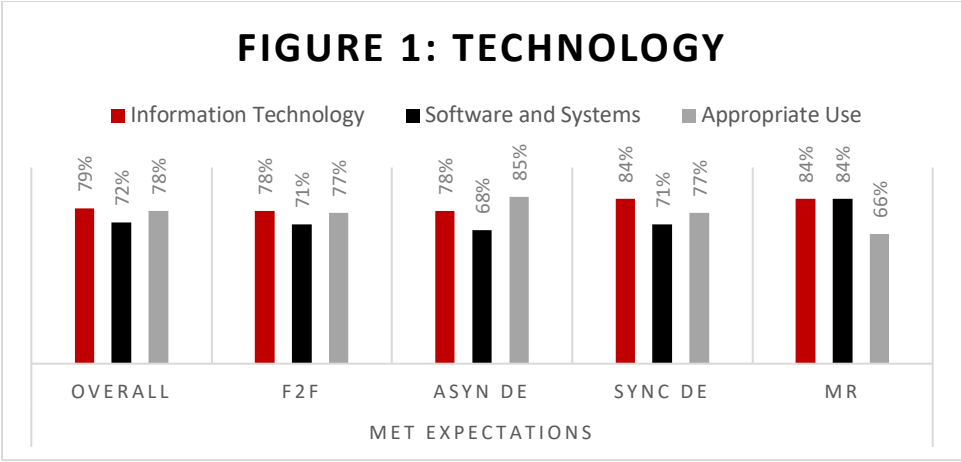
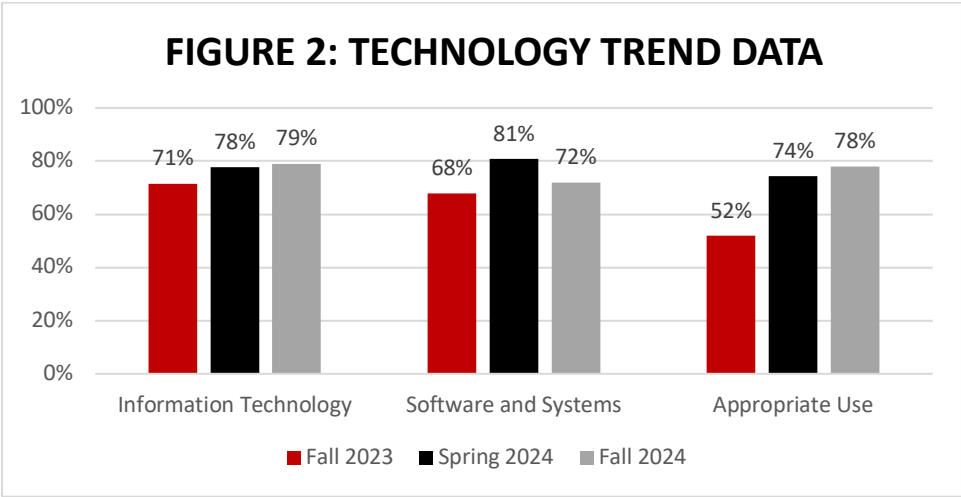


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.





- V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

No actions to improve student learning were reported, which should be revisited in the instructions to submit data and training.

- VI. **Observations on methods:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was a 40% submission rate of all ethical reasoning courses with 281-384 students assessed, depending on the SLO. Table 4 shows that overall students did meet the 70% threshold for the SLOs with 72-79% meeting expectations. Notably, results are variable for trend data across all three SLOs and by modality with no clear pattern. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
  - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

## Appendix P: General Education Summary Report

### Foundations: Written Communication

### Fall 2024

- I. **General Education Learning Goal:** Written Communication - Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication.
- II. **Student Learning Objectives:**
- **SLO1:** Logic and Order - The student produces clearly worded and organized text that conveys the logic used to make an assertion.
  - **SLO2:** Sources and Evidence - The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.
  - **SLO3:** Control of Language and Syntax - The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.
- III. **Data Collection:** Written Written Communication outcomes were assessed using the [GE Written Communication Curriculum Rubric](#) that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The [Written Communication GE Worksheet](#) provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Written Communication, 24% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Written Communication Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
WRITTEN COMMUNICATION	11	45	24%

Submissions were received from the following courses and sections, if provided, in Table 2. Course modality is included as well. The majority of courses were delivered face-to-face mixed with some asynchronous DE.

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
W - Written Communication	WRIT101 Foundations in Composition	01, 02	F2F
W - Written Communication	WRIT103 Composition	94, 95	Asynchronous Distance Education
W - Written Communication	WRIT103 Composition	13	F2F
W - Written Communication	WRIT103 Composition	88, 99	Asynchronous Distance Education
W - Written Communication	WRIT103 Composition	31	F2F
W - Written Communication	WRIT103 Composition	05	F2F
W - Written Communication	WRIT103 Composition	29, 30	F2F

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Essays, reports, and written reflections were used to assess this learning goal / SLOs.

<b>Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO</b>														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
<b>SL01</b>	Logic and Order	0.00%	0	0.00%	0	0.00%	0	100.00%	7	0.00%	0	0.00%	0	7
<b>SL02</b>	Sources and Evidence	0.00%	0	0.00%	0	0.00%	0	100.00%	7	0.00%	0	0.00%	0	7
<b>SL03</b>	Control of Language and Syntax	0.00%	0	0.00%	0	0.00%	0	100.00%	7	0.00%	0	0.00%	0	7
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

- IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-6 below, which provide summary data overall and by modality [e.g., face-to-face (F2F) and asynchronous distance education (ASYN DE)].

<b>Table 4: Written Communication Assessment Data: Number and Percent by Competency (Overall)</b>										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Logic and Order</b>	7	221	7	15	68	86	45	0	41%	59%
<b>Sources and Evidence</b>		222	8	24	69	75	46	0	45%	55%
<b>Control of Language and Syntax</b>		221	3	13	52	111	42	0	31%	69%

<b>Table 5: Written Communication Assessment Data: Number and Percent by Competency (F2F)</b>										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Logic and Order</b>	5	133	2	6	35	56	34	0	32%	68%
<b>Sources and Evidence</b>		133	2	7	35	54	35	0	33%	67%
<b>Control of Language and Syntax</b>		133	1	9	22	72	29	0	24%	76%

<b>Table 6: Written Communication Assessment Data: Number and Percent by Competency (ASYN DE)</b>										
Category	Submissions	Students Assessed	Unsatisfactory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
<b>Logic and Order</b>	2	88	5	9	33	30	11	0	53%	47%
<b>Sources and Evidence</b>		89	6	17	34	21	11	0	64%	36%
<b>Control of Language and Syntax</b>		88	2	4	30	39	13	0	41%	59%

Figure 1 summarizes the percent that met expectations by SLO by modality.

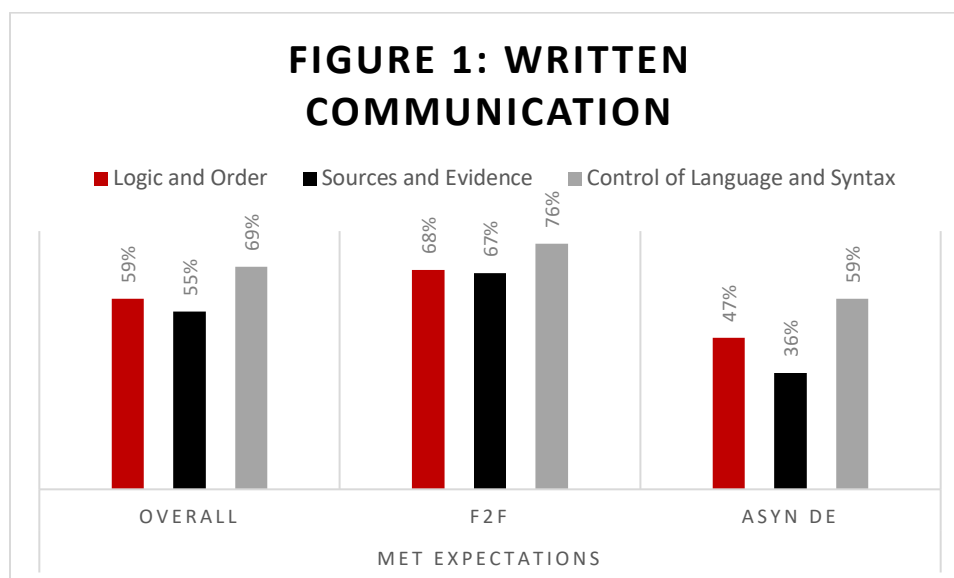
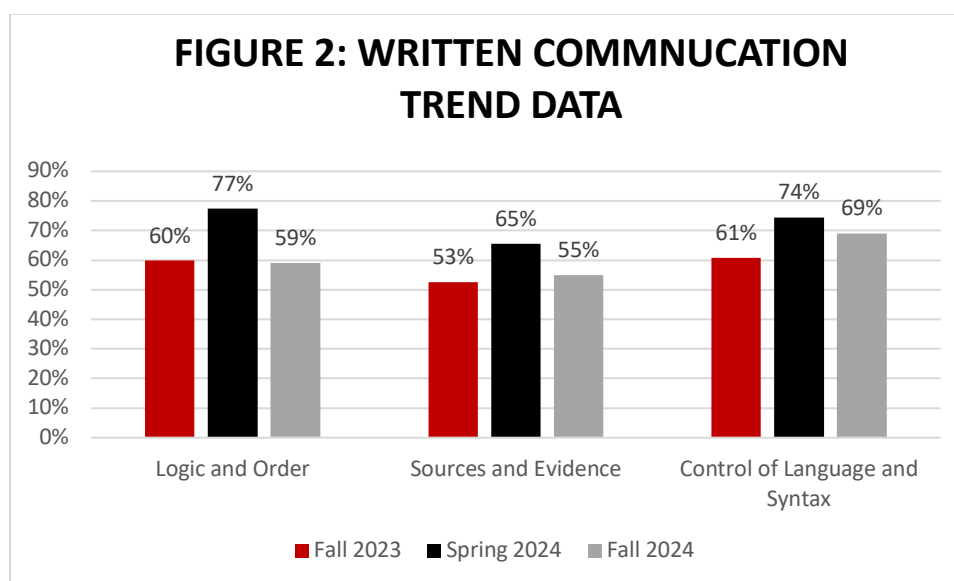


Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.



V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- This data will help me revise assignments based on student needs.
- I begin having students work on a clear and focused research question early, and develop a thesis argument based on the evidence they find when they read and consider their research. I plan to continue my practice of developing a clear thesis argument based on research, but to emphasize more the need to focus on the argument throughout the paper, as a couple of my students lost focus partway through their paper.
- I will be incorporating more editing exercises into the course. I will use student writing samples in my lesson plans.

- I will be inviting library faculty to visit my classroom to discuss ethics and research methods. I will likely incorporate the use of sources into assignments early in the semester.
- I will be reviewing my syllabus for opportunities to address issues of logic and order more explicitly. I will be incorporating more student samples in my lesson plans.
- Increased focus in the class lectures on assistance moving from research to draft to finished essay given that many of struggle with integrating source material well. Addition of a quiz before the final exam on strategies for organizing material.
- Increased focus in the class lectures on assistance moving from research to draft to finished essay given that many of struggle with integrating source material well. More lecture time in class focused on finding and integrating source material.
- Many students have mastery or at least proficiency in this category, with fewer students struggling. While this category is not weighted as heavily in my grading as the other two, as I believe in content over correctness, I will encourage students who are struggling with basic language and syntax skills to utilize supplemental instruction.
- My biggest challenge is to get students to use peer-reviewed scholarly articles that they find through the library databases. I work with Holly Jackson in the North Hall Library for both an in-library class, and a classroom visit, where we play a card game that requires students to do active searches in class. The next challenge is to get students to use MLA format to correctly integrate their sources into their paper. I do multiple drafts, but often find that students do not take the advice I give them on their drafts. I plan to have students turn in their graded draft along with their final papers, to emphasize that they need to read and consider my corrections and suggestions.
- Since this was the final project of the semester, students had ample opportunity to receive feedback throughout the semester and work on their skills. At the beginning of the semester, many students struggled with this, so it is gratifying to see how many of them ended strong and most students achieving proficiency. This makes me think that the feedback and instruction are working. However, there were some students who ended on the developing level despite a whole semester. I should note that all five students who achieved "developing" had inconsistent attendance, suggesting that there is a correlation between achievement and attendance (which is well noted in many research studies).
- These results fall within expected parameters. Most students are falling within Proficient or Mastery level. One student did not acquire the necessary growth out of developmental writing to succeed in this class and thus received an unsatisfactory rating. Generally, students score higher in this area as they are using tools to enhance their own grammar and syntax.
- This category is difficult because of the wide range of abilities among my students. I concentrate on grammatical errors that are most likely to confuse readers (fragments, run-on sentences, agreement errors...), but even when I can point to a marked increase in performance between my beginning of semester grammar diagnostic and end of semester grammar quiz, it's hard to get students to see (and hear) how awkward syntax can confuse and frustrate a reader. I may go back to having students read all or a portion of their writing aloud to their draft groups.
- We are forced to submit data for every course every semester; it seems illogical to devise new actions every year. My goal is to monitor trends over several years. Moreover, the data show that the majority of students are meeting the expectations for college-level writing.
- While several of my students achieved the mastery level and many others were proficient, it is clear that a few students went through this entire course without getting a firm grip on how to use sources and evidence with proficiency. While I have devoted a great deal of class time to this, it is clear that it is not reaching all students. Thus, I must continue to make an effort to intervene with those who are struggling. I will continue inviting students to office hours and encourage them to attend WALES to supplement class instruction.
- Work more closely with the few students who are struggling with this in one-on-one sessions and in recommending tutoring sessions. One-on-one sessions are a requirement for all students, but some students would benefit from more than one session.

- VI. **Observations on methods, if any:** Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include “department” at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included a segment on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session and a GEC-sponsored Q&A session were held. Technical assistance was provided by OIE to assist faculty with the Qualtrics submission form and related questions. OIE also pulled data to populate the charts and tables in the reports. A data dashboard was also created to chart trend data.
- VII. **Observations on results:** There was an 24% submission rate of all quantitative reasoning courses with 221-222 students assessed, depending on each SLO. Similar to the Fall 2023 results, Table 4 shows that overall students did not meet the 70% threshold for any SLOs – Logic and Order (59%), Sources and Evidence (55%), and Control of Language and Syntax (69%). Notably, all three outcomes are lower in the fall semesters versus the spring 2024 semester. Again, students in the ASYN DE courses performed somewhat poorer than students in F2F courses. Several action recommendations to improve performance focus on such strategies as revising assignments, reviewing expectations and ordering of material, increasing focus on specific content areas and exercises, using student samples, reading writing out loud, and having one-on-one sessions. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.
- VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
  - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
  - Discuss results data with faculty to see where students struggle with meeting expectations
  - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
  - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
  - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
  - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

# Appendix I: General Education Spring 2025 Deep Dive Summary

## General Education Spring 2025 Deep Dive Summary

*Report of the*

General Education Council

Commonwealth University of Pennsylvania

The Commonwealth University General Education Council (GEC) is tasked with conducting systematic reviews of its General Education (GE) assessment outcomes and processes. These “deep dive” reviews are scheduled on an annual basis with a select number of program goals being assessed each year (see appendix A). The entire GE curriculum of 16 program goals will undergo a complete in-depth review on 5-year cycles. As part of the 2024-25 academic year review, four program goals from the Foundations Theme were evaluated including First Year Seminar (Y), Oral Communication (O), Quantitative Reasoning (Q), and Writing (W). This year’s report represents the inaugural deep dive analysis undertaken with the Commonwealth University’s new GE curriculum.

### Deep Dive Analysis Topics

The overarching purpose of the deep dive review is to evaluate the assessment methods and processes that promote student learning and success. This involves 1) the identification of effective assessment methods and pedagogical approaches within a learning goal, 2) evaluating the effectiveness of the Student Learning Objectives (SLOs) in capturing the intended goals of the program area, and 3) identifying ways to ensure that faculty have the tools and resources to successfully complete the student assessment process.

During the Fall 2024 semester, the GEC developed an assessment plan for our initial review of the GE curriculum. The plan included exploration of the following topics:

- Review the assessment tools utilized and a sampling of the artifacts submitted,
- Review faculty actions of the assessment and pedagogical methods that were effective in promoting student success,
- Consider student learning objectives competency levels, the definitions, and appropriateness to the program learning goal,
- Identify what student proficiency looks like within the program goal, and
- Offer any insights, concerns, and recommendations that may improve the quality of our GE program and the assessment process.

### Deep Dive Process

To carry out the deep dive analysis, small working groups of faculty members who teach within the GE program goal areas were convened to review and evaluate assessment data reported from the Fall 2023, Spring 2024, and Fall 2024 semesters. Faculty participants were recruited from members who regularly teach general education courses and/or have subject matter expertise within the program area. The GEC offered an initial “kick off” training session on Tuesday, February 11, 2025, and the working groups conducted their reviews over the next 6 weeks. The GEC and representatives of the area groups presented their findings from the review in an open session held on Tuesday, April 22, 2025. The purpose of the session was to share findings and solicit faculty feedback and input on the assessment processes.

## **Deep Dive Program Area Results**

The results of the deep dive review indicated areas of strength within each program as well as identifying exemplary methods in assessment, pedagogical, and procedural practices. The following represents the takeaway points and recommendations from each of the four program area reviews.

### **First Year Seminar**

#### **Takeaways:**

- Assessment methods predominantly included essays, reports, written reflections and projects.
- Faculty found use of multiple drafts of work with feedback improved overall assignment quality.
- Students needed more time spent on skill building and mental health tools and practices.
- Students often did not complete assignments with lower stakes.
- The language/verbiage of the current SLOs made them difficult to measure in meaningful ways.
- Low reporting rates over the semesters reviewed were attributed to the newness of the course and curriculum, as well as the cumbersome process of gathering and rating materials.
- Course cap size fluctuations may be leading to inconsistent assessments as well as difficulty for students to attain certain SLOs.

#### **Recommendations:**

- Align SLOs and course assignments with final project/exam; provide scaffolding throughout to ensure student success.
- Reduce the number of categories of competency to simplify the assessment process.
- Utilize a common final exam to standardize assessment within the program goal area, increase faculty compliance, and maintain anonymity through the assessment process.
- Maintain original course cap sizes of 25 to aid student success.

### **Oral Communication**

#### **Takeaways:**

- Assessment methods include oral presentations, written reports (including analysis papers and speech preparation outlines), and written reflections. The review team found these assessments to be appropriate.
- Overall percentages of students rated proficient/mastery range from 56-79%
  - o In general, fewer students achieve proficient/mastery in Supporting Materials
  - o Students in asynchronous DE courses perform better than F2F students; F2F students have lower achievement on Delivery
  - o Performance in spring semester is lower compared to fall semesters

#### **Recommendations:**

- Add oral presentations as a distinct category of assessment in the reporting software.
- Consider setting competency benchmark at “developing” and/or reduce levels of evaluation
- Place additional instructional focus on and practice with Supporting Material and Delivery.
- Continue to examine semester variance and modality trends.



## Quantitative Reasoning

### Takeaways:

- Assessment methods included exams, quizzes, or essay questions included as part of the final exam or separate GE assessment. The most common assessment utilized only one to two questions per SLO.
- Current methods balance faculty resources and institutional changes while maintaining assessment integrity.
  - o Faculty in Mathematics, Computer Science, and Digital Forensics Department utilized their own questions when two or more faculty taught the same course section.
  - o Faculty in the Business, Innovation, and Technology Department use a common test bank provided by the department Gen Ed assessment coordinator.
- Most assessments submitted lacked clarity on how questions aligned with specific SLOs.

### Recommendations:

- Due to staffing needs, maintain existing methods to balance effectiveness and feasibility.
- Explicitly request that faculty report instructional approaches linked to SLOs as well as how assessment questions / assignments link to specific SLOs.
  - o Share response examples - i.e., faculty actions and recommendations, to improve reporting and clarity of submissions.
- Implement a collaborate approach with all departments.
  - o Due to lack of staff and resources, it will pose challenges for many faculty members and may reduce response rates.

## Writing

### Takeaways:

- Assessment methods include text-based research essays and research assignments. These assessment tools are appropriate because they combine content, expression, and use of sources and evidence.
- F2F modality yielded superior results than did asynchronous online courses through all three semesters that data was reported.
- “Developing” and “Emerging” categories are too similar in content and performance level to provide a meaningful distinction.

### Recommendations:

- Place a strong emphasis on feedback throughout the semester to improve student performance.
  - o Monitor student SLO performance early in the semester, provide one-on-one writing instruction, use ‘draft groups’ among students to review preliminary essay work, and emphasize student attention to the nature of the audience intended for their essays.
- Offer more F2F over online asynchronous courses as results showed higher performance.
- Remove the “Emerging” level of competency.
- Examine only one SLO each year.
- Norm assessments at the departmental level.
- Faculty “buy in” could be improved with extended deadlines, clearer objectives, and access to data and feedback from curricular bodies.

### **Recommendations from Deep Dive Review**

Based on the review of the deep dive reports along with recommendations from the deep dive presentation, the GEC makes the following recommendations to enhance the GE assessment program:

1. Revise the number of the student learning objectives' "levels of competency" from five to two levels of competency, extending to all program goal areas.
2. Consider revision of student learning objectives for the program goals reviewed in the current deep dive assessment, strengthening the verbs used and clarifying the statements. Include a review of SLOs for the program goals in next year's deep dive reporting template.
3. Consider sending a reminder to instructors before the semester to identify the assessments they plan to use for each SLO. At the conclusion of semester, faculty may consult their plan matching each SLO and assessment.
4. Assist faculty with standardizing or developing exemplars of assessments within a program goal area and/or department.
5. Conduct training by program area to promote resource and strategy sharing (e.g., workshop sessions, consultation hours, targeted emails with area relevant resources and links).
6. Increase communication for deadlines, reported findings, and use of data.
7. Promote practical tips to aid faculty with collection and submission of data (e.g., syllabus development, Brightspace strategies).

## Appendix A: GE Program Assessment Review Five-Year Cycle

GE Program Assessment Review Five-Year Cycle			
Year	Semesters of Data Collection	Program Learning Goal	Academic Year Review
Year 1	Fall 2023 – Spring 2024	First-year Seminar	2024-25
		Writing	
		Oral Communication	
		Quantitative Reasoning	
Year 2	Fall 2023 – Spring 2025	Historical Themes	2025-26
		Diversity	
		Global Perspectives	
		Foreign Language	
Year 3	Fall 2023 – Spring 2026	Citizenship and Society	2026-27
		Ethical Reasoning	
		Critical Analysis and Reasoning	
		Natural World	
		Technology	
Year 4	Fall 2023 – Spring 2027	Literature	2027-28
		Arts	
		Creative	
Year 5	Fall 2023 – Fall 2027	Comprehensive assessment report	2028-29

## Appendix B: Links to Deep Dive Resources

### Deep Dive Kick-Off Session (Tuesday February 11, 2025)

- GEC Deep Dive Reporting Template
- [Presentation recording](#)
- Slide Deck

### Deep Dive Presentation Session (Tuesday April 22, 2025)

- Deep Dive Program Area Repots
- [Presentation Recording](#)
- [Slide Deck](#)