

Appendix A: General Education Summary Report

Creativity and Expression: Arts

Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Arts, 47% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Arts Courses Assessed			
Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ARTS	8	17	47%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered through distance education delivery methods.

Table 2: Courses and Sections Assessed				
Learning Goal	Course	Section(s)	Mode	Students Assessed
A - Arts	ART388 Gallery Management and Exhibition Design	01,99	Blended/Hybrid	9
A - Arts	ARTH309 History of Modern Art	99	Asynchronous Distance Education	32
A - Arts	MEDJ210 Cinema Appreciation	99	Asynchronous Distance Education	164
A - Arts	MUSI110 Intro to Music	01, 98	F2F, Asynchronous Distance Education	150
A - Arts	THEA102 Intro to Theatre	01	F2F	32
A - Arts	THEA103 Theatre Appreciation	01	Blended/Hybrid	226

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam and 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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO 1 - Descriptive Communication	28.6% (2)	14.3% (1)	0.0% (0)	42.9% (3)	0.0% (0)	0.0% (0)	14.3% (1)	7
SLO2 - Analysis and Context	42.9% (3)	28.6% (2)	0.0% (0)	28.6% (2)	0.0% (0)	0.0% (0)	0.0% (0)	7
SLO3 - Interpretation and Response	28.6% (2)	28.6% (2)	14.3% (1)	28.6% (2)	0.0% (0)	0.0% (0)	0.0% (0)	7

**The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 8 present four-semester trend data.

Table 4: Arts Assessment Data: Number and Percent by Competency (Overall)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Descriptive Communication	7	518	29	3	47	268	171	94	15%	85%
Analysis and Context	7	600	48	7	27	291	227	14	14%	86%
Interpretation and Response	7	564	51	4	29	270	210	50	15%	85%

Table 5: Arts Assessment Data: Number and Percent by Competency (F2F)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Descriptive Communication	2	98	9	1	28	14	46	6	39%	61%
Analysis and Context	2	104	27	4	2	14	57	1	32%	68%
Interpretation and Response	2	99	38	2	5	13	41	6	45%	55%

Table 6: Arts Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Descriptive Communication	3	191	2	2	19	49	119	82	12%	88%
Analysis and Context	3	268	13	2	24	63	166	5	15%	85%
Interpretation and Response	3	268	12	2	22	65	167	5	13%	87%

Table 7: Arts Assessment Data: Number and Percent by Competency (BL Hybrid)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Descriptive Communication	2	229	18	0	0	205	6	6	8%	92%
Analysis and Context	2	228	8	1	1	214	4	8	4%	96%
Interpretation and Response	2	197	1	0	2	192	2	39	2%	98%

Figure 1: Performance by Modality - Percent Meeting Expectations

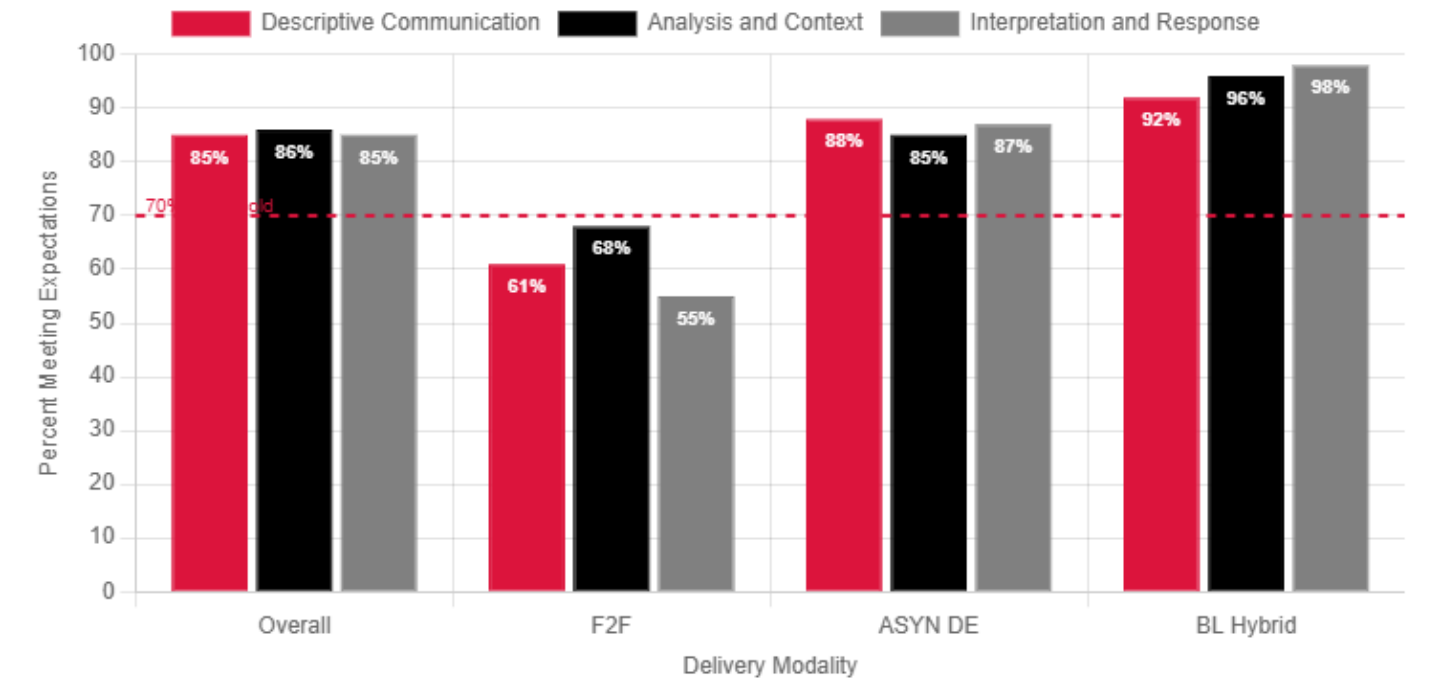


Figure 2: Four-Semester Trend Data

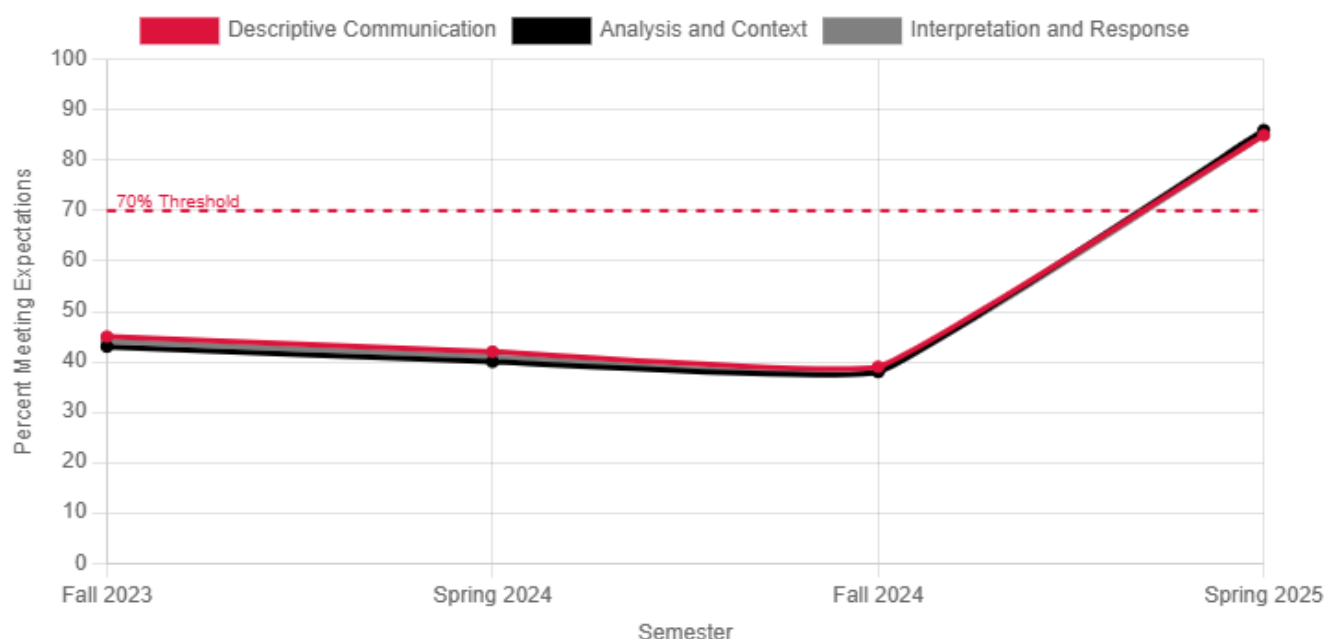


Table 8: Four-Semester Trend Data - Percent Meeting Expectations

Student Learning Objective	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Descriptive Communication	45%	42%	39%	85%
Analysis and Context	43%	40%	38%	86%
Interpretation and Response	44%	41%	38%	85%

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 prompts for each SLO.

SLO1: Descriptive Communication

- Not assessed
- Overall, I am pleased with students Descriptive Communication. Their use of specific instances from the films they chose to critique were quite strong and suggests they watched the films intently and understood the various aspects of filmmaking we explored over the course of the semester. If anything, I might need to prompt students to include a requisite number or amount of specific examples to enable them to more fully be descriptive in their communication.
- No significant changes are currently planned to the class instructional methods or included content at this time, but results will be continued to be monitored to look for trends occurring across multiple semesters. Results continue to be examined in order 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.
- Results of my assessment of SLO I feel are expected for an introductory level Theatre Arts course. I will continue to utilize the same assessment tool in future iterations of the class. I did have a higher number of students not complete the essay I use to assess the method. I will reflect on strategies for incentivizing completion of this work if this becomes a pattern across multiple iterations of the course.
- Opinion Paper #3. For Opinion Paper #3, students performed quite well in discussing their response to a video discussing the most valuable artworks and why. Many students, as in the past, wrote on their surprise on what makes art valuable, with the discussion of pedigree or previous ownership being often the most important

quality. This year several students continued to discuss their belief that art's value is not money but rather one of cultural value, voicing either anger or concern on artwork investment. The assignment continues to serve as a catalyst for deeper conversation on our world and culture. All students who completed the assignment wrote to a degree of depth that met proficiency or more.

- The positive results for Descriptive Communication, with most students achieving "Mastery" or "Proficient," indicate a strong foundation in clear, precise, and detailed communication about works of art. However, the presence of "Developing" and "Not Satisfactory" scores highlights a need for targeted improvements. In future iterations of ARTH 309, I plan to consider these results to refine the rubric for greater clarity, especially regarding "sufficient observational detail," and use anonymized student work as exemplars for both strong and weaker responses to guide learning. To address challenges, dedicated instruction will focus on explicitly teaching and practicing "sufficient observational detail" through additional foundational exercises. Also, by implementing low-stakes early-term assignments or pre-assessments, I'll better be able to identify at-risk students and offer support or refer to CU resources.
- Students were able to identify the correct title of the musical example but not the correct movement. A review session would help reinforce the important features typical of a first movement and contrast it with those of other movements. This was from a topic earlier in the semester.

SLO2: Analysis and Context

- Results indicate that students are learning effectively.
- Students showed improvement in this area in particular this semester. While I updated many of my course materials this academic year, I am concerned that AI is being used to a greater degree than ever before in the work on this assessment. My plans are to continue incorporating more analysis and context into my dissection of the illustrating films and put what safeguards I can install to prevent AI from doing their work for them.
- No significant changes are currently planned to the class instructional methods or included content at this time, but results will be continued to be monitored to look for trends occurring across multiple semesters. Results continue to be examined in order 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.
- Results of my assessment of SLO 2 feel expected for an introductory level Theatre Arts course. I will continue to utilize the same assessment tool in future iterations of the class. I will continue to explore which texts I assign to students, and perhaps explore assessing this SLO across a variety of texts, rather than the singular theatrical text I have used in my data collection the past two iterations.
- Research Paper: Conservation and Restoration. This paper serves to bridge the information gap for this content that is not properly addressed in our textbooks for the course. Students must research 2 different types of Art genres, like Painting or Sculpture, but students may also research Historical Artifacts as they relate to museum collections regarding conservation and restoration practices. This assignment I feel is a crucial aspect of the course, and over the years I feel I have reworked it to a satisfactory level where all students demonstrate an in-depth discussion of artwork characteristics and how to care for them. It serves as a crucial link to understanding what works are made of and how to handle, care for, and protect them.
- The distribution of scores for "Analysis and Context" (10 Mastery, 16 Proficient, 6 Developing, 0 Emerging, 1 Not Satisfactory) suggests that while many students are equipped to identify artistic elements and assess context, a not insignificant minority struggles with using appropriate, discipline-specific vocabulary and prioritizing significant elements. To enhance student learning moving forward, I may provide examples of "Developing" and "Not Satisfactory" responses in order to introduce and call students' attention to common challenges & deficiencies. This might reveal whether students are struggling with discipline-specific language, understanding contextual analysis, or effectively connecting the two. Based on this, I'll try to incorporate more explicit instruction and practice in applying discipline-specific vocabulary, perhaps through low-stakes vocabulary quizzes or hosted/guided analysis exercises. Exemplars of "Mastery" level work could also be dissected in order to demonstrate how strong analysis seamlessly integrates precise vocabulary with insightful contextual understanding, providing a model for students to emulate.
- Students were mostly able to identify the style of the musical example. A review session contrasting both styles would help.

SLO3: Interpretation and Response

- Results indicate that students are learning effectively.
- This is the area I would say that students could improve the most in but I have seen improvement. Once again, I question how much AI is responsible for this. My plan is to continue to develop ways to get students thinking critically about the films' narratives and aesthetics and guard against AI being used to do their thinking for them.
- No specific changes are currently planned to the class instructional methods or included content at this time. results will continue to be monitored to see if number of students this semester who opted not to attend one of the specific required live event options that included the questions used to generate assessment data was an oddity of the semester, or reflective of a growing trend in the class. Adjustments may be made to where the assessment data is collected if the current method appears to not be capturing an adequate number of enrolled students. Compared to prior years, this semester was a outlier, despite have the exact same structure and number of options as the prior semester. The only change to this area for the current semester were the dates and types of the specific show options, but both of those are beyond the control of the instructor.
- 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. I did have a higher number of students not complete the essay I use to assess the method. I will reflect on strategies for incentivizing completion of this work if this becomes a pattern across multiple iterations of the course.
- Artist Proposal Assignment. The Artist Proposal Assignment requires students to find a contemporary artist that would make a good fit for exhibiting in the Loomis Gallery on Mansfield campus. Artists would also be required to give an artist lecture and workshop, which students also need to attest to in their Proposal. The proposal also covers other elements such as budgeting, cover letters, and gallery exhibitions. This project is the highlight of the course and serves as both a review of the concepts covered during the year but also a real-life application to gallery management. I haven't seen too many issues with this project regarding improvement. It is true that the range of performance is fairly widespread but the assignment does a good job of addressing student's professional development needs. It seems to be a good challenge for many students and lends itself well to class critiques for improvement. Students who do not do well tend to simply not give themselves enough time I have found. The assignment consists of a written report and a presentation. I had provided the presentations to serve as artifacts. This year had the largest range in results. Last year the course began to be offered both online and in class as a hybrid over the three campuses. The two lowest performing students were online and both had additional personal issues they were dealing with.
- The results for "Interpretation and Response" (12 Mastery, 15 Proficient, 4 Developing, 1 Not Satisfactory) indicate that while a majority of students can offer thoughtful interpretations, a certain group struggles with providing articulate and personal responses that consider the multi-faceted relevance of works of art. This confirms a need to deepen students' engagement with the subjective and broader implications of artistic meaning. To boost student learning, future version of ARTH 309 will encourage deeper, more personal engagement with art by using pre-exam writing activities to elicit initial emotional responses. I'll also host (recorded, asynchronous) sessions devoted to diverse interpretative lenses (symbolic, cultural, etc.) with examples and practice. As with the above categories, "Mastery" examples from previous terms will perhaps best demonstrate how personal insight integrates with critical analysis.
- Many students were able to identify the movement and form. To improve the outcomes though, a review session contrasting the various movements, along with musical examples, would help.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 47% submission rate of all arts courses with 518-600 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs (85-86% meeting expectations), representing a dramatic improvement from Fall 2024 when performance was well below threshold (38-39%). After further examination of the data, it must be noted that the improved performance in this category is primarily due to a recalibration of the assessment scoring process for courses from the Theatre Arts program. During previous semesters, faculty in this program interpreted the emerging and developing levels as demonstrating proficiency for the GE assessment. Because these categories did not, in fact, represent proficiency, the resulting assessment data from Fall 2023 through Fall 2024 underreported students' actual achievement levels. The program has since recalibrated their scoring procedures to reflect consistency with the overall GE assessment process. As illustrated by the Spring 2025 results, blended/hybrid modality showed exceptional performance with 92-98% meeting expectations across all three SLOs. Asynchronous distance education also performed well above the threshold (85-88%). Face-to-face delivery showed the lowest performance rates across all three SLOs (55-68%), though still above the 70% threshold. The four-semester trend data must be taken with caution due to the scoring recalibration.

Students demonstrated strong descriptive communication skills, especially in referencing specific examples from films and artworks, though improvements in observational detail are still needed. Analysis and context skills showed progress, with most students proficient or mastering the material, though challenges remain with discipline-specific vocabulary and contextual integration. Interpretation and response saw improvement as well, though varied performance and concerns about AI usage prompted plans for more personal engagement activities and clearer assessment methods in future course iterations.

VIII. Discussion and Recommendations

The Spring 2025 results suggest that faculty pedagogical and assessment methods are attaining their desired effect. The strong performance across distance education modalities, particularly blended/hybrid delivery, indicates that these formats may be particularly well-suited for arts education assessment. However, the continued concern about AI usage in student work, as noted in faculty feedback, requires ongoing attention and the development of appropriate safeguards.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the factors that contributed to the significant improvement in Spring 2025 to identify best practices that can be sustained and replicated.
- Address faculty concerns about AI usage in student work by developing clear guidelines and detection methods.
- Explore why blended/hybrid and asynchronous distance education modalities show superior performance compared to face-to-face delivery.

Appendix B: General Education Summary Report
Citizenship & Responsibility: Citizenship & Society
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Citizenship & Society, 19% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Citizenship & Society Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CITIZENSHIP & SOCIETY	10	54	19%

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

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	02	F2F	52
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	03	F2F	17
S - Citizenship and Society	SOCI102 Social Problems	03	Hyflex	20
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	01	F2F	49
S - Citizenship and Society	SPEC110 Introduction to Individuals with Exceptionalities	98	Asynchronous Distance Education	47

Table 2: Courses and Sections Assessed

S - Citizenship and Society	SOCI102 Social Problems	01,02	F2F	54
S - Citizenship and Society	HLSC211 Public Health Social Justice and Advocacy	99	Asynchronous Distance Education	33
S - Citizenship and Society	ISTD120 Anti-Racism, Equity, and Social Responsibility	01	F2F	37
S - Citizenship and Society	POLI170 Political Ideologies	01	F2F	36

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, though a variety of methods were used.

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

Student Learning Objectives	Exam/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO 1 - Civil Rights and Civil Liberties	22.2% (2)	11.1% (1)	11.1% (1)	33.3% (3)	22.2% (2)	0.0% (0)	0.0% (0)	9
SLO2 - Individual and Collective Action	22.2% (2)	0.0% (0)	11.1% (1)	33.3% (3)	22.2% (2)	11.1% (1)	0.0% (0)	9
SLO3 - Responsibilities of Citizenship	11.1% (1)	0.0% (0)	22.2% (2)	44.4% (4)	22.2% (2)	0.0% (0)	0.0% (0)	9

**The total number of courses submitted may differ from the number assessed due to 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 Hyflex]. Figure 1 charts performance by modality, and Figure 2 and Table 8 present four-semester trend data.

Table 4: Citizenship & Society Assessment Data: Number and Percent by Competency (Overall)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Civil Rights and Civil Liberties	9	297	6	15	55	119	102	53	26%	74%
Individual and Collective Action	9	301	3	8	51	131	108	70	21%	79%
Responsibilities of Citizenship	9	287	3	9	40	116	119	53	18%	82%

Table 5: Citizenship & Society Assessment Data: Number and Percent by Competency (F2F)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Civil Rights and Civil Liberties	6	198	2	8	30	100	58	52	20%	80%
Individual and Collective Action	6	202	1	2	24	107	68	69	13%	87%
Responsibilities of Citizenship	6	188	1	4	15	92	76	52	11%	89%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Civil Rights and Civil Liberties	2	79	4	7	23	10	35	1	43%	57%
Individual and Collective Action	2	79	2	6	23	13	35	1	39%	61%
Responsibilities of Citizenship	2	79	2	5	22	13	37	1	37%	63%

Table 7: Citizenship & Society Assessment Data: Number and Percent by Competency (Hyflex)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Civil Rights and Civil Liberties	1	20	0	0	2	9	9	0	10%	90%
Individual and Collective Action	1	20	0	0	4	11	5	0	20%	80%
Responsibilities of Citizenship	1	20	0	0	3	11	6	0	15%	85%

Figure 1: Performance by Modality - Percent Meeting Expectations

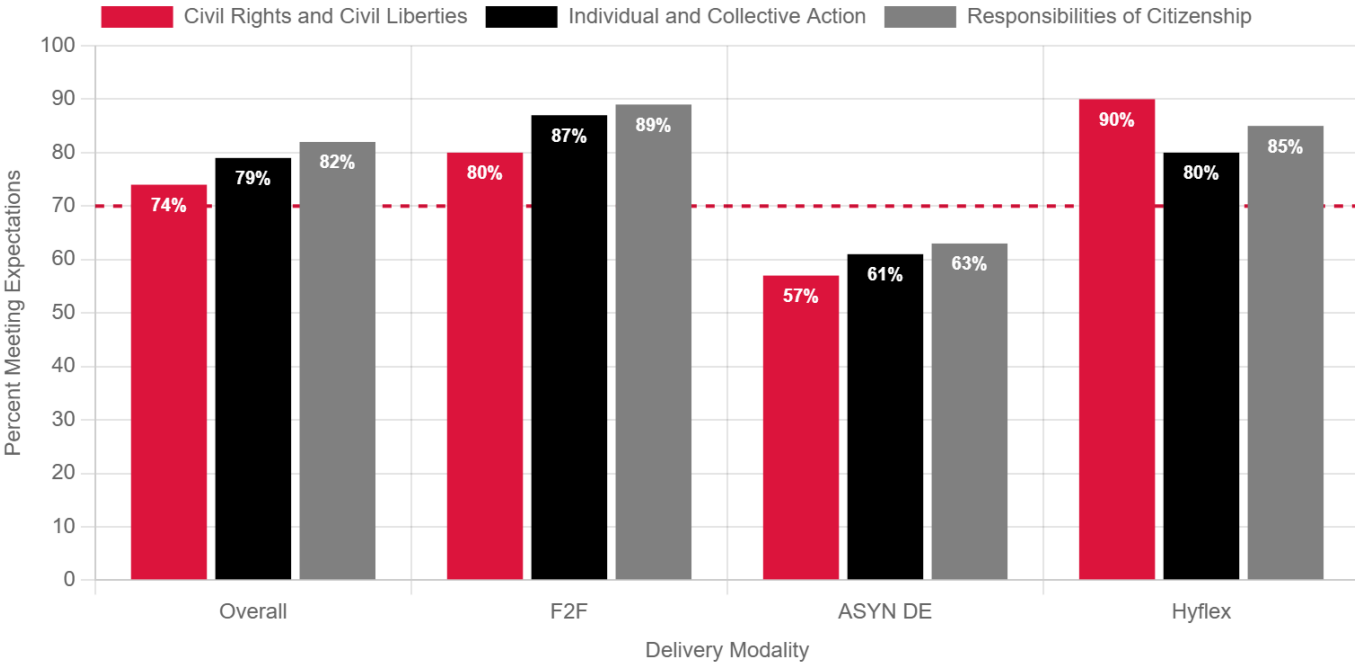


Figure 2: Four-Semester Trend Data

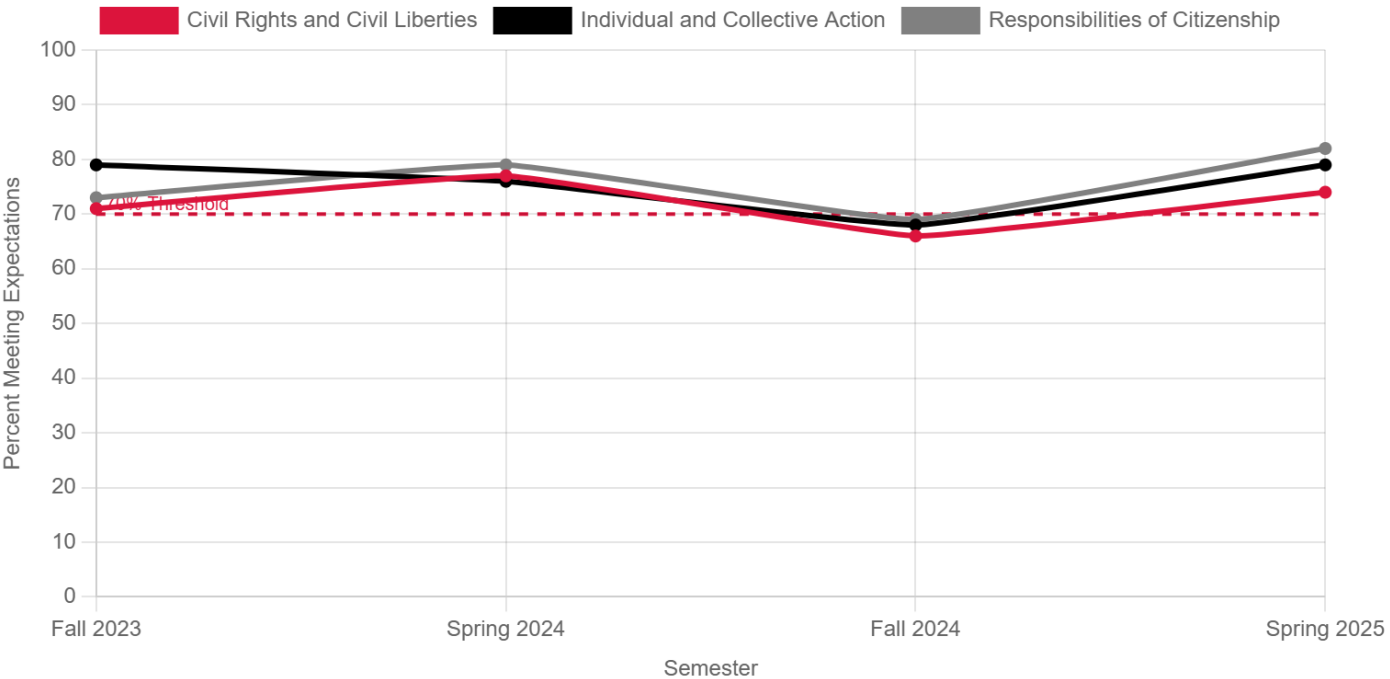


Table 8: Four-Semester Trend Data

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Civil Rights and Civil Liberties	71%	77%	66%	74%
Individual and Collective Action	79%	76%	68%	79%
Responsibilities of Citizenship	73%	79%	69%	82%

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 prompts for each SLO.

SLO1: Civil Rights and Civil Liberties

- The examination of the data and review of the levels of competencies regarding each of the three student learning objectives helps in determining instructional methods utilized that were impactful to address content areas and will unveil approaches that need to be refined or bolstered to improve student acquisition and retention rates.
- Of the students surveyed, the majority met the proficiency goal in this category. I will continue to utilize the same instructional strategies in the next semester to present this information to students.
- This was the SLO with the most mastery. This is likely because it is the SLO that is most fundamental or basic. The prompt did not ask the student to explicitly explain civil liberties, but rather arranged the students to imply civil liberties. Some of the differences between "Proficient" and "Mastery," therefore was a matter of interpretation. We will consider rewording the prompt so that students write in more explicit terms.
- Use the results to guide future planning and instruction to improve student learning.
- Results from this assignment show that students are really interested in learning more about the challenges that racial minorities experience within the context of the criminal justice system. So many students are engaged by this topic that I plan to continue teaching about it.
- I'm still having issues with students discussing demonstrating how socioecological levels of influence and SDOH contribute to their health disparity. Some students are relating these factors to their health problem in general (e.g., heart disease) rather than their health disparity (e.g., differences in heart disease mortality rates based on race and ethnicity). I need to note this in my instructions and add more examples so they see this distinction.
- The essay-test prompts directly map onto course content lectures, and if students have not missed those lectures, they are quite good at describing the impact of positive and negative societal structures that are both failing to protect or protecting basic rights of individuals and groups. The PowerPoints are posted in Brightspace if they miss the lectures, but students that miss do not do as well on the essay questions. Strongly encouraging constant attendance is the best way to improve proficiency. Incentivizing attendance (by giving attendance points) is probably the best way to strengthen attendance and subsequent mastery of the content. I am going to increase the weight of attendance points on the overall course grading structure.
- Several of the 16 multiple-choice questions related to SLO 1 had a % correct rate less than 70 (Q34. Q37. Q47. Q61, Q71). I plan to review these questions to make sure the question wording accurately reflects the material and then review class lectures to ascertain how this material could be better taught or reviewed.

SLO2: Individual and Collective Action

- The examination of the data and review of the levels of competencies regarding each of the three student learning objectives helps in determining instructional methods utilized that were impactful to address content areas and will unveil approaches that need to be refined or bolstered to improve student acquisition and retention rates.
- Of the students surveyed, the majority met the proficiency goal in this category. I will continue to utilize the same instructional strategies in the next semester to present this information to students.
- The rubric's use of "collective action" is a bit clearer and more conducive to the free-wheeling spirit of the prompt than the use of "civil rights and civil liberties" in the first SLO. It is likely that these results were more valid and reliable than the results in the first SLO. The threshold for success, as indicated by the rubric's language is more forgiving at the lower levels of, for example, "development." We will integrate collective action more explicitly in the lessons.
- Use the results to guide future planning and instruction to improve student learning.

- Students appear to have a sense that sex trafficking exists but don't really seem to grasp either the particulars or the widespread nature of this social problem. Students are engaged by this topic and I plan to continue to teach about it.
- For part of this SLO, students need to describe how the government program/initiative is working to address the health disparity. Some students have been referring to departments and agencies within the government that are addressing the issue rather than a specific program/intervention. I will create more detailed instructions with examples of what I am looking for in this section.
- The biggest issue here is that some students are unable to make the trip (work, athletic, or personal) reasons. Those students are given an alternative assignment of watching their choice of documentary (options provided) and writing a reflection on that documentary (3 page, double-spaced, typed). We have put together a slide and video show to use for future class sections to advertise the trip, to encourage more students to attend the trip. For the students who attended, most students were highly engaged and impacted. The alternative assignment is quite effective at exposing them to other forms of societal organizations in operation for positive impact on marginalized populations in the U.S.
- Several of the 16 multiple-choice questions related to SLO 2 had a % correct rate less than 70 (Q15, Q55). I plan to review these questions to make sure the question wording accurately reflects the material and then review class lectures to ascertain how this material could be better taught or reviewed.

SLO3: Responsibilities of Citizenship

- The examination of the data and review of the levels of competencies regarding each of the three student learning objectives helps in determining instructional methods utilized that were impactful to address content areas and will unveil approaches that need to be refined or bolstered to improve student acquisition and retention rates.
- Of the students surveyed, the majority met the proficiency goal in this category. I will continue to utilize the same instructional strategies in the next semester to present this information to students.
- The entire class of Contemporary Social Problems was about getting students to take personal responsibility for social problems and about getting students to understand how that is connected to society's responsibility for the common good. There was less interpretation here.
- Use the results to guide future planning and instruction to improve student learning.
- Students love giving back. I offer students the opportunity to do volunteer work and connect it to a social problem that we discuss in class. As such, students volunteer in soup kitchens/pantries, BU activities like The Big Event and so on. Of course, I plan to continue to use this assignment. The reflection part really allows for students to connect the proverbial dots and both see and experience social problems from the perspective of less fortunate people.
- For this SLO, they need to discuss three ways they could start advocating at the individual level. Some students list ways that they can advocate but fail to give an in-depth description of these activities. I'm going to expand the instructions, so they are describing their advocacy steps as it relates/applies to their health disparity. Many of my improvements focus on providing clearer instructions and multiple examples. I find these strategies even more important with online asynchronous courses. Also, I need to come up with a more efficient way to review/provide feedback on all the worksheets leading up to the final project. This feedback is extremely time consuming, and I need to streamline things to achieve work-life balance, which will make me a better teaching in the end.
- This is very similar to SLO#1. Students that regularly attend class do VERY WELL on these assessments. My strategy to improve proficiency is to increase the grading 'weight' of attendance so that students are missing as few class lectures as possible. I continue to evaluate and explore grading structures to minimize class absences.
- Results were satisfactory.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 19% submission rate of all citizenship and society courses with 287-301 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs (74-82% meeting expectations), representing a significant improvement from Fall 2024 when performance was 66-69%. Notably, the face-to-face modality showed the strongest performance with 80-89% meeting expectations across all three SLOs. Hyflex delivery also performed well above the threshold (80-90%). However, asynchronous distance education showed performance below the 70% threshold (57-63%), indicating potential challenges with this delivery method for citizenship education. The four-semester trend data reveals recovery from the declining performance observed through Fall 2024. All three SLOs showed improvement from Fall 2024 to Spring 2025, with Civil Rights and Civil Liberties improving from 66% to 74%, Individual and Collective Action from 68% to 79%, and Responsibilities of Citizenship from 69% to 82%.

The majority of students met the proficiency goals across all three SLOs—Civil Rights and Civil Liberties, Individual and Collective Action, and Responsibilities of Citizenship from Fall 2023-Spring 2025—with SLO1 showing the highest mastery, likely due to its foundational nature. Instructional strategies have generally been effective, though improvements are planned, including clearer prompts, enhanced attendance incentives, more specific instructions and examples (especially around health disparities), and refined assessments and feedback mechanisms to further boost engagement, comprehension, and performance.

VIII. Discussion and Recommendations

The improvement in Citizenship & Society assessment results from Fall 2024 to Spring 2025 suggests that interventions and adjustments made by faculty have been effective. The strong performance in face-to-face and Hyflex delivery modalities indicates that these formats are well-suited for citizenship education assessment. However, the below-threshold performance in asynchronous distance education (57-63% meeting expectations) requires attention and targeted interventions. Faculty have provided comprehensive action plans that demonstrate thoughtful analysis of student performance and concrete strategies for improvement, including enhanced instructional clarity, increased attendance incentives, and more detailed assignment instructions.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.

- 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.
- Investigate the factors that contributed to the improvement in Spring 2025 to identify best practices that can be sustained and replicated.
- Support faculty in implementing the comprehensive action plans they have developed, particularly those focused on improving asynchronous distance education delivery.
- Prioritize support for asynchronous distance education courses, as this modality shows performance below the 70% threshold across all SLOs.
- Explore why face-to-face and Hyflex modalities show higher student performance compared to asynchronous distance education.
- Develop specific interventions and support strategies for citizenship education in asynchronous distance learning environments.
- Share successful strategies across faculty, particularly those related to attendance incentives, instructional clarity, and engagement techniques that have proven effective.

Appendix C: General Education Summary Report

Creativity and Expression: Creative

Spring 2025

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:

- **SLO1: Artistic/Creative Competencies** - The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the work.
- **SLO2: Problem Solving and Process** - The student demonstrates the ability to successfully imagine, plan, and cultivate a work.
- **SLO3: 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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Creative, 43% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Creative Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CREATIVE	20	46	43%

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 with some distance education delivery.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
C - Creative	ART273 Sculpture - The Figure	01	F2F	13
C - Creative	MUEN332 Symphonic Band	01	F2F	35
C - Creative	ART120 Drawing Foundation	02	F2F	18
C - Creative	ART240 Painting I	02,03	F2F	23
C - Creative	ENGL204 Intro Creative Writing	01	F2F	18
C - Creative	ART100 2-D Foundation	01	F2F	17
C - Creative	ART261 Printmaking Etching	01	F2F	13
C - Creative	ART262 Printmaking Woodcut	01	F2F	12
C - Creative	ART230 Fabric Design - Dye	01	F2F	14
C - Creative	DANC115 Ballet & Jazz I	01	F2F	19
C - Creative	DANC325 Ballet II	01	F2F	10

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
C - Creative	MEDJ222 Introduction to Visual Communications	99	Asynchronous Distance Education	20
C - Creative	THEA374 Lighting Design & Technology	01	F2F	10
C - Creative	THEA110 Introduction to Acting	01,03	F2F	21
C - Creative	GRDS277 Graphic Web Design	99	Synchronous Distance Education	11
C - Creative	CHLS244 Play, Creativity, and Expressive Arts	01,02	Multi-Classroom Synchronous	83
C - Creative	HONR222 Honors Creativity Seminar	01	F2F	15

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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None	Total
SLO1 - Creative Competencies	0.0% (0)	0.0% (0)	88.2% (15)	0.0% (0)	5.9% (1)	5.9% (1)	0.0% (0)	17
SLO2 - Problem Solving & Process	0.0% (0)	0.0% (0)	76.5% (13)	11.8% (2)	5.9% (1)	5.9% (1)	0.0% (0)	17
SLO3 - Creativity & Transformation	0.0% (0)	0.0% (0)	82.4% (14)	0.0% (0)	5.9% (1)	11.8% (2)	0.0% (0)	17

**The total number of courses submitted may differ from the number assessed due to 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 Multi-Classroom Synchronous (MC SYNC)]. Figure 1 charts performance by modality, and Figure 2 and Table 9 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Creative Competencies	17	350	7	34	63	181	65	2	30%	70%
Problem Solving and Process		351	10	32	57	205	47	2	28%	72%
Creativity and Transformation		331	10	31	61	193	36	2	31%	69%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Creative Competencies	14	236	6	30	43	95	62	2	33%	67%
Problem Solving and Process		237	9	30	40	114	44	2	33%	67%
Creativity and Transformation		217	8	31	46	102	30	2	39%	61%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Creative Competencies	1	20	0	2	3	15	0	0	25%	75%
Problem Solving and Process		20	0	0	0	20	0	0	0%	100%
Creativity and Transformation		20	1	0	0	19	0	0	5%	95%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Creative Competencies	1	11	1	2	2	3	3	0	45%	55%
Problem Solving and Process		11	1	2	2	3	3	0	45%	55%
Creativity and Transformation		11	1	0	0	4	6	0	9%	91%

Table 8: Creative Assessment Data: Number and Percent by Competency (MC SYNC)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Creative Competencies	1	83	0	0	15	68	0	0	18%	82%
Problem Solving and Process		83	0	0	15	68	0	0	18%	82%
Creativity and Transformation		83	0	0	15	68	0	0	18%	82%

Figure 1: Performance by Modality - Percent Meeting Expectations

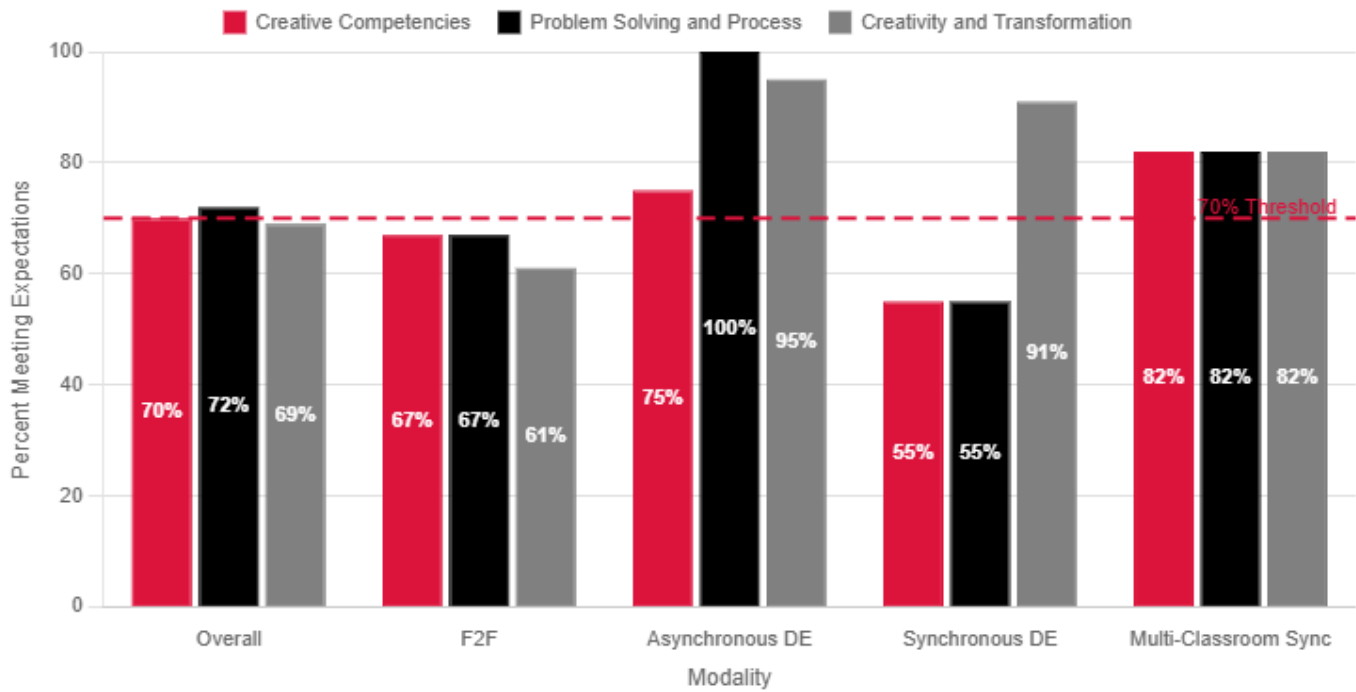


Figure 2: Four-Semester Trend Data

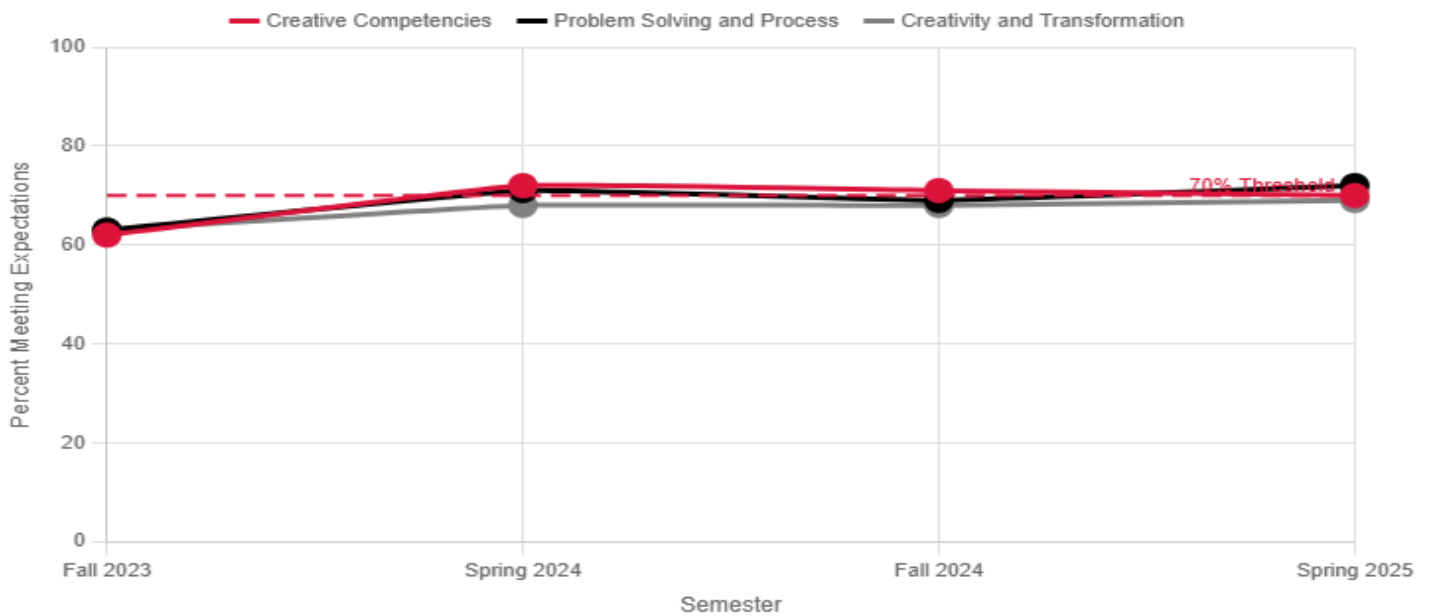


Table 9: Four-Semester Creative Assessment Trend Data - Percent Meeting Expectations

Student Learning Objective	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Creative Competencies	62%	72%	71%	70%
Problem Solving and Process	63%	71%	69%	72%
Creativity and Transformation	63%	68%	68%	69%

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 prompts for each SLO.

SLO1: Creative Competencies

- The low scoring students didn't make the initial structure correctly before moving on to the next step. I intend on adding an in-progress review if the initial form.
- It is expected that many students in this ensemble will fall into the "developing" and "mastery" categories. Use of these results will not have any significant impact on instruction methods. Assessment methods involving individual sampling of performance abilities will be expanded to include periodic student submissions of individual recordings.
- Data will be monitored to assess patterns and make adjustments to curriculum
- Data will be monitored to assess trends and need to modify curriculum
- 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.
- The broad breadth of prior art studio experience, which varies from semester to semester, has significantly contributed to the overall improvement in final results. This diverse background allows students to draw upon a wide range of skills, techniques, and perspectives, enriching their creative process and enhancing the quality of their work. However, because the studio experience is somewhat inconsistent across semesters, students may encounter varying levels of challenge and opportunity, which can impact their final outcomes. To better support students who are struggling, increasing the number of individual critiques could be beneficial. Personalized feedback allows for more targeted guidance, helping students identify areas for improvement and develop their skills more effectively. Additionally, reducing the overall number of assignments might help students focus more deeply on each project, encouraging quality over quantity and providing ample time for reflection and refinement. Overall, despite these considerations, the current results are satisfactory. The combination of diverse studio experiences and targeted support measures has yielded positive outcomes, though ongoing adjustments could further enhance student achievement and learning experiences in future semesters.
- Given the diverse breadth of students and the range of artistic abilities enrolled in the etching class, I am pleased with these numbers. While I could consider reducing the number of assignments and research requirements to make the course more accessible, doing so might result in a shift toward a more "*art-u-tainment*"-focused experience. I believe that maintaining a challenging and comprehensive curriculum is essential to fostering genuine skill development and encouraging students to deepen their understanding of etching as an art form. Balancing the diversity of student needs with the integrity of the course content remains a priority for me.
- Given the diverse breadth of students and the range of artistic abilities enrolled in the Woodcut class, I am pleased with these numbers. While I could consider reducing the number of assignments and research requirements to make the course more accessible, doing so might result in a shift toward a more "*art-u-tainment*"-focused experience. I believe that maintaining a challenging and comprehensive curriculum is essential to fostering genuine skill development and encouraging students to deepen their understanding of etching as an art form. Balancing the diversity of student needs with the integrity of the course content remains a priority for me.
- For future iterations of this course, I will emphasize more the importance of both regular attendance and the use of information provided in Brightspace. It seems that students who struggle mostly do because they are not aware of what's going on (because they have missed class or are not reading assignments in Brightspace) and they get behind. I will also suggest that students take advantage of my office hours to seek help. They are often turning to classmates or YouTube instead of asking me for help!!

- Most of the groups had at least one person that evolved as a leading force. In the group that resulted in the unsatisfactory range, no leader ever emerged and it was the smallest group and most of them flailed. These results indicate that allowing students to form their own groups left the least involved and prepared students to fluster and it would have been better to split them all up then place them in a group together. In the future, groups of 5 students may be better to consider than a small group of 3 students to make sure a leader emerges.
- Create a performance reminder list that addresses the common project pitfalls such as not accounting for slippery floors and how to handle that, or forgetting to create a bow in advance that reflects the tone of the work more accurately.
- Most students completed this objective at a proficient level, so I am satisfied with the teaching of this course and have no major need for improvement. Because this is an introductory visual communication course, for many students, this was their first time creating these materials. These assignments was built off many practice assignments prior. While most students met the learning objective, and some work was naturally better than others, I wouldn't say any student hit the mark of mastery, but then, that wasn't necessarily the goal either. I will still be modifying all three assignments to push students to do better work, and to give them more flexibility on how they complete the assignments, particularly the poster assignment, which had very prescriptive guidelines that some students were stifled by creatively.
- No significant changes are anticipated at this time, since the results are as expected for a course like this one populated with majors, minors, and other highly motivated students. Minor adjustments to how content is covered and demonstrated prior to student work on the final project may be implemented the next time the course is offered, which will be during Spring 2028 based on current rotational patterns.
- Students who were less than rigorous in their note taking during class sessions sometimes simply fabricate an answer to this question. I intend to include in the directions for the written assignment a clear reminder that the definitions we use in our class are actor-specific and cannot successfully be Googled or Chat GPT'd. I will also refer them more emphatically to their peers or to the slides section on Brightspace.
- This assignment is a six week assignment where a student must apply coding and artistic skills. It tests and pushed them in their ability to be creative with code writing to solve problems, as well as be creative with arrangement of shapes, colors, text, and images. It is a complex problem. The iterative nature of it, that is the fact they create six versions, each one a bit more complex than the previous one allows for them to slowly build skills, and to try out various solutions along the way with feedback provided after each version or iteration. In all honesty, I am unsure what to tweak in this assignment. Perhaps I am too harsh in my assessment. The one student who ranked unsatisfactory did not complete the assignment and dropped the class.
- Results in creative competencies reveal developing and proficient techniques and training for realizing a work. In future semesters, the introduction and refinement of applicable techniques will be infused into course content to advance students who are developing to proficient and students who are proficient to mastery.
- Students in this course generally did well in demonstrating creative competencies. For those who did not reach the Mastery level, the following recommendations apply: Have accountability partners who will keep each other motivated and stay on track about project preparation, attendance, and submission details.

SLO2: Problem Solving and Process

- The low scoring students had difficulty with ideation causing them to have to rush at the end. I intend to add a brainstorming session at the beginning of the project.
- Students successfully imagined (with the guidance of the director) and implemented a rehearsal plan, in the time given, for a successful set of performances of selected repertoire. The group performed at a proficient level, with some performing at a mastery level and some performing at a developing level. Results will help shape future ensemble preparation and performance. Most notably, students have suggested using detailed rehearsal plans to more effectively and efficiently use day-to-day rehearsals.
- Data will be monitored to assess patterns and make adjustments to curriculum

- Data will be monitored to assess trends and need to modify curriculum
- Again, all students achieved proficiency or mastery, though it should be noted that only one student achieved mastery in both areas, with others achieving one score in one category and the other score in the other. Providing the right balance between scene and summary when plotting a short story is difficult, but students drastically improved from their first formal piece to their last. I will continue my methods but also add some activities to help students understand scene and summary in writing samples to assist in their own writing.
- The broad breadth of prior art studio experience, which varies from semester to semester, has significantly contributed to the overall improvement in final results. This diverse background allows students to draw upon a wide range of skills, techniques, and perspectives, enriching their creative process and enhancing the quality of their work. However, because the studio experience is somewhat inconsistent across semesters, students may encounter varying levels of challenge and opportunity, which can impact their final outcomes. To better support students who are struggling, increasing the number of individual critiques could be beneficial. Personalized feedback allows for more targeted guidance, helping students identify areas for improvement and develop their skills more effectively. Additionally, reducing the overall number of assignments might help students focus more deeply on each project, encouraging quality over quantity and providing ample time for reflection and refinement. Overall, despite these considerations, the current results are satisfactory. The combination of diverse studio experiences and targeted support measures has yielded positive outcomes, though ongoing adjustments could further enhance student achievement and learning experiences in future semesters.
- Given the diverse breadth of students and the range of artistic abilities enrolled in the etching class, I am pleased with these numbers. While I could consider reducing the number of assignments and research requirements to make the course more accessible, doing so might result in a shift toward a more art-u-tainment-focused experience. I believe that maintaining a challenging and comprehensive curriculum is essential to fostering genuine skill development and encouraging students to deepen their understanding of etching as an art form. Balancing the diversity of student needs with the integrity of the course content remains a priority for me.
- Given the diverse breadth of students and the range of artistic abilities enrolled in the Woodcut class, I am pleased with these numbers. While I could consider reducing the number of assignments and research requirements to make the course more accessible, doing so might result in a shift toward a more art-u-tainment-focused experience. I believe that maintaining a challenging and comprehensive curriculum is essential to fostering genuine skill development and encouraging students to deepen their understanding of etching as an art form. Balancing the diversity of student needs with the integrity of the course content remains a priority for me.
- I will employ more regular check-ins with students about their understanding of assignments and expectations.
- Most of the groups had at least one person that evolved as a leading force. In the group that resulted in the unsatisfactory range, no leader ever emerged and it was the smallest group and most of them flailed. These results indicate that allowing students to form their own groups left the least involved and prepared students to fluster and it would have been better to split them all up then place them in a group together. In the future, groups of 5 students may be better to consider than a small group of 3 students to make sure a leader emerges.
- Create a performance reminder list that addresses the common project pitfalls such as not accounting for slippery floors and how to handle that, or forgetting to create a bow in advance that reflects the tone of the work more accurately.
- All students hit this objective so I am satisfied with their performance here. They wrote this report have six instances of discussion boards where they created AI images and then debated their findings with their classmates. The reports that they wrote, then, reflect in-process thinking about AI images and wasn't meant to be a final, definitive statement about AI image generators. Thus, I didn't mark anybody as mastering this objective, as that wasn't the goal. Next semester I will vary the AI practice discussion boards to have students practice with other applications of visual AI generators, so that should keep this assignment fresh and relevant.
- No significant changes are anticipated at this time, since the results are as expected for a course like this one populated with majors, minors, and other highly motivated students. Minor adjustments to how content is

covered and demonstrated prior to student work on the final project may be implemented the next time the course is offered, which will be during Spring 2028 based on current rotational patterns.

- A strong point of view is sometimes mistaken as the same as an "action" (a line specific objective). I intend to infuse into the curriculum a clear and repeated demonstration of the difference between the two.
- The iterative nature of the course and the multiple levels of feedback and assistance provided through the first five stages of this project lead me to believe that the structure of the project is good. At times I wonder how often students work on homework outside of class. It is a challenging project, but I also believe that a significant amount of time is devoted to assistance along with templates that they can borrow from.
- Results in problem solving and process reveal developing and proficient approaches to successfully imagine, plan, and cultivate a work. Whereas students employed multiple approaches in process and preparation, some experienced challenges coping with unexpected challenges that arose during the project. In future semesters, the introduction and refinement of coping skills will be infused into course content to move students who are developing to proficient and students who are proficient to mastery.
- A few students did not submit on time. Accountability partners could help with staying on track.

SLO3: Creativity and Transformation

- The low scoring students mainly had trouble with time management in a process that involves continued development due to drying times. In the future I plan on setting deadlines for specific steps in the process.
- Corporate interpretation and conceptualization is the emphasis in this ensemble. This assessment reflects the ensemble's achievement in this area. The ensemble is achieving at a proficient level. Some members of the ensemble are probably mastering the music being performed, some are probably emerging or developing with regards to interpretation and conceptual development.
- Data will be monitored to assess patterns and make adjustments to curriculum.
- Data will be monitored to assess trends and need to modify curriculum.
- Not assessed due to the subjective nature.
- The broad breadth of prior art studio experience, which varies from semester to semester, has significantly contributed to the overall improvement in final results. This diverse background allows students to draw upon a wide range of skills, techniques, and perspectives, enriching their creative process and enhancing the quality of their work. However, because the studio experience is somewhat inconsistent across semesters, students may encounter varying levels of challenge and opportunity, which can impact their final outcomes. To better support students who are struggling, increasing the number of individual critiques could be beneficial. Personalized feedback allows for more targeted guidance, helping students identify areas for improvement and develop their skills more effectively. Additionally, reducing the overall number of assignments might help students focus more deeply on each project, encouraging quality over quantity and providing ample time for reflection and refinement. Overall, despite these considerations, the current results are satisfactory. The combination of diverse studio experiences and targeted support measures has yielded positive outcomes, though ongoing adjustments could further enhance student achievement and learning experiences in future semesters.
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focused experience. I believe that maintaining a challenging and comprehensive curriculum is essential to fostering genuine skill development and encouraging students to deepen their understanding of etching as an art form. Balancing the diversity of student needs with the integrity of the course content remains a priority for me.

- Students participation in oral critiques is often the results of the dynamics of the group. In the future, I will work in some critiques where students can explore many different types of critique including group evaluation, one-on-one interviews or more playful ways of exploring artwork.
- Most of the groups had at least one person that evolved as a leading force. In the group that resulted in the unsatisfactory range, no leader ever emerged and it was the smallest group and most of them flailed. These results indicate that allowing students to form their own groups left the least involved and prepared students to fluster and it would have been better to split them all up then place them in a group together. In the future, groups of 5 students may be better to consider than a small group of 3 students to make sure a leader emerges.
- Create a performance reminder list that addresses the common project pitfalls such as not accounting for slippery floors and how to handle that, or forgetting to create a bow in advance that reflects the tone of the work more accurately.
- I've used this project for many years in this class and have my guidelines laid out clearly for what I am looking for from students. The students who did not meet the guidelines either didn't turn in the project or rushed through it, not reading the guidelines carefully. Thus, I am satisfied with where this project is at and how this objective is being assessed. However, I may incorporate more practice assignments, or have students submit portions of their portfolio throughout the semester, rather than everything at once, to help students manage the workload better and help them produce better results.
- No significant changes are anticipated at this time, since the results are as expected for a course like this one populated with majors, minors, and other highly motivated students. Minor adjustments to how content is covered and demonstrated prior to student work on the final project may be implemented the next time the course is offered, which will be during Spring 2028 based on current rotational patterns.
- There was wide range of understandings or applications of "detailed physical space" within the courses. I intend to create a new exercise for the curriculum which tests their understanding of the definition and application. This will include a series of images created in the class to demonstrate "detailed" and "general" spaces.
- The students all arrived at a high level. I think this is largely due to the fact that they were able to make six versions with feedback on the first five versions. Additionally, they were able to see their peers solutions evolve and could learn from this as well. The only student who did not arrive at a high level dropped the class and did not finish the project.
- Results in creativity and transformation reveal developing and proficient approaches in employing a unique interpretive and conceptual approach in creating a work. Whereas some students employed novel and unique ideas, some needed further development. In future semesters, new and expressive approaches stressing unity and coherence will be infused into course content to advance students who are developing to proficient and students who are proficient to mastery.
- Most students in this course demonstrated Mastery in their final collaborative project. Continued guidance from the instructor, workshopping, a spread-out timetable, and use of class time for project creation and rehearsals helped with this. Accountability structures within the group could help with keeping other group members in check with deadlines and participation.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 43% submission rate of all creative courses with 331-351 students assessed, depending on each SLO. Table 4 shows that overall students met or approached the 70% threshold for Creative Competencies (70%), Problem Solving and Process (72%), and Creativity and Transformation (69%). The four-semester trend data reveals encouraging patterns, with significant improvement from Fall 2023 through Spring 2024, followed by slight declines in Fall 2024, and renewed growth in Spring 2025. Creative Competencies improved from 62% in Fall 2023 to 72% in Spring 2024, maintaining strength at 71% in Fall 2024, with Spring 2025 showing 70% meeting expectations. Problem Solving and Process demonstrated the strongest upward trajectory, rising from 63% in Fall 2023 to 72% in Spring 2025, exceeding the 70% threshold. Creativity and Transformation showed steady improvement from 63% in Fall 2023 to 69% in Spring 2025.

Students generally demonstrated developing to proficient levels of creative competencies through iterative projects, feedback-driven assignments, and group collaboration, with some excelling through consistent engagement, prior studio experience, and workshop participation. Faculty identified variability in student preparation, time management, and group dynamics as key factors affecting performance, prompting considerations for more structured check-ins, adjusted group composition, and clearer assignment guidelines. While overall results met or exceeded expectations, future improvements may include increasing individualized feedback, offering scaffolded assignments, and refining curriculum elements to better support diverse student needs and creative expression.

VIII. Discussion and Recommendations

The Spring 2025 Creative assessment results demonstrate positive momentum in student performance across all three SLOs. The four-semester trend data shows significant improvement from Fall 2023 baseline levels, with Creative Competencies rising from 62% to 70%, Problem Solving and Process improving from 63% to 72%, and Creativity and Transformation advancing from 63% to 69%. Notably, Problem Solving and Process has exceeded the 70% threshold, while the other two SLOs approach this benchmark. The pattern indicates successful interventions and pedagogical adjustments have been implemented following earlier assessment cycles.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.

- Maintain and expand the successful interventions that have contributed to the positive four-semester trend, particularly those supporting Problem Solving and Process which has exceeded the 70% threshold.
- Continue focus on individual feedback and iterative improvement processes that faculty actions indicate are supporting student success.
- Investigate specific factors that have led to consistent improvement from Fall 2023 baseline to identify and replicate effective strategies.
- Continue emphasis on enhanced time management strategies, structured guidance for creative exploration, and process development as highlighted in faculty responses.
- Review why the asynchronous/ DE modality had a higher proficiency rate (100 %) in the area of problem solving and process compared to other modalities.

Appendix D: General Education Summary Report
Citizenship & Responsibility: Critical Analysis and Reasoning
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Critical Analysis and Reasoning, 60% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Critical Analysis and Reasoning Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
CRITICAL ANALYSIS AND REASONING	27	45	60%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. The majority of courses were delivered through various modalities with strong representation across face-to-face and distance education delivery methods.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
R - Critical Analysis and Reasoning	SOC305 Sociology of Religion	98,99	Asynchronous Distance Education	74
R - Critical Analysis and Reasoning	PSYC245 Psychology of Leadership	01	F2F	34
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	01,02	F2F	42
R - Critical Analysis and Reasoning	WRIT281 Intro to Tutoring Writing	01	Synchronous Distance Education	7
R - Critical Analysis and Reasoning	SSDV281 Peer Educator Development	94,95,96	Synchronous Distance Education	7
R - Critical Analysis and Reasoning	MATH113 Concepts of Geometry and Statistics	02	F2F	35

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
R - Critical Analysis and Reasoning	MATH103 Critical Reasoning in Mathematics	03	F2F	29
R - Critical Analysis and Reasoning	WRIT381 Topics in Writing Tutoring	01	Asynchronous Distance Education	15
R - Critical Analysis and Reasoning	PHIL223 Philosophy of Religion	01	F2F	22
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	01,02,03, 04,05	F2F	191
R - Critical Analysis and Reasoning	ECON122 Principles of Microeconomics	98,99	Synchronous Distance Education	68
R - Critical Analysis and Reasoning	MATH113 Concepts of Geometry and Statistics	03	F2F	30
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	04	F2F	46
R - Critical Analysis and Reasoning	SOCI260 Foundations of Sociological Thought	97	Asynchronous Distance Education	77
R - Critical Analysis and Reasoning	SOCI101 Introduction to Sociology	03,05	F2F	44
R - Critical Analysis and Reasoning	MEDJ120 Introduction to Emergent Media	98, 99	Asynchronous Distance Education	57

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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None	Total
SLO 1 - Conceptualization	41.2% (7)	5.9% (1)	0.0% (0)	47.1% (8)	0.0% (0)	5.9% (1)	0.0% (0)	17
SLO2 - Analysis	41.2% (7)	0.0% (0)	0.0% (0)	58.8% (10)	0.0% (0)	0.0% (0)	0.0% (0)	17
SLO3 - Evaluation	35.3% (6)	0.0% (0)	0.0% (0)	52.9% (9)	0.0% (0)	11.8% (2)	0.0% (0)	17

**The total number of courses submitted may differ from the number assessed due to 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 synchronous distance education (SYNC DE)]. Figure 1 charts performance by modality, and Figure 2 and Table 8 present four-semester trend data.

Table 4: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (Overall)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	17	762	10	13	90	375	274	8	15%	85%
Analysis	17	758	12	17	64	419	246	15	12%	88%
Evaluation	17	764	11	90	55	345	263	15	20%	80%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	9	459	5	13	82	226	133	6	22%	78%
Analysis	9	455	7	17	59	262	110	13	18%	82%
Evaluation	9	467	6	75	49	207	130	6	28%	72%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	5	221	4	0	1	85	131	2	2%	98%
Analysis	5	221	4	0	2	85	130	2	3%	97%
Evaluation	5	218	4	2	5	76	131	5	5%	95%

Table 7: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (SYNC DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	3	82	1	0	7	64	10	0	10%	90%
Analysis	3	82	1	0	3	72	6	0	5%	95%
Evaluation	3	79	1	13	1	62	2	4	19%	81%

Figure 1: Performance by Modality - Percent Meeting Expectations

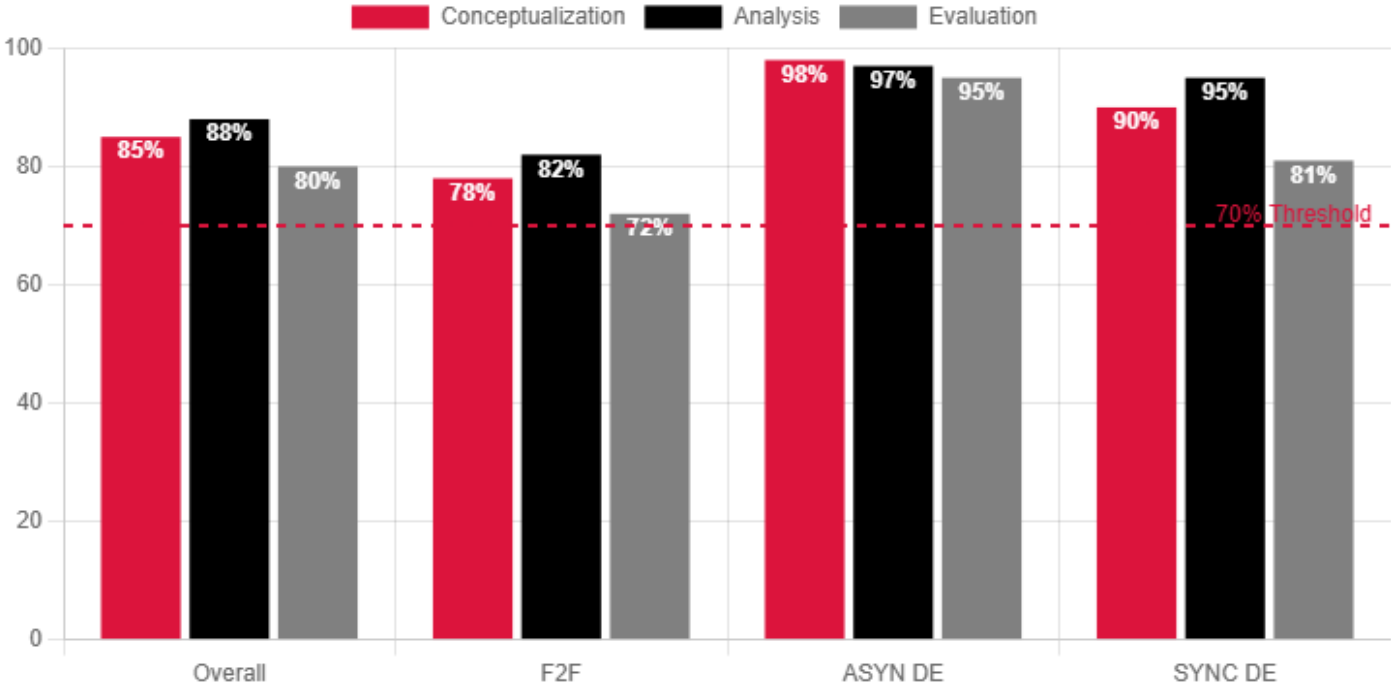


Figure 2: Four-Semester Trend Data

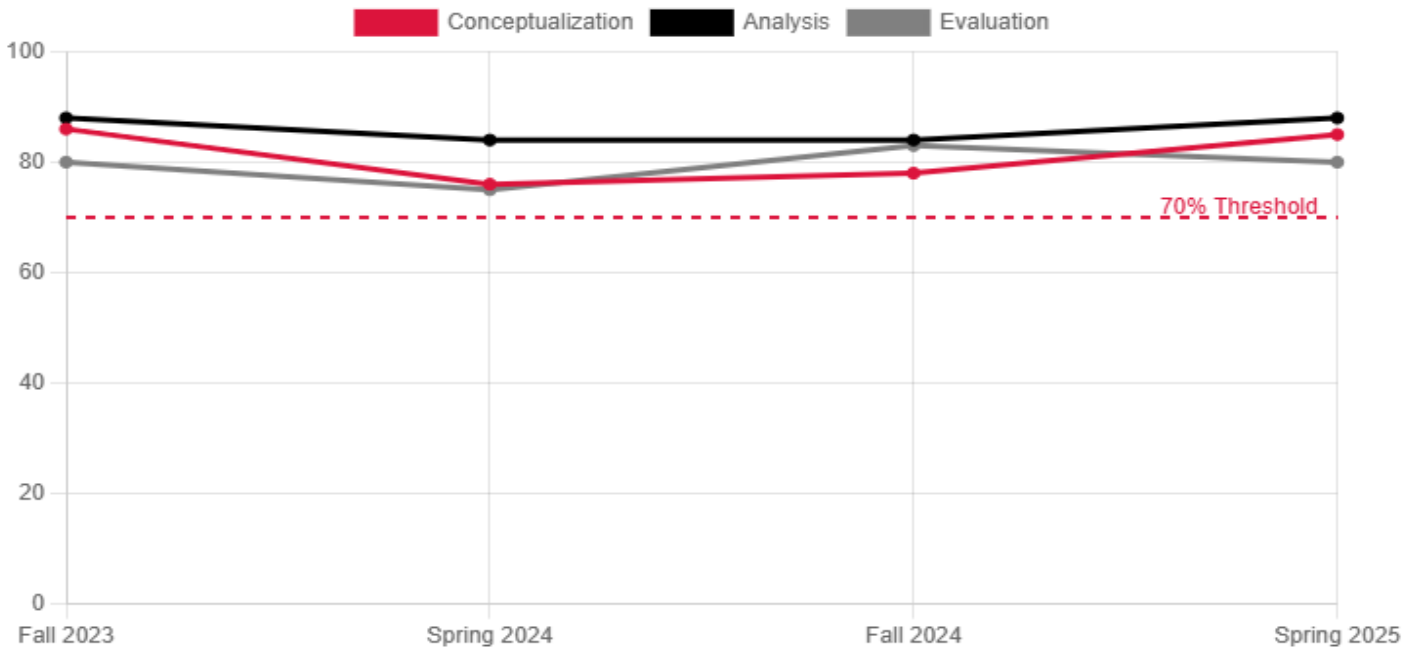


Table 8: Four-Semester Trend Data

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Conceptualization	86%	76%	78%	85%
Analysis	88%	84%	84%	88%
Evaluation	80%	75%	83%	80%

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 prompts for each SLO.

SLO1: Conceptualization

- Assessment results indicated that students connected classical theories of religion to contemporary sociological issues. In future iterations of the course, I will use theoretical readings with case studies and guided discussion prompts to help students more effectively conceptualize the relevance of foundational ideas. Additionally, I plan to implement low-stakes reflection assignments early in the semester to encourage deeper engagement with theoretical frameworks.
- Students demonstrated a high rate of mastery on this combined metric consisting of quizzes and a paper conceptualizing leadership style. No changes to be made in the near future.
- The results were straightforward. Since I broke the prompt into perfect paragraphs, students followed a structure. The differences in competencies were largely about how much they wrote or what detail they used. It was a matter of interpretation to judge what was "complete." Nearly all of the students were "accurate." Most (19) were accurate and complete but were only loosely related to the other concepts - or paradigms against which the students contrasted their chosen paradigm. This begs the question: should we gear the instruction toward relations with other paradigms? Is this the true measure of critical analysis and reasoning?
- Having taught and having reflected upon and improved upon the teaching of this class for more than 16 years, I am once again pleased, overall, with what the learning presented in final reflections this semester. One student did not complete the final assignment (hence the 1 Unsatisfactory tally). I will spend time over the summer thinking about small adjustments I want to make to the course. Reflection is difficult under the pressure of multiple end-of semester deadlines.
- Students performed well this term by conceptualizing concepts from class activities and discussions in their weekly written reflections. These data help demonstrate that assessment follow-up from past semesters regarding the implementation of an evaluative rubric tied to conceptualization is assisting students in meeting this goal. We will continue to monitor student progress regarding how they conceptualize concepts from weekly meetings in reflection assignments and make adjustments in the future if necessary.
- I will compare results with my notes to see if I can spend more/less time on topics.
- Results are satisfactory.
- Students had up to five opportunities to take the final quiz to reach proficiency (defined as 80% or higher on the final competency quiz). Eight students achieved proficiency or mastery (> 90%) after a single attempt. The other seven students achieved proficiency or mastery on their second attempt. I reviewed questions that had particularly low scores to determine whether or not to modify them and made changes where appropriate to the final competency instrument (see attached file).
- In future iterations of the course, I will specify which concepts need to be related to each other in more detail, and in which specific contexts, as well as stressing the need for clear distinctions and definitions at the start of the essay.
- If the majority of students demonstrate a basic understanding but struggle with application, I will incorporate more scaffolded practice throughout the semester — including low-stakes writing exercises that guide students step-by-step through theoretical application. Additionally, I may include more targeted lecture content or discussion prompts focused on bridging abstract concepts and lived experiences, especially using examples drawn from student observations.
- Based on our previous assessments, the program identified a need for more student support in understanding government policies under different market structures. At present, no changes are recommended.

- I am looking at the pattern of the problems that were missed by students, looking at the problems done in class, and determining if enough time and effort was spent on those types and levels of problems.
- Continue discussions of concepts, emphasize definitions and applications to the real world and continue monitoring
- It would be nice to see fewer in developing and below. More in-class practice would be beneficial, but these are big gen ed sections and much the outcome reflects the number of underprepared students and students that put in limited effort. Absenteeism is remarkable and this class and my delivery of it are quite popular.
- The data showed that those who completed the assignment were proficient in the concept. Everyone in the class finished the assignment.

SLO2: Analysis

- Student performance on analytical essays revealed mastery in applying sociological theories to specific religious practices and institutions. To improve analytical skills, I will incorporate more structured analytic exercises in class, such as comparative analyses of religious case studies, and provide clearer rubrics emphasizing the application of theory to empirical examples.
- Unlike the other SLO's, students struggled more with analysis. However, the data is skewed by late and unsubmitted work at the end of the semester. Nonetheless, I do plan on spending more time on this topic in class in the hopes that this measurement will increase.
- The results were more linear from emerging to mastery. The students who did not achieve mastery level likely struggled with writing. This is a 100-level general education course and many of the students were first-time freshman although not to the degree seen by SOCI 101. We will consider improving the prompt with more examples.
- Having taught and having reflected upon and improved upon the teaching of this class for more than 16 years, I am once again pleased, overall, with what the learning presented in final reflections this semester. One student did not complete the final assignment (hence the 1 Unsatisfactory tally). I will spend time over the summer thinking about small adjustments I want to make to the course. Reflection is difficult under the pressure of multiple end-of semester deadlines.
- Based on the data collected, students are generally able to analyze concepts from weekly meetings in their written reflections. To improve outcomes in this goal area, we may look to conduct in class discussions in key weeks regarding the difference between conceptualization and analysis to more closely tie our assignments (and their intended outcomes) to the critical analysis and reasoning competencies/goals.
- I will compare results with my notes to see if I can spend more/less time on topics.
- Results are satisfactory.
- Students had up to five opportunities to take the final quiz to reach proficiency (defined as 80% or higher on the final competency quiz). Eight students achieved proficiency or mastery (> 90%) after a single attempt. The other seven students achieved proficiency or mastery on their second attempt. I reviewed questions that had particularly low scores to determine whether or not to modify them and made changes where appropriate to the final competency instrument (see attached file).
- In future iterations of the course, I will indicate by examples some specific ways in which concepts can be related to each other and give examples of how to analyze a concept in this field of inquiry.
- Student responses to this prompt provide valuable insight into their ability to critically analyze religious practices using sociological frameworks. If students successfully move beyond description and demonstrate analytical thinking — such as identifying patterns, interpreting meaning, and making theoretical connections — it indicates strong engagement with higher-order cognitive skills. If, however, responses are largely descriptive or show only superficial analysis, I will revise course content to provide more explicit instruction and modeling on how to conduct sociological analysis. This may include class workshops or short assignments that require students to

distinguish between observation and interpretation, or to practice analyzing short religious case studies using course concepts.

- Based on our previous assessments, the program identified a need for more student support in understanding government policies under different market structures. At present, no changes are recommended.
- I am looking at the pattern of the problems that were missed by students, looking at the problems done in class, and determining if enough time and effort was spent on those types and levels of problems.
- Continue discussions of concepts, emphasize definitions and applications to the real world and continue monitoring
- It would be nice to see fewer in developing and below. More in-class practice would be beneficial, but these are big gen ed sections and much the outcome reflects the number of underprepared students and students that put in limited effort. Absenteeism is remarkable and this class and my delivery of it are quite popular.
- The data showed that those who completed the assignment were proficient in the concept. Everyone in the class finished the assignment.

SLO3: Evaluation

- Evaluation results showed that students could identify sociological arguments. To enhance evaluative skills, I will integrate more debate-style activities and assign short position papers that require students to weigh competing sociological interpretations. Feedback will emphasize the development of evidence-based critique and argumentation.
- Students excelled on these team-based, hands-on projects. I don't plan on making any changes to this, but might adopt more of this pedagogical approach for this and other courses.
- The students were free to choose their case and in tumultuous times, this is easy for young people. They see sociology in nearly all of the issues around them. This explains how slightly more students achieved mastery. We will consider encouraging the freedom of students in this area.
- Having taught and having reflected upon and improved upon the teaching of this class for more than 16 years, I am once again pleased, overall, with what the learning presented in final reflections this semester. One student did not complete the final assignment (hence the 1 Unsatisfactory tally). I will spend time over the summer thinking about small adjustments I want to make to the course. Reflection is difficult under the pressure of multiple end-of semester deadlines.
- Data for this goal area demonstrate that more than half of the students were not able to conduct a peer observation. This was, in part, due to difficulties scheduling observations of other peer leaders. Our plan is to add a Zoom-recorded tutoring session option as a second resort/back up plan for peer educators with scheduling difficulties. This recorded session observation should support most students in their pursuit of conducting a evaluation of another peer's tutoring session.
- I will compare results with my notes to see if I can spend more/less time on topics.
- Results are satisfactory.
- Though nearly half of students produced excellent resource materials, two did not follow the instructions that the resource be connected to the semester topic. I modified the assignment to emphasize that the resource be grammar-focused.
- In future iterations of the course, I indicate how students are to weigh the relative strengths of the concepts in their chosen position against any weaknesses they can identify and give an example of a concept's implication within a theory
- The assignment prompt requires students to evaluate their observations through the lens of sociological theory, which reveals how effectively they can make informed judgments about religious practices and contexts. If students struggle to demonstrate evaluative thinking—such as weighing the influence of religion on social

behavior or critiquing theoretical perspectives—I will incorporate additional instructional support in future iterations of the course. This could include guided discussion prompts, peer review exercises, or smaller writing assignments that emphasize evaluation as distinct from description or analysis.

- Based on our previous assessments, the program identified a need for more student support in understanding government policies under different market structures. At present, no changes are recommended.
- I am looking at the pattern of the problems that were missed by students, looking at the problems done in class, and determining if enough time and effort was spent on those types and levels of problems.
- Continue discussions of concepts, emphasize definitions and applications to the real world and continue monitoring
- It would be nice to see fewer in developing and below. More in-class practice would be beneficial, but these are big gen ed sections and much the outcome reflects the number of underprepared students and students that put in limited effort. Absenteeism is remarkable and this class and my delivery of it are quite popular.
- The data showed that those who completed the assignment were proficient in the concept. Everyone in the class finished the assignment.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 60% submission rate of all critical analysis and reasoning courses with 758-764 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for all SLOs (80-88% meeting expectations), representing strong performance across all three learning objectives. Notably, the asynchronous distance education modality showed exceptional performance with 95-98% meeting expectations across all three SLOs. Synchronous distance education also performed well above the threshold (81-95%). Face-to-face delivery showed the lowest performance rates across all three SLOs (72-82%), though still meeting the 70%. The four-semester trend data reveals interesting patterns of recovery and stability, with Conceptualization showing a rebound from a low of 76% in Spring 2024 to 85% in Spring 2025, returning near its Fall 2023 level of 86%. Analysis demonstrated stability and recovery, dipping from 88% to 84% and then returning to 88% in Spring 2025. Evaluation showed the most variability, ranging from a low of 75% in Spring 2024 to a high of 83% in Fall 2024, before settling at 80% in Spring 2025. Students generally demonstrated proficiency in conceptualizing sociological theories and applying them to contemporary issues, aided by structured prompts, rubrics, and opportunities for reflection and revision. While conceptual understanding was strong, some challenges emerged in analysis—particularly with first-year students or late submissions—prompting plans for more scaffolded instruction, in-class discussions, and clearer distinctions between conceptualization and analysis. Evaluation skills varied, with success observed in hands-on and self-directed projects, though limitations in peer observation logistics and assignment clarity suggest the need for flexible alternatives and more targeted support. Across all SLOs, instructors expressed satisfaction with student learning and committed to ongoing improvements through enhanced instructional strategies, revised prompts, and increased in-class engagement opportunities.

VIII. Discussion and Recommendations

The strong performance in Critical Analysis and Reasoning assessment results for Spring 2025 demonstrates that students are meeting expectations across all modalities and learning objectives. The performance of distance education

modalities, particularly asynchronous delivery (95-98% meeting expectations), suggests that these formats may be particularly well-suited for critical analysis and reasoning skill development, possibly due to the additional time students have to process and reflect on complex concepts. Synchronous distance education also performed exceptionally well (81-95%).

The four-semester trend data reveals important patterns improvement in student performance. After declines in Spring 2024 across all SLOs (Conceptualization dropped to 76%, Evaluation to 75%), the program has demonstrated significant recovery. Spring 2025 results show Conceptualization and Analysis returning to strong levels (85% and 88% respectively), nearly matching their Fall 2023 performance. This pattern suggests that interventions implemented following the Spring 2024 results may have been effective.

Faculty action recommendations indicate diverse approaches to improving student learning, including the use of case studies and guided discussion prompts, structured analytic exercises, debate-style activities, and hands-on projects. Several faculty noted the effectiveness of providing clearer rubrics and more examples, while others emphasized the importance of connecting theoretical concepts to real-world applications.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate why asynchronous and synchronous distance education modalities show better performance compared to face-to-face delivery.
- Share successful pedagogical approaches identified in faculty actions, such as case study integration, structured exercises, and debate-style activities, across all modalities.
- Address faculty concerns about late submissions and writing challenges, particularly in 100-level courses with first-time freshmen.
- Document and replicate the successful interventions that contributed to the improvement in Spring 2025 performance.
- Monitor trends closely to identify early warning signs of performance declines and implement proactive measures.

Appendix E: General Education Summary Report
Interconnections: Diversity
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Diversity, 50% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Diversity Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
DIVERSITY	22	44	50%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. They were delivered either face-to-face or via asynchronous distance education.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
D - Diversity	EGGS102 World Cultural Geography	02,03	F2F	60
D - Diversity	SOWK200 Diversity and Social Justice	99	Asynchronous Distance Education	82
D - Diversity	PSYC210 Child Development	02,03	F2F	77
D - Diversity	SPMG235 Inclusive Sport and Recreation Programming	01	F2F	35
D - Diversity	COMM314 Communicating Identity and Difference	01	F2F	25
D - Diversity	ANTH101 Introduction to Anthropology	01,02	F2F	79
D - Diversity	SOCI201 Families in Society	01	F2F	34

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
D - Diversity	SOCI201 Families in Society	99	Asynchronous Distance Education	35
D - Diversity	SOCI301 Social Stratification	01	Asynchronous Distance Education	18
D - Diversity	SOCI202 Racial and Ethnic Relations	01,02	F2F	63
D - Diversity	LING111 Language in the U.S.A.	01	F2F	34
D - Diversity	ECED250 Culturally Relevant Sustaining Education PK-4	98	Asynchronous Distance Education	39
D - Diversity	ECED250 Culturally Relevant Sustaining Education PK-4	02,03	F2F	56
D - Diversity	ARTH311 African-American Art	99	Asynchronous Distance Education	24
D - Diversity	ARTH370 Women, Art & Society	99	Asynchronous Distance Education	29
D - Diversity	ANTH120 Introduction to Cultural Anthropology	99	Asynchronous Distance Education	47
D - Diversity	EXER288 Women in Sport	01	F2F	38

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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO 1 - Human Diversity	35.3% (6)	0.0% (0)	5.9% (1)	58.8% (10)	0.0% (0)	0.0% (0)	0.0% (0)	17
SLO2 - Roots of Inequality	35.3% (6)	0.0% (0)	11.8% (2)	52.9% (9)	0.0% (0)	0.0% (0)	0.0% (0)	17
SLO3 - Awareness	41.2% (7)	0.0% (0)	5.9% (1)	52.9% (9)	0.0% (0)	0.0% (0)	0.0% (0)	17

**The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Human Diversity	17	750	44	41	94	320	251	14	24%	76%
Roots of Inequality	17	761	44	38	137	348	194	7	29%	71%
Awareness	17	762	36	36	86	289	315	8	21%	79%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Human Diversity	10	478	7	30	74	152	215	12	23%	77%
Roots of Inequality	10	489	27	32	105	154	171	5	34%	66%
Awareness	10	492	19	26	61	117	269	6	22%	78%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Human Diversity	7	272	37	11	20	168	36	2	25%	75%
Roots of Inequality	7	272	17	6	32	194	23	2	20%	80%
Awareness	7	270	17	10	25	172	46	2	19%	81%

Figure 1: Performance by Modality - Percent Meeting Expectations

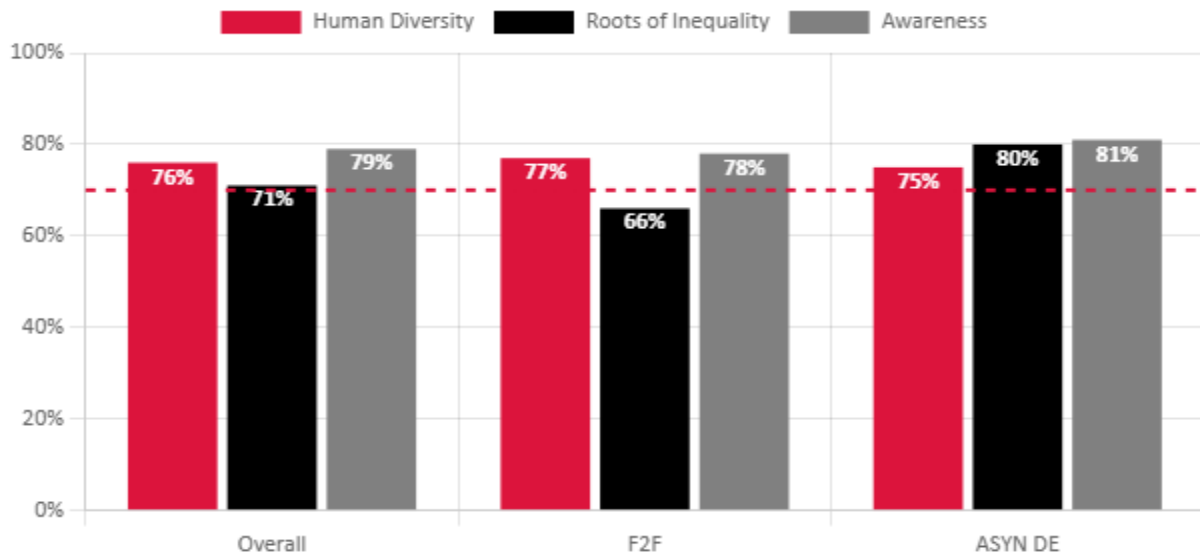


Figure 2: Four-Semester Trend Data

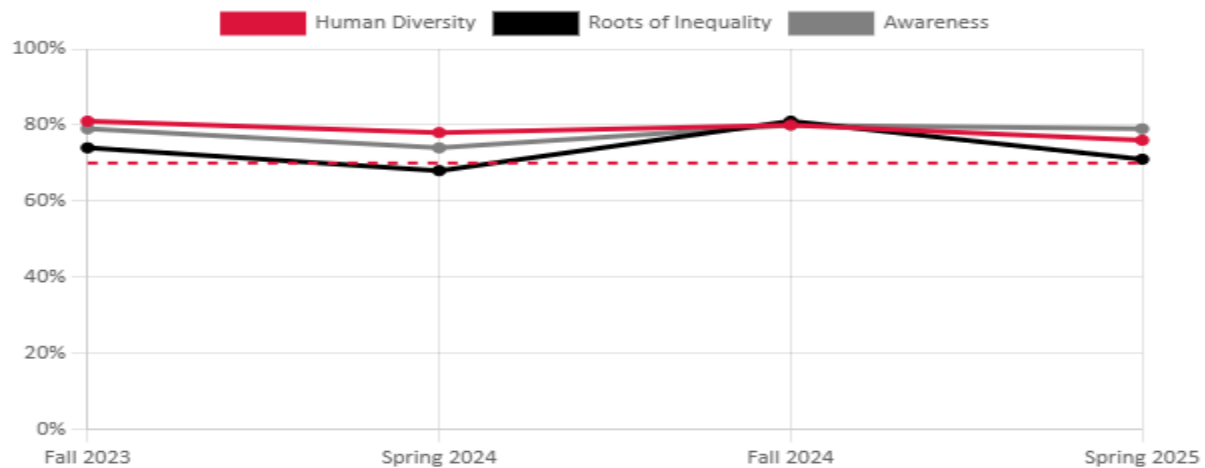


Table 7: Four-Semester Trend Data Table

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Human Diversity	81%	78%	80%	76%
Roots of Inequality	74%	68%	81%	71%
Awareness	79%	74%	80%	79%

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 prompts for each SLO.

SLO1: Human Diversity

- 44 Students did very well, recognizing how perspective can change so significantly over a small distance and how it is related to cultural exposure. A few students tried, but missed the mark a little bit and 9 students did not attempt the exercise. I thought this would appeal to students as it features two contemporaries (not historical) and tied up three aspects of identity that we discussed in class (religion, language, and ethnicity). I will use this exercise again but tie it to something closer to home (experience of young Native Americans).
- It seemed that most students understood what diversity was at the end of the course. However, there were three students that struggled with the assignment. It would help in future to make the assignment more detailed and clearer.
- Two students did not complete the assessment pertaining to SLO 1. Their data were excluded. 84% reported proficiency or mastery on SLO 1. No changes to how the course is taught are planned.
- Will use the results to continue improve student learning in future semesters. Most likely this will be more active, in-class work in small groups.
- Based on the results, especially the fact that only two of the papers assessed fell into the Emerging and zero in the Unsatisfactory categories, it is clear to me that the Personal Identity Construction Analysis Paper is an effective assessment tool for SLO #1. The primary difference between the Mastery and Proficient categories is the level of detail that students engaged in when responding to the paper prompt questions. But overall, the students' responses in their papers indicated to me that they understood the class concepts they were asked about and felt empowered to assess their identities and the ways in which they had been socially constructed. Students have provided verbal feedback to me about this particular paper indicating that they very rarely get the opportunity to be critical and reflective of their own identities of difference especially when understanding how their identities have been constructed compared to others. They appreciate the opportunity to engage in such

reflections in this paper. Based on this assessment data and the students' feedback, I plan to continue to use this paper as an assessment tool in future semesters.

- The primary topic of the course is Human Diversity, so the results appear pretty strong evidence that the course is reaching this goal.
- Since more than a 1/2 (58.8%) students were in the categories of proficient or mastery, a majority of students were aware of human diversity covered in content. In the future, the course needs to place more emphasis on content on human diversity and give more examples so that the number of students in the categories of unsatisfactory, emerging, and developing will be reduced.
- Data show that a greater majority of students (58.8%) were in the categories of Mastery (8.8%) or Proficient (50%). Only one student was considered unsatisfactory, and additional five students were considered Emerging. I would appreciate it if the office provides me any suggestions to improve: the ceiling effect is inevitable?
- To improve, the course needs to spend more time on explaining how to write the relevant sections effectively and how to present their clear understanding of human diversity. This semester was the first time the course was offered after integration with new course requirements. Because the course no longer requires lower level sociology courses, there were quite a few first year students enrolled in the course which I became aware after the semester had started. The course needs adjustment and needs to provide more basic information throughout the semester.
- Would like to see fewer emerging and developing. I need to do something to convince them to start these papers earlier and to consult me for help. Too many rush the work - and the work is not that hard, but it requires sustained attention. Papers come in waves, so should review expectations and examples a week or so prior to each due date.
- I will stress the diverse set of languages used throughout the world & the US and how they show similarities and differences.
- This is the second time I incorporated the "cultural background pie" written reflection as the module's assigned Discussion with their peers. It was completed at the conclusion of Chapters 5 & 6 that relate most to the learning outcomes. This created a focused response (rather than open-ended). I will continue to incorporate this as an assigned prompt for students to demonstrate their understanding of how culture impacts behavior and can serve as a strength/blinder. (Improvement from last semester.)
- I incorporated the "cultural pie" written reflection as a pre/post written reflection. In the past students' cultural background pies were only discussed - and last semester I had students accompany their background pies with a written reflection. Including pre/post reflections, it helped students consider new ideas from discussion and time to reflect for elaborating on their understanding of how culture impacts behavior and can serve as a strength/blinder. I did not grade this, but gave some class time for student reflections (end of class/start of following class). Due to it not being graded, there was some inconsistency with content quality. Attaching a grade to this may yield more thoughtful data for improved instruction. The Final Book Club Reflections were much improved this semester - I provided students with "key concepts" we collected throughout the semester and encouraged students to refer to the list when writing their reflection. I will continue to do this as it helped students in their writing by identify relevant ideas they could develop to make their points. (Improvement from last semester. All students demonstrating "proficient" or "mastery" - majority at "mastery" level.)
- The results for this SLO will inform future course iterations to enhance student learning, particularly for those in the "Developing," "Emerging," and "Not Satisfactory" categories. For the 7 students at "Developing," 1 at "Emerging," and 1 at "Not Satisfactory," improvements could include: reviewing the specific areas where these students struggled to understand how diversity and difference shape human experience and identity formation. Future courses will incorporate more diverse perspectives, potentially through guest speakers (via video), individual case studies, and primary source materials from the 19th century. Additionally, scaffolding activities (such as reflective journaling or small group work focusing on personal identity and its intersections with broader societal diversity) could be introduced earlier in the course to provide more opportunities for students to engage with these complex concepts and connect them to their own experiences.

- Student performance on the Human Diversity criterion, with a strong "Proficient" core but also "Developing" and "Emerging" groups, suggests a necessity to refine future iterations of ARTH 370. For "Developing" and "Emerging" students, I'll plan to introduce more direct, scaffolded activities that explore diverse identities and their formation. "Mastery" and "Proficient" student work will underscore enhanced discussions and project options, allowing deeper engagement with intersectionality and the complexities of human experience. This multi-tiered approach will hopefully ensure that all students can (better) grasp how diversity shapes identity.
- The question used for this assessment was from an early quiz in the class. I could potentially use the same question later in the semester to note improvement in understanding over the semester.
- Students will be provided with detailed review sessions in addition to projects, discussions, and documentaries to help with learning.

SLO2: Roots of Inequality

- The majority of students did very well with this exercise recognizing the roots of inequality in Myanmar society related to religion and ethnicity and the establishment of a 'them and us' mentality. I think moving forward though, I will keep this exercise but link it to something closer to home. I'm not confident that all the students were able to translate what they learned in this exercise to events in contemporary USA (results of a later exercise).
- It seemed that most students understood what inequality was by the end of the course. However three students struggled with understanding the assignment. It would help in the future to make assignment more detailed and clearer.
- Two students did not complete the assessment pertaining to SLO 2. Their data were excluded. 67% reported proficiency or mastery on SLO 2. No changes to how the course is taught are planned.
- Will use the results to continue improve student learning in future semesters. Most likely this will be more active, in-class work in small groups.
- Based on the results, especially the fact that none of the papers assessed (except for one) fell into the Emerging or Unsatisfactory categories, it is clear to me that the PSA Project is an effective assessment tool for SLO #2. I would like to see more of the assessed projects in the Mastery and Proficient categories, though. I believe a significant factor in terms of why more papers fell into the Proficient category is because the students procrastinated with finalizing the paper based on their verbal feedback to me. I already embed a Proposal for the project earlier in the semester to get the students thinking about the project at least a month prior to when the paper is due. I also gave the students time during class to work on the project and ask me questions to receive constructive feedback. I will continue in future semesters to encourage the students to work on the components of the final paper in a more timely manner so they can put more effort into the assignment. Overall, though, I am pleased with the outcome and find this particular assignment to be especially helpful in assessing whether or not the students have comprehended an understanding of the historical and cultural roots of inequality as well as how to respond to the need for social justice.
- The results suggest that the course section that focuses on the origins of stratification and states is reaching most students.
- Nearly 1/3 (29.4%) of students were in the categories of proficient or mastery; thus, the course need to have more emphasis on roots of inequality. More than 1/3 of students did not meet the level of satisfactory (38.2%) indicating that they did not have clear understanding of roots of inequality. In the future, the course needs to place more emphasis on the topic and give more examples so that the number of students in the categories of unsatisfactory, emerging, and developing will be reduced.
- Nearly a third (32.4%) of students were in the category of Unsatisfactory. To improve, more low stake and more frequent assessment on the topic of roots of inequality need to be given during the semester. Also, more everyday examples should be used to illustrate roots of inequality.

- 2/3 of students (66.6%) were in the categories of Mastery or Proficient; thus the course did fairly well in terms of students' understanding of Roots of Inequality. To improve, the course needs to spend more time on explaining how to write the relevant sections effectively and how to present their clear understanding of roots of inequality.
- I am pleased with the number scoring proficient or mastery. The second mode at emerging is troubling. This was the more challenging of the assessments, however - and so that's to be expected. This was a new approach and I found it overall successful, but I could have worked in more time to practice.
- More context about how American history has seen the destruction of linguistic diversity as well as the influx of a wide variety of languages not indigenous to the US (like English).
- Modify "human story" reflective prompts to align language more closely to outcome. Specificity related to historical and cultural roots of inequality.
- Modify "human story" reflective prompts to align language more closely to outcome. Specificity related to historical and cultural roots of inequality. (Improvement from last semester. All students demonstrating "proficient" or "mastery".) This is the SLO I will target for making greater students learning improvements for future.
- A close examination of the "Roots of Inequality" results will help improve future offerings of ARTH 311. For students who struggled in their mastery of this SLO, the curriculum might be tweaked to offer more explicit connections between historical events and manifestations of inequality. This will involve introducing primary and secondary source materials that illustrate historical power dynamics and their lasting impact. Narratives from marginalized groups will be spotlighted—even more than they are already—ensuring that students gain a multi-faceted understanding of how different communities have experienced and resisted inequality. Furthermore, the course will emphasize critical thinking skills necessary to analyze systemic inequalities, perhaps through dedicated (non-graded) opportunities dedicated to identifying bias in historical accounts. Early-semester, low-stakes writing assignments could be implemented to encourage students to articulate their understanding of complex historical concepts, which will allow for early identification of misconceptions and opportunities for me to provide relevant and useful feedback.
- The distribution of scores for "Roots of Inequality," especially the "Developing" and "Emerging" groups, indicates a need to strengthen understanding of historical and cultural forces driving inequity. For students struggling to grasp these foundational concepts—especially in an assignment that surveys the contemporary commercial art market—I will integrate more explicit historical case studies that more directly connect past injustices to contemporary matters. This might include surveying the reception and performance/demand for women artists over time, not just within the last few decades.
- The question used for this assessment was from an early quiz in the class. I could potentially use the same question later in the semester to note improvement in understanding over the semester.
- Students will be provided with detailed review sessions in addition to projects, discussions, and documentaries to help with learning.

SLO3: Awareness

- This was the first time I had used the Implicit Bias test and was concerned that students would not buy into the exercise. However, I was very pleasantly surprised. The majority of students provided a very nice reflection – expressing some surprise at their results. It also prompted a classroom discussion that I had not planned. I am very pleased with the results of this exercise and its results. I will definitely use again. The students who did not do well either did not complete or seemed to have difficulty interpreting the questions I asked. I will revisit the form and work to clarify questions.
- It seemed that most students understood awareness; however, three students struggled to understand the assignment. It would help in the future to make the assignment more detailed and clearer.
- Two students did not complete the assessments pertaining to SLO 3. Their data were excluded. 87% reported proficiency or mastery on SLO 3. No changes to how the course is taught are planned.

- Will use the results to continue improve student learning in future semesters. Most likely this will be more active, in-class work in small groups.
- Overall, the students did extremely well on their Reading Reflection assignments and were able to not only articulate their attitudes and beliefs regarding a number of class topics related to identity and difference but also critically reflect on their awareness of (and sometimes a lack of previous awareness) about their own preconceived biases and stereotypes of identities of difference. They used the Reading Reflections as a way to discuss some of their personal journeys in regard to coming to terms with those beliefs and trying to manage how they respond to their own internalized stigma but also how they might be contributing to the public stigma of others and how to change that reality. I will continue to use this assignment as a way to assess SLO #3.
- The results indicate that students retained information from the first section of the course "sunk in" well. Most students retained this information/concept on the final.
- Although a half (50%) of students were in the categories of mastery and proficient, nearly 1/4 (23.5%) of students were in the category of unsatisfactory. It seems that "Awareness" is the most divided section, indicating for some students, it was easy to comprehend (35.3% in mastery) while 1/4 of them struggled. More low stake in-class exercise and relevant quiz questions need to be added in the future.
- Nearly 30% of students were in the category of Unsatisfactory although nearly 1/3 of students (32.4%) were in the category of Mastery. It seems that Awareness is easy to grasp for some but very difficult to grasp in the other group. To improve, more low stake and more frequent assessment on the topic of roots of inequality need to be given during the semester. Also, more everyday examples should be used to illustrate Awareness.
- To improve, the course needs to spend more time on explaining how to write the relevant sections effectively and how to present their clear understanding of awareness.
- I think this is about as good as one might expect for these distributions. Perhaps this method was too easy, however. Or I could have coded the work more stringently - producing a more normal distribution.
- More context about linguistic awareness.
- This semester two data sets were incorporated to better understand how student learning was impacted. Speak-up strategies to respond to a given scenario. was used along with data from the Implicit Association Test (IAT) & Reflection. I will continue to utilize both data sets as they tightly align to the learning outcomes.
- For the past two semesters I incorporated two data sets to better understand how student learning was impacted. 1) Speak-up strategy videos to respond to a given scenario. Students role played/demonstrated relevant speak up strategies, identified the strategy names used in the their role play, and explained its relevance; 2) Implicit Association Test (IAT) & Reflection. I will continue to utilize both data sets as they tightly align to the learning outcomes. (Students were very successful - Most students demonstrating "mastery".)
- Tracking the previous two SLOs, student performance broke down as follows: 7 "Developing," 1 "Emerging," and 1 "Not Satisfactory." To address these areas, the course could integrate more explicit exercises designed to help students identify and analyze their personal biases—perhaps one of the weakest elements of ARTH 311 as it currently stands. Again, this could include structured reflection journals prompting students to explore their assumptions, or activities utilizing implicit association tests followed by facilitated discussions. I will continue to incorporate diverse perspectives and narratives into course content—through readings and other formats/media—which will challenge students to confront their own worldviews and consider alternative viewpoints. For the 9 "Proficient" and 6 "Mastery" students from this semester, their submissions will be anonymized and used as examples to guide students in future iterations of the course.
- The assessment results for "Awareness" indicate a need to deepen students' capacity for self-reflection regarding personal biases—about gender or related topics. In future iterations of ARTH 370, I could integrate more explicit exercises in critical self-assessment. Structured journaling, prompts that encourage reactions to course material, or activities requiring students to articulate their initial assumptions versus evidence-based conclusions might be useful. My goal would be to cultivate in students a more conscious recognition of their own biases and develop

strategies for mitigating them. This should lead to a more (academically honest) engagement with the perspectives presented in class.

- The question used for this assessment was from an early quiz in the class. I could potentially use the same question later in the semester to note improvement in understanding over the semester.
- Students will be provided with detailed review sessions in addition to projects, discussions, and documentaries to help with learning.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 50% submission rate of all diversity courses with 750-762 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Human Diversity (76%) and Awareness (79%), and Roots of Inequality (71%). The performance across modalities shows mixed results: asynchronous distance education performed well for Roots of Inequality (80%) and Awareness (81%), while face-to-face delivery showed lower performance for Roots of Inequality (66%) but similar performance for Human Diversity (77%) and Awareness (78%). The four-semester trend data reveals relatively stable performance for Human Diversity and Awareness, with some fluctuation in Roots of Inequality performance. Human Diversity declined slightly from 80% to 76%, Roots of Inequality decreased from 81% to 71%, while Awareness remained consistent at 79-80%.

Faculty comments and suggested actions suggest a need for more scaffolding, low-stakes assignments, in class activities, and real-world examples. Instructors plan to enhance learning through clearer prompts, added review sessions, early-semester interventions, and more explicit connections between course content and contemporary or personal experiences. Successful tools and strategies included reflection papers, peer discussion-based exercises, and activities designed to help students recognize their own personal biases.

VIII. Discussion and Recommendations

The Spring 2025 Diversity assessment results show mixed performance across the three SLOs, with Human Diversity and Awareness meeting expectations while Roots of Inequality shows continued challenges. The variation in performance between modalities reveals that asynchronous distance education shows stronger performance for Roots of Inequality (80%) and Awareness (81%), while face-to-face delivery struggles particularly with Roots of Inequality (66%). Faculty actions demonstrate a commitment to improving student learning through diverse instructional approaches, including active learning strategies, reflective assignments, and explicit bias training.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.

- 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.
- Investigate the effectiveness of asynchronous distance education modalities for Roots of Inequality and Awareness instruction and consider best practices that can be applied to face-to-face delivery.
- Encourage faculty to implement more active learning strategies, frequent low-stakes assessments, and explicit connections to contemporary examples as suggested in faculty actions.
- Provide professional development opportunities focused on addressing personal bias and cultural competency in the classroom.

Appendix F: General Education Summary Report
Citizenship & Responsibility: Ethical Reasoning
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Ethical Reasoning, 33% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Ethical Reasoning Courses Assessed

Learning 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 through face-to-face and asynchronous distance education delivery methods.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	99	Asynchronous Distance Education	32
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	02	F2F	34
E - Ethical Reasoning	PHIL205 Medical Ethics	99	Asynchronous Distance Education	35

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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None	Total
SLO1 - Conceptualization	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3
SLO2 - Application	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3
SLO3 - Comparison and Evaluation	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3

**The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	3	101	3	8	22	39	29	0	33%	67%
Application	3	101	3	10	21	44	23	0	34%	66%
Comparison and Evaluation	3	101	3	11	24	29	34	0	38%	62%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	1	34	1	3	6	13	11	0	29%	71%
Application	1	34	1	4	6	14	9	0	32%	68%
Comparison and Evaluation	1	34	2	4	7	10	11	0	38%	62%

Table 6: Ethical Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Conceptualization	2	67	2	5	16	26	18	0	34%	66%
Application	2	67	2	6	15	30	14	0	34%	66%
Comparison and Evaluation	2	67	1	7	17	19	23	0	37%	63%

Figure 1: Performance by Modality - Percent Meeting Expectations

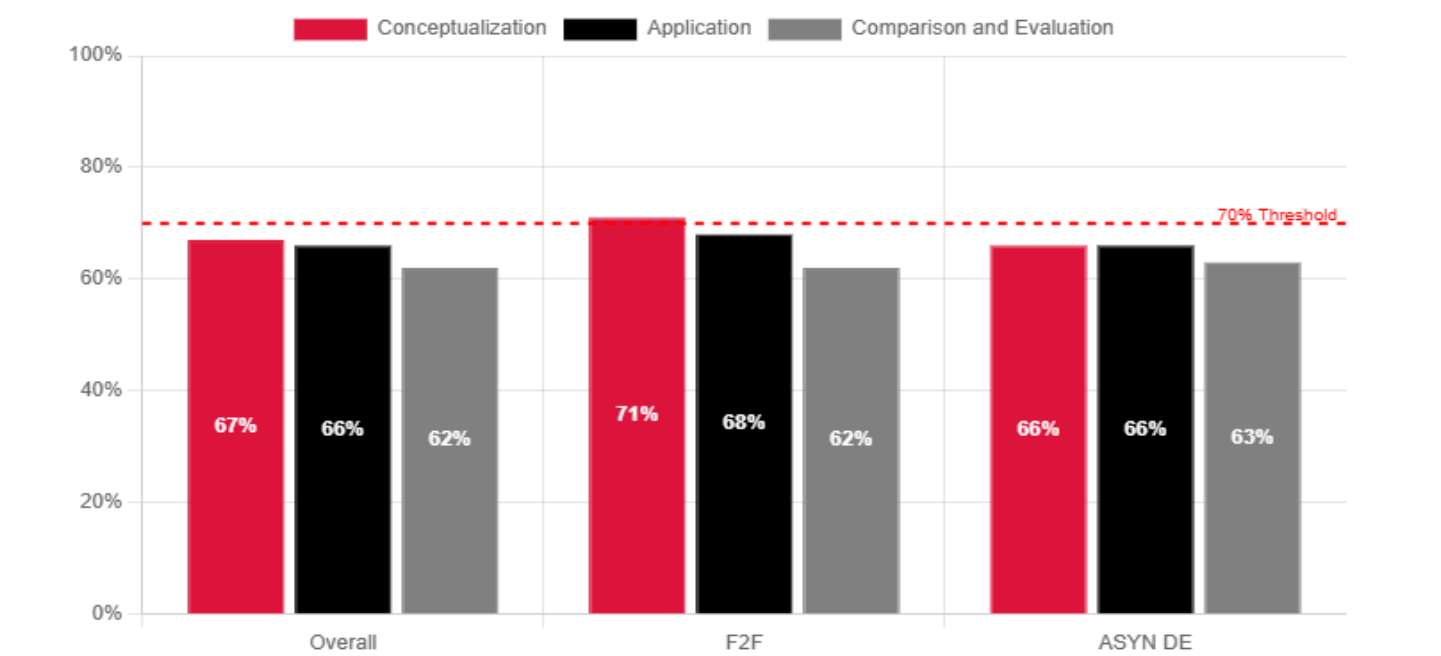


Figure 2: Four-Semester Trend Data

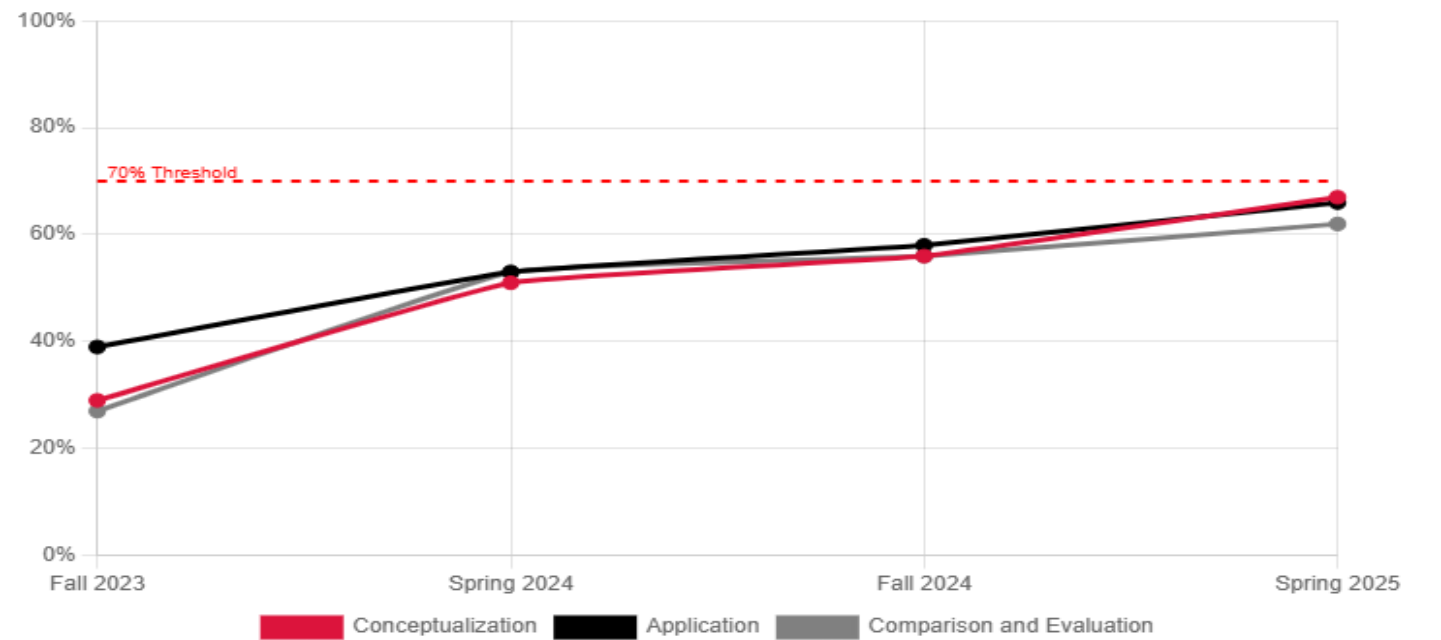


Table 7: Four-Semester Trend Data - Percent Meeting Expectations

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Conceptualization	29%	51%	56%	67%
Application	39%	53%	58%	66%
Comparison and Evaluation	27%	53%	56%	62%

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 prompts for each SLO.

SLO1: Conceptualization

- In future iterations of the course I will stress the relationship between definitions and distinctions, and ethical theory in their essays, and also emphasize the importance of providing referenced definitions at the start of their papers.
- In future iterations of the course I will be even more specific asking students to use referenced definitions and clear distinctions to show that they understand the various theoretical concepts in relation to each other, within a theory.

SLO2: Application

- In future iterations of the course, I will indicate that the various sides of the ethical dilemma require an application in cases presented in the essay question. Also, I will stress the need to provide real life implications of both their own view on the topic.
- In future iterations of the course, I will stress that the students are required to indicate the ways in which theoretical principles are applied in real life cases, and in particular, to the case or topic that they have chosen. Also, I will stress that indicate that they show how various sides of the ethical problem require an 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.

SLO3: Comparison and Evaluation

- In future iterations of the course, I will ask students to explain any problems as well as advantages of the theory they choose, in relation to other theories. I will also emphasize the need to identify the points of agreement across all the theories, to show the strengths of the one they choose as well as its possible weaknesses.
- In future iterations of the course, I will ask students to cite specific ways in which the ethical theories' principles are opposed to each other, and have common aspects, as well. I will also ask them to defend the relative strengths of their chosen theory, weighing these strengths against any weaknesses they can identify, and give an example of this as well.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 33% submission rate of all ethical reasoning courses with 101 students assessed across all SLOs. Table 4 shows that overall students did not meet the 70% threshold for any of the SLOs, with 62-67% meeting expectations. However, this represents an improvement from Fall 2024 when performance was 56-58%. The trend data reveals consistent improvement across all three SLOs from Fall 2023 to Spring 2025. Face-to-face delivery showed stronger performance (62-71% meeting expectations) compared to asynchronous distance education (63-66% meeting expectations), with F2F exceeding the 70% threshold for Conceptualization. Both modalities demonstrated progress toward the learning goals, with the continued upward trend suggesting that interventions and adjustments made by faculty may be having a positive impact on student learning outcomes. Faculty provided comprehensive action plans for improving student learning across all three SLOs, focusing on definitional clarity, real-world application, and comparative analysis of ethical theories.

VIII. Discussion and Recommendations

The gradual improvement in Ethical Reasoning assessment results from Fall 2023 to Spring 2025 indicates that students are making substantial progress in developing ethical reasoning skills. Notably, face-to-face delivery achieved the 70% threshold for Conceptualization (71%), suggesting that this modality may be particularly effective for this learning objective. The performance gap between F2F and asynchronous distance education warrants investigation to identify best practices that could be applied across all delivery methods. Faculty provided comprehensive action plans for all three SLOs, demonstrating strong engagement with assessment results and commitment to improving student learning.

Suggestions made following the Fall 2024 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the factors that contributed to the steady improvement trend to identify best practices that can be sustained and replicated.
- Examine why face-to-face delivery exceeded the 70% threshold for Conceptualization while other modalities did not and consider applying successful F2F strategies to distance education formats.
- Explore strategies to help students reach the 70% threshold while maintaining the positive upward trajectory.

Appendix G: General Education Summary Report
Interconnections: Foreign Language
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Foreign Language, 58% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Foreign Language Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FOREIGN LANGUAGE	11	19	58%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. Multiple delivery modalities were represented in the spring submissions.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
F - Foreign Languages	RUSS102 Elementary Russian II	01	F2F	6
F - Foreign Languages	FREN102 Elementary French II	01	F2F	12
F - Foreign Languages	ASLI101 American Sign Language 1	99,98,97,96	Synchronous Distance Education	89
F - Foreign Languages	CHIN102 Elementary Chinese II	01	F2F	15
F - Foreign Languages	RUSS102 Elementary Russian II	01,99	Multi-Classroom Synchronous	12
F - Foreign Languages	ARAB102 Elementary Arabic II	01	Blended/Hybrid	10
F - Foreign Languages	FREN102 Elementary French II	99	Asynchronous Distance Education	29

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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO 1 - Oral Communication	71.4% (5)	0.0% (0)	0.0% (0)	0.0% (0)	28.6% (2)	0.0% (0)	0.0% (0)	7
SLO2 - Written Communication	71.4% (5)	14.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	14.3% (1)	0.0% (0)	7
SLO3 - Cultural Awareness	57.1% (4)	14.3% (1)	28.6% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	7

**The total number of courses submitted may differ from the number assessed due to 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 provide summary data overall and by modality [e.g., face-to-face (F2F), synchronous distance education (SYN DE), multi-classroom synchronous (MC SYN), asynchronous distance education (ASYN DE), and blended/hybrid (BL Hybrid)]. Figure 1 charts performance by modality, and Figure 2 and Table 10 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Oral Communication	7	257	7	99	23	75	53	1	50%	50%
Written Communication	7	257	2	97	48	57	53	1	57%	43%
Cultural Awareness	7	257	3	98	31	19	106	1	51%	49%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Oral Communication	3	118	0	6	12	50	50	0	15%	85%
Written Communication	3	118	0	6	12	50	50	0	15%	85%
Cultural Awareness	3	118	0	5	7	3	103	0	10%	90%

Table 6: Foreign Language Assessment Data: Number and Percent by Competency (SYN DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Oral Communication	1	89	0	89	0	0	0	0	100%	0%
Written Communication	1	89	0	89	0	0	0	0	100%	0%
Cultural Awareness	1	89	0	89	0	0	0	0	100%	0%

Table 7: Foreign Language Assessment Data: Number and Percent by Competency (MC SYN)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Oral Communication	1	11	0	0	1	7	3	1	9%	91%
Written Communication	1	11	0	0	1	7	3	1	9%	91%
Cultural Awareness	1	11	0	0	1	7	3	1	9%	91%

Table 8: Foreign Language Assessment Data: Number and Percent by Competency (ASYN DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Oral Communication	1	29	6	2	3	18	0	0	38%	62%
Written Communication	1	29	1	1	27	0	0	0	100%	0%
Cultural Awareness	1	29	2	4	23	0	0	0	100%	0%

Table 9: Foreign Language Assessment Data: Number and Percent by Competency (BL Hybrid)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Oral Communication	1	10	1	2	7	0	0	0	100%	0%
Written Communication	1	10	1	1	8	0	0	0	100%	0%
Cultural Awareness	1	10	1	0	0	9	0	0	10%	90%

Figure 1: Performance by Modality - Percent Meeting Expectations

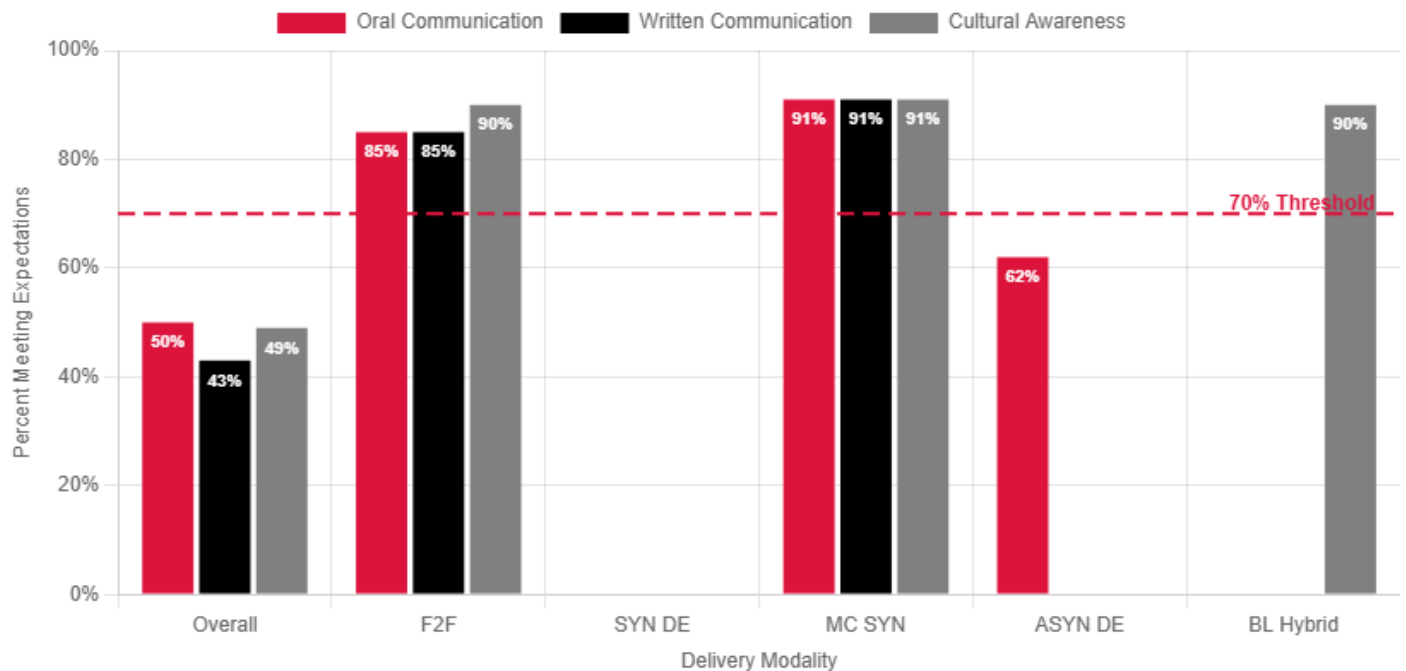


Figure 2: Four-Semester Trend Data

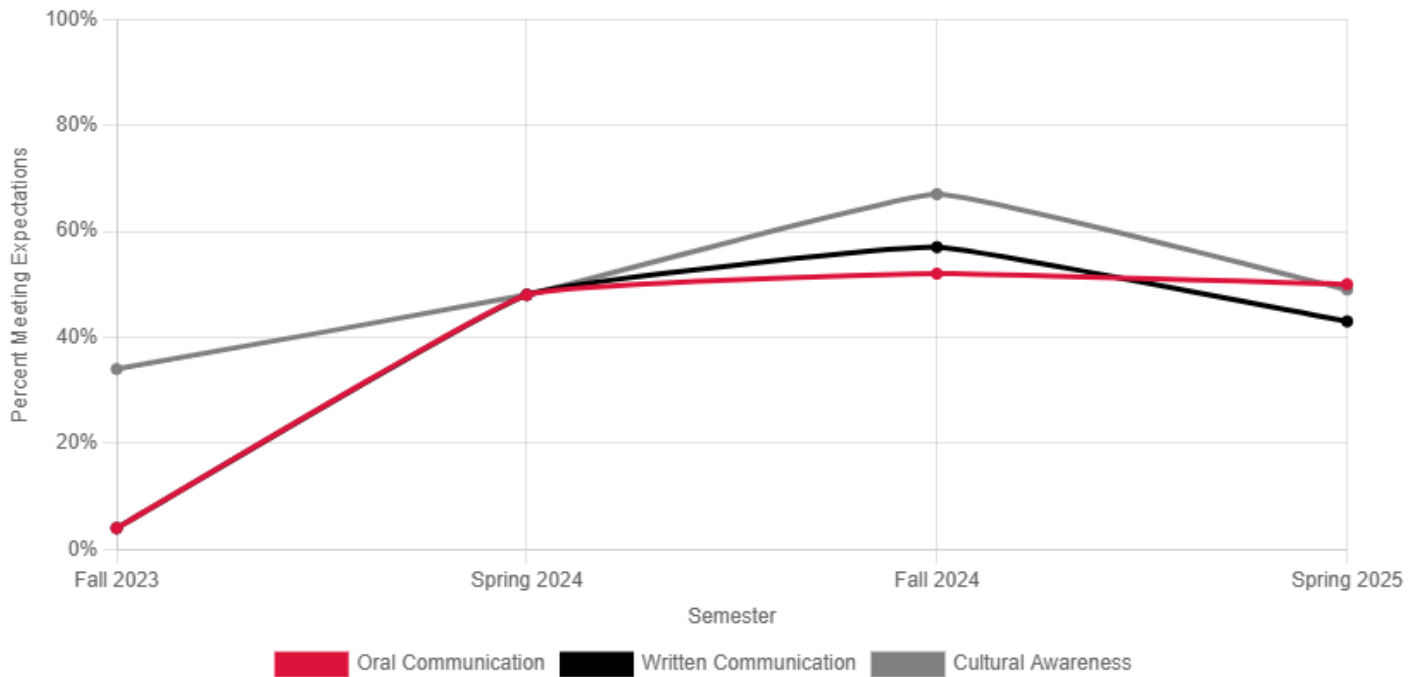


Table 10: Four-Semester Trend Data - Percent Meeting Expectations

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Oral Communication	4%	48%	52%	50%
Written Communication	4%	48%	57%	43%
Cultural Awareness	34%	48%	67%	49%

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 prompts for each SLO.

SLO1: Oral Communication

- The overall results are promising. In future, we will introduce new types of oral communication exercises to achieve more refined results.
- 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 on 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 poorer attendance and therefore missed practice opportunities did not fare as well on the oral exam.
- Oral progress assessment is based on cumulative grades throughout the course.
- We will use the results to adjust the course materials and quiz questions.
- The result reflects the overall level of the students in this course.
- The results for this category were satisfactory. I wouldn't change anything.

- Students must demonstrate the ability to translate English prompts into American sign language, demonstrating a smooth pace of signing, they know to choose correct vocabulary, the signs, fingerspelling, and iteration of numbers themselves are accurately produced, and non-manual and manual grammar is accurately expressed. Expectations for being able to do the above described increases throughout the four units covered during the semester. Rubric for expressive work: https://commonwealthu-my.sharepoint.com/:b:/g/personal/lballenger_commonwealthu_edu/ETtjsVyV4RVMoxV-kWgOiosBP8ip4l5DP4H81jG6ScmzDw?e=OjNzAa

SLO2: Written Communication

- The overall results are promising. In future, we will introduce new types of written communication exercises to achieve more refined results.
- 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 on the developing level. Unsatisfactory levels 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 expressions taken directly from the book without further explanation and a significant number of errors, while still remaining comprehensible. Developing responses address all of the prompts, and, while they may contain some errors, the responses are generally comprehensible and do not rely on pre-translated phrases. 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. Note that this semester, the student group had particularly excellent attendance as well as compliance in participating in practice work. Therefore there were no unsatisfactory results.
- Written improvement is based on cumulative grades throughout the course.
- We will use the results to adjust the course materials and quiz questions.
- The students have achieved satisfactory results in understanding sentence structures and producing well-structured one-paragraph texts with appropriate vocabulary.
- The results for this category were satisfactory. I wouldn't change anything.
- Students complete receptive skill-based exams within Brightspace using the True Way ASL curriculum. These generally display a video of Deaf people signing and students must answer multiple choice, true-false, or fill in the blank answers. On homework items, students receive three attempts for each question, giving them the ability to see where they have weaknesses and need to improve their understanding of the material before proceedings. Exams are given only one attempt, with the expectation that skills must be ready for measurement at the end of each unit. Screenshot example of a homework/exam question: https://commonwealthu-my.sharepoint.com/:b:/g/personal/lballenger_commonwealthu_edu/EWNmsHO3xQRNjwLTdIgU3IIB5Tl2iJx-SD6AXkgdX_4gOQ?e=3FJksg

SLO3: Cultural Awareness

- The overall results are promising. In future, we will introduce new types of cultural awareness exercises to achieve more refined results.
- 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 on the developing level. Assessment is a combination of student performance and contribution in class discussions on cultural topics, in combination with test results on sections testing for cultural 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 discussion on cultural topics.

- Cultural awareness is assessed through comprehensive performance in quizzes, assignments and exams.
- We will use the results to adjust the course materials and quiz questions.
- 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.
- The results for cultural awareness are very satisfactory. I wouldn't change anything.
- In their expressive submissions by video, students must set up a culturally appropriate "palette" for their signing by wearing clothing that contrasts to their skin tone and by positioning themselves in front of a solid color screen or wall. Over the course of four units, students lose progressively more points if they do not demonstrate this cultural sensitivity. Further, in the regular classroom we have strict adherence to a "voices off" policy, which aligns with Deaf culture etiquette and respect. Students who do not adhere may be removed from the class (in my case, a Zoom meeting) after warning, which may result in a loss of valuable attendance/participation points.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

Observations on Results

There was a 58% submission rate of all foreign language courses with 257 students assessed across all SLOs. Table 4 shows that overall students did not meet the 70% threshold with 43-50% students meeting expectations across the three SLOs, representing a decline from Fall 2024 performance levels (52-67%). Performance varied by delivery modality, with multi-classroom synchronous and face-to-face showing the strongest performance (85-91% meeting expectations), while synchronous distance education and blended/hybrid delivery showed poor performance for oral and written communication (0% meeting expectations). Notably, cultural awareness outcomes were good in blended/hybrid (90%) despite poor performance of other SLOs. The four-semester trend data reveals fluctuation in performance, with Spring 2025 showing decreased performance compared to Fall 2024, in Written Communication and Cultural Awareness. This represents a concerning trend that requires targeted interventions and support, especially for distance education modalities. Some planned changes include refining course materials, exercises, and assessments to further enhance learning outcomes.

VIII. Discussion and Recommendations

The decline in Foreign Language assessment results from Fall 2024 to Spring 2025 suggests that additional interventions and adjustments are needed to support student success. The varied performance across delivery modalities reveals potential concerns, with synchronous distance education showing 0% success rates across all SLOs for oral and written communication, and blended/hybrid showing similar poor performance except for cultural awareness. Multi-classroom synchronous and face-to-face delivery show much stronger performance (85-91% meeting expectations). These results should be taken with caution due to the small sample sizes in several of the DE modalities in this comparison. The below-threshold overall performance across all SLOs requires attention.

Suggestions made following the Fall 2024 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.

- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the factors that contributed to the decline in Spring 2025 to identify areas for improvement and intervention.
- Address the significant challenges in distance education modalities, particularly synchronous distance education and blended/hybrid formats, which show drastically different performance patterns compared to face-to-face and multi-classroom synchronous delivery.
- Explore enhanced support mechanisms for oral and written communication development in foreign language contexts.
- Establish more consistent assessment practices across courses and modalities and clearer proficiency guidelines aligned with ACTFL standards.

Appendix H: General Education Summary Report
Foundations: First-Year Seminar
Spring 2025

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.

III. Data Collection

First-Year Seminar outcomes were assessed using the *GE First-Year Seminar Curriculum Rubric* that defines 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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For First-Year Seminar, 30% of the courses offered in the spring were assessed.

Table 1: Number and Percent of First-Year Seminar Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FIRST-YEAR SEMINAR	3	10	30%

Submissions were received from the following courses and sections in Table 2. Course modality is included as well. All courses were delivered through face-to-face delivery methods.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
Y - First Year Experience	FYS100 First Year Seminar	80, 03, 91	F2F	76

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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO1 - Cultivate Scholarly and Academic Success	33.3% (1)	0.0% (0)	0.0% (0)	66.7% (2)	0.0% (0)	0.0% (0)	0.0% (0)	3
SLO2 - Engagement with the University Community	0.0% (0)	33.3% (1)	0.0% (0)	33.3% (1)	0.0% (0)	33.3% (1)	0.0% (0)	3
SLO3 - Foster Personal Development and Wellness	0.0% (0)	33.3% (1)	0.0% (0)	33.3% (1)	0.0% (0)	33.3% (1)	0.0% (0)	3
SLO4 - Promote Understanding of Diversity and Social Responsibility	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3

**The total number of courses submitted may differ from the number assessed due to 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, which provide summary data overall. Figure 1 and Table 5 present four-semester trend data.

Table 4: First-Year Seminar Assessment Data: Number and Percent by Competency (Overall)/F2F

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Cultivate Scholarly and Academic Success	3	73	4	6	9	48	6	2	26%	74%
Engagement with the University Community	3	53	0	5	2	46	0	6	13%	87%
Foster Personal Development and Wellness	3	53	4	3	5	41	0	6	23%	77%
Promote Understanding of Diversity and Social Responsibility	3	69	2	3	3	52	9	7	12%	88%

Figure 1: Four-Semester Trend Data

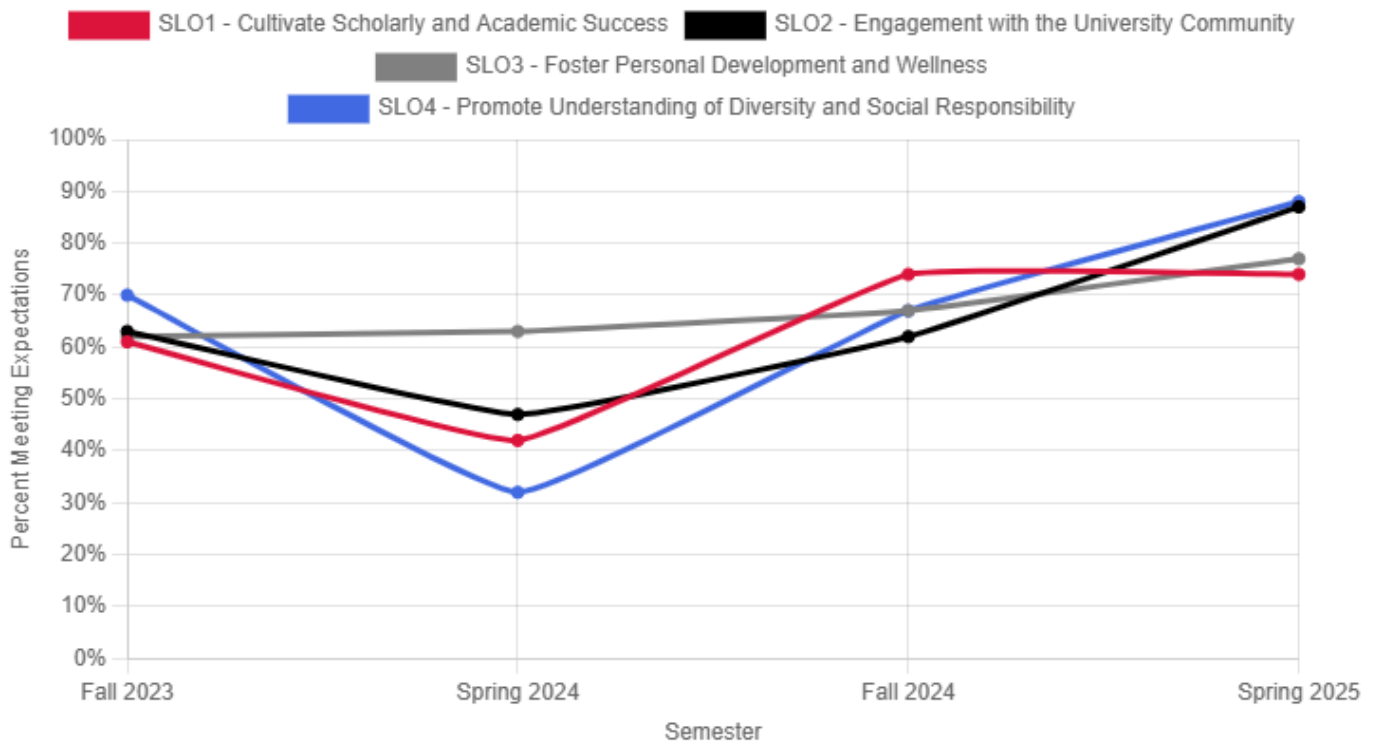


Table 5: Four-Semester Trend Data - Percent Meeting Expectations

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Cultivate Scholarly and Academic Success	61%	42%	74%	74%
Engagement with the University Community	63%	47%	62%	87%
Foster Personal Development and Wellness	62%	63%	67%	77%
Promote Understanding of Diversity and Social Responsibility	70%	32%	67%	88%

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 prompts for each SLO.

SLO1: Cultivate Scholarly and Academic Success

- Due to the nature of the population in the class (incarcerated students), these results are very strong. Students do not have access to additional support services like other students; Improvement would come from those resources, but access to the students for these services is not possible.
- I question the pedagogical validity of having students who were unable to successfully complete an FYS 100 course in their Fall semester to be immediately enrolled into a repeat of that course, with mostly other peers who also failed to complete the course. Since this was the dynamic within my classroom, I do not believe that my assessment results from this semester point me to any meaningful strategies for course revision. 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 if I am assigned to teach it.
- Looking at the answers/questions where more than one or two students were incorrect will allow for adjustment of course content and clarification. Suggestions might be increasing assignments or adjusting assignments done regarding these topics.

SLO2: Engagement with the University Community

- This learning outcome is not relevant for this population of incarcerated students.
- I question the pedagogical validity of having students who were unable to successfully complete an FYS 100 course in This learning outcome is not relevant for this population of incarcerated students.
- I question the pedagogical validity of having students who were unable to successfully complete an FYS 100 course in their Fall semester to be immediately enrolled into a repeat of that course, with mostly other peers who also failed to complete the course. Since this was the dynamic within my classroom, I do not believe that my assessment results from this semester point me to any meaningful strategies for course revision. 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 if I am assigned to teach it.
- Looking at the answers/questions where more than one or two students were incorrect will allow for adjustment of course content and clarification. Including more speakers or trips to a given area may help.

SLO3: Foster Personal Development and Wellness

- This learning outcome is not possible to implement for this population of incarcerated students.
- I question the pedagogical validity of having students who were unable to successfully complete an FYS 100 course in their Fall semester to be immediately enrolled into a repeat of that course, with mostly other peers who also failed to complete the course. Since this was the dynamic within my classroom, I do not believe that

my assessment results from this semester point me to any meaningful strategies for course revision. 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 if I am assigned to teach it.

- Looking at the answers/questions where more than one or two students were incorrect will allow for adjustment of course content and clarification.SLO4: Promote Understanding of Diversity and Social Responsibility

SLO4: Foster Personal Development and Wellness

- This learning outcome is not relevant for this population of incarcerated students.
- I question the pedagogical validity of having students who were unable to successfully complete an FYS 100 course in their Fall semester to be immediately enrolled into a repeat of that course, with mostly other peers who also failed to complete the course. Since this was the dynamic within my classroom, I do not believe that my assessment results from this semester point me to any meaningful strategies for course revision. 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 if I am assigned to teach it.
- Looking at the answers/questions where more than one or two students were incorrect will allow for adjustment of course content and clarification. Including more speakers or trips to a given area may help.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 30% submission rate of all First-Year Seminar courses with 53-73 students assessed, depending on each SLO. Table 4 shows that overall/face-to-face students exceeded the 70% threshold for all SLOs (74-88% meeting expectations), representing significant improvement from previous semesters. All four SLOs showed strong performance levels above the 70% threshold. The four-semester trend data reveals consistent improvement across most SLOs from Fall 2023 to Spring 2025, with particularly notable gains in Engagement with the University Community (from 63% to 87%) and Promote Understanding of Diversity and Social Responsibility (from 70% to 88%).

The assessment of the FYS 100 course highlights unique challenges that were present in several of the sections offered during the Spring 25 semester, including teaching incarcerated students who lacked access to typical support services and teaching a course session to students who were repeating the class due to a failing grade from the previous semester. The faculty members observed strong results but questioned the practices of offering the course to incarcerated students and re-enrolling students who previously failed, as these dynamics hindered meaningful pedagogical adjustments.

VIII. Discussion and Recommendations

The Spring 2025 First-Year Seminar assessment results showed strong performance, however, the results must be viewed with caution due to the unique student populations that were included in the assessment data. . All SLOs exceeded the 70% threshold, with particularly strong performance in promoting understanding of diversity and social responsibility (88%) and engagement with the university community (87%).

Suggestions made following previous data analyses 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Maintain emphasis on practical applications of course content to student success strategies.
- Continue to leverage diverse assessment methods, particularly essay/report/reflection assignments which proved most effective.
- Explore opportunities to expand the program reach to achieve higher assessment participation rates.
- Explore opportunities to partner with groups to help with SLO achievement, including the university libraries, student support services, and student success services.

Appendix I: General Education Summary Report

Interconnections: Global Perspectives

Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Global Perspectives, 42% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Global Perspectives Courses Assessed			
Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
GLOBAL PERSPECTIVES	28	66	42%

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

Table 2: Courses and Sections Assessed				
Learning Goal	Course	Section(s)	Mode	Students Assessed
G - Global Perspectives	EGGS104 World Regional Geography	02, 03	F2F	79
G - Global Perspectives	EGGS218 Global Water	99	Asynchronous Distance Education	41
G - Global Perspectives	HONR210 Honors Global Perspectives Seminar	03	F2F	12
G - Global Perspectives	FREN101 Elementary French I	01	F2F	24
G - Global Perspectives	CHIN101 Elementary Chinese I	01, 99	Blended/Hybrid	16
G - Global Perspectives	FREN112 Tour de France: Culture, Art, Architecture, and History	01	Synchronous Distance Education	33

Table 2: Courses and Sections Assessed

G - Global Perspectives	EGGS105 Environmental Issues and Choices	03, 04	F2F	68
G - Global Perspectives	ECON121 Principles of Macroeconomics	01, 02	Blended/Hybrid	80
G - Global Perspectives	ECON121 Principles of Macroeconomics	03	F2F	17
G - Global Perspectives	ECON121 Principles of Macroeconomics	96, 97	Synchronous Distance Education	83
G - Global Perspectives	SOCI361 China's Culture and Society	01	Hyflex	24
G - Global Perspectives	EGGS104 World Regional Geography	01	F2F	37
G - Global Perspectives	CHLS245 Child, Family, and Community Engagement	01, 02	Multi-Classroom Synchronous	72
G - Global Perspectives	EGGS105 Environmental Issues and Choices	01, 02	F2F	63
G - Global Perspectives	HONR210 Honors Global Perspectives Seminar	01	F2F	15
G - Global Perspectives	ANTH150 Anthropology and World Issues	99	Asynchronous Distance Education	45
G - Global Perspectives	RUSS101 Elementary Russian I	01, 99	Multi-Classroom Synchronous	21
G - Global Perspectives	NUTR300 Cultural Nutrition	01, 99	Mixed Remote	34
G - Global Perspectives	NUTR300 Cultural Nutrition	99	Asynchronous Distance Education	51
G - Global Perspectives	ARAB101 Elementary Arabic I	01	Blended/Hybrid	25

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 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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO1 - Factors and Interactions	45% (9)	10% (2)	0% (0)	40% (8)	0% (0)	5% (1)	0% (0)	20
SLO2 - Representation and Sources	45% (9)	0% (0)	10% (2)	35% (7)	5% (1)	0% (0)	5% (1)	20
SLO3 - Perspectives	35% (7)	5% (1)	5% (1)	50% (10)	0% (0)	5% (1)	0% (0)	20

*The total number of courses submitted may differ from the number assessed due to 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 4-11 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), multi-classroom synchronous (MC SYNC), Hyflex, and mixed remote]. Figure 1 charts performance by modality, and Figure 2 and Table 12 present four-semester trend data.

Table 4: Global Perspectives Assessment Data: Number and Percent by Competency (Overall)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	20	865	56	25	168	380	236	55	29%	71%
Representation and Sources	20	719	40	25	202	306	146	24	37%	63%
Perspectives	20	797	60	58	161	361	157	24	35%	65%

Table 5: Global Perspectives Assessment Data: Number and Percent by Competency (F2F)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	8	274	40	5	89	27	113	41	49%	51%
Representation and Sources		228	13	11	101	23	80	7	55%	45%
Perspectives		313	36	30	88	48	111	2	49%	51%

Table 6: Global Perspectives Assessment Data: Number and Percent by Competency (ASYN DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	3	132	8	6	13	73	32	5	20%	80%
Representation and Sources		126	16	0	19	68	23	11	28%	72%
Perspectives		123	6	6	14	75	22	14	21%	79%

Table 7: Global Perspectives Assessment Data: Number and Percent by Competency (SYNC DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	2	109	2	12	19	76	0	7	30%	70%
Representation and Sources		114	0	11	37	66	0	2	42%	58%
Perspectives		112	7	17	12	76	0	4	32%	68%

Table 8: Global Perspectives Assessment Data: Number and Percent by Competency (MC SYNC)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	2	92	2	0	17	64	9	1	21%	79%
Representation and Sources		92	2	0	17	64	9	1	21%	79%
Perspectives		92	2	0	17	64	9	1	21%	79%

Table 9: Global Perspectives Assessment Data: Number and Percent by Competency (BL HYBRID)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	3	200	3	1	22	124	50	0	13%	87%
Representation and Sources		103	8	2	21	72	0	0	30%	70%
Perspectives		103	8	2	13	80	0	0	22%	78%

Table 10: Global Perspectives Assessment Data: Number and Percent by Competency (HYFLEX)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	1	23	0	0	1	6	16	1	4%	96%
Representation and Sources		21	0	0	0	3	18	3	0%	100%
Perspectives		20	0	0	7	8	5	3	35%	65%

Table 11: Global Perspectives Assessment Data: Number and Percent by Competency (MIXED REMOTE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Factors and Interactions	1	35	1	1	7	10	16	0	26%	74%
Representation and Sources		35	1	1	7	10	16	0	26%	74%
Perspectives		34	1	3	10	10	10	0	41%	59%

Figure 1: Performance by Modality - Percent Meeting Expectations

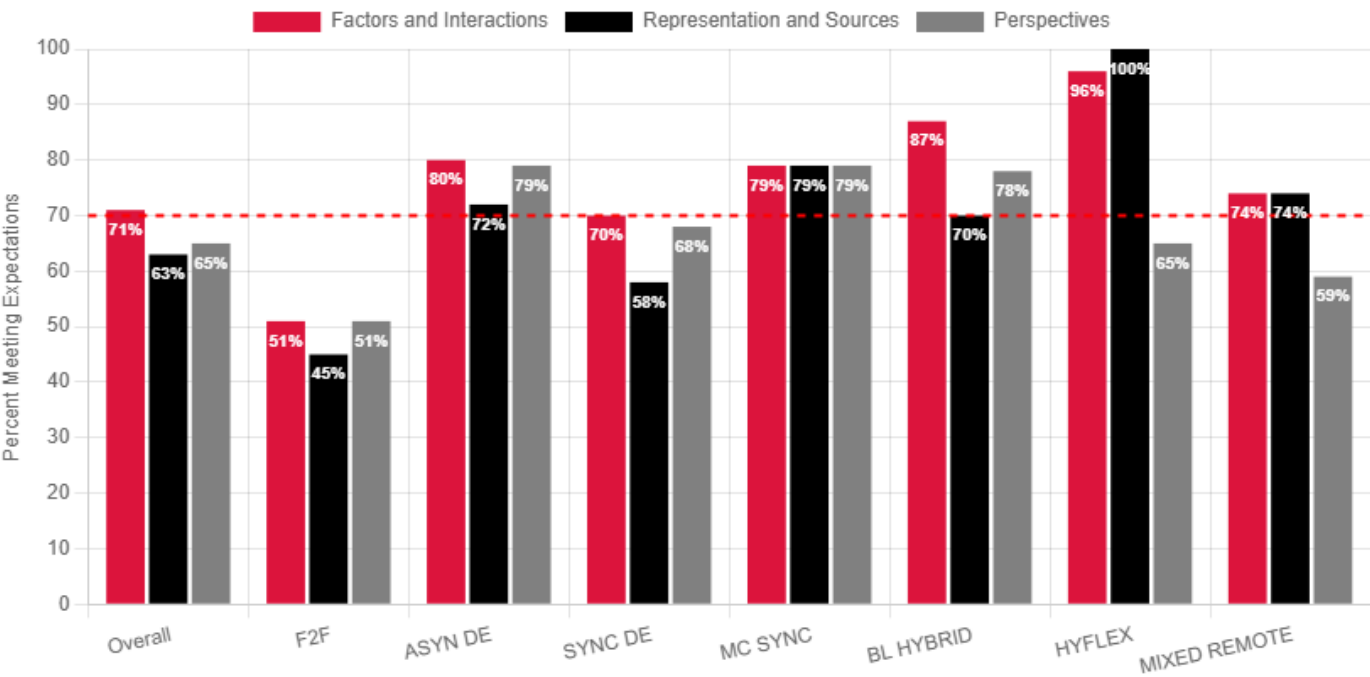


Figure 2: Four-Semester Trend Data

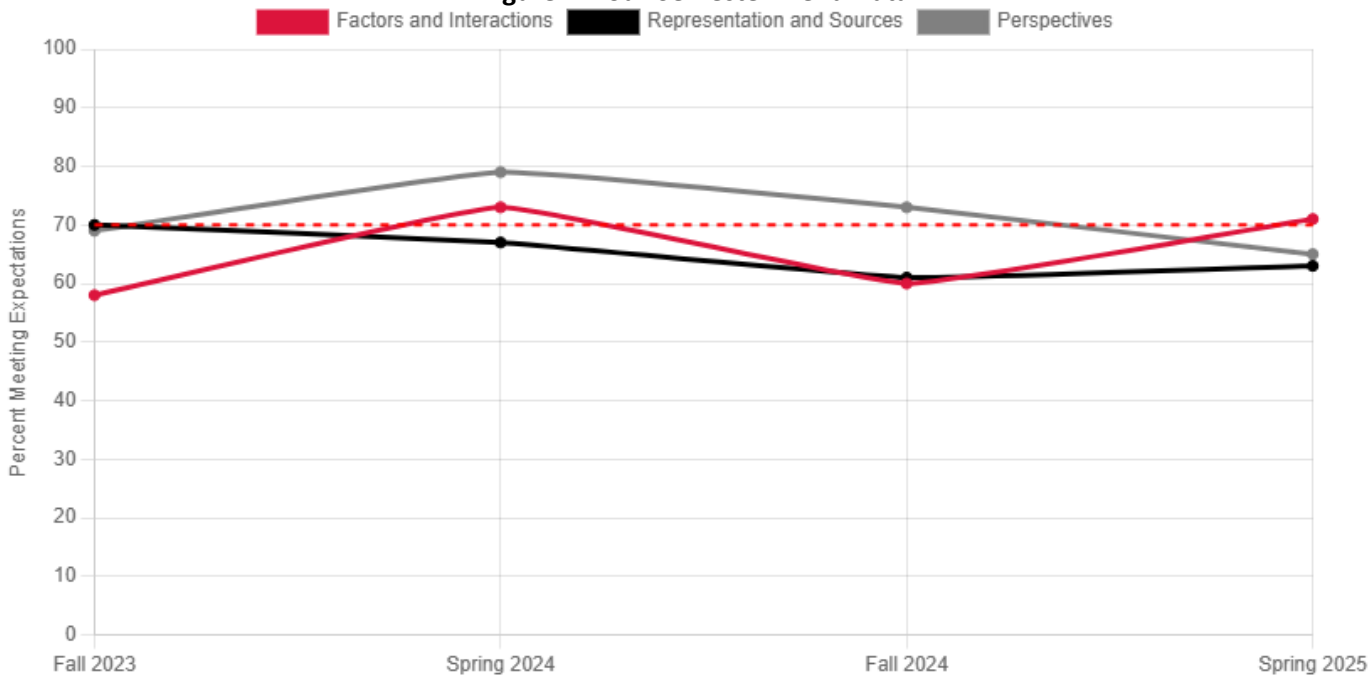


Table 12: Four-Semester Trend Data: Percent Meeting Expectations

SLO	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Factors and Interactions	58%	73%	60%	71%
Representation and Sources	70%	67%	61%	63%
Perspectives	69%	79%	73%	65%

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 prompts for each SLO.

SLO1: Factors and Interactions

- A global poverty / inequality simulation model could be incorporated into the worksheet to strengthen critical evaluation of students own position within the global economy.
- I need to make sure that I am using "newer" videos for this region. I want students to be able to relate to the information. The data shows that week #2, I am getting the most mastery in the discussion boards. Students are still engaged and excited. I need to continue this throughout the class. Instead of just using "writing" as a way to communicate, I want to allow them to create video notes.
- It seemed that students understood well factors and interactions. This academic paper measured well factors and interactions in global immigration.
- Student results generally conformed to the anticipated results, which is having almost all students fall into the emerging and developing categories of proficiency. Higher levels of proficiency are developed in more advanced French courses.
- Training includes primarily linguistic knowledge and skills, with cultural understanding embedded as background in learning and assessment.
- Students were expected to perform at the emerging to developing levels. The results show that this is generally the case. For the students at the unsatisfactory level, it is hoped that these students progress through the semester, improving as they gain practice applying these skills. However, there are always students who do not put forth the required intellectual effort to properly respond to such questions. I will try to look at how to better engage their interest.
- Include more examples in lecture and class discussion related to specific topics.
- Based on our previous assessments, the program identified a need for more student support in comprehending fiscal and monetary policies. Overall, improvement were noted in student performance. At present, no changes are recommended.
- Continue discussions of concepts, emphasize definitions and applications to the real world and continue monitoring
- Develop an exercise that more thoroughly introduces and reinforces the concepts associated with factors and interactions, early in the semester.
- Results in factors and interactions reveal developing and proficient skills in comparing, contrasting, analyzing, and evaluating various factors within human systems that contribute to the range of interactions between groups. In future semesters, students will be encouraged to synthesize such factors in producing solutions to address complex social problems that contribute to the range of interactions between groups.

- Because these responses were the result of an in-class activity, only the students in attendance were able to complete it. Of those students who did attend, they submitted thoughtful responses to the questions provided. The syllabus emphasizes the importance of attending class regularly so there is nothing I can do aside from encouraging students to come to class regularly.
- Some students had difficulty developing their responses to the questions provided, despite being given the questions prior to aid in class discussion and giving them flexibility to select their questions to respond to.
- The question used for this assessment was from an early quiz in the class. I could potentially use the same question later in the semester to note improvement in understanding over the semester.
- We will use the results to adjust the course materials and quiz questions.
- Most students in the class demonstrated an understanding of the determinants of health; however, not all could compare and contrast the factors contributing to these factors. Covering this information at a deeper level using case studies and improving the assignment instructions could assist with increasing the number of students performing at the proficient and mastery levels.
- The majority of students were able to analyze and evaluate the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations. No students achieved mastery level. Adding a question prompt asking students to develop workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between cultures, states, regions or Nations could potentially increase the number of students achieving mastery of this SLO and will be considered for future iterations of the course.
- The results are satisfactory and reflect the level of engagement and knowledge that students are expected to have at this level.

SLO2: Representation and Sources

- The students who are engaged in this discussion board are highly engaged but the mastery has decreased to 23 vs. 32 earlier in the semester. I am going to encourage them to find their own video to share on cloud seeding or desalinization and discuss that instead of just commenting on the one that I share. That will provide a variety for the class to view.
- It seemed that students understood well through literature review representation and sources.
- Student results generally conformed to the anticipated results, which is having almost all students fall into the emerging and developing categories of proficiency. Higher levels of proficiency are developed in more advanced French courses.
- Training includes primarily linguistic knowledge and skills, with cultural understanding embedded as background in learning and assessment. Sources are not typically assessed at this level.
- Students were expected to perform at the emerging to developing levels. The results conform to this expectation. For students at the unsatisfactory level, group work was already used in an effort to have stronger students model expectations for students less familiar with applying these skills. I also provided rubrics to follow for preparation of these exercises.
- Include more examples in lecture and class discussion related to specific topics.
- Based on our previous assessments, the program identified a need for more student support in comprehending fiscal and monetary policies. Overall, improvement were noted in student performance. At present, no changes are recommended.
- Continue discussions of concepts, emphasize definitions and applications to the real world and continue monitoring
- Develop a data/mapping exercise that more thoroughly introduces and reinforces the concepts associated with the representation and sources, early in the semester.

- Results in representation and sources reveal developing and proficient skills in explaining and evaluating appropriate quantitative and/or qualitative data sources relevant to the topic of study. In future semesters, students will be encouraged to synthesize across various quantitative and qualitative data sources in developing a conclusion.
- Students who completed the assignment demonstrated an understanding of the impacts of their ecological footprint, as well as how different countries to the US in terms of their ecological footprints. If students were not in class, they were unlikely to do well on the calculation of footprints as this was demonstrated during class time. The syllabus emphasizes the importance of attending class regularly so there is nothing I can do aside from encouraging students to come to class regularly.
- There were some high-quality projects submitted that clearly met all criteria referenced in the assignment instructions. Students submit drafts of each project section throughout the semester that I provide detailed feedback for. This makes things easier at the end of the semester when pulling together all parts of the project, however students inevitably procrastinate and do not incorporate the feedback on earlier sections until the last minute. I also point them to resources like scholarly journal articles and data sources that will be helpful in analyzing their terrorist organization.
- The question used for this assessment was from an early quiz in the class. I could potentially use the same question later in the semester to note improvement in understanding over the semester.
- We will use the results to adjust the course materials and quiz questions.
- Most students in the class demonstrated appropriate use of both quantitative and qualitative data relevant to global health topics. Incorporating more in class experience with data interpretation and making the assignment instructions more clear could assist with increasing the number of students performing at the proficient and mastery levels.
- The majority of students were able to successfully evaluate the pros and cons of the appropriateness of quantitative data, representations and/or qualitative sources in more complex cases. No students achieved mastery level. The project would have to be expanded in order for students to synthesize across various quantitative data representations and/or qualitative sources to develop a conclusion.
- The results are satisfactory and reflect the level of engagement and knowledge that students are expected to have at this level.

SLO3: Perspectives

- A global poverty / inequality simulation model could be incorporated into the worksheet to strengthen critical evaluation of students own position within the global economy.
- This is a controversial topic for the class. What is the future or potential for water wars? I will have students find and share a place where this is occurring. I encourage them to do that but I do not necessarily make it part of the grading rubric. I will do that in the future.
- It seemed that students understood well different perspectives. The academic paper was a good measure of this Gen Ed. standard.
- Student results generally conformed to the anticipated results, which is having almost all students fall into the emerging and developing categories of proficiency. Higher levels of proficiency are developed in more advanced French courses.
- Training includes primarily linguistic knowledge and skills, with cultural understanding embedded as background in learning and assessment. Perspectives are integral component, serving as background of routine activities and assessment.
- Students were expected to perform at the emerging to developing level. The results generally confirm this expectation. This assignment was at the end of the semester, in the hopes that the students would pool their knowledge. But many students seemed that they were "burned out" and did not put in the effort I had hoped

here. For students who performed at the unsatisfactory level, perhaps tweaking the instructions to offer more specific requirements would result in better responses, although part of the skill involves being able to recognize when deeper connections are meant to be made and articulated.

- Include more examples in lecture and class discussion related to specific topics.
- Based on our previous assessments, the program identified a need for more student support in comprehending fiscal and monetary policies. Overall, improvement were noted in student performance. At present, no changes are recommended.
- Make more connections throughout the semester on how sociology concepts and theories can be used to understand the main substantive areas covered in each chapter.
- Continue to use class time to reinforce the importance of critical thinking in geography and practice analyzing news articles and their spatial implications.
- Results in perspectives reveal developing and proficient skills in identifying, explaining, evaluating, and applying multiple perspectives when exploring subjects within human systems. In future semesters, students will be encouraged to synthesize multiple perspectives when exploring subjects within human systems to include critiquing their own personal perspective.
- The majority of students demonstrated the ability to think critically about a local environmental problem and propose a solution to it. In addition to providing detailed instructions and a rubric for evaluation, I went over this in class and encouraged student to ask any questions about the assignment.
- There were some high-quality projects submitted that clearly met all criteria referenced in the assignment instructions. Students submit drafts of each project section throughout the semester that I provide detailed feedback for. This makes things easier at the end of the semester when pulling together all parts of the project, however students inevitably procrastinate and do not incorporate the feedback on earlier sections until the last minute. I also point them to resources like scholarly journal articles and data sources that will be helpful in analyzing their terrorist organization.
- The question used for this assessment was from an early quiz in the class. I could potentially use the same question later in the semester to note improvement in understanding over the semester.
- We will use the results to adjust the course materials and quiz questions.
- Most students in the class performed at a developing level or higher; however, some struggled to identify how interrelationships among multiple perspectives affect health outcomes. Placing more emphasis on the socioecological model and making the assignment instructions more clear could assist with increasing the number of students performing at the proficient and mastery levels.
- The majority of student were able to evaluates and apply multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging their own perspectives and worldview. No students achieved mastery level. It is questionable whether students at this level could achieve mastery of this SLO.
- The results are satisfactory and reflect the level of engagement and knowledge that students are expected to have at this level.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 42% submission rate of all global perspectives courses with 719-865 students assessed, depending on each SLO. Table 4 shows that overall students approached but did not consistently meet the 70% threshold for any SLO, with Factors and Interactions at 71% (meeting threshold), Representation and Sources at 63%, and Perspectives at 65%. The results show variation in performance across modalities. Hyflex modality showed results with 96-100% meeting expectations on Factors and Interactions and Representation and Sources, though lower results on Perspectives (65%). Blended/Hybrid modality also performed well, exceeding the 70% threshold on Factors and Interactions (87%) and on Perspectives (78%). Asynchronous Distance Education consistently performed above threshold across all SLOs (72-80%). Multi-Classroom Synchronous showed consistent performance at 79% across all three SLOs. In contrast, Face-to-Face delivery showed lower performance rates across all three SLOs (45-51%), falling well below the 70% threshold. Synchronous Distance Education showed mixed results (58-70%), and Mixed Remote varied from below expectations to moderate performance (59-74%). The four-semester trend data reveals some fluctuation in performance, with Factors and Interactions showing improvement from Fall 2024 (60%) to Spring 2025 (71%), while Representation and Sources remained relatively stable, and Perspectives showed a decline from Fall 2024 (73%) to Spring 2025 (65%).

Students demonstrated developing to proficient levels of understanding across factors and interactions, use of data sources, and analysis of diverse perspectives, with stronger engagement noted in early-semester activities and structured assignments. To enhance learning outcomes and increase the number of students achieving mastery, instructors plan to incorporate updated and relatable course materials, clearer instructions, more applied case studies, and scaffolded assignments that support synthesis, critical evaluation, and self-reflection throughout the semester.

VIII. Discussion and Recommendations

The Global Perspectives assessment results for Spring 2025 indicate that students are approaching but not consistently meeting the 70% threshold across all three SLOs. The variation in performance across delivery modalities suggests that pedagogical approaches may need to be tailored to specific instructional formats to optimize student learning outcomes.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Analyze factors contributing to modality-specific performance differences to identify best practices for each delivery format.
- Develop targeted interventions for SLOs that consistently underperform, particularly Representation and Sources.
- Investigate the decline in Perspectives performance and develop strategies to restore positive trajectory.
- Encourage faculty to submit detailed action plans for future course iterations to support continuous improvement efforts.

Appendix J: General Education Summary Report
Foundations: Historical Themes
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Historical Themes, 34% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Historical Themes Courses Assessed			
Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
HISTORICAL THEMES	12	35	34%

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	Students Assessed
H - Historical Themes	ANTH130 Introduction to Archaeology	01	F2F	37
H - Historical Themes	HIST111 World History I	03,04	F2F	74
H - Historical Themes	HIST111 World History I	98,99	Asynchronous Distance Education	76
H - Historical Themes	HIST122 US History since 1877	04	F2F	29
H - Historical Themes	HIST220 World War Two	01,02	F2F	64
H - Historical Themes	HIST270 Hollywood and History	01	F2F	28
H - Historical Themes	HIST270 Hollywood and History	02,03,04	F2F	74

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. Exam /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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None	Total
SLO1 - Knowledge & Understanding	57.1% (4)	28.6% (2)	0.0% (0)	14.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	7
SLO2 - Sources and Evidence	14.3% (1)	28.6% (2)	28.6% (2)	28.6% (2)	0.0% (0)	0.0% (0)	0.0% (0)	7
SLO3 - Application of Language and Critical Thinking Skills	14.3% (1)	0.0% (0)	0.0% (0)	85.7% (6)	0.0% (0)	0.0% (0)	0.0% (0)	7

*The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

Table 4: Historical Themes Assessment Data: Number and Percent by Competency (Overall)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Knowledge and Understanding	7	369	11	12	60	122	164	13	22%	78%
Sources and Evidence		364	11	13	64	136	140	16	24%	76%
Application of Language and Critical Thinking Skills in an Historical Context		359	13	19	24	118	185	23	16%	84%

Table 5: Historical Themes Assessment Data: Number and Percent by Competency (F2F)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Master y	None	Not Met	Met Exp.
Knowledge and Understanding	6	295	11	8	51	114	111	11	24%	76%
Sources and Evidence		290	9	13	42	109	117	14	22%	78%
Application of Language and Critical Thinking Skills in an Historical Context		288	13	16	19	105	135	18	17%	83%

Table 6: Historical Themes Assessment Data: Number and Percent by Competency (ASYN DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Master y	None	Not Met	Met Exp.
Knowledge and Understanding	1	74	0	4	9	8	53	2	18%	82%
Sources and Evidence		74	2	0	22	27	23	2	32%	68%
Application of Language and Critical Thinking Skills in an Historical Context		71	0	3	5	13	50	5	11%	89%

Figure 1: Performance by Modality - Percent Meeting Expectations

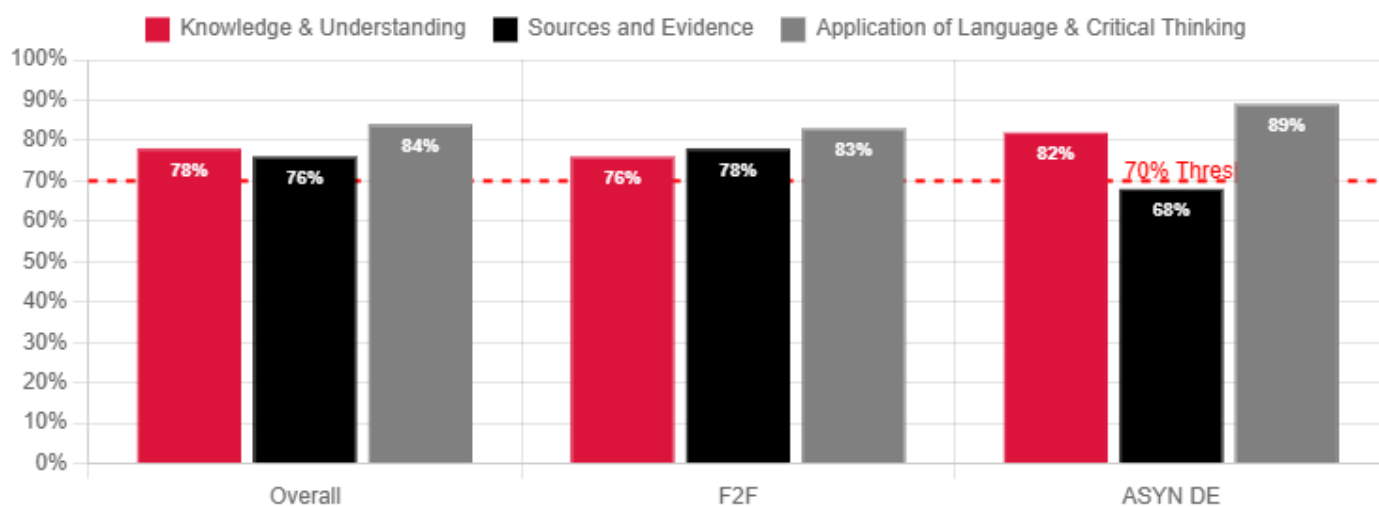


Figure 2: Four-Semester Trend Data

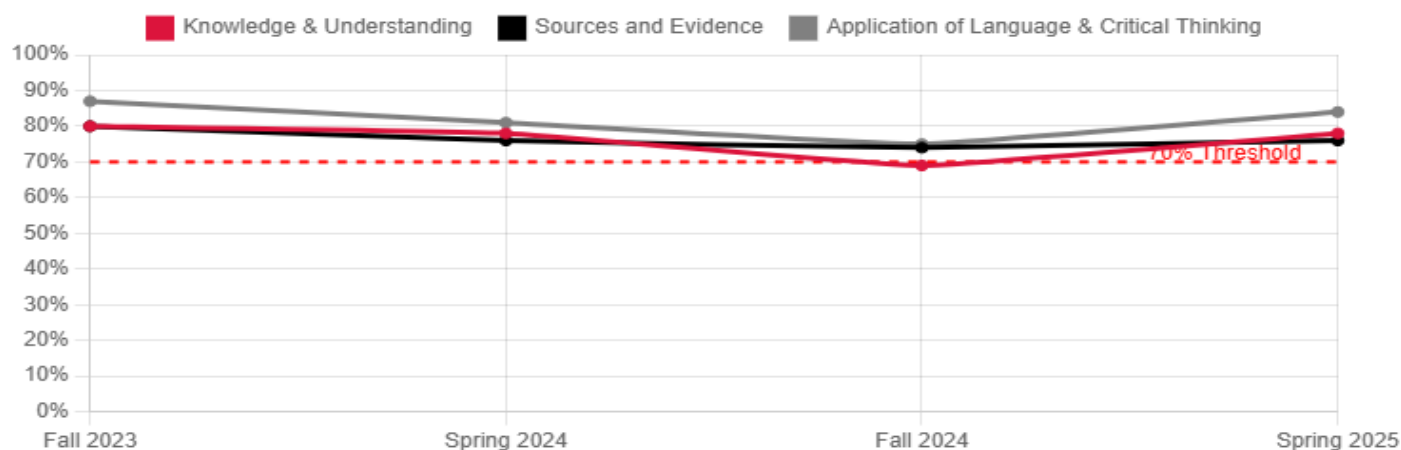


Table 7: Four-Semester Trend Data - Percent Meeting Expectations

Semester	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Knowledge & Understanding	80%	78%	69%	78%
Sources and Evidence	80%	76%	74%	76%
Application of Language & Critical Thinking	87%	81%	75%	84%

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 prompts for each SLO. **SLO1: Knowledge & Understanding**

- These sections are not going to be taught by me in the future, so it is pointless to reflect. However, I will make sure to make the new instructors aware of these results.
- I will be adding more primary sources to the course curriculum to enhance students' understanding of major historical themes. This will include more diverse voices and perspectives from different time periods.
- Based on the assessment results, I plan to incorporate more visual aids and interactive timelines to help students better grasp the chronological aspects of historical themes.
- I will develop more scaffolded assignments that build students' knowledge progressively throughout the semester, ensuring they develop a solid foundation in historical understanding.
- The results suggest that students need more practice with historical context. I will add more comparative exercises that help students understand how different historical periods relate to each other.
- I plan to implement more formative assessments throughout the semester to track student progress and provide timely feedback on their understanding of major historical themes.

SLO2: Sources and Evidence

- These sections are not going to be taught by me in the future, so it is pointless to reflect. However, I will make sure to make the new instructors aware of these results.

- I will provide more explicit instruction on how to evaluate primary and secondary sources, including workshops on source credibility and bias detection.
- The assessment results indicate that students need more practice with historical chronology. I will add more timeline activities and causation exercises.
- I plan to create more assignments that require students to synthesize evidence from multiple sources to support their historical arguments.
- Based on the results, I will implement peer review exercises where students evaluate each other's use of evidence and provide constructive feedback.
- I will develop rubrics that more clearly define expectations for the quality and appropriateness of historical evidence in student work.

SLO3: Application of Language and Critical Thinking Skills in an Historical Context

- These sections are not going to be taught by me in the future, so it is pointless to reflect. However, I will make sure to make the new instructors aware of these results.
- I will incorporate more writing workshops focused on historical argumentation and clear organization of historical essays.
- The strong performance in this area suggests that current methods are working well, but I will continue to provide opportunities for students to practice comparative analysis.
- I plan to add more opportunities for students to practice oral presentation of historical arguments to improve their communication skills.
- I will implement more peer editing sessions where students can practice giving and receiving feedback on historical writing.
- Based on the positive results, I will continue to emphasize the importance of clear thesis statements and logical organization in historical writing assignments.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 34% submission rate of all historical themes courses with 359-369 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for all SLOs, with Knowledge and Understanding at 78%, Sources and Evidence at 76%, and Application of Language and Critical Thinking Skills at 84%. This represents an improvement from Fall 2024 performance levels of 69%, 74%, and 75% respectively. The improvement is particularly notable in the Application of Language and Critical Thinking Skills, which showed a 9 percentage point increase. The four-semester trend data shows some fluctuation, with a decline from Fall 2023 to Fall 2024, but Spring 2025 shows

improvement in all three SLOs, indicating that faculty interventions and curriculum adjustments may be having positive effects.

Students generally demonstrated acceptable performance across all three Student Learning Outcomes—Knowledge & Understanding, Sources and Evidence, and Application of Language and Critical Thinking—though some areas require enhancement. Instructors plan to incorporate more diverse primary sources, interactive tools, and scaffolded assignments, along with peer review and writing workshops to reinforce historical context, source evaluation, and argumentation.

VIII. Discussion and Recommendations

The improvement in Historical Themes assessment results from Fall 2024 to Spring 2025 demonstrates the possible effectiveness of faculty interventions and curriculum adjustments. The strong performance in Application of Language and Critical Thinking Skills suggests that current pedagogical approaches may be effectively developing students' analytical and communication abilities.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the factors that contributed to the improvement in Spring 2025 to identify best practices that can be sustained and replicated.
- Examine the effectiveness of different assessment methods across SLOs to identify optimal approaches for each learning objective.

Appendix K: General Education Summary Report Creativity and Expression: Literature Spring 2025

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:

- **SLO1: Comprehension** - The student comprehends the text.
- **SLO2: 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.
- **SLO3: 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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Literature, 36% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Literature Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
LITERATURE	13	36	36%

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	Students Assessed
L - Literature	ENGL152 Lit and Society	3	F2F	31
L - Literature	CHIN212 Chinese Literature and Culture	01	F2F	31
L - Literature	ENGL231 American Literature II	03	F2F	281
L - Literature	ENGL420 Studies in Genre	01	F2F	12
L - Literature	ENGL151 Intro to Literature	01	F2F	25
L - Literature	ENGL340 British Literature & Culture	01	F2F	15
L - Literature	HONR220 Honors Literature Seminar	01	F2F	19
L - Literature	ENGL390 Shakespeare	01	F2F	18
L - Literature	ENGL250 Literacy Theory and Forms	01	F2F	21
L - Literature	ENGL250 Literacy Theory and Forms	02	Multi-Classroom Synchronous	23
L - Literature	ENGL290 Short Story	04	F2F	15
L - Literature	WLCU201 International Short Story	01	F2F	20
L - Literature	ENGL152 Lit and Society	02	F2F	31

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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None	Total
SLO 1 - Comprehension	15.4% (2)	46.2% (6)	0.0% (0)	30.8% (4)	0.0% (0)	7.7% (1)	0.0% (0)	13
SLO2 - Analysis	15.4% (2)	23.1% (3)	7.7% (1)	46.2% (6)	7.7% (1)	0.0% (0)	0.0% (0)	13
SLO3 - Interpretation and Significance	15.4% (2)	7.7% (1)	7.7% (1)	69.2% (9)	0.0% (0)	0.0% (0)	0.0% (0)	13

**The total number of courses submitted may differ from the number assessed due to 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 multi-classroom synchronous (MCS)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

Table 4: Literature Assessment Data: Number and Percent by Competency (Overall)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Comprehension	13	350	13	15	65	132	125	8	27%	73%
Analysis	13	346	10	9	53	152	122	8	21%	79%
Interpretation and Significance	13	348	10	12	66	145	115	8	25%	75%

Table 5: Literature Assessment Data: Number and Percent by Competency (F2F)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Comprehension	12	327	13	13	62	124	115	8	27%	73%
Analysis	12	323	10	6	50	142	115	8	20%	80%
Interpretation and Significance	12	325	9	8	62	138	108	8	24%	76%

Table 6: Literature Assessment Data: Number and Percent by Competency (Multi-Classroom Synchronous)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Comprehension	1	23	0	2	3	8	10	0	22%	78%
Analysis	1	23	0	3	3	10	7	0	26%	74%

Interpretation and Significance	1	23	1	4	4	7	7	0	39%	61%
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Figure 1: Performance by Modality - Percent Meeting Expectations

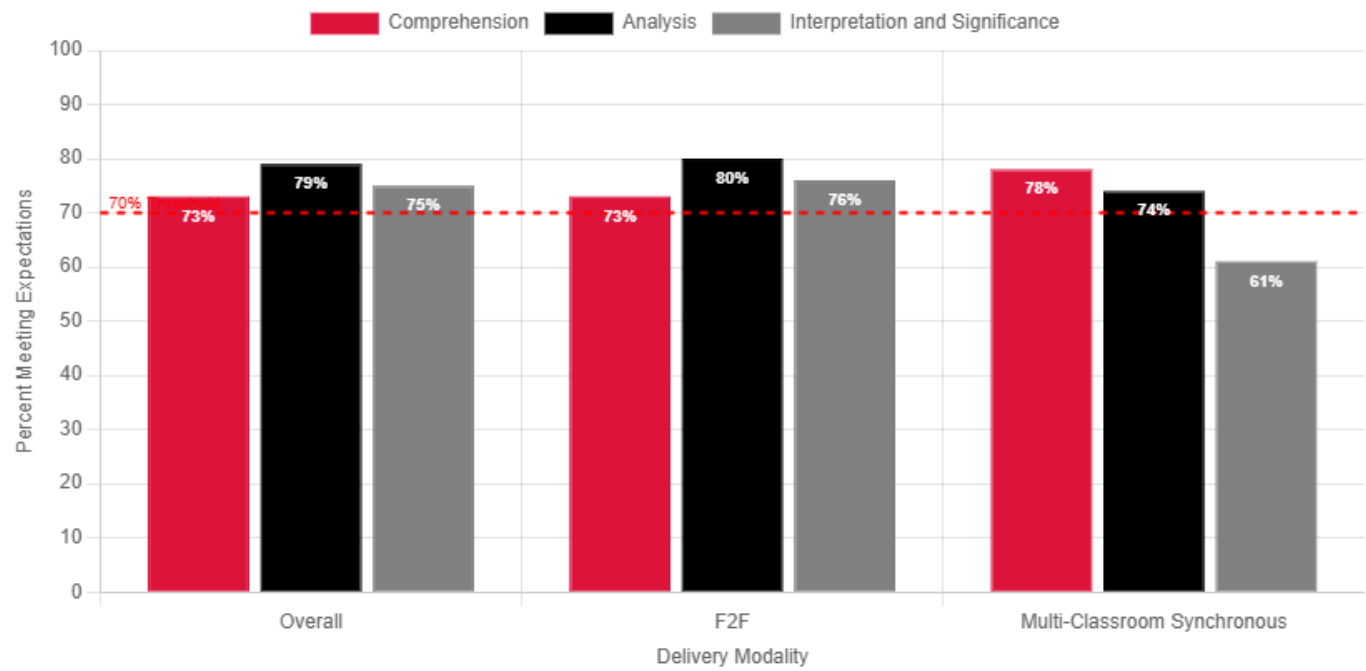


Figure 2: Four-Semester Trend Data

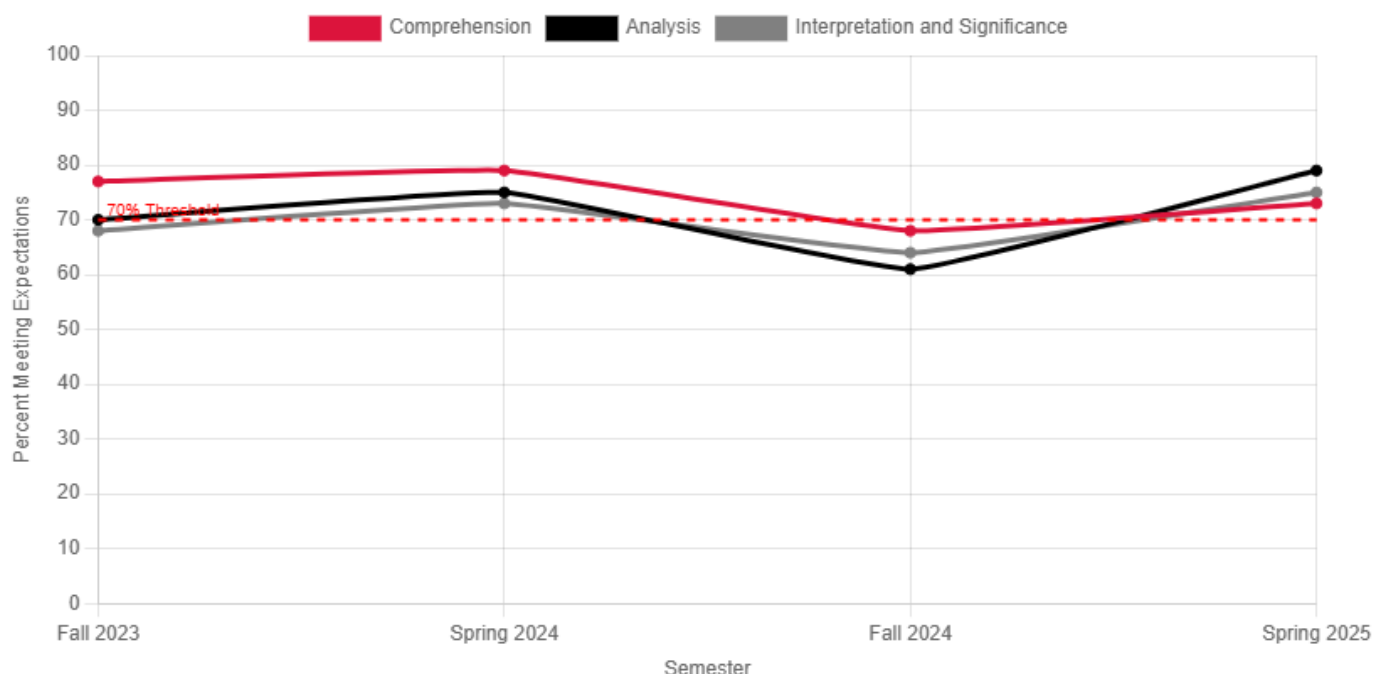


Table 7: Four-Semester Trend Data: Percent Meeting Expectations

Semester	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Comprehension	77%	79%	68%	73%
Analysis	70%	75%	61%	79%
Interpretation and Significance	68%	73%	64%	75%

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 prompts for each SLO.

SLO1: Comprehension

- I will continue to have students articulate their ideas and interpretations in an interactive, seminar-style class. This will be supplemented by collaborative work and small-group conversations that reinforce their ability to read with deep engagement and produce satisfying interpretations.
- Comprehension assessment is included in all assessment methods which includes exams, quizzes, presentations, and blogs. Additionally, students also do posters.
- One of the things I plan to focus on more in future semesters is modeling good notetaking in class. This semester, students did well discussing literary works in class, but I'm not sure how much they remembered on the day of the final exam. I plan to spend more class discussion time encouraging student to make connections to works we read earlier in the semester, so that their memories of those works don't fade.

- I would have predicted the results for comprehension would be higher. I seem to have caught some students off guard with my short answer questions. The students who tended to miss classes or arrive late had the poorest performance on this part of the exam, so I need to do more to encourage frequent and punctual attendance, and press upon students who miss the necessity of getting notes. Another option would be to use the response papers as the assessment tool for this SLO. I chose the exam since it occurs at the end of the semester.
- I will incorporate more small group work.
- I am unlikely to teach this course again due to the rotation, but if I do, I'll add more group activities to promote active learning.
- I am happy with these results and see no reason to change.
- Nothing in these use results demonstrates a need to change the course. Shakespeare cannot be mastered by some students in just one semester. The single developing student simply did not complete the assignment that was given.
- The use results are what I would expect to see for this class, so I see no reasons to make changes at this time.
- There are significant classroom tech barriers to the multiclassroom synchronous modality: do not recommend continuing this modality until issues are worked out. Need to develop different measures for those who are in-person vs. those Zooming into class from other campuses.
- This was the first semester that the course was taught. We will use the results to adjust the course materials and quiz questions.
- The results are satisfactory and reflect the level of engagement and knowledge that students are expected to have at this level. I wouldn't change the assignment for this SLO.

SLO2: Analysis

- To amplify students' analytical skills, I will continue to introduce them to critical concepts and theories that enable them to develop more nuanced and sophisticated readings. For instance, I present information about influential critical approaches, such as ecocriticism, and have students figure out how to pose questions related to a certain approach. This ensures that they move well beyond summarizing texts.
- Analysis assessment is included in all assessment methods which includes exams, quizzes, presentations, and blogs. Additionally, students also do posters.
- Although most of my students did very well analyzing the poems given on the exam, their performance on the multiple choice part of the exam tells me that we need to go over more literary terms and making sure they are taking notes when I go over literary terms. If we did so, students may be able to identify more "literary elements of the text"
- These results are more in line with what I expected from my students. I need to do more to reach out to those students in the emerging and developing categories. I rely on in-class writing to generate discussion in this course, and I plan to do more prompts that ask students to reflect on not only the assigned text for that day, but to compare it to another work we've already read, in order to get the students to examine (and, frankly, just remember) a larger number of works in the slave narrative genre.
- I will incorporate more small group work.
- I am unlikely to teach this course again due to the rotation, but if I do, I'll add more group activities to promote active learning.
- There are a few additional directions that I will tweak regarding the assignment students were given related how they should explore the ways that a modern adaptation of the Greek myth reflects current values.
- Nothing in these use results demonstrates a need to change the course. Shakespeare cannot be mastered by some students in just one semester. The single developing student simply did not complete the assignment that was given.
- The use results are what I would expect to see for this class, so I see no reasons to make changes at this time.
- Start research paper workshops earlier in the semester. Incorporate at least one draft workshop. Spend more time explaining acceptable/unacceptable use of AI.

- This was the first semester that the course was taught. We will use the results to adjust the course materials and quiz questions.
- The results are satisfactory and reflect the level of engagement and knowledge that students are expected to have at this level. I wouldn't change the assignment for this SLO.

SLO3: Interpretation and Significance

- Helping students grapple with the transformative potential of literary texts is key to my pedagogical approach. To this end, I emphasize literature as both a product and a producer of culture, and I call attention to the ways in which vital debates or issues are explored in diverse texts.
- Interpretation and significance assessment is included in all assessment methods which includes exams, quizzes, presentations, and blogs. Additionally, students also do posters.
- Although most students did well, I would like to see more students in the Mastery level. Students did well on their informal response papers, but not all made the transition to a more formal analysis paper. (and the students who needed the most help were the ones who skipped class on our draft workshop day). I may need to show models of papers at the proficient and mastery level. The other, more concerning issue that I've seen this semester is that my examples of emerging and unsatisfactory writing are not examples of the students' own poor writing, but examples of students copying what they have prompted from an AI response. These papers are technically proficient, but tend to talk about the literature in broad and very vague buzz words, with little to no quotations from the literary work. I plan to create a clearer AI policy for my syllabus, and continue to use in-class writing to encourage class discussion (and also give students a head start on a draft -- so they aren't tempted to ask AI).
- I am very pleased with the results from the final papers, but I still had a student in each of the emerging and developing category. I plan to do more to encourage students to begin their final paper earlier and attend class on draft workshop days.
- I will incorporate more small group work.
- I am unlikely to teach this course again due to the rotation, but if I do, I'll add more group activities to promote active learning.
- I will add some additional directions to the assignment that encourage students to think about why the changes to the adaptation they studied matter for modern readers.
- Nothing in these use results demonstrates a need to change the course. Shakespeare cannot be mastered by some students in just one semester. The single developing student simply did not complete the assignment that was given.
- The use results are what I would expect to see for this class, so I see no reasons to make changes at this time.
- Give models of effective responses. Require students to use only terms and concepts introduced in class. Spend more time explaining acceptable/unacceptable use of AI.
- This was the first semester that the course was taught. We will use the results to adjust the course materials and quiz questions.
- The results are satisfactory and reflect the level of engagement and knowledge that students are expected to have at this level. I wouldn't change the assignment for this SLO.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 36% submission rate of all literature courses with 346-350 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs (73-79% meeting expectations), representing an improvement from Fall 2024 when performance was below threshold (61-68%). Notably, both face-to-face and multi-classroom synchronous modalities showed good performance with 73-80% and 61-78% meeting expectations for most SLOs. The four-semester trend data reveals a recovery from the declining performance observed through Fall 2024. All three SLOs showed improvement from Fall 2024 to Spring 2025, with Comprehension improving from 68% to 73%, Analysis from 61% to 79%, and Interpretation and Significance from 64% to 75%. This represents a positive turnaround in student performance across all learning objectives.

Students generally performed well across all three Student Learning Outcomes—Comprehension, Analysis, and Interpretation and Significance—with instructors noting strengths in engagement, informal writing, and classroom discussion. However, areas for improvement include reinforcing the importance of notetaking, use of literary terminology, and helping students transition from informal to formal analysis, particularly in the context of AI misuse. Future plans include more group work, workshops, formative assessments, and clearer assignment expectations to support deeper critical engagement and academic integrity.

VIII. Discussion and Recommendations

The improvement in Literature assessment results from Fall 2024 to Spring 2025 suggests that interventions and adjustments made by faculty may be effective. The continued focus on essay-based assessments and written reflections appears to be appropriate for measuring literature learning outcomes.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the factors that contributed to the significant improvement in Spring 2025 to identify best practices that can be sustained and replicated.
- Continue to emphasize essay-based and written reflection assessments that align well with literature learning objectives.

Appendix L: General Education Summary Report
Natural World and Technology: Natural World
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Natural World, 39% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Natural World Courses Assessed

Learning 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, with some offered through asynchronous distance education.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
N - Natural World	BIOL110 Principles of Biology 1	01	F2F	124
N - Natural World	EGGS101 Intro to Physical Geography	03	Asynchronous DE	41
N - Natural World	CHEM116 Physiological Chemistry 1	01	F2F	36
N - Natural World	PHYS209 Introductory Physics II	02B	F2F	10
N - Natural World	PSYC100 Introduction to Psychology	03,04	F2F	112
N - Natural World	EGGS107 Natural Disasters	01,02	F2F	106
N - Natural World	BIOL180 Anatomy and Physiology 1	01A,01B,01C,01D,01E	F2F	114
N - Natural World	CHEM121 General Chemistry I	01	F2F	67

Table 2: Courses and Sections Assessed

N - Natural World	ANTH140 Intro to Biological Anthropology	01,02	F2F	76
N - Natural World	EGGS107 Natural Disasters	01	F2F	50
N - Natural World	ANTH221 Forensic Anthropology	98,99	Asynchronous DE	59
N - Natural World	EGGS120 Physical Geology	01,02	F2F	24
N - Natural World	CHEM122 General Chemistry II	02A,02B	F2F	33
N - Natural World	PHYS212 General Physics 2	02A	F2F	5
N - Natural World	PSYC100 Introduction to Psychology	02	F2F	85
N - Natural World	HONR218 Honors Natural World Seminar	01	F2F	10
N - Natural World	BIOL110 Principles of Biology 1	01A,01B,01C,01D	F2F	72
N - Natural World	PHYS209 Introductory Physics II	03A	F2F	8
N - Natural World	BIOL235 Allied Health Microbiology	01A,01B	F2F	26
N - Natural World	CHEM121 General Chemistry I	02A,02B	F2F	36
N - Natural World	CHEM122 General Chemistry II	04A	F2F	12

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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None	Total
SLO1 - Scientific Method	52.4% (11)	0.0% (0)	0.0% (0)	28.6% (6)	0.0% (0)	14.3% (3)	4.8% (1)	21
SLO2 - Scientific Principles	76.2% (16)	4.8% (1)	0.0% (0)	9.5% (2)	0.0% (0)	4.8% (1)	4.8% (1)	21
SLO3 - Data and Problem Solving	47.6% (10)	0.0% (0)	4.8% (1)	33.3% (7)	0.0% (0)	14.3% (3)	0.0% (0)	21

**The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Scientific Method	21	1057	69	120	228	311	329	8	39%	61%
Scientific Principles		1038	82	145	221	358	232	85	43%	57%
Data and Problem Solving		1097	87	111	183	384	332	10	35%	65%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Scientific Method	19	998	66	98	205	304	325	8	37%	63%
Scientific Principles		979	79	119	198	354	229	85	40%	60%
Data and Problem Solving		997	71	92	159	379	296	10	32%	68%

Table 6: Natural World Assessment Data: Number and Percent by Competency (ASYN DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Scientific Method	2	59	3	22	23	7	4	0	81%	19%
Scientific Principles		59	3	26	23	4	3	0	88%	12%
Data and Problem Solving		100	16	19	24	5	36	0	59%	41%

Figure 1: Performance by Modality - Percent Meeting Expectations

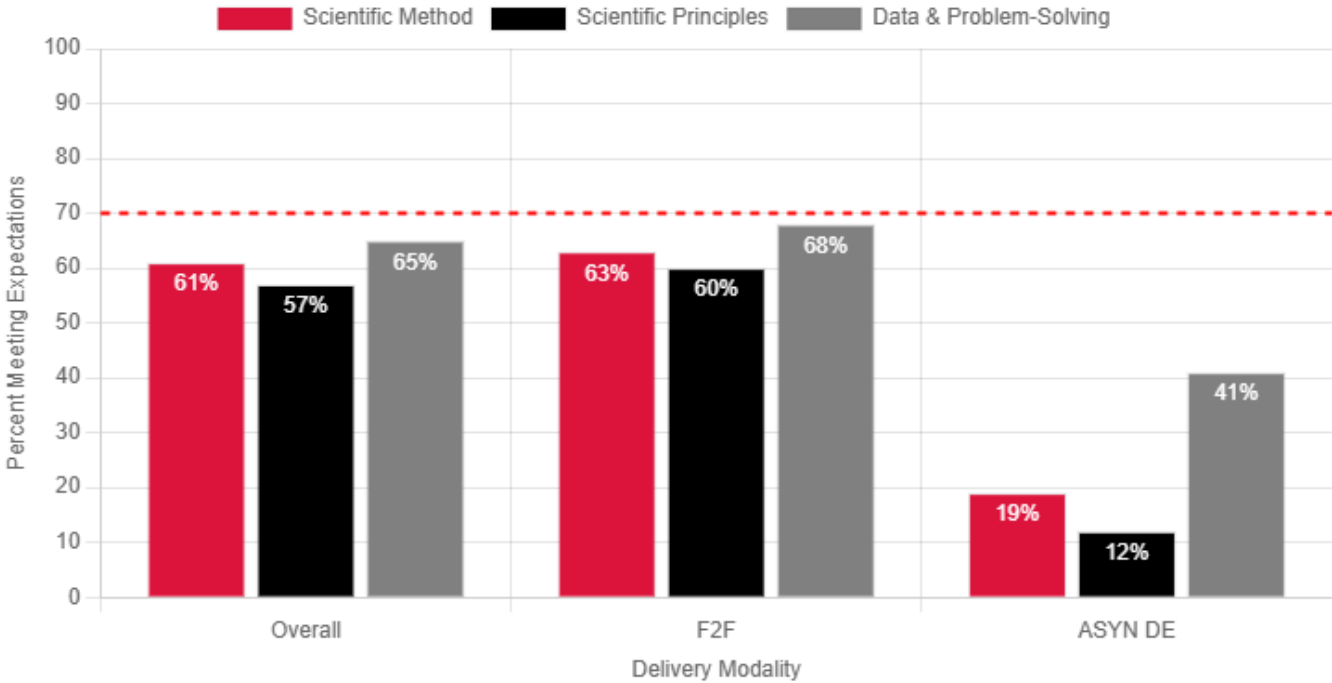


Figure 2: Four-Semester Trend Data

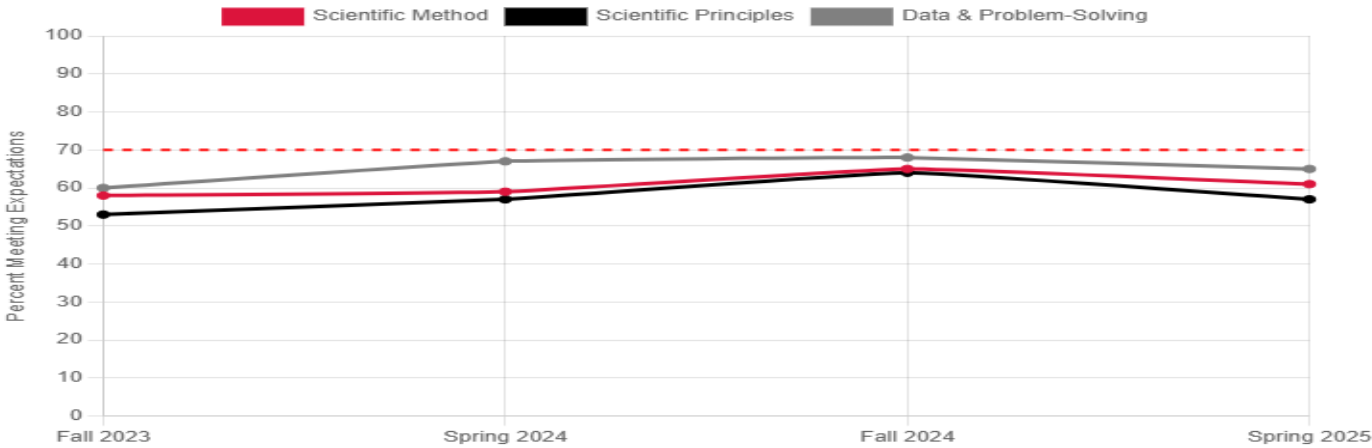


Table 7: Four-Semester Trend Data				
Semester	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Scientific Method	58%	59%	65%	61%
Scientific Principles	53%	57%	64%	57%
Data & Problem-Solving	60%	67%	68%	65%

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 prompts for each SLO.

SLO1: Scientific Method

- Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings.
- Not assessed.
- I plan to cover less material in the future, but at a deeper level to try to make more connections with other course material.
- There was progress towards the rubric conformation for report writing by the end of the 14th lab report at the end of the semester.
- ~93% of students demonstrated a high level of proficiency on this measure. No immediate changes to this approach are recommended.
- Develop more examples that introduces and reinforces the concepts associated with the scientific method, early in the semester.
- I did not use "mastery" as an option in my assessment. While most learners are developing or higher, reinforcing the key components of the scientific method may help move learners from the unsatisfactory and emerging categories into higher categories. This can be done by including directed practice concepts into both lecture and lab (beyond what we already normally do) to help improve performance on those particular lab exam questions.
- Will add more examples
- Students may need to be guided to more relevant or just more recent and accurate data about climate change. They also will need to be more explicitly told how different measurements of temperature and greenhouse gas emissions correlate to one another and vary depending on the location they are measured.
- Some students don't see how the scientific method relates to the things that they are doing in lecture and lab. We will be more up front about how each lab represents the students actively using the scientific method to get results to answer the lab questions and then refer to those in
- Work on developing improved methods of assessing scientific method that addresses all the steps in the scientific process.
- Continue emphasizing on the comparison between theoretical prediction and experimental verification following from the results in the labs.
- Results indicate that 55.29% of students achieved a proficient or mastery level of understanding of these concepts; with another 28.2% indicated as having a developing understanding. 15.29% of students had an emerging understanding of concepts related to this goal. Only 1 of 85 students achieved an unsatisfactory status. This is an introductory level course and is predominantly made up of first year students. Thus, these data are encouraging that the methods being used in the course foster accomplishment of this learning objective.
- The data suggest no improvement is warranted.
- Based on this data, the students appear to have a relatively sound understanding of the scientific method, but I think it would be useful to address the topic more explicitly in the course.
- Nothing significant stands out here. Although they are using some aspect of the scientific method in every lab, it is not so obvious to them in how it is being applied. Will point out in each lab how we are applying sci meth to each lab.

- As described in the attached plan, I have tried to incorporate more of the scientific method into the lectures dealing with equilibrium but I cannot see that they make any more correlation with the extra content than they did before. The additional coverage seems to have no improvement in how they do.

SLO2: Scientific Principles

- Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings.
- Not assessed.
- I plan to cover less material in the future, but at a deeper level to try to make more connections with other course material.
- Quality of lab report, particularly in the part of theory
- ~68% of students demonstrated a high level of proficiency on this measure. No immediate changes to this approach are recommended.
- Emphasize the terminology and have students apply it to real-world examples. Many of the issues with their understanding of Scientific Principles is because of not understanding the terms and some of the basic vocabulary.
- I did not use "mastery" as an option in my assessment. I think overall, the student learners performed well, with the highest number in the proficient category. I use in-class review questions both during normal class and before exams, and provided these questions again as a study guide for the final exam, which was used for assessing this goal. I think these review type activities should continue, and provide more sessions where possible.
- Will add more examples
- More emphasis on how observations lead to better forecasting of disasters and how that relates to the use of scientific principles in the real world. Will change some homework assignments to better address this in preparation for exams.
- Lack of understanding of plate tectonics and relationship to plate boundaries and other features like mountains or ocean basins. Will try in class exercise looking at particular locations on the the planet and quizzing class on what plate tectonic setting each represents.
- Students consistently do well with scientific principles. Continue to use effective teaching methods.
- *Include additional conceptual questions so that there is a mix of quantitative and qualitative components.
- Results indicate that 56.47% of students achieved a proficient or mastery level of understanding of these concepts; with another 21.1% indicated as having a developing understanding. 20% of students had an emerging understanding of concepts related to this goal. Only 2 of 85 students achieved an unsatisfactory status. This is an introductory level course and is predominantly made up of first year students. Thus, these data are encouraging that the methods being used in the course foster accomplishment of this learning objective.
- The data suggest no improvement is warranted.
- I am a bit disappointed in the students' performance on this SLO. The Brightspace statistics showed that the two most numerous scores (modes) were 95% and 65%, indicating that students either really understood the material or were not retaining the material (and in many cases retaining common misconceptions). I will use this data to refocus on the areas on which the students performed most poorly.
- Homework tends to focus on mathematical applications and not so much descriptive, need to incorporate more descriptive problems and use test questions during the semester that address scientific principles.

- Three different means of assessing this parameter were used, and the common theme is that when the concepts are fresh in their minds, they are willing to try to apply them, but without the context of a conversation, they do not do as well. Incorporating more descriptive questions in hmwk planned.

SLO3: Data & Problem-Solving

- Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings.
- The Climate Change Worksheet allowed students to critically analyze climate change through assessing a Carbon Dioxide and Global Warming Case Study. What did they learn? About greenhouse gases and the greenhouse effect. How to analyze global carbon dioxide and temperature data as evidence for global warming. About human activities and natural processes that cause climate change. About how climate change is likely to affect geographic regions of the U.S. The assignment requirements could be expanded in the future to include a more detailed critical analysis of how climate change is impacting biochemical cycles.
- I plan to cover less material in the future, but at a deeper level to try to make more connections with other course material.
- 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.
- ~82% of students demonstrated a high level of proficiency on this measure. No immediate changes to this approach are recommended.
- Integrate additional case studies that address more recent natural disasters and will allow the application of the established scientific principles.
- I did not use "mastery" as an option for my assessment. I think the student learners performed very well here as well, with most students ranking in the proficient category. We can use dedicated review sessions in lecture and lab to help reinforce strong performance on those particular lab exam questions.
- Will add more examples
- Students will need to look into more hurricane tracking data. They will need to assess how pressure variations, temperature and winds affect how hurricanes develop, grow, and strengthen or weaken as they approach the coasts and how this ultimately determines their destructiveness.
- Students have trouble visualizing what they are plotting and the steps they need to take when determining earthquake location based on P and S wave arrival times. We are changing lab manuals where the written explanation is a little more clear.
- Students find problems solving difficult. Continue to address this by using innovative teaching methods to engaged students in problem solving.
- Emphasize on the essence of the equations used in the provided equation sheet and the different physical phenomena that they describe.
- Results indicate that 58.8% of students achieved a proficient or mastery level of understanding of these concepts; with another 18.8% indicated as having a developing understanding. 17.6% of students had an emerging understanding of concepts related to this goal. Only 4 of 85 students (4.7%) achieved an unsatisfactory status. These numbers have continued to improve since Fall 2023, when it was first noted that these concepts are primarily explored in the first weeks of the semester, and the assessment was conducted only on the final exam (i.e., those earning unsatisfactory status in Fall 2023 was 31/376 8%; and in the Fall of 2024 was 19/375, 5%). Since Fall 2023, I have continued to make a stronger emphasis on the review of these concepts throughout the semester, more directly connecting them to topics throughout the course. The sustained improvement is encouraging that this effort is effective and that the methods being used in the course foster accomplishment of this learning objective.

- The data suggest no improvement is warranted.
- Based on this data, the students appear to have a relatively sound understanding of using scientific information to draw conclusions, but I would like to include an assessment of more quantitative analysis skills and experimental design in the future.
- One of the labs assessed here was the titration analysis of vinegar, will include a more detailed example of the calculations that are used. The results of this assessment were good, approximating the usual distribution, but there was one that stood out as significantly worse than the others.
- Two different labs were used for this, calculations for the Avogadro's number lab were correct but their raw data was bad, for this lab there are explicit examples for them to follow. The other lab the equilibrium constant determination lab, there is an example, but is slightly different. Will rewrite example.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 39% submission rate of all natural world courses with 1,038-1,097 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for any of the SLOs, with 57-65% meeting expectations. The performance shows declining trends from Fall 2024, with Scientific Method, Scientific Principles, and Problem Solving showing slight decreases (from 65% to 61%; 64% to 57%; and 68% to 65% respectively). Face-to-face delivery showed stronger performance than asynchronous distance education across all three SLOs, with F2F students achieving 60-68% compared to 12-41% for asynchronous distance education. The performance gap between modalities warrants further investigation and targeted interventions for distance education delivery methods.

Across the three SLOs, instructors plan to enhance instruction by incorporating more real-world examples, visual aids, and scaffolded activities. Ongoing refinements—such as emphasizing application, clarifying lab instructions, and integrating more formative assessments—are planned to further improve student understanding and engagement.

VIII. Discussion and Recommendations

The Natural World assessment results for Spring 2025 indicate continued challenges in achieving the 70% threshold across all learning objectives. While face-to-face delivery shows reasonable performance levels, the notable decline in asynchronous distance education suggests a need for targeted improvements in online delivery methods and student engagement strategies.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.

- 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.
- Address the significant performance gap between face-to-face and asynchronous distance education delivery methods through targeted faculty development and course design improvements.
- Investigate specific challenges students face in asynchronous distance education format for Natural World courses and develop appropriate support mechanisms.
- Encourage more faculty to submit improvement actions and strategies to build a comprehensive database of effective practices.

Appendix M: General Education Summary Report
Foundations: Oral Communication
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Oral Communication, 30% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Oral Communication Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ORAL COMMUNICATION	15	50	30%

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 with some asynchronous distance education offerings.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
O - Oral Communication	COMM101 Public Speaking	01, 02	F2F	46
O - Oral Communication	HONR211 Honors Oral Communication Seminar	01	F2F	19
O - Oral Communication	COMM101 Public Speaking	04, 05, 22	F2F	72
O - Oral Communication	COMM102 Interpersonal Communication	10	F2F	25
O - Oral Communication	COMM103 Small Group Communication	01, 02, 03	F2F	66
O - Oral Communication	COMM100 Introduction to Communication	96, 97	Asynchronous DE	42
O - Oral Communication	COMM102 Interpersonal Communication	97	Asynchronous DE	27
O - Oral Communication	MEDJ221 Social Media and Podcasting	98, 99	Asynchronous DE	36

Faculty members used the assessment methods listed in Table 3 to collect the SLO data from GE courses. 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/Quiz Objective	Exam/Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	Total
SLO 1 - Organization	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	75.0% (6)	0.0% (0)	8
SLO2 - Supporting Material	0.0% (0)	0.0% (0)	0.0% (0)	25.0% (2)	75.0% (6)	0.0% (0)	8
SLO3 - Delivery	0.0% (0)	0.0% (0)	0.0% (0)	12.5% (1)	87.5% (7)	0.0% (0)	8

*The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

Table 4: Oral Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Organization	8	321	2	6	27	156	130	12	11%	89%
Supporting Material		320	2	10	54	159	95	13	21%	79%
Delivery		318	1	3	57	170	87	15	19%	81%

Table 5: Oral Communication Assessment Data: Number and Percent by Competency (F2F)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Organization	5	226	1	6	22	95	102	2	13%	87%
Supporting Material		225	1	10	49	98	67	3	27%	73%
Delivery		223	0	3	52	109	59	5	25%	75%

Table 6: Oral Communication Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Organization	3	95	1	0	5	61	28	10	6%	94%
Supporting Material		95	1	0	5	61	28	10	6%	94%
Delivery		95	1	0	5	61	28	10	6%	94%

Figure 1: Performance by Modality - Percent Meeting Expectations

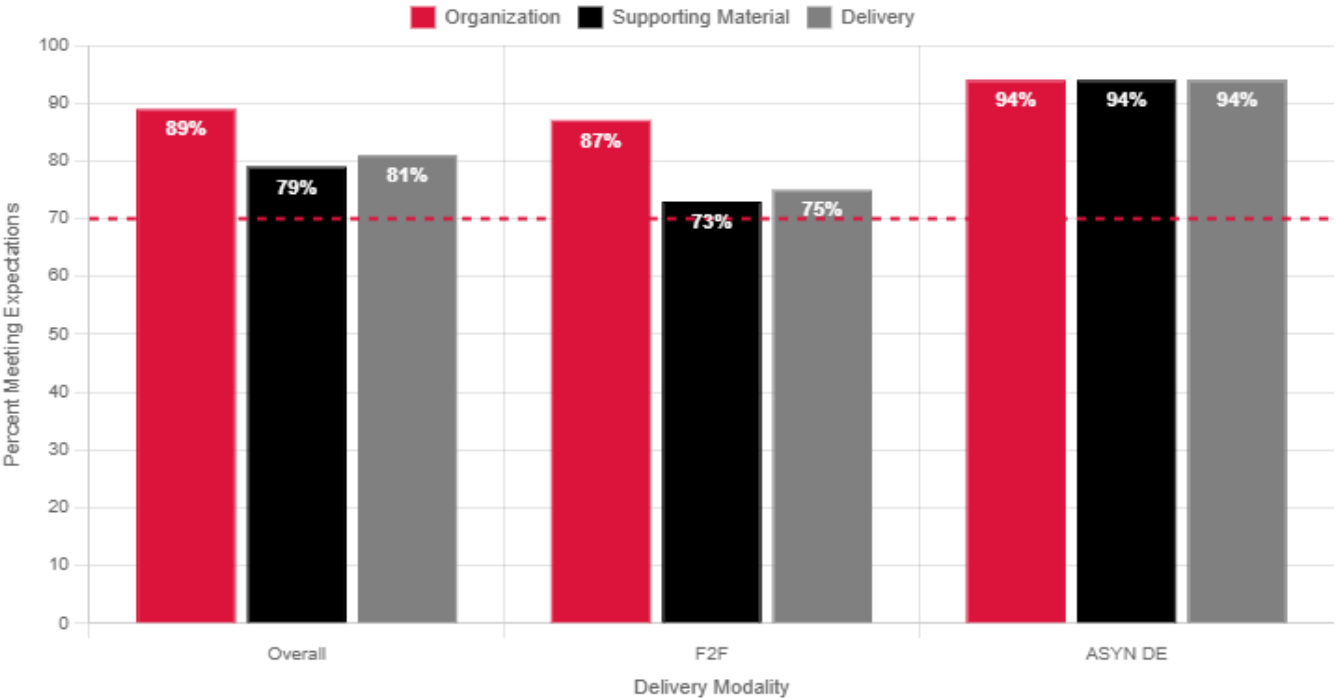


Figure 2: Four-Semester Trend Data

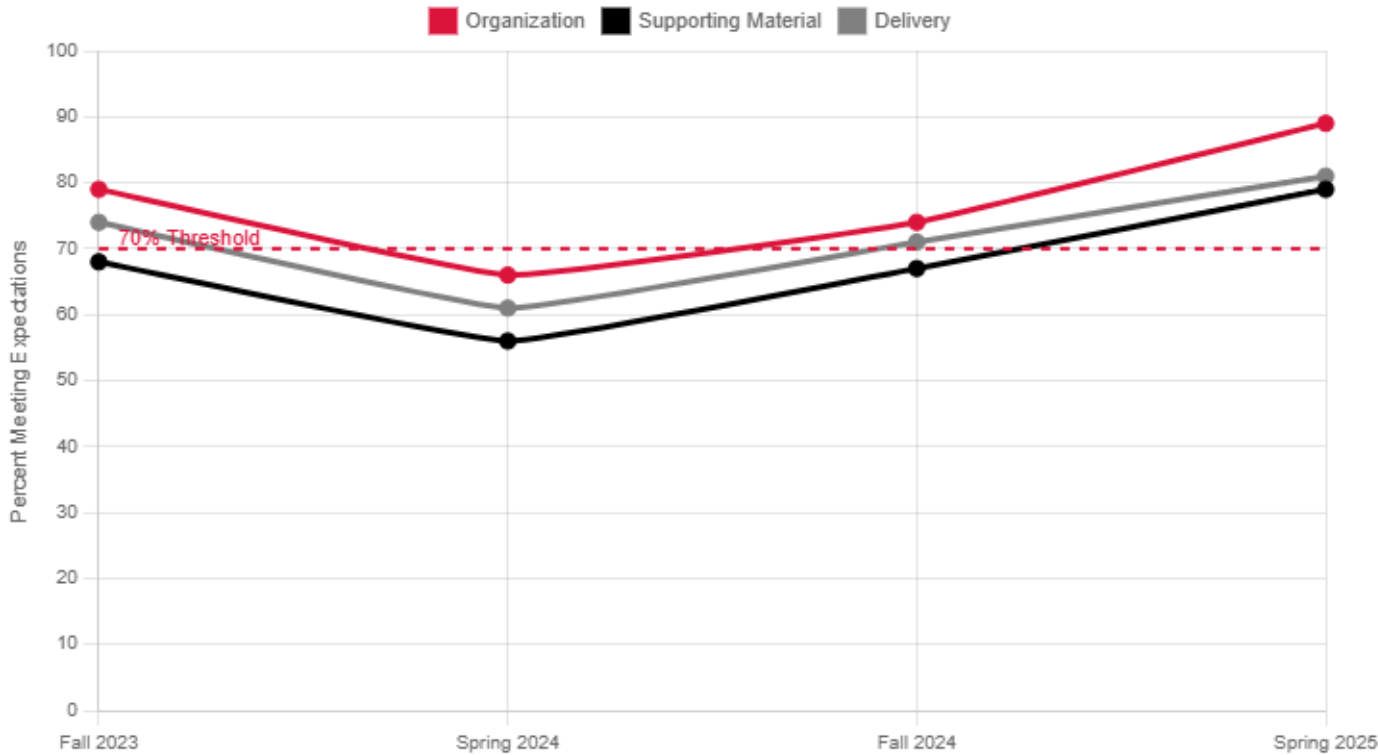


Table 7: Four-Semester Trend Data: Percent Meeting Expectations

Student Learning Objective	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Organization	79%	66%	74%	89%
Supporting Material	68%	56%	67%	79%
Delivery	74%	61%	71%	81%

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 prompts for each SLO.

SLO1: Organization

- This semester I have been especially precise in my instructions for the organization of this speech, which seems to correspond with a higher proportion of the class doing it correctly. I guess the steps can't be over-emphasized.
- Many students proved adept at selecting and arranging questions in a logical way, but many did so haphazardly. This is something I can emphasize moving forward.
- Organization of content and the development of a message is at the heart of public speech and can be accomplished through more and better preparation. Further in-class and out of class activities can be developed to practice skills associated with this outcome
- 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.
- This year I assessed using a group presentation, so theoretically all students in the group should have contributed to the organization, but it is likely that 1-2 students in groups of 3-5 did most of the work. Something that I will work on in the future is more development and emphasis on the importance of organization. I also did more of this this semester and I will continue to refine my approach.
- The results provide an opportunity to reteach/spend more time emphasizing speech organization skills. This will include helping students understand various organizational patterns, such as chronological, spatial, problem and solution, and cause-and-effect, to enhance clarity and coherence within a student's speech.
- Students worked in a clear framework organizing their analysis of interpersonal conflict in a chronological manner.
- The students who performed poorly did not complete the assignment, which made them unsatisfactory according to the organization's standards. Those who do not meet the criteria are required to finish the assignment.

SLO2: Supporting Material

- Because this speech is geared toward emotional appeal, students cite fewer sources. In some cases they use data that they do not cite, which is a problem. This is something that I can emphasize further in the future.
- Most students know how to draw on data and cite sources, but not all. I was a little surprised by how many proposed to rely on internet sources rather than scholarly content. This is something I will definitely emphasize moving forward.

- The collection and use of supporting materials is challenging to students who may not have developed a sense of media literacy. Further in-class and out of class activities can be developed to practice skills associated with this outcome.
- Based on the data, it is clear to me that the Application Paper is an appropriate assessment tool. The students overall were very successful in being able to apply class concepts to a media artifact or real-life interpersonal relationship of their choosing. Some of the loss of points on this assignment had to do with students not engaging in a detailed analysis and application of concepts to the level I was expecting. I will continue to work with students in future semesters to provide feedback on their paper outlines and drafts to ensure that they are applying the concepts appropriately.
- This semester I assessed using a group presentation, so theoretically all students in the group should have contributed to ensuring that there were the appropriate number of sources and that they were cited clearly. I will continue to work with students in terms of giving smaller activities and assignments that will help them see the importance of citing sources.
- The results provide an opportunity to emphasize the value of supporting one's ideas by employing a range of facts and statistics, definitions, examples, narratives, testimony, and analogies. Reteaching students the need for a presentation to have appropriate forms of support is paramount.
- Students made claims concerning the evaluation of their interpersonal conflict using a variety of evidence types. Future efforts should ensure that students corroborate their claims using a variety of evidence types (students should bolster personal experience with expert sources and vice versa).
- The students who performed poorly did not complete the assignment, which made them unsatisfactory according to the supporting materials standards. Those who do not meet the criteria are required to finish the assignment.

SLO3: Delivery

- Most students delivered the speech well. I have few if any concerns about volume, rate, etc. The big challenge for all students is always eye contact. Perhaps I need to develop exercises to cultivate a greater degree of comfort here.
- Most students were loud enough, clear enough, and articulate enough to be understood by the group. But this is a skill set with room for improvement.
- Delivery is challenging for students as this may be where communication apprehension is manifest, and it is the performative aspect that is more challenging than, say, organizing arguments or finding evidence. Further in-class and out of class activities can be developed to practice skills associated with this outcome, which includes having students analyze speeches in popular culture and by challenging students to develop specific delivery skills.
- It appears clear from the results that students struggled some with this assignment, but these numbers are quite an improvement from past semesters when I have used this same assessment tool. A few students chose not to present at all (as noted in the 'None' column since I could not assess that data) due to fear of presenting in front of the class. But the majority of students were well-prepared and appeared confident to engage in a discussion of their application paper assignment. I will continue to try and set aside some additional time in class in future semesters 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 the presentation is meeting the assignment requirements.
- From this data, I plan to continue to incorporate ways to practice delivery into everyday class activities so that students get comfortable speaking to each other. Additionally, a lot of students who have self-diagnosed anxiety related to public speaking choose to take this class over others, so even if presenting in a group, they still struggle.

- The results provide an opportunity to emphasize the value of practicing and building confidence in speech making/delivery. Practicing a speech will boost your confidence as a speaker and ease potential anxiety. Providing more opportunity to practice.
- Assessment of delivery proved difficult in this asynchronous course. A future version of the assignment would ask students to present their findings through a brief presentation
- The students who performed poorly did not complete the assignment, which made them unsatisfactory according to the delivery's standards. Those who do not meet the criteria are required to finish the assignment.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 30% submission rate of all oral communication courses with 318-321 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs (79-89% meeting expectations), representing an improvement from Fall 2024 when performance was 67-74%. Notably, the asynchronous distance education modality showed strong performance with 94% meeting expectations across all three SLOs. Face-to-face delivery showed lower performance rates across all three SLOs (73-87%), though still above the 70% threshold. The four-semester trend data reveals a positive trend with improvement from Spring 2024 to Spring 2025. All three SLOs showed improvement from Fall 2024 to Spring 2025, with Organization improving from 74% to 89%, Supporting Material from 67% to 79%, and Delivery from 71% to 81%. This represents continued growth in student performance across all learning objectives.

Across all three Student Learning Outcomes (Organization, Supporting Material, and Delivery), students generally showed acceptable performance, with instructors noting improvements tied to clearer instructions and effective assignments. However, challenges persist in consistent application—some students struggled with organizing content, citing credible sources, and managing delivery anxiety. Future efforts will focus on reinforcing these skills through targeted exercises, peer feedback, increased practice opportunities, and scaffolding assignments to enhance preparation and confidence.

VIII. Discussion and Recommendations

The continued improvement in Oral Communication assessment results from Fall 2024 to Spring 2025 suggests that faculty interventions and pedagogical adjustments have been effective. The strong performance in asynchronous distance education modalities indicates that these formats can be successfully adapted for oral communication assessment. However, faculty concerns about students reading from notes rather than delivering from outlines, and the need for more emphasis on research methods and source credibility, require ongoing attention.

Suggestions made following the Fall 2024 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.
- 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.

- Consider reducing the levels of competency from five to three.
- 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.
- Investigate best practices for delivery assessment in asynchronous courses to maintain the strong performance observed.
- Address faculty concerns about students reading from notes by developing strategies for encouraging extemporaneous delivery.
- Strengthen emphasis on research methods and source credibility to improve Supporting Material outcomes, including utilizing campus partners like the university libraries and faculty librarians who are trained to support these areas.

Appendix N: General Education Summary Report
Foundations: Quantitative Reasoning
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Quantitative Reasoning, 73% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Quantitative Reasoning Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
QUANTITATIVE REASONING	37	51	73%

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 with a few distance learning courses.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	03	F2F	3
Q - Quantitative Reasoning	MATH118 College Algebra	04	F2F	11
Q - Quantitative Reasoning	MATH110A Concepts of Arithmetic and Number Systems with Recitation	01	F2F	11
Q - Quantitative Reasoning	MATH140 Precalculus	02,03	F2F	28
Q - Quantitative Reasoning	MATH120 Mathematics for the Health Sciences	01,02	F2F	44
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	01,02	F2F	69
Q - Quantitative Reasoning	MATH120A Mathematics for the Health Sciences with Recitation	01	F2F	16
Q - Quantitative Reasoning	MATH118 College Algebra	03	F2F	32

Table 2: Courses and Sections Assessed

Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	02	F2F	23
Q - Quantitative Reasoning	MATH118 College Algebra	01,02	F2F	48
Q - Quantitative Reasoning	MATH150 Essentials of Calculus	01	F2F	15
Q - Quantitative Reasoning	MATH160 Calculus 1	01,02	F2F	27
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	01,02	F2F	61
Q - Quantitative Reasoning	MATH130 Finite Mathematics	01	F2F	10
Q - Quantitative Reasoning	MATH140 Precalculus	01	F2F	28
Q - Quantitative Reasoning	ECON156 Business & Economics Mathematics	01,02	Blended/Hybrid	36
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	03	F2F	32
Q - Quantitative Reasoning	MATH140 Precalculus	04	F2F	29
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	03,110A-03	F2F	28
Q - Quantitative Reasoning	MATH101 Math Thinking	04	F2F	27
Q - Quantitative Reasoning	MATH120 Mathematics for the Health Sciences	03	F2F	11
Q - Quantitative Reasoning	MATH160 Calculus 1	03,05	Blended/Hybrid	15
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	04	F2F	28
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	98,99	Asynchronous Distance Education	76
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	05	F2F	19
Q - Quantitative Reasoning	MATH101 Math Thinking	05	F2F	34
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	01	F2F	30

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/Quiz Objective	Exam/Quiz Essay	Project	Essay/Report/Reflection	Oral Present.	Other	None
SLO1 - Interpretation	81.5% (22)	14.8% (4)	3.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
SLO2 - Analysis	88.9% (24)	11.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
SLO3 - Communication	77.8% (21)	14.8% (4)	3.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	3.7% (1)

*The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 8 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Interpretation	27	785	38	58	88	268	333	7	23%	77%
Analysis	27	785	27	68	113	260	317	7	26%	74%
Communication	27	743	35	60	105	227	316	14	27%	73%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Interpretation	24	658	35	57	82	212	272	7	26%	74%
Analysis	24	658	23	66	106	207	256	6	30%	70%
Communication	24	617	29	52	100	180	256	13	29%	71%

Table 6: Quantitative Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Interpretation	1	76	1	0	3	14	58	0	5%	95%
Analysis	1	76	2	2	3	11	58	1	9%	91%
Communication	1	75	4	2	2	10	57	1	11%	89%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Interpretation	2	51	2	1	3	42	3	0	12%	88%
Analysis	2	51	2	0	4	42	3	0	12%	88%
Communication	2	51	2	6	3	37	3	0	22%	78%

Figure 1: Performance by Modality - Percent Meeting Expectations

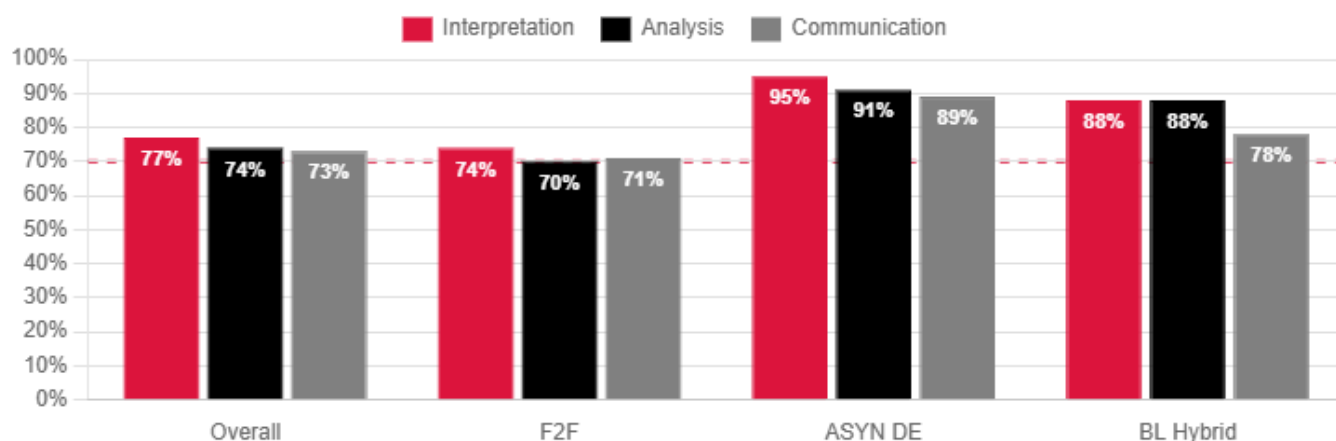


Figure 2: Four-Semester Trend Data

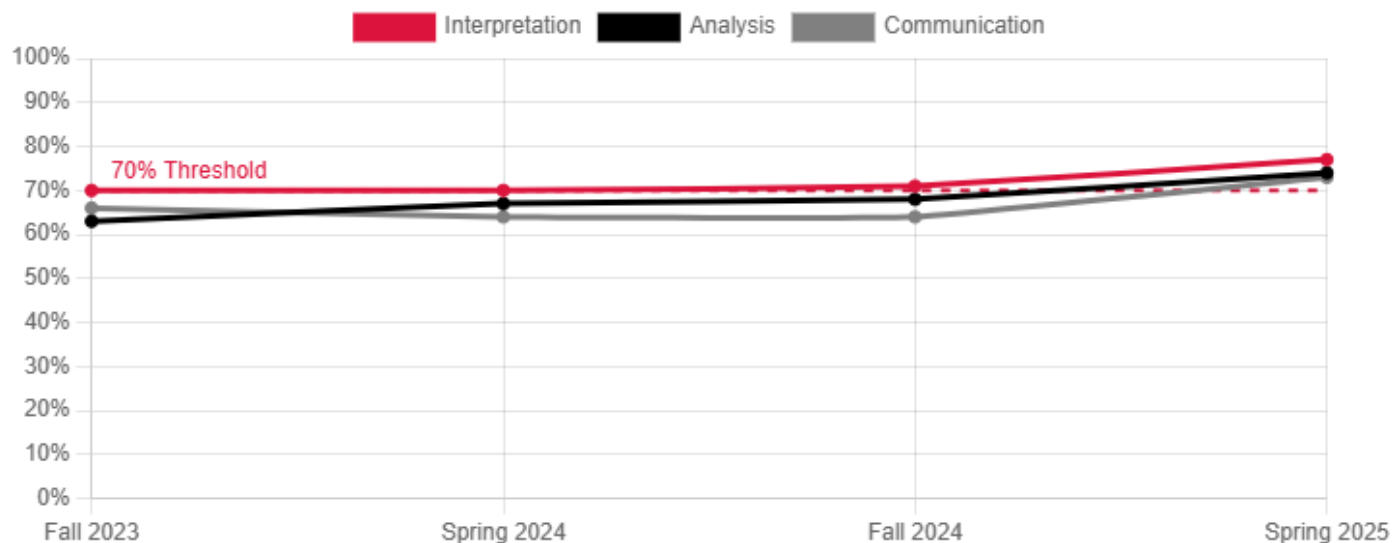


Table 8: Four-Semester Creative Assessment Trend Data - Percent Meeting Expectations

Semester	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Interpretation	70%	70%	71%	77%
Analysis	63%	67%	68%	74%
Communication	66%	64%	64%	73%

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 prompts for each SLO.

SLO1: Interpretation

- As is often the case in developmental sections, motivation levels and attendance were poor. This might be reversed in the future by assigning individual tutors to each student.
- Any student with a midterm grade below B- will be assigned a tutor next semester.
- I will compare results with my notes to see if I can spend more/less time on topics.

- Provide more help to students in unsatisfactory, emerging and developing categories.
- More focus on students in unsatisfactory, emerging and developing categories.
- Results were impressive and don't indicate need for improvement.
- Students seem to be grasping this concept.
- While many students performed well with interpretation, there is still a tendency for students to only want to solve the problem and not understand/interpret. The key will be to get students to do more of this with directed assignments.
- Based on our previous assessments, the program identified a need for more student support in applying mathematics in business and economics models, and interpreting them. Overall improvement were noted. At present, no changes are recommended.
- This question was meant to test the class's knowledge of sampling distributions, and to see if the class would be able to compute the mean and standard deviation of the sampling distribution given a population mean and standard deviation, and be able to use those in a probability calculation. Given the chance to teach stat again, I would focus more heavily on sampling distributions going into the third test.
- I am looking at the pattern of the problems that were missed by students, looking at the problems done in class, and determining if enough time and effort was spent on those types and levels of problems.
- Since over 80% of the students assessed were proficient or better with regards to this student learning outcome, future iterations of the course will include similar teaching-learning techniques such as group activity, questioning, weekly quizzes and homework.
- Approximately 90% of the students assessed were proficient or better with regards to this learning outcome. Consequently, in future iterations of this course I will continue to employ the effective teaching-learning techniques used this semester.
- Only about 73% of the students were proficient or better with regards to this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of content pertaining to the communications learning outcome will be employed during the teaching learning process.
- Since over 90% of the students assessed were proficient or better, I will consider making the quizzes and exams questions pertaining to this learning outcome a little more challenging in future iterations of this course. However, this will depend on the students readiness.
- May alter allocated time in class, add additional homework and/or projects. Possible change methods of instruction per topic.

SLO2: Analysis

- As is often the case in developmental sections, motivation levels and attendance were poor. This might be reversed in the future by assigning individual tutors to each student.
- Any student with a midterm grade below B- will be assigned a tutor next semester.
- Spend more time on the exponential and logarithmic equations.
- I will compare results with my notes to see if I can spend more/less time on topics.
- Provide more help to students in unsatisfactory, emerging and developing categories.
- More focus on students in unsatisfactory, emerging and developing categories.
- Results were impressive and don't indicate need for improvement.
- Students seem to be grasping this concept.

- This question had a two-pronged approach. Parts (a) and (b) addressed the principles of combinatorics and parts (c) and (d) addressed principles of probability. Given another chance to teach the class, I would separate question 12 into two different questions, one predisposed to the former and one predisposed to the latter.
- Overall, students did relatively well with analysis. Only the struggling students failed to do well - if we can provide more resources to engage struggling students early in the course, I believe current teaching methods will continue to work for analysis.
- Based on our previous assessments, the program identified a need for more student support in applying mathematics in business and economics models, and interpreting them. Overall improvement were noted. At present, no changes are recommended.
- The real problem is the course moves far too quickly over probability and combinatorics, giving most students only two weeks or so (4 classes) to learn that material. Given that, I gave them a take-home "Correctio" in which students could make up a percentage of the difference between their test and the Correctio score. What I would do the next time around would be to try to move even faster through the first few chapters, to make room for a (slightly more) proper treatment of probability and combinatorics.
- I am looking at the pattern of the problems that were missed by students, looking at the problems done in class, and determining if enough time and effort was spent on those types and levels of problems.
- Since over 85% of the students assessed were proficient or better with regards to this student learning outcome, future iterations of the course will include teaching-learning techniques similar to the ones used this semester. These techniques included group activity, questioning, the use of technology, and weekly quizzes and homework.
- Approximately 80% of the students assessed were proficient or better with regards to this learning outcome. Consequently, in future iterations of this course I will continue to employ the effective teaching-learning techniques used this semester.
- Only about 67% of the students assessed were proficient or better with regards to this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of content pertaining to the analysis learning outcome will be employed during the teaching learning process.
- Only about 78% of the students assessed were proficient or better with regards to this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of content pertaining to the analysis learning outcome will be employed during the teaching- learning process.
- May alter allocated time in class, add additional homework and/or projects. Possible change methods of instruction per topic.
- Students can improve their understanding of this type of these questions through more math problem practice questions.

SLO3: Communication

- As is often the case in developmental sections, motivation levels and attendance were poor. This might be reversed in the future by assigning individual tutors to each student.
- Any student with a midterm grade below B- will be assigned a tutor next semester.
- Spend more time stressing the importance of units, and review interpreting their results before the final. Most that missed the problem, have the correct volumes, but then could not determine the better option given the prices.
- I will compare results with my notes to see if I can spend more/less time on topics.
- Provide more help to students in unsatisfactory, emerging and developing categories.
- More focus on students in unsatisfactory, emerging and developing categories.

- Results were impressive and don't indicate need for improvement.
- Students seem to be grasping this concept.
- The results here are somewhat skewed towards the poorer end as 6b depended too heavily on the result of 6a. I would consider removing 6b in place of having a more interpretative question like I did on previous exams.
- These problems were regarding proving trig identities. This portion of the class particularly challenges students and more time will be spent covering this topic in future semesters.
- Based on our previous assessments, the program identified a need for more student support in applying mathematics in business and economics models, and interpreting them. Overall improvement were noted. At present, no changes are recommended.
- This question was designed to test students on their ability to interpret a real-world scenario, model it, and come up with associated probabilities. In the future, I might go ask for the probability of more than 1150 chips in part (c), to avoid re-computation on the students' part.
- I am looking at the pattern of the problems that were missed by students, looking at the problems done in class, and determining if enough time and effort was spent on those types and levels of problems.
- Only about 60% of the students assessed were proficient or better for this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of the communications learning outcome will be employed during the teaching learning process.
- Only about 45% of the students assessed were proficient or better for this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of the communications learning outcome will be employed during the teaching learning process.
- Only about 53% of the students assessed were proficient or better for this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of content pertaining to the communications learning outcome will be employed during the teaching learning process.
- Only 50% of the students assessed were proficient or better with regards to this learning outcome. Consequently, in future iterations of this course more activities that will enhance students learning and mastery of content pertaining to the communications learning outcome will be employed during the teaching-learning process.
- May alter allocated time in class, add additional homework and/or projects. Possible change methods of instruction per topic.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 73% submission rate of all quantitative reasoning courses with 743-785 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs: Interpretation (77%), Analysis (74%), and Communication (73%), representing improvement from Fall 2024 when Analysis (68%) and Communication (64%) were below the threshold. Performance varied across delivery modalities, with Asynchronous Distance Education showing the highest performance rates (89-95% meeting expectations) and Face-to-Face delivery showing the lowest

performance rates (70-74%), though all modalities exceeded the 70% threshold. The four-semester trend data reveals consistent improvement across all three SLOs, with particularly notable gains in Spring 2025 where Communication improved from 64% to 73% and Analysis improved from 68% to 74% compared to Fall 2024.

Across all three Student Learning Outcomes (SLOs)—Interpretation, Analysis, and Communication—most students demonstrated proficiency or better, though developmental sections revealed challenges with motivation and attendance. Instructors noted the need to provide additional support for students in lower performance tiers, particularly through increased tutoring, targeted assignments, and refined instructional strategies. While overall results showed improvement and effective teaching methods, enhancements such as adjusting instructional pacing, refining assessments, and emphasizing critical content areas were suggested to further support student mastery.

VIII. Discussion and Recommendations

The positive trend in Quantitative Reasoning assessment results from Fall 2024 to Spring 2025 indicates that faculty interventions and pedagogical adjustments have been effective in improving student outcomes. The strong performance across all delivery modalities, particularly in Asynchronous Distance Education format (89-95% meeting expectations), suggests that some delivery methods may be amenable to quantitative reasoning instruction.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the factors that contributed to the significant improvement in Spring 2025 to identify best practices that can be sustained and replicated.
- Address the performance gap between Face-to-Face and distance education modalities to ensure equitable outcomes across all delivery methods.

Appendix O: General Education Summary Report
Natural World and Technology: Technology
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Technology, 37% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Technology Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
TECHNOLOGY	10	27	37%

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

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
T - Technology	ART291 Video Art	01	F2F	14
T - Technology	CMSC115 Python Programming	03	F2F	9
T - Technology	CMSC115 Python Programming	98, 99	Asynchronous Distance Education	50
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	01, 02	F2F	39
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	99	Asynchronous Distance Education	25

Table 2: Courses and Sections Assessed

T - Technology	ART290 Digital Draw - Paint	01	F2F	16
T - Technology	MEDJ220 Introduction to Multimedia	99	Mixed Remote	14
T - Technology	CMSC120 Object-Oriented Programming with Java	01	F2F	16

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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO 1 - Information Technology	37.5% (3)	0.0% (0)	62.5% (5)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	8
SLO2 - Software and Systems	62.5% (5)	0.0% (0)	37.5% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	8
SLO3 - Appropriate Use	25.0% (2)	12.5% (1)	50.0% (4)	0.0% (0)	12.5% (1)	0.0% (0)	0.0% (0)	8

**The total number of courses submitted may differ from the number assessed due to 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 mixed remote (MR)]. Figure 1 charts performance by modality, and Figure 2 and Table 8 present four-semester trend data.

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Information Technology	8	181	18	6	15	66	76	3	22%	78%
Software and Systems		181	18	4	17	77	65	2	22%	78%
Appropriate Use		173	5	8	14	44	102	10	16%	84%

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

Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Information Technology	5	93	11	2	8	33	39	2	23%	77%
Software and Systems		93	11	2	15	36	29	1	30%	70%

Appropriate Use		90	4	5	12	22	47	4	23%	77%
Table 6: Technology Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Information Technology	2	74	5	4	7	21	37	1	22%	78%
Software and Systems		74	5	2	2	29	36	1	12%	88%
Appropriate Use		69	1	2	2	9	55	6	7%	93%
Table 7: Technology Assessment Data: Number and Percent by Competency (MR)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Information Technology	1	14	2	0	0	12	0	0	14%	86%
Software and Systems		14	2	0	0	12	0	0	14%	86%
Appropriate Use		14	0	1	0	13	0	0	7%	93%

Figure 1: Performance by Modality - Percent Meeting Expectations

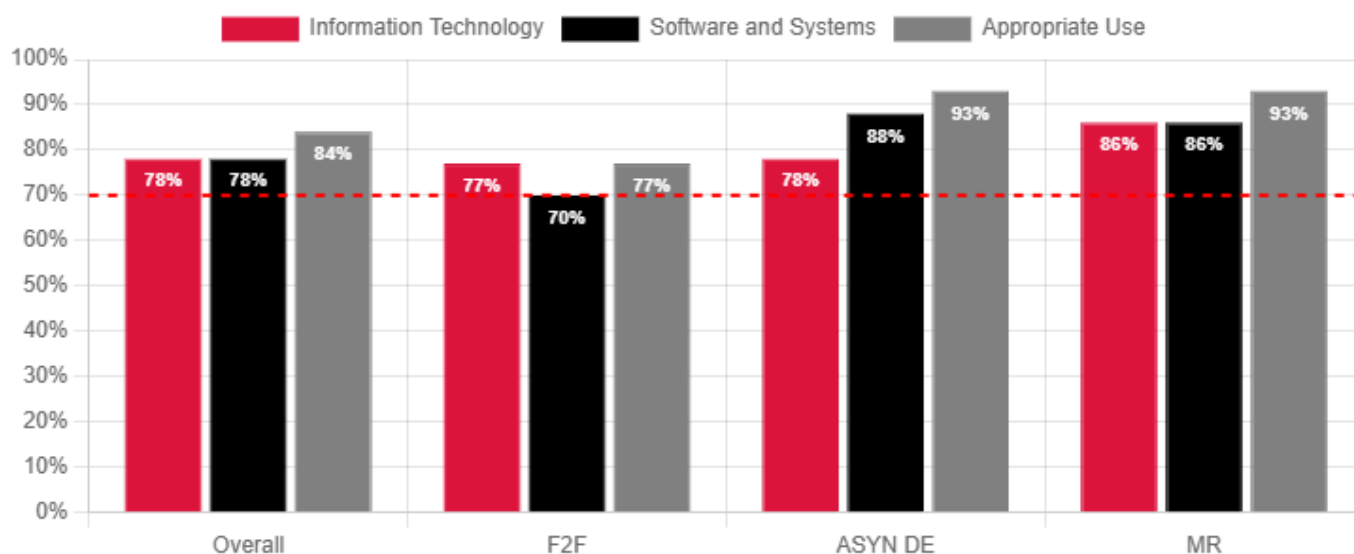


Figure 2: Four-Semester Trend Data

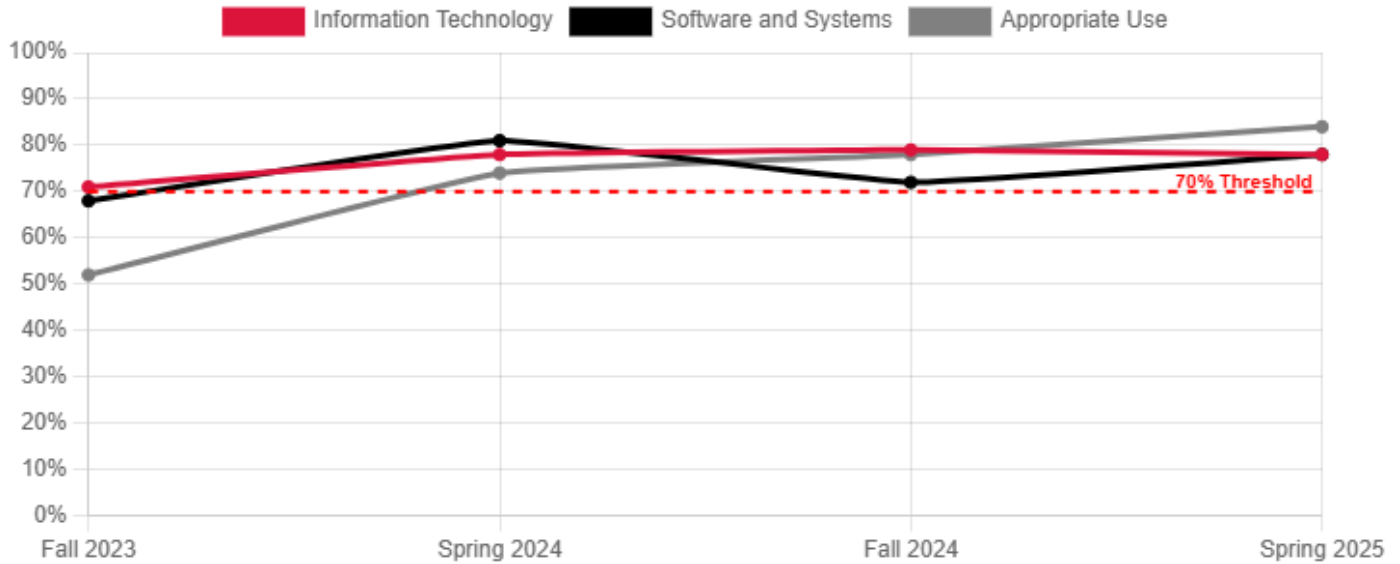


Table 8: Four-Semester Trend Data - Percent Meeting Expectations

Student Learning Objective	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Information Technology	71%	78%	79%	78%
Software and Systems	68%	81%	72%	78%
Appropriate Use	52%	74%	78%	84%

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 prompts for each SLO.

SLO1: Information Technology

- The students picked up the software without too much difficulty. To ensure the students absorption of the techniques I intend to create specific in-class exercises based on specific functions of the software.
- 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.
- based on the results, I will monitor students with an early check of progress on the project to encourage a great level of completion for struggling students.
- I believe that all of the students will arrive at mastery. Half of them arrived at mastery and I think with further practice the rest of them will. Some students did not put in as much time as they should to complete projects.
- I have taught this class for many years, and throughout that time, web-design technology and processes have changed dramatically. The way I taught this course this semester was a bit old-school, and with the acceleration of AI technology, I will substantially revise this course for the next offering. Even though most of the students in this sample proficiently met the SLO, what's hidden is that 6 students withdrew from the course, even though there was a synchronous Zoom component to help them. To address this, the final project will still be a web design project. However, the Zoom sessions will now be required, and every session, we will be exploring different uses of AI to help students design their final project. I think more explicitly incorporating AI instruction

into the class will increase student interest, helping more students to remain in the class and finish the final project.

- This a programming course that depends heavily on the student's dedication to practice JAVA programming. for the first two assessments categories, students simply need to familiarize themselves with the topics through textbook readings. for the third assessment category, students must practice these problems via directed programming assignments. During the semester, students were exposed to 14 programming assignments to sharpen their skill in JAVA programming.

SLO2: Software and Systems

- The students who struggled with using the provided sound struggled with ideation. I intend to add an in-class brainstorming session as to what footage might connect with the sound pieces to help with idea generation.
- The results indicate satisfactory performance across levels, suggesting that no specific improvements are immediately necessary for most students. However, for 2 students in low scores, the instructor can advise them to complete class works in time.
- 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.
- Based on results, I will review key elements multiple times, rather than relying on only two times presenting the content for these items.
- I believe that all of the students will arrive at mastery. I think with further practice the rest of them will. Some students did not put in as much time as they should to complete projects.
- This SLO is closely tied to SLO 1, "Information Technology." Students cannot complete one SLO without the other, so the results are mirrored. As mentioned above, I will be increasing the explicit incorporation of AI into the course the next time I teach it. I have successfully used this format in a 400-level workshop class, and will be adapting my techniques to a General Education audience. I will explicitly demonstrate how to use AI for a variety of course-related tasks, and have students practice using the technology in a live environment. They will then be able to incorporate these techniques into their various assignments.
- This a programming course that depends heavily on the student's dedication to practice JAVA programming. for the first two assessments categories, students simply need to familiarize themselves with the topics through textbook readings. for the third assessment category, students must practice these problems via directed programming assignments. During the semester, students were exposed to 14 programming assignments to sharpen their skill in JAVA programming.

SLO3: Appropriate Use

- The students understood proper use of copyrighted footage. In the future I intend to have then write a statement that explains the rational for using the found footage and how it follows legal president.
- The results indicate generally satisfactory performance across levels, although slightly lower than in other two categories above. Particularly noteworthy is the observation that a significant portion of students didn't invest considerable effort into the Final Project, after confirming satisfactory progress toward high semester grades, except Final Project. To tackle this issue, the instructor plans to underscore the importance of initiating the Final Project early and sustaining momentum until its completion.
- based on the results. I am mostly satisfied with the results, an additional review pre-test could be helpful.
- None of the students did poorly and no student broke any ethical norms when completing their projects. This section was assessed with an exam, which addressed specific laws and ethical standards. I think they all understand what they must avoid, as again, none of them broke the standards in their projects, but they may need to study more to recall the specifics of the law for the quizzes. Perhaps I should base more of the assessment on their projects and less on the quizzes.
- Students discussed AI and web design ethics through synchronous Zoom meetings. This semester, I abandoned online discussion boards for this assessment, which I had used previously. Students did very well in these

discussions and activity participated. I had two Zoom sessions devoted specifically to ethics. I may increase this to 3 sessions next semester, or incorporate a written assignment after the live Zoom discussions so that students can go deeper on these topics.

- This is a programming course that depends heavily on the student's dedication to practice JAVA programming. For the first two assessments categories, students simply need to familiarize themselves with the topics through textbook readings. For the third assessment category, students must practice these problems via directed programming assignments. During the semester, students were exposed to 14 programming assignments to sharpen their skill in JAVA programming.

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 37% submission rate of all technology courses with 173-181 students assessed, depending on each SLO. Table 4 shows that overall students exceeded the 70% threshold for all SLOs (78-84% meeting expectations). Notably, the asynchronous distance education modality showed strong performance with 78-93% meeting expectations across all three SLOs. Mixed remote delivery also performed well above the threshold (86-93%). Face-to-face delivery showed the lowest performance rates across all three SLOs (70-77%), though still at or above the 70% threshold. The four-semester trend data reveals continued strong performance, with Appropriate Use showing steady improvement from 52% in Fall 2023 to 84% in Spring 2025. Information Technology and Software and Systems have maintained consistent performance above the 70% threshold throughout the four-semester period.

While core course elements proved effective, planned improvements include integrating AI instruction, enhancing in-class exercises, and requiring more active engagement, especially through synchronous sessions and early project monitoring. Challenges such as uneven student effort, course withdrawals, and the need for stronger emphasis on legal and ethical understanding will be addressed through revised teaching methods and additional review opportunities.

VIII. Discussion and Recommendations

The consistent performance in Technology assessment results from Fall 2024 to Spring 2025 indicates that current instructional approaches appear effective in meeting learning objectives. The strong performance across distance education modalities, particularly asynchronous distance education, suggests that these formats continue to be well-suited for technology education.

Suggestions made following the Fall 2024 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; Technology had no reported actions for improvement.
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data.

- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate why asynchronous distance education and mixed remote modalities show good performance compared to face-to-face delivery.
- Develop strategies to encourage faculty participation in providing actionable feedback for continuous improvement.

Appendix P: General Education Summary Report
Foundations: Written Communication
Spring 2025

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 2025 data and submit it by May 21, 2025, in the Qualtrics submission form. The number and percent of courses assessed in Spring 2025 are listed in Table 1. For Written Communication, 28% of the courses offered in the spring were assessed.

Table 1: Number and Percent of Written Communication Courses Assessed

Learning Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
WRITTEN COMMUNICATION	10	36	28%

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 with some asynchronous distance education.

Table 2: Courses and Sections Assessed

Learning Goal	Course	Section(s)	Mode	Students Assessed
W - Written Communication	WRIT103 Composition	28,36,37	Asynchronous Distance Education	56
W - Written Communication	WRIT101 Foundations in Composition	01	F2F	18
W - Written Communication	WRIT103 Composition	08	F2F	22
W - Written Communication	WRIT103 Composition	25,26	F2F	34
W - Written Communication	WRIT103 Composition	21,22	F2F	28
W - Written Communication	WRIT103 Composition	30	Asynchronous Distance Education	20

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/ Quiz Objective	Exam/ Quiz Essay	Project	Essay/ Report/ Reflection	Oral Present.	Other	None	Total
SLO1 - Logic and Order	0.0% (0)	0.0% (0)	0.0% (0)	66.7% (4)	16.7% (1)	0.0% (0)	16.7% (1)	6
SLO2 - Sources and Evidence	0.0% (0)	0.0% (0)	0.0% (0)	83.3% (5)	16.7% (1)	0.0% (0)	0.0% (0)	6
SLO3 - Control of Language and Syntax	0.0% (0)	0.0% (0)	0.0% (0)	66.7% (4)	16.7% (1)	0.0% (0)	16.7% (1)	6

**The total number of courses submitted may differ from the number assessed due to 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)]. Figure 1 charts performance by modality, and Figure 2 and Table 7 present four-semester trend data.

Table 4: Written Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Logic and Order	6	172	7	16	46	67	36	6	40%	60%
Sources and Evidence		171	6	16	49	59	41	7	42%	58%
Control of Language and Syntax		174	7	12	41	79	35	2	34%	66%

Table 5: Written Communication Assessment Data: Number and Percent by Competency (F2F)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Logic and Order	4	101	5	10	13	48	25	1	28%	72%
Sources and Evidence		100	3	9	20	39	29	2	32%	68%
Control of Language and Syntax		101	3	7	10	57	24	1	20%	80%

Table 6: Written Communication Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Subm.	Students	Unsat.	Emerg.	Develop.	Profic.	Mastery	None	Not Met	Met Exp.
Logic and Order	2	71	2	6	33	19	11	5	58%	42%
Sources and Evidence		71	3	7	29	20	12	5	55%	45%

Control of Language and Syntax		73	4	5	31	22	11	1	55%	45%
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Figure 1: Performance by Modality - Percent Meeting Expectations

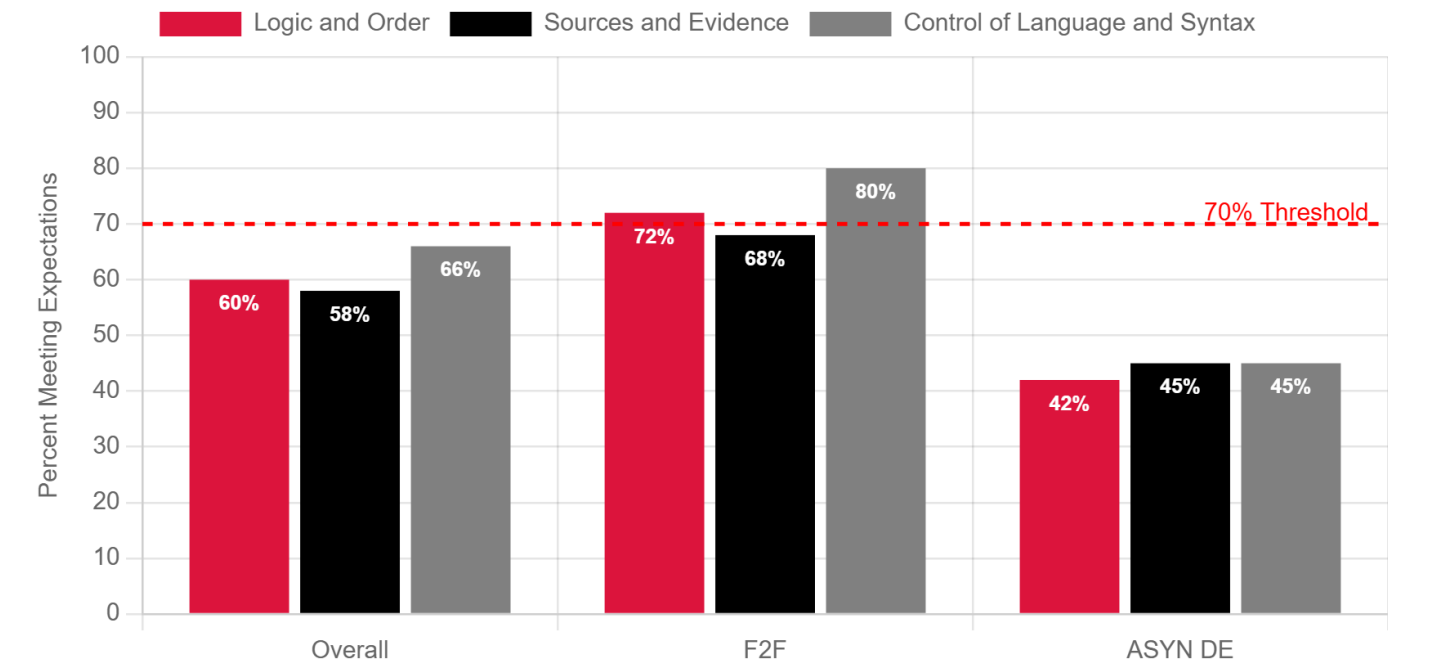


Figure 2: Four-Semester Trend Data

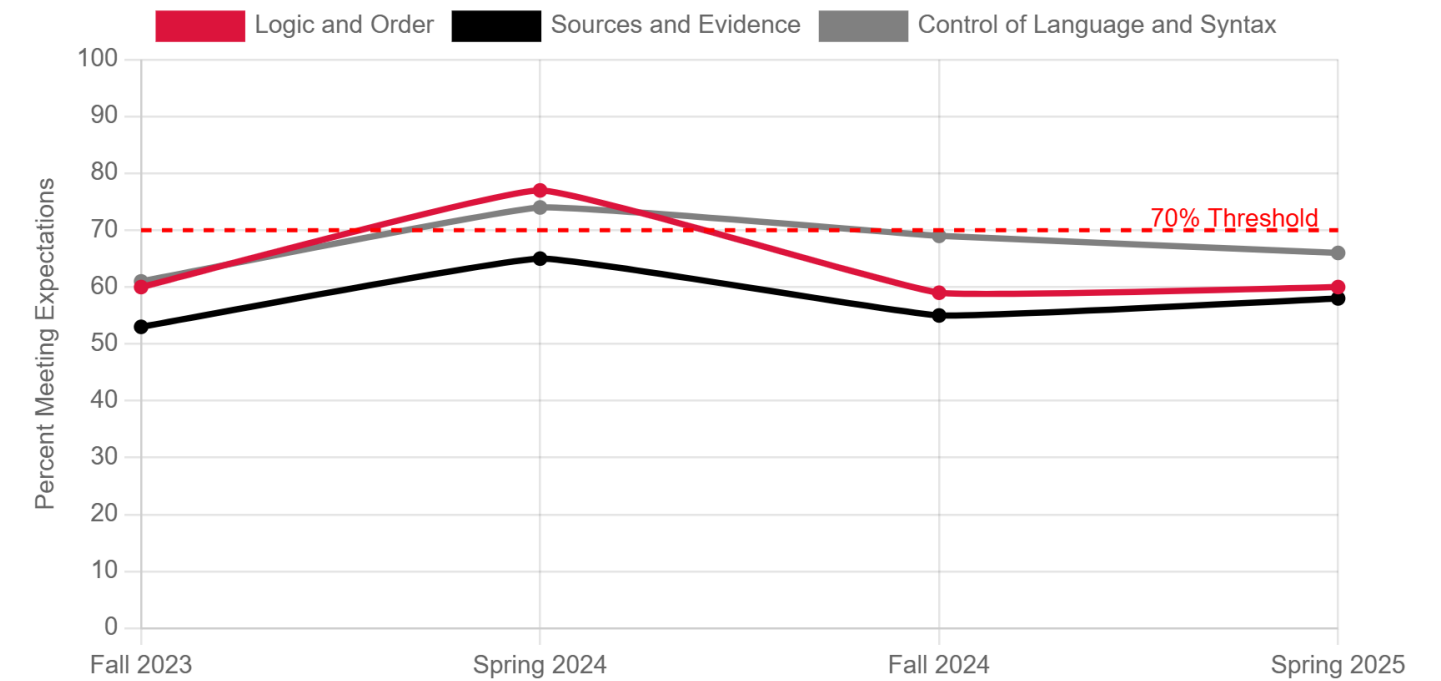


Table 7: Four-Semester Trend Data - Percent Meeting Expectations				
Student Learning Objective	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Logic and Order	60%	77%	59%	60%
Sources and Evidence	53%	65%	55%	58%
Control of Language and Syntax	61%	74%	69%	66%

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 prompts for each SLO.

SLO1: Logic and Order

- Assessing every student every semester for this same class makes it difficult to create new actions each year. That said, I'll continue to emphasize critical thinking, engaged reading, and the creation of logically consistent and well-structured essays.
- 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 but student achieving proficiency. This makes me think that the feedback and instruction are working.
- 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 all but one of them achieved mastery or proficiency. This makes me think that the feedback and instruction are working.
- I plan to review and possibly revise the assignments I offer. I will be changing textbooks to one that puts more emphasis on rhetoric and revising my instruction accordingly.
- I do cover logic and order during the semester, in part by doing rhetorical analyses of published essays. The recurring difficulty I have is getting the students to read the essays before class. Pop quizzes have not been effective. I may have to institute regular announced quizzes or homework assignments on the essays to get the students to read and think about these model works.
- Develop exercises for students to state, explain, and justify criteria; give students additional practice measuring specific instances by general criteria. Spend more time explaining acceptable/unacceptable use of AI

SLO2: Sources and Evidence

- Students completed a persuasive argument that required them to integrate scholarly sources. That said, I'll continue to emphasize how to find, analyze, and integrate scholarly sources. I do this by having a research unit that requires students to read scholarly sources, choose pertinent quotes from them, and examine their implications.
- Only one student achieved the mastery level, though most others were proficient. Still, 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.
- While many of my students achieved the mastery level and most 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, providing countless opportunities to practice skillwork and receive feedback, it is clear that it is not reaching all students, though I'm very happy to see how many achieved mastery, as this is the most important SLO to me. Still, I must continue making 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.
- I plan to review and possibly revise the assignments I offer. I will be changing textbooks to one that puts more emphasis on the ethical use of sources and revising my instruction accordingly.
- Based on my assessment of my Fall 2024 WRIT 103 class, I changed my first paper assignment to include one documented outside source (this means that, now, every formal paper I assign uses outside sources). I think this helped some students, but I had a handful of students who just didn't understand what appropriate sources were or how (or perhaps even why) to cite these sources in MLA, APA, or any format. I allowed revisions of papers that didn't originally cite paraphrases or summaries correctly, but these students never seemed to learn

from one assignment to the next. In an "ask Google" world, I think I need to focus on what research is and WHY we do it, then drill my students on the basics???

- Give students more practice in determining source credibility (esp. peer reviewed sources from research databases) and integrating research into papers. Spend more time explaining acceptable/unacceptable use of AI

SLO3: Control of Language and Syntax

- Students completed a persuasive argument that required them to integrate scholarly sources. Reading and writing are weekly requirements in this class, which is the best way to help students improve their control of language and syntax.
- Many students have mastery or at least proficiency in this category, with no students struggling in this group. 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. It is noteworthy to mention that I incorporated a proofreading workshop into instruction, and it seems to have helped.
- All but one student achieved mastery or at least proficiency in this category. While this category is not weighted as heavily in my grading as the other two, as I believe in content over correctness, I continue to bring up areas to improve and offer resources.
- I am generally pleased with the improvements my students make in these areas of the course of the semester and intend to continue monitoring their performance.
- This category is difficult, because I've found that many of those students who struggled with control of their language and syntax at the beginning of the semester, merely turned to AI to do this work for them by the end of the semester. I will work on clearer explanations why AI-generated text is not tolerated in this course (or helpful for those wishing to improve their thinking and writing skills). I think I could also do more in-class revisions of poorly constructed sentences.
- Ask students to demonstrate where they accounted for technique feedback on their previous essay. Spend more time explaining acceptable/unacceptable use of AI

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 during and at semester end from the Provost and GEC Chair. October and April assessment sessions were held to cover academic program assessment which included segments on GE assessment (e.g., timelines, web resources, etc.). In addition, a November CTL session, a fall GEC-sponsored Q&A session, and the Deep Dive assessment presentation were held to share information about the process and outcomes. 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 and updated the data dashboard available on the GE web page.

VII. Observations on Results

There was a 28% submission rate of all Written Communication courses with 171-174 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for any SLOs -- Logic and Order (60%), Sources and Evidence (58%), and Control of Language and Syntax (66%). However, there are differences between delivery modalities. Face-to-face courses performed notably better, with Control of Language and Syntax exceeding the 70% threshold at 80%, Logic and Order at 72%, and Sources and Evidence at 68%. In contrast, asynchronous distance education courses showed considerably lower performance across all three SLOs (42-45% meeting expectations). The four-semester trend data reveals relatively stable performance with some fluctuation, showing a peak in Spring 2024 followed by a decline in Fall 2024 and slight recovery in Spring 2025 for Logic and Order and Sources and Evidence, while Control of Language and Syntax showed gradual decline from the Spring 2024 peak.

Students showed strong improvement in logical structure and control of language by the semester's end, largely attributed to sustained feedback and instructional focus, though there is continued need for engaging students with readings and clarifying expectations around AI use. While most achieved proficiency or mastery in using sources and evidence, a small group still struggled with integrating and citing them correctly, prompting plans for revised assignments and increased support via office hours and supplemental instruction. Across all SLOs, instructors plan to adjust textbooks, enhance in-class exercises, and increase emphasis on ethical writing practices to better support struggling students.

VIII. Discussion and Recommendations

The Written Communication assessment results reveal important insights about delivery modality effectiveness. While overall performance falls below the 70% threshold, face-to-face instruction shows strong results with Control of Language and Syntax (80%) and Logic and Order (72%) exceeding the threshold and Sources and Evidence (68%) approaching it. In stark contrast, asynchronous distance education shows concerning performance levels (42-45% meeting expectations across all SLOs), suggesting that this modality may not be effectively supporting student development in written communication skills.

Suggestions made following the Fall 2024 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.
- 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.
- Consider reducing the levels of competency from five to three.
- 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.
- Investigate the significant performance gap between F2F and asynchronous distance education delivery modes.
- Develop targeted interventions and support structures specifically for asynchronous distance education writing courses.
- Consider requiring more synchronous interaction or hybrid elements in distance education writing courses.
- Develop targeted interventions for each SLO based on faculty-identified action plans.
- Increase support for faculty development in writing pedagogy, particularly for distance education delivery.
- Explore the effectiveness of current assessment methods and consider alternative approaches.
- Explore increased use of support services toward SLO achievement, including university libraries, student support services, and student success services.