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

I. **General Education Learning Goal:** Arts - Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

II. **Student Learning Objectives:**
   - **SLO1:** Descriptive Communication - The student communicates clearly and precisely, with sufficient observational detail about the work of art.
   - **SLO2:** Analysis and Context - The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.
   - **SLO3:** Interpretation and Response - The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].

III. **Data Collection:** Arts outcomes were assessed using the GE Arts Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Arts GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Arts, 27% of the courses offered in the fall were assessed.

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

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

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

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Descriptive Communication	25.00%	1	25.00%	1	0.00%	0	50.00%	2	0.00%	0	0.00%	0	4
SLO 2	Analysis and Context	25.00%	1	25.00%	1	0.00%	0	50.00%	2	0.00%	0	0.00%	0	4
SLO 3	Interpretation and Response	0.00%	0	25.00%	1	0.00%	0	75.00%	3	0.00%	0	0.00%	0	4
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

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

Table 4: Arts Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Descriptive Communication	4	488	29	9	261	80	109	13	61%	39%
Analysis and Context		488	22	6	274	82	104	13	62%	38%
Interpretation and Response		487	24	211	69	79	104	14	62%	38%

Table 5: Arts Assessment Data: Number and Percent by Competency (Asynchronous DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Descriptive Communication	3	272	13	9	61	80	109	11	31%	69%
Analysis and Context		272	14	6	66	82	104	11	32%	68%
Interpretation and Response		272	14	6	69	79	104	11	33%	67%

Table 6: Arts Assessment Data: Number and Percent by Competency (Mixed Remote)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Descriptive Communication	1	216	16	0	200	0	0	2	100%	0%
Analysis and Context		216	8	0	208	0	0	2	100%	0%
Interpretation and Response		215	10	205	0	0	0	3	100%	0%

Figure 1 summarizes the percent that met expectations by SLO by modality.
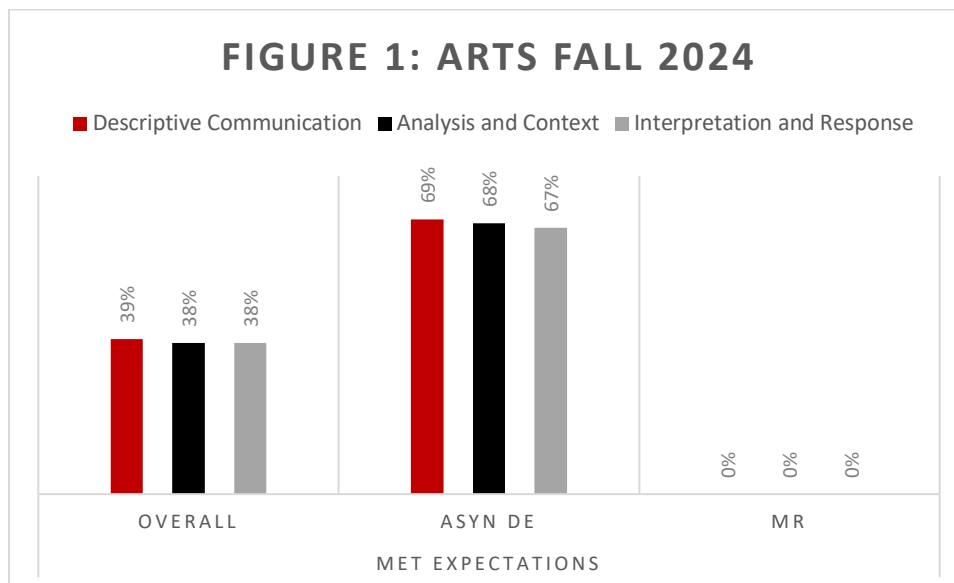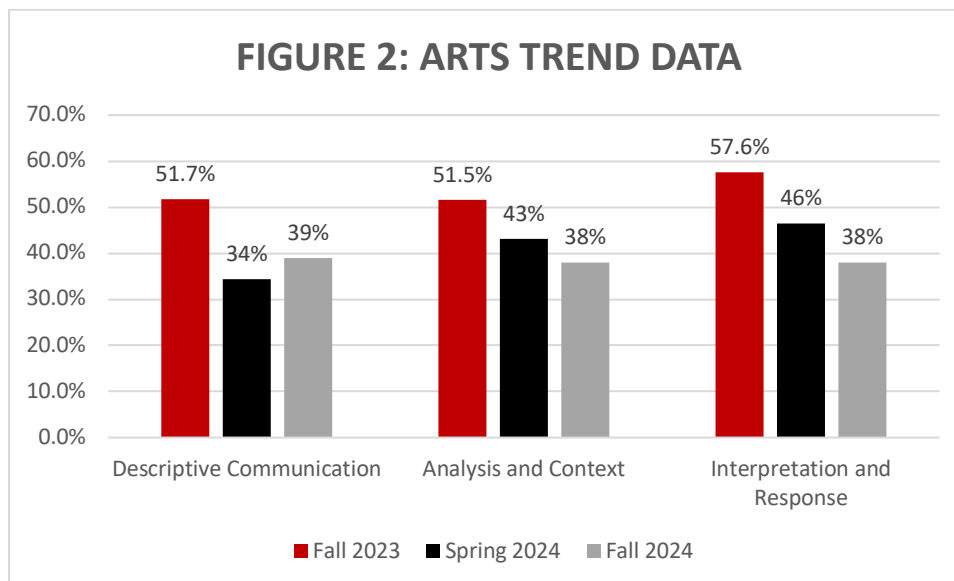
FIGURE 1: ARTS FALL 2024

■ Descriptive Communication ■ Analysis and Context ■ Interpretation and Response

	OVERALL	ASYN DE	MR
Descriptive Communication	39%	69%	0%
Analysis and Context	38%	68%	0%
Interpretation and Response	38%	67%	0%

MET EXPECTATIONS

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

FIGURE 2: ARTS TREND DATA

	Descriptive Communication	Analysis and Context	Interpretation and Response
Fall 2023	51.7%	51.5%	57.6%
Spring 2024	34%	43%	46%
Fall 2024	39%	38%	38%

■ Fall 2023 ■ Spring 2024 ■ Fall 2024

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

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

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

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

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

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

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

I. **General Education Learning Goal:** Citizenship & Society - Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.

II. **Student Learning Objectives:**
- **SLO1:** Civil Rights and Liberties - The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.
- **SLO2:** Individual and Collective Action - The student understands how societies and communities address collective issues.
- **SLO3:** Responsibilities of Citizenship - The student understands that individuals and societies have responsibilities to each other and to the common good.

III. **Data Collection:** Citizenship & Society outcomes were assessed using the GE Citizenship & Society Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Citizenship & Society GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Citizenship & Society, 56% of the courses offered in fall were assessed.

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

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

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

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

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total*
SLO 1	Civil Rights and Civil Liberties	71.43%	10	0.00%	0	7.14%	1	21.43%	3	0.00%	0	0.00%	0	14
SLO2	Individual and Collective Action	28.57%	4	0.00%	0	14.29%	2	57.14%	8	0.00%	0	0.00%	0	14
SLO3	Responsibilities of Citizenship	21.43%	3	7.14%	1	21.43%	3	35.71%	5	7.14%	1	7.14%	1	14
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

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

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

Table 6: Citizenship & Society Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Civil Rights and Civil Liberties	4	151	17	20	33	22	59	1	46%	54%
Individual and Collective Action		151	13	27	34	26	51	1	49%	51%
Responsibilities of Citizenship		113	7	11	16	26	53	1	30%	70%

Table 7: Citizenship & Society Assessment Data: Number and Percent by Competency (SIMU MOD)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Civil Rights and Civil Liberties	2	131	8	0	0	7	116	20	6%	94%
Individual and Collective Action		139	11	0	1	11	116	12	9%	91%
Responsibilities of Citizenship		136	20	0	0	4	112	15	15%	85%

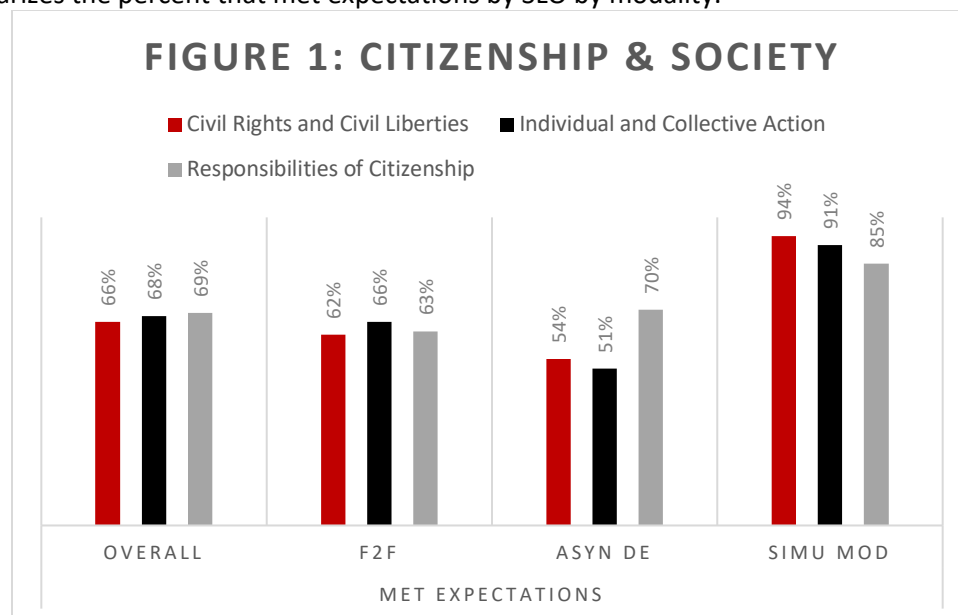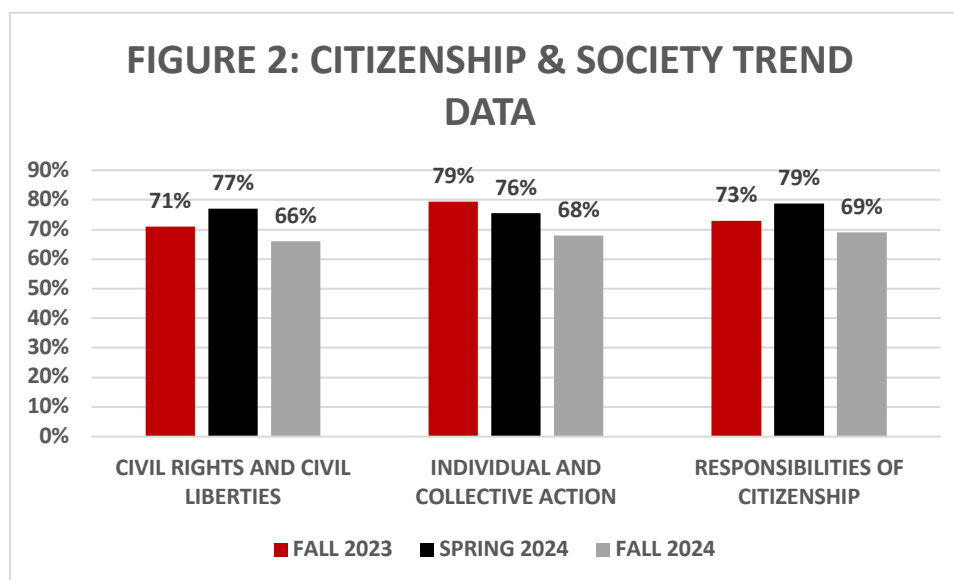Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: CITIZENSHIP & SOCIETY

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

FIGURE 2: CITIZENSHIP & SOCIETY TREND DATA

Civil Rights and Civil Liberties: Fall 2023 71%, Spring 2024 77%, Fall 2024 66%
Individual and Collective Action: Fall 2023 79%, Spring 2024 76%, Fall 2024 68%
Responsibilities of Citizenship: Fall 2023 73%, Spring 2024 79%, Fall 2024 69%

FALL 2023   SPRING 2024   FALL 2024

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

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

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

VII. **Observations on results**: There was a 56% submission rate of all citizenship and society courses with 614-650 students assessed, depending on each SLO. Table 4 shows that, overall, students did not exceed the 70% threshold for any SLOs, and there appears to be a declining trend line across three semesters. Students in the simultaneous modalities courses did meet expectations and scored higher than those students in both F2F and asynchronous DE sessions. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold Q&A sessions

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

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

Appendix C: General Education Summary Report
Creativity and Expression: Creative
Fall 2024

I. **General Education Learning Goal:** Creative - Guide and prompt students to demonstrate and apply creative competencies, problem solving, and preparation in the realization of a creative work.

II. **Student Learning Objectives:**
- **SLO 1:** Artistic/Creative Competencies - The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the work.
- **SLO 2:** Problem Solving and Process - The student demonstrates the ability to successfully imagine, plan, and cultivate a work.
- **SLO 3:** Creativity and Transformation - The student exhibits a unique interpretive and conceptual approach to creating a work.

III. **Data Collection:** Creative outcomes were assessed using the GE Creative Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Creative GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Creative, 42% of the courses offered in the fall were assessed.

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

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

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

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

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**		**Total**
SLO 1	Creative Competencies	0.00%	0	0.00%	0	84.21%	16	5.26%	1	10.53%	2	0.00%	0	19
SLO2	Problem Solving and Process	0.00%	0	0.00%	0	63.16%	12	26.32%	5	10.53%	2	0.00%	0	19
SLO3	Creativity and Transformation	0.00%	0	0.00%	0	78.95%	15	5.26%	1	10.53%	2	5.26%	1	19
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

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

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

Table 6: Creative Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	1	20	3	0	0	17	0	0	15%	85%
Problem Solving and Process		20	1	0	0	19	0	0	5%	95%
Creativity and Transformation		20	2	0	0	18	0	0	10%	90%

Table 7: Creative Assessment Data: Number and Percent by Competency (MC SYNC)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Creative Competencies	1	72	0	0	7	65	0	0	10%	90%
Problem Solving and Process		72	0	0	7	65	0	0	10%	90%
Creativity and Transformation		72	0	0	7	65	0	0	10%	90%

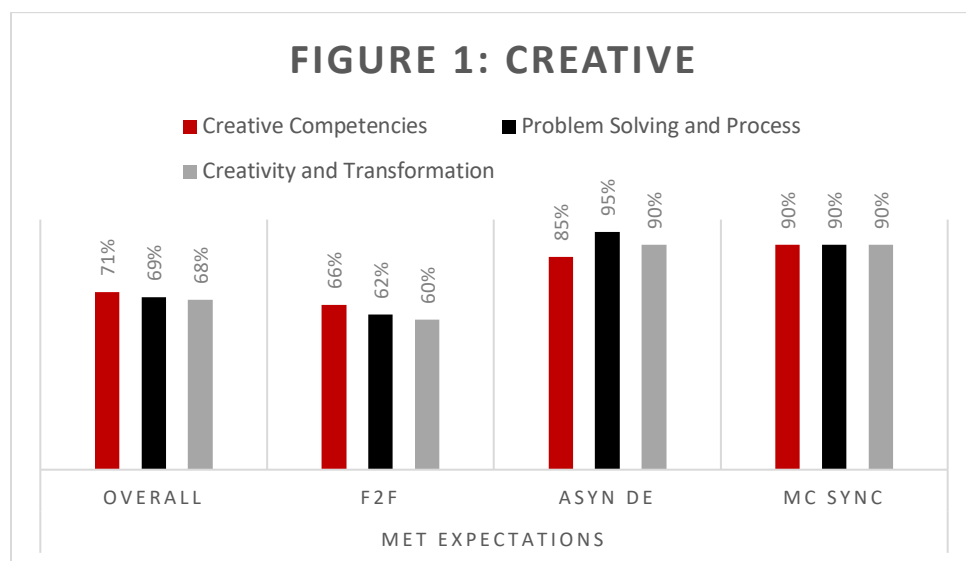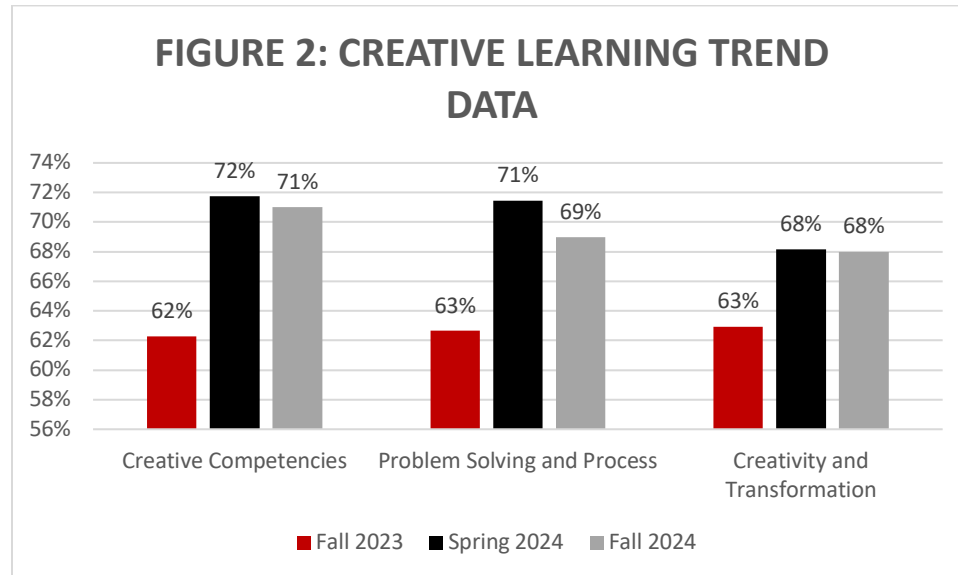Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: CREATIVE

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

FIGURE 2: CREATIVE LEARNING TREND DATA

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

- All students in this course demonstrated excellent leadership and civic engagement in their final collaborative interdisciplinary project that was performed in a public space. Collaboration with individuals outside the class can be explored in the future.
- 7/11 students completed a successful and professional communication to an appropriate legislator (local, state and federal 2 did not successfully complete the assignment, either my refusing/forgetting to include the part 2 did not attempt to contact an appropriate legislator and or identify a support organization
- Most students demonstrated Mastery. Clarity of intent and expectations on the multicultural aspects of the project can further enhance the fulfillment of the SLO.
- All 11 students were prof. or mastery in the who successfully engaged with diverse cultures through their social justice issues and through discussion in Lead the Lecture prompts.
- Most students were able to successfully demonstrate creative inquiry, analysis, research, and application in this project. Continued guidance from the instructor, workshopping, a spread-out timetable, and use of class time for project creation and rehearsals helped with this. Clearer expectations would help.
- 6/11 students were either proficient or mastery in the inclusion for making connections to causes, craft and their course of study; completed basic review and synthesis of literature to support and present their social justice cause. 3/11 developing due to lack of depth and clear articulation of the connections, 1/11 showed glimmers of connects but very few and also lacked in the clear written description of them. 1/11 did not include or attempt to do so and refused to use references or select a topic that was appropriate.
- More than half of students achieved mastery level with all students at least achieving proficiency level as they analyzed and described their writing journey, providing thoughtful commentary on challenges, triumphs, preferences, continued practice, etc. This focus on self-reflection will help transfer their skills to future writing contexts. This assignment was one of few that we did not workshop, and some students may have benefitted from the chance to receive feedback on their work before submission, so I may add class time or at least encourage that they seek feedback on their own time.

VI. **Observations on methods, if any**: Data was collected via Qualtrics and provided an easily accessible way for faculty to submit data through a guided survey-based instrument. The form was adjusted to include "department" at the suggestion of the GEC. Email reminders were sent to faculty about GE data submissions at semester end. An October assessment session was held to cover academic program assessment which included

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

VII.   **Observations on results:** There was a 42% submission rate of all creative courses with 361-387 students assessed, depending on each SLO. Table 4 shows that overall students meet or are near meeting the 70% threshold for Creative Competencies (71%), Problem Solving and Process (69%), and Creativity and Transformation (68%). Students in the DE courses did meet expectations for all SLOs; however, the scores for F2F did not meet expectations. Faculty actions indicate that student learning may be improved by clarifying expectations; using class time for creation and rehearsals; providing more feedback, using more class time for provide feedback, and encouraging students to seek feedback; and collaborating with individuals outside of class. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII.   **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix D: General Education Summary Report
Citizenship & Responsibility: Critical Analysis and Reasoning
Fall 2024

I. **General Education Learning Goal:** Critical Analysis and Reasoning - Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

II. **Student Learning Objectives:**
- **SLO1:** Conceptualization - The student identifies and explains an essential concept, as well as the relation to other relevant concepts
- **SLO2:** Analysis - The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.
- **SLO3:** Evaluation - The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.

III. **Data Collection:** Critical Analysis and Reasoning outcomes were assessed using the GE Critical Analysis and Reasoning Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Critical Analysis and Reasoning GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Critical Analysis and Reasoning, 69% of the courses offered in fall were assessed.

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

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

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

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

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**	**Total**
SLO 1	Conceptualization	41.67%	10	12.50%	3	8.33%	2	33.33%	8	4.17%	1	0.00%	0	24
SLO2	Analysis	41.67%	10	4.17%	1	8.33%	2	37.50%	9	8.33%	2	0.00%	0	24
SLO3	Evaluation	37.50%	9	0.00%	0	4.17%	1	50.00%	12	4.17%	1	4.17%	1	24
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

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

Table 5: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	12	298	8	26	54	82	128	9	30%	70%
Analysis		299	7	19	37	96	140	8	21%	79%
Evaluation		299	9	35	42	74	139	8	29%	71%

Table 6: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	5	304	14	33	40	120	97	11	29%	71%
Analysis		303	7	19	41	102	134	12	22%	78%
Evaluation		266	7	12	11	87	149	17	11%	89%

Table 7: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (BL HYBRID)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	192	3	6	10	27	146	2	10%	90%
Analysis		190	2	2	12	42	132	4	8%	92%
Evaluation		182	2	5	9	25	141	12	9%	91%

Table 8: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (SIMU MOD)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	1	24	2	2	7	8	5	0	46%	54%
Analysis		30	2	1	4	15	8	0	23%	77%
Evaluation		23	0	2	5	7	9	0	30%	70%

Table 9: Critical Analysis and Reasoning Assessment Data: Number and Percent by Competency (SYNC DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	191	5	0	8	117	61	0	7%	93%
Analysis		191	5	0	2	123	61	0	4%	96%
Evaluation		189	5	19	0	103	62	2	13%	87%

Figure 1 summarizes the percent that met expectations by SLO by modality.
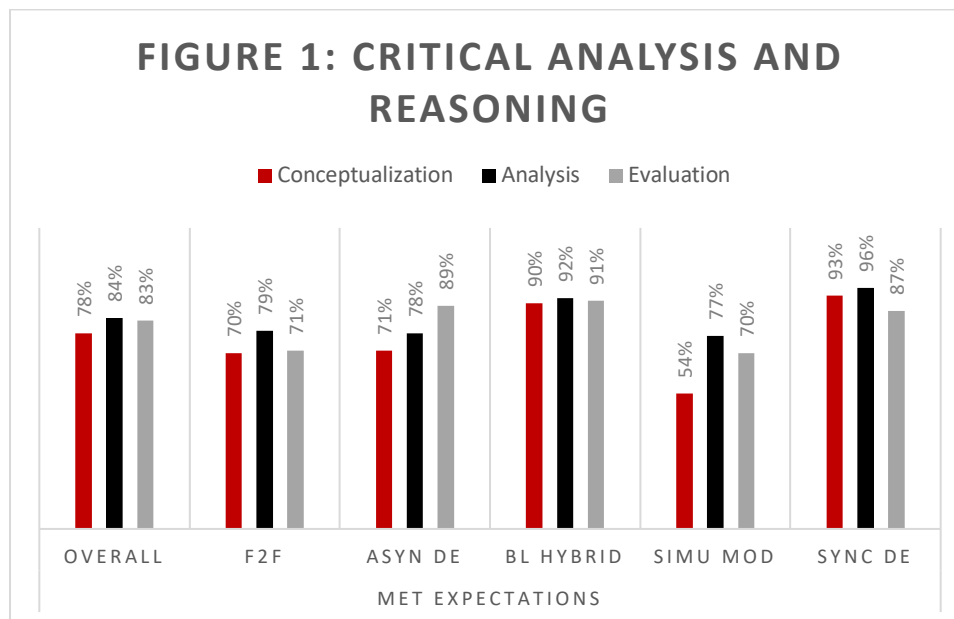
FIGURE 1: CRITICAL ANALYSIS AND REASONING

■ Conceptualization ■ Analysis ■ Evaluation

Modality	Conceptualization	Analysis	Evaluation
OVERALL	78%	84%	83%
F2F	70%	79%	71%
ASYN DE	71%	78%	89%
BL HYBRID	90%	92%	91%
SIMU MOD	54%	77%	70%
SYNC DE	93%	96%	87%

MET EXPECTATIONS

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

FIGURE 2: CRITICAL ANALYSIS AND REASONING TREND DATA

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

■ Fall 2023 ■ Spring 2024 ■ Fall 2024
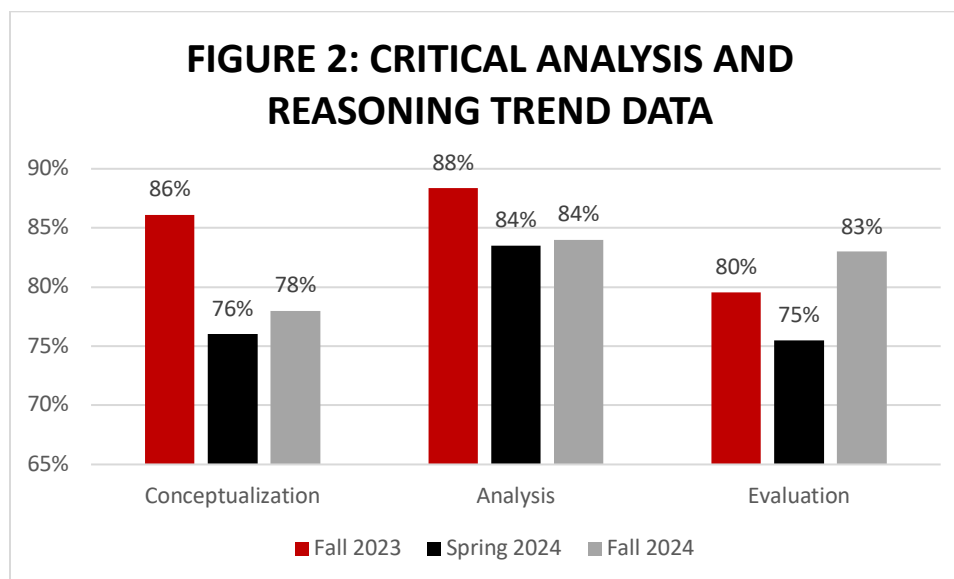
V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:

- I will continue to incorporate issues of socioeconomic class, gender, and family structure in discussion. I think I would like to look for ways to add in more on race/ethnicity and some international perspectives on work and life to provide the students with further examples to help them develop knowledge of multicultural perspectives on the issues related to work-life balance.
- I think I need to provide more guidance and more scaffolding assignments to help the students' develop their research ideas and how to incorporate academic sources into their inquiry, writing, and application.

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

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

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

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

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

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

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

Appendix E: General Education Summary Report
Interconnections: Diversity
Fall 2024

I. **General Education Learning Goal:** Diversity - Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

II. **Student Learning Objectives:**
  - **SLO1:** Human Diversity - The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.
  - **SLO2:** Roots of Inequality - The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.
  - **SLO3:** Awareness - The student demonstrates awareness of and manages the influence of personal biases.

III. **Data Collection:** Diversity outcomes were assessed using the GE Diversity Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Diversity GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Diversity, 67% of the courses offered in fall were assessed.

Table 1: Number and Percent of Diversity Courses Assessed			
Goal	**#Courses Assessed**	**#Courses Delivered**	**Percent Assessed**
DIVERSITY	24	36	67%

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

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

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

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**		**Total**
SLO1	Human Diversity	45.00%	9	20.00%	4	15.00%	3	20.00%	4	0.00%	0	0.00%	0	20
SLO2	Roots of Inequality	50.00%	10	10.00%	2	10.00%	2	30.00%	6	0.00%	0	0.00%	0	20
SLO3	Awareness	30.00%	6	5.00%	1	25.00%	5	30.00%	6	5.00%	1	5.00%	1	20
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

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

Table 5: Diversity Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	14	499	30	22	54	115	278	7	21%	79%
Roots of Inequality		496	20	24	54	133	265	10	20%	80%
Awareness		466	21	16	66	76	287	5	22%	78%

Table 6: Diversity Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Human Diversity	6	278	21	6	25	81	145	2	19%	81%
Roots of Inequality		223	6	8	27	82	100	2	18%	82%
Awareness		276	18	5	24	59	170	2	17%	83%

Figure 1 summarizes the percent that met expectations by SLO by modality
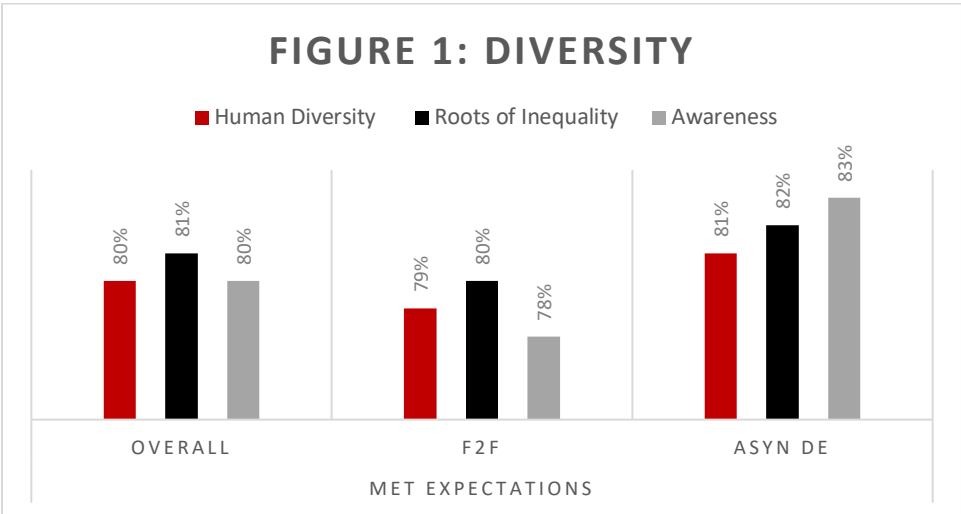
FIGURE 1: DIVERSITY

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

FIGURE 2: DIVERSITY TREND DATA
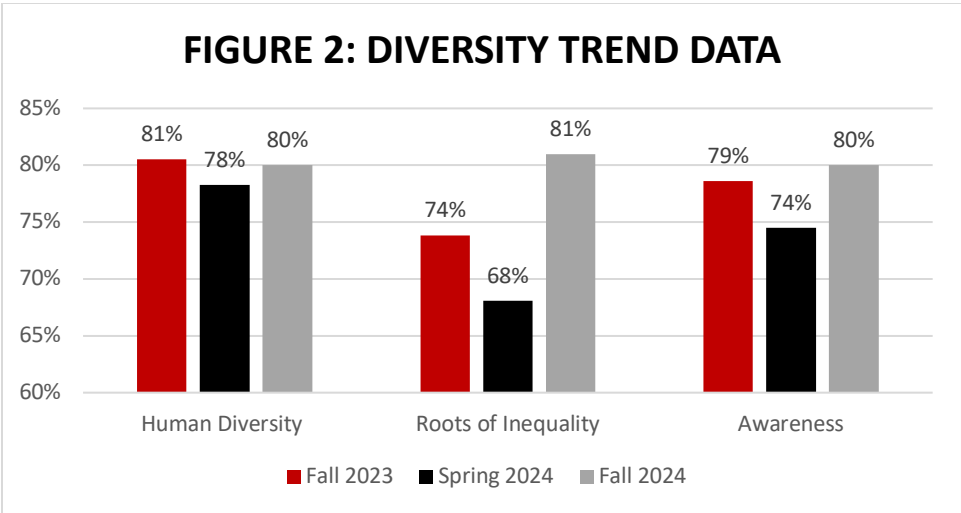
V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Did not assess this in depth in the course.
- Students were successful in achieving this SLO. I will be including additional reflection questions.
- In this course, I gave students an option about meeting prior to student-led discussions. I will require meetings in the future. Rubrics will have increased requirements and details. I will also add a library session at the beginning of the course. During the first week, I outlined my expectations regarding use of reputable sources. Many students did not follow common guidelines for reputable sources especially early in the semester.

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

VII. **Observations on results:** There was a 67% submission rate of all diversity courses with 719-777 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Human Diversity (80%), Roots of Inequality (81%), and Awareness (80%), and outcomes for all modalities met expectations for all SLOs. Faculty action recommendations include adding reflection questions ;requiring student-faculty meetings in advance of student-led discussions; and adding a library session. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix F: General Education Summary Report
Citizenship & Responsibility: Ethical Reasoning
Fall 2024

I. **General Education Learning Goal:** Ethical Reasoning - Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.

II. **Student Learning Objectives:**
- **SLO1:** Conceptualization - The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.
- **SLO2:** Application - The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.
- **SLO3:** Comparison and Evaluation - The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.

III. Data Collection: Ethical Reasoning outcomes were assessed using the GE Ethical Reasoning Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Ethical Reasoning GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Ethical Reasoning, 33% of the courses offered in fall were assessed.

Table 1: Number and Percent of Ethical Reasoning Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ETHICAL REASONING	3	9	33%

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

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
E - Ethical Reasoning	PHIL205 Medical Ethics	99	Asynchronous Distance Education
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	01	F2F
E - Ethical Reasoning	PHIL221 Contemporary Moral Problems	99	Asynchronous Distance Education

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

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

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

Table 4: Ethical Reasoning Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	3	110	8	13	27	41	21	0	44%	56%
Application		112	9	14	24	44	21	0	42%	58%
Comparison and Evaluation		110	10	14	24	45	17	0	44%	56%

Table 5: Ethical Reasoning Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	1	36	3	3	7	13	10	0	36%	64%
Application		36	3	4	8	15	6	0	42%	58%
Comparison and Evaluation		36	4	3	8	17	4	0	42%	58%

Table 6: Ethical Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Conceptualization	2	74	5	10	20	28	11	0	47%	53%
Application		76	6	10	16	29	15	0	42%	58%
Comparison and Evaluation		74	6	11	16	28	13	0	45%	55%

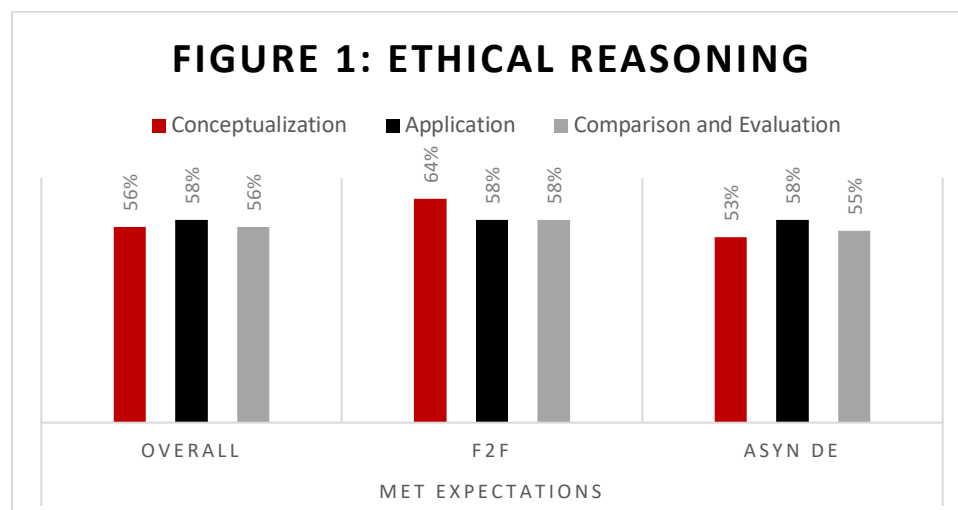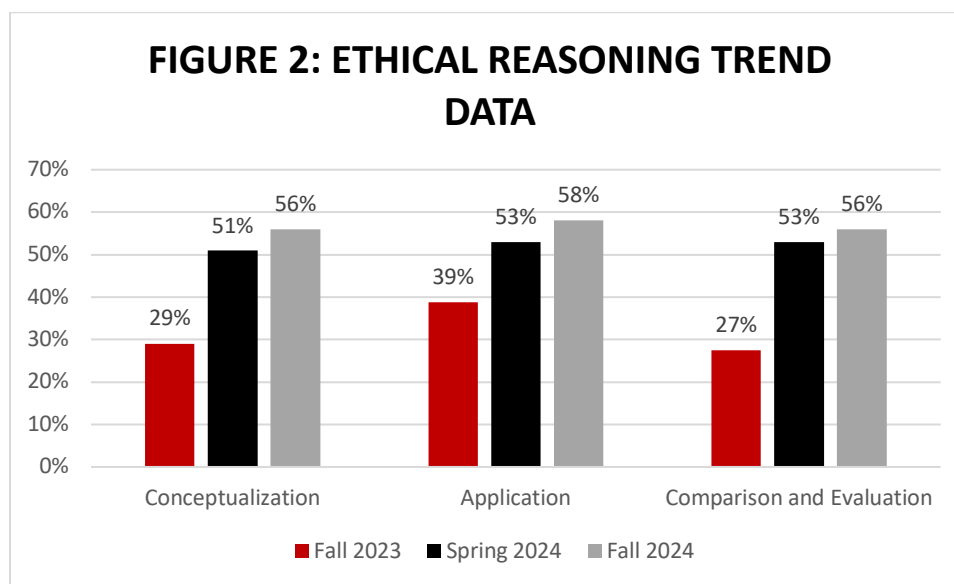Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: ETHICAL REASONING

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

FIGURE 2: ETHICAL REASONING TREND DATA

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

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

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

VII. **Observations on results:**
There was a 33% submission rate of all ethical reasoning courses with 110-112 students assessed. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 56-58% meeting expectations, but trending upward over the past three semesters. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations

- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix G: General Education Summary Report
Interconnections: Foreign Language
Fall 2024

I. **General Education Learning Goal:** Foreign Language - Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

II. **Student Learning Objectives:**
- **SLO1:** Oral Communication - The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.
- **SLO2:** Written Communication - The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.
- **SLO3:** Cultural Awareness - The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.

III. **Data Collection:** Foreign Language outcomes were assessed using the GE Foreign Language Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Foreign Language GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Foreign Language, 33% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Foreign Language Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FOREIGN LANGUAGE	5	15	33%

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

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
F - Foreign Languages	ARAB102 Elementary Arabic II	01	F2F
F - Foreign Languages	ASL101 American Sign Language 1	01	F2F
F - Foreign Languages	FREN102 Elementary French II	01	F2F
F - Foreign Languages	SPAN102 Elementary Spanish II	02	F2F
F - Foreign Languages	SPAN102 Elementary Spanish II	98	Asynchronous Distance Education

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Oral Communication	33.33%	2	0.00%	0	66.67%	4	0.00%	0	0.00%	0	0.00%	0	6
SLO2	Written Communication	33.33%	2	50.00%	3	16.67%	1	0.00%	0	0.00%	0	0.00%	0	6
SLO3	Cultural Awareness	33.33%	2	33.33%	2	16.67%	1	16.67%	1	0.00%	0	0.00%	0	6
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

Table 4: Foreign Language Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	5	96	2	12	32	50	0	0	48%	52%
Written Communication		96	7	8	26	55	0	0	43%	57%
Cultural Awareness		92	4	7	19	36	26	0	33%	67%

Table 5: Foreign Language Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	4	66	2	12	22	30	0	0	55%	45%
Written Communication		66	7	8	21	30	0	0	55%	45%
Cultural Awareness		67	4	7	19	11	26	0	45%	55%

Table 6: Foreign Language Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Oral Communication	1	30	0	0	10	20	0	0	33%	67%
Written Communication		30	0	0	5	25	0	0	17%	83%
Cultural Awareness		25	0	0	0	25	0	0	0%	100%

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

FIGURE 1: FOREIGN LANGUAGE

Oral Communication ■ Written Communication ■ Cultural Awareness

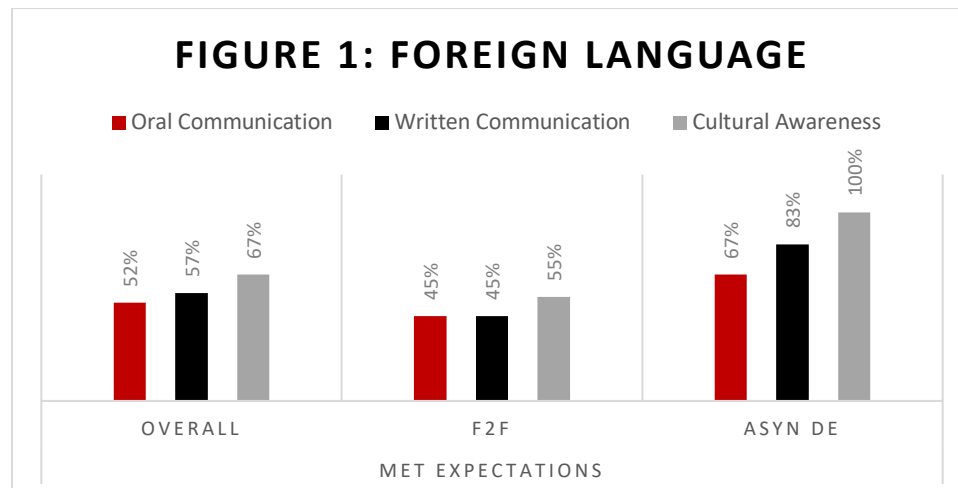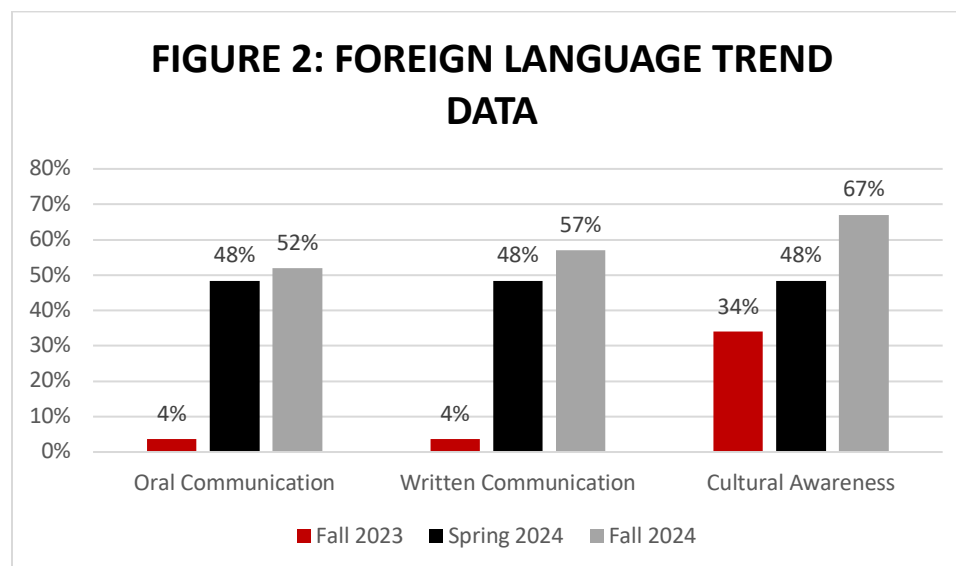OVERALL: 52%, 57%, 67%
F2F: 45%, 45%, 55%
ASYN DE: 67%, 83%, 100%

MET EXPECTATIONS

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

FIGURE 2: FOREIGN LANGUAGE TREND DATA

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

- The overall results are promising. In future, we will introduce new types of oral communication exercises to achieve more refined results.
- Oral presentations, oral exams, oral participation, pair exercises, group work in class.
- The result reflects the overall level of the students in this course. To enhance results, I will incorporate dialogues that students will create based on models I provide and ask them to record them.
- Unsatisfactory results include no contribution to class discussions on the topic as well as mostly incorrect responses on test sections. Emerging results would have primarily accurate responses on test sections on culture. Developing proficiency would have correct test responses in conjunction with participation in class discussions on cultural topics
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Unsatisfactory results would include a score of 65 or below on the oral exam. Students at the emerging level would score between 66 and 90 on the oral exam. Students scoring higher are at the developing level. Overall results are as expected. The students with poor attendance and therefore missed practice opportunities did not fare well on the oral exam.
- Composition in class and outside of class. Writing sentences exercises in class and outside of class: homework.
- The students have achieved satisfactory results in understanding sentence structures and producing well-structured one-paragraph texts with appropriate vocabulary. Next time I teach the course, I will ask students to write and submit their texts online
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Unsatisfactory would result in an incomplete response to prompts and questions, with some portions left blank or responses that are incomprehensible to someone without knowledge of English, or use of a translating program for the text. Emerging responses include answers using vocabulary phrases directly taken from the eBook without further explanation and large numbers of errors, but still comprehensible. Developing responses address all the prompts, and, while they may contain errors, the responses are generally comprehensible and do not rely on pre-translated phrases. The students

in the unsatisfactory range used translating programs, despite strict warnings not to do so. These same students did not participate in the in-class writing practice exercises because of their absences. Had they attended, they would have had the confidence to write in French

- Readings and cultural discussion in the classroom; online cultural exercises.
- The results for cultural awareness are very satisfactory. I wouldn't change anything at the level of content, but I would include writing assignments to collect artifacts.
- Student results generally conformed to the anticipated outcomes for this introductory-level course. At this level, students are expected to fall primarily into the emerging level of proficiency with a few students entering the developing level. Assessment is a combination of student performance and contribution in class discussions on cultural topics, in combination with results on test sections testing for comprehension. Unsatisfactory results include no contribution to class discussions on the topic as well as mostly incorrect responses on test sections. Emerging results would have primarily accurate responses on test sections on culture. Developing proficiency would have correct test responses in conjunction with participation in class discussions on cultural topics

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

VII. **Observations on results:** There was a 33% submission rate of all foreign language courses with 92-96 students assessed. Table 4 shows that overall students did not meet the 70% threshold with 52-67% students meeting expectations across the three SLOs, though an upward trend exists across the three semesters reported. Faculty action information indicates that the courses may incorporate dialogue, write and submit texts online, and include writing assignments to collect artifacts. Discussion should occur about whether the rubric criteria and expectations are appropriate and understood by faculty teaching and assessing the course. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better understanding assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g.,

summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.

Appendix H: General Education Summary Report
Foundations: First-Year Seminar
Fall 2024

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

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

III. **Data Collection:** First-Year Seminar outcomes were assessed using the GE First-Year Seminar Curriculum Rubric that define five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The First-Year Seminar GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For First-Year Seminar, 29% of the courses offered in the fall were assessed.

Table 1: Number and Percent of First-Year Seminar Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
FIRST-YEAR SEMINAR	21	73	29%

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

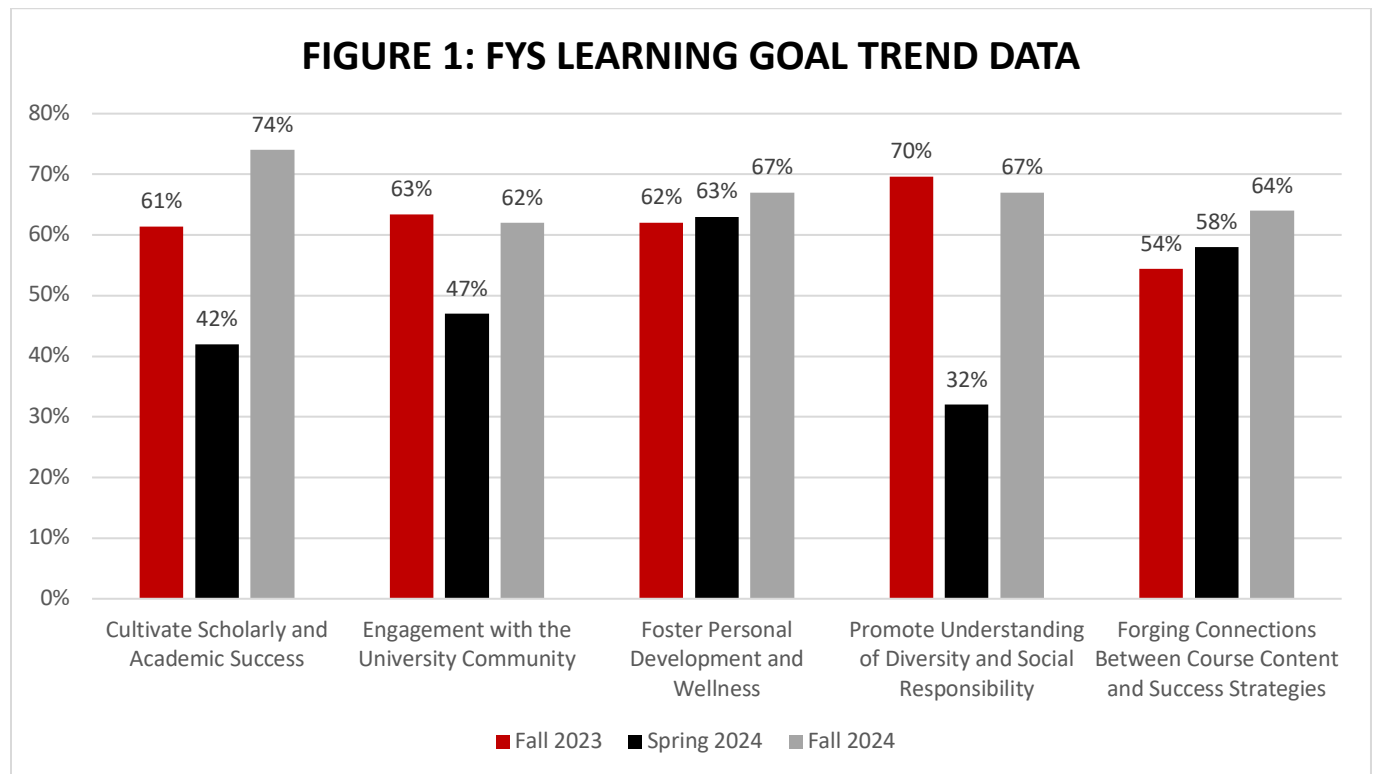| Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
Y - First Year Experience	First Year Experience	01,29,04,08,35,06,14,20,21,27,32 ,38,61,71,72,74,84,87,88,89,90	F2F

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Cultivate Scholarly and Academic Success	5.26%	1	5.26%	1	5.26%	1	68.42%	13	10.53%	2	5.26%	1	19
SLO2	Engagement with the University Community	0.00%	0	5.26%	1	26.32%	5	36.84%	7	31.58%	6	0.00%	0	19
SLO3	Foster Personal Development and Wellness	0.00%	0	10.53%	2	10.53%	2	63.16%	12	15.79%	3	0.00%	0	19
SLO4	Promote Understanding of Diversity and Social Responsibility	0.00%	0	0.00%	0	10.53%	2	68.42%	13	15.79%	3	5.26%	1	19
SLO5	Forging Connections Between Course Content and Success Strategies	5.26%	1	10.53%	2	10.53%	2	52.63%	10	5.26%	1	15.79%	3	19
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

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

Table 4: First-Year Seminar Assessment Data: Number and Percent by Competency (Overall/F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Cultivate Scholarly and Academic Success	19	534	24	41	76	193	200	99	26%	74%
Engagement with the University Community		614	32	77	125	117	263	28	38%	62%
Foster Personal Development and Wellness		594	21	30	145	122	276	47	33%	67%
Promote Understanding of Diversity and Social Responsibility		542	23	36	118	143	222	99	33%	67%
Forging Connections Between Course Content and Success Strategies		532	18	38	133	116	227	47	36%	64%

Figure 1 provides three data points for each SLO that show the percent of students that met expectations, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.

FIGURE 1: FYS LEARNING GOAL TREND DATA

Learning Goal	Fall 2023	Spring 2024	Fall 2024
Cultivate Scholarly and Academic Success	61%	42%	74%
Engagement with the University Community	63%	47%	62%
Foster Personal Development and Wellness	62%	63%	67%
Promote Understanding of Diversity and Social Responsibility	70%	32%	67%
Forging Connections Between Course Content and Success Strategies	54%	58%	64%

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

- A more extensive lecture on mental health will be incorporated into the class in the future. This will include a short activity that includes self-reflection.
- A specific question will be added to the self-reflection assignment included in class dealing with the importance of diversity for a student to expand their mind and worldview. This will be a short essay question.
- Add another session on how to improve mood.
- Additional test taking strategies will be shared in a mock test shared in class before the real exam. This will include a walkthrough of each question live.
- After the Time Management Log & Plan, need to break it down into a series of follow-up steps over course of the semester, link procrastination to wellness/mental health, and make it a distinct category in the end of semester self-study.
- Although a majority of my students performed in the proficient to mastery levels, I'm concerned about the number of students who were not able to find and use appropriate research for their paper, or who ran out of time and turned in a partial draft or no paper at all. I plan to rearrange my syllabus so we are covering fewer new fairytales at the end of the semester, and spending more time in class working on drafts, and encouraging all students to take steps needed to complete their research and draft their papers. I did have several music majors this semester--these students spent the end of the semester on tour, recording, or practicing for concerts, and were not able to spend time on the final project until the last week of classes or finals week. I may encourage students to turn in their proposals for this project early -- so students with hectic end-of-semester schedules will at least have a start on their project.

- As a discipline, sociology is attuned to the importance of diversity and social responsibility. For this assignment, students were asked to listen to an album that they would not ordinarily listen to. The purpose of this is to get them out of their comfort zones and experience something new. Most students appeared to get a lot out of this exercise and benefit from being asked to do something outside of their comfort zones
- As mentioned above, the final exam consisted of one essay question asking students to offer 5 pieces of advice to high school seniors who plan to attend college next year. Students, by and large, were very thoughtful in their answers. In fact, most of them (70/77) offered really, clear and insightful answers that, to me, showed mastery of this objective.
- The final paper in which students moved in clear steps from research to annotated bibliography to outline to structured APA formatted paper made it very obvious who had not attended class. More handouts and presentation help that can be accessed by students who were absent would help pull those students through more successfully who missed class. "
- As per the final project, a majority of students were able to draw a meaningful connection between extremism and threats facing democracy in Weimar Germany and current examples, including many in the United States. I would continue this assignment and add new topics from current events with which to compare to Germany.
- As was clear from the student discussion boards, promoting and understanding diversity came through clearly for students, but more time needs to be spent on developing the idea of social responsibility in the FYS.
- "Assessment data collected from this course will be reviewed by the faculty member to determine if pedagogical changes are needed for future offerings."
- Based on the writing assignment which involves student reflection on their overall personal development and wellness, including common themes among students with development/wellness issues and focus on spending more time in class addressing these concerns.
- Based on these results, I have the impression that many first-year students are already fairly engaged in various clubs and social activities a few weeks into the semester. I credit this to the success of summer orientation, Husky Days, and the Activity Fair. I still think this is a worthwhile topic to cover in the seminar, but I am not worried as much about student engagement as I am about their academic preparedness and time management.
- Based on this data I want to increase the time I provide in the course to application based projects connected to accessing academic resources. I focused a lot on exposing students to available resources, but crafting assignments that invite them to engage with those resources more actively (and building tools for them to demonstrate that engagement to me) will be my goal.
- Continue with current activities.
- Continue with project as written. Continue to post campus happenings on Brightspace and as announcements at beginning of class.
- Continue with speakers and presentations. Add how to read textbook. Move session on plagiarism earlier in the semester.
- Data were collected from a writing assignment focusing on success strategies taught in their classes and how these strategies prepared them for future success. The results were used to help develop future activities that point out the success skills taught in courses and their relationship/importance for mastery of skills in years to come.
- Discuss more about how language impacts interpretations of racism, and the overall experience of marginalized people in society. Tried to get a guest speaker from DEI to discuss micro-aggressions, will try again.
- Diversity is a major theme in the course content, but further exercises are needed to move students from talking about themselves to becoming aware of and listening to others.

- Essays are a fine measure of progress for those who are willing or able to try. The area to address is breaking the thinking/reading/writing process down into even more preparatory steps for those who are not.
- For their final, students were asked to write an essay comparing an aspect of piracy they found interesting from throughout the semester to their college experience. They were to use the research skills they learned throughout the semester, as well as college-level writing skills, including correct citations based on the style used most often in their chosen discipline. Most students achieved the mastery level with the ability to connect piracy to the first-year experience, highlighting the skills they had gained this semester and able to demonstrate many important strategies for student success. Those who achieved the proficient level also demonstrated those strategies, but less so than those with the mastery level. Three students achieved the developing level, demonstrating an understanding of what it takes to be a successful student and/or reflecting on their own experience as a first-semester freshman, but were not able to show those skills in practice. One student received unsatisfactory with an essay that demonstrated an understanding of piracy that we learned in class, but an inability to connect any student success strategies to that course content. I plan to utilize more peer-feedback for this final essay earlier in the semester, allowing students to learn from each other's examples and review their own work more critically. Before I introduce this assignment, I would also like to do an in-class activity with the goal of further connecting the course content to student success strategies.
- For this area, I will require students to complete their reflection on their personal goals and growth earlier in the semester, and in this way, their reflections may help to inform better choices for themselves as the semester concludes.
- For this learning objective, I may expand the profile assignment to include some reflection from the student about what strategies they plan to employ from their interview subjects.
- For this learning outcome, I need to give more time to this discussion. The increased class size from 25 to 35 adversely affected my ability to move through topics of discussion and still include students in active learning activities, so some discussion points got lost to a lack of time.
- For this SLO, students were tasked with going to a CU student club meeting and reflecting upon the experience. Most of the students appeared to get something out of this assignment. In class, I made clear that being social is a way for students to feel more integrated into the university community. I went out of my to make clear that commuting students stand to really benefit from doing this. In any case, most students "mastered" this objective.
- I do not have plans to adjust the course based on these results at this time. I will maintain the assignments and assessment tools currently utilized in the next iteration of the course.
- I have reviewed the extracurricular activity reporting forms that students used to detail involvement in a university-related activity. I will continue to encourage students to attend activities and increase their involvement in university organizations/clubs/etc.
- I need to have a more nuanced look at each of these over the course of the semester. In truth much of this was revealed for individual students in the discussions and interactions that they had with classmates as well as myself as a professor. It is challenging to operationalize this in terms of reporting.
- I want to add an additional opportunity for students to engage with their peer group outside of the classroom setting. I plan to incorporate a group project in the course.
- I will invite more university personnel from various offices to come in and present on these topics rather than feigning expertise.
- I will reassess the nature and volume of the opportunities I offered students, and likely drag them kicking and screaming to various engagement events instead of allowing them any measure of personal choice and autonomy.
- I would like to identify ways in which student grades improved from midterm to the end of the semester as well as from fall to spring semester in order to ascertain whether or not student grades improved once they had the knowledge base of how to negotiate the transition from high school student to college student. I

also plan to incorporate more regular lessons on study strategies rather than limit it to one class session. More frequent mini lessons may be more beneficial.

- Mental health was a prominent topic at several points in the semester. Was able to connect some of those points with a guest speaker from Health & Wellness discussing making choices and the impacts of those choices on well-being. In the future, will incorporate focused time in each week to assess mental health with anonymous stuggles or emoji bingo activity
- More delineation could be made among the hidden costs of college, life on campus (where students figure out how many Subway cookies they can get for one meal swipe), and the cost of actual goods/price comparisons. Are there areas on campus that are less expensive? More? How might that influence student choices?
- More explicit content on how to present will strengthen student performance in the future.
- Most students did fairly well on this paper, where they discuss fairy tales or fairy tale variations from a particular culture. Reflecting on this SLO, however, has made me think that I need to adjust the assignment, perhaps turning it into a comparison paper, so students are discussing more than one culture (actually, many of them did anyway).
- Most students who did this assignment talked about learning to manage their time better, so I know that early assignment is a "keeper." The shocker for me was how few students added the wellness reflection to their campus event report, even when I reminded them to do so. I may turn this assignment into a separate wellness reflection paper so that the expectations are clear.
- Move communication lessons to earlier in the semester.
- Need a mid-semester follow up exercise on engagement. However, it is an up-hill climb since the Lock Haven campus needs more non-sports activities for students to engage in.
- Need to include more information regarding types of sources and APA citation formatting.
- Overall, I was satisfied that a majority of students were able to complete a 5-7 research project at the end of the semester that incorporated outside sources and a detailed comparison between the Weimar Germany and current examples illustrating extremism threats to democracy. This is a challenging assignment to be sure, but one that I believe will set students up for success in other courses that assume some basic research skills. I discovered through Turnitin.com that several students likely used (or consulted?) with AI in writing their papers despite this being forbidden. Consequently, this is one area I would place additional emphasis in the workshops leading up to the final project.
- Overall, the students did a really nice job on their FYE Paper. They were able to successfully select one to a few prompts and reflect on their first-year experiences, specifically discussing ways that they had grown personally and/or academically. I plan to use this assessment tool again in future semesters. I believe it to be a great opportunity for the students to assess their own growth, and the assignment resonated with them as shown in the data.
- Preparation for and engagement in class discussion are the most difficult skills to encourage, but also vital in school and career. Becoming a contributor is a big step. In future, need to return to the early semester participation module, and repeatedly break it down into steps, and connect it explicitly to current material and discussions.
- Satisfactory results. Will look into adding and outside-of-class assignment for a different assessment.
- Students did an activity on stereotypes to reflect upon how they often see others who are different from themselves. Based on these results I will incorporate more activities on class to increase understanding of diversity and social responsibility.
- Students did very well with this assignment, which is a descriptive report on a campus event or organization they have joined. I'm disappointed that three students did not do this assignment at all (one of the three attended only 4 classes, but the other two should have gone to something and turned something in). Something I forgot to do this semester is read the class a list of the events and organizations everyone in the class is involved with -- this sometimes gives other students an idea of what's out there. Noting on my syllabus to take time to do this next time I teach the course.

- Students provided feedback with a writing assignment near the end of the semester to reflect upon what activities in the class helped them the most for success during their first semester, as well as activities in the course that did not have much of an impact. I will spend more time in the future expanding activities that students felt were the most helpful.
- Students were present for informational sessions from campus offices like Student Wellness and the Women's Center. I am not sure how I can track whether or not students visited those office. However, in the future I will include a component requiring students to attend campus events an reflect on that experience.
- Students will be shown how to access the Faculty and Staff directory earlier in the semester to promote connections with their advisor. An assignment will also be sent out via email that is not posted on Brightspace to help the students learn that email must be monitored to make important connections to faculty and staff on campus.
- Students wrote a short paper around the topic of xenophobia which we discussed in class. In the future, I feel as if I may need more focus on this area. I may bring in a guest speaker or have students attend a campus speaker in the future. I feel as if this area needs more of a personal element that was absent from this assignment.
- The course theme (mindfulness) links directly to wellness, and most students clearly assess ideas, readings, and practices. A few, however, either did not do the readings or did not read well enough. In the future, I will institute reading check quizzes and spend time in class teaching students annotation methods (we already do note-taking methods for lectures, but I do not have a corollary for reading).
- The data here were quite strong. Instructor may include more success strategy activities into the class to help those who are not at Mastery level yet.
- The data indicate that, overall, the students did very well with this assignment and connected with the DEI topics that we learned and discussed. Just about every student engaged with the DEI topics during class discussions and talked about how much they appreciated those open and honest conversations about race and communication as well as other DEI-related concepts. That same appreciation for the content was evident within their media artifact reflections. The biggest challenge some of the students had with this assignment was simply turning all five of their reflections in throughout the semester. I even cut five of the reflections from when I last taught the class; there used to be ten required. But when the students submitted reflections, they showcased their open-mindedness, their empathy, and their willingness to self-reflect and work on their own perceptions and behaviors when communicating with identities of difference. I am so proud of them and the growth that they displayed in the classroom and within these assignments. I will continue to use this assessment tool in future iterations of the course. I might also institute more specific deadlines to help motivate more students to submit them.
- The DEIB discussion questions required students to define concepts of diversity, as well as reflect on their own privilege and place in society. The students who achieved mastery level with this assignment showed insightful reflection when answering these questions. The students who achieved proficient and developing levels were able to show their understanding of these concepts, but lacked the reflection necessary to fully engage. The students with unsatisfactory or emerging levels were either unable to define/show their understanding of these concepts, or unable to reflect on them. I did initially have it scheduled to have someone from the diversity office in to speak with the students, but conflicts in schedules arose and they were unable to make it to class. In the future, I would like to make sure the students can have those conversations with someone from the diversity office. I would also incorporate more open discussion and outside reading to really make sure the students are successful in this learning outcome.
- The final paper in which students moved in clear steps from research to annotated bibliography to outline to structured APA formatted paper made it very obvious who had not attended class. More handouts and presentation help that can be accessed by students who were absent would help pull those students through more successfully who missed class.
- The instrument needs improvement to expand the diversity and social responsibility requirements. The unsatisfactory results were due to not completing all of the assignment.

- The proficient results were form not completing the requirements (responding to two other discussion post). Need to reinforce the instructions for the assignment.
- The purpose of this assignment was for the students to demonstrate their ability to use metacognition and adapt their note-taking habits to other methods that may better serve them. Most students achieved mastery in this learning outcome, with only a small percentage of students achieving developing or below. The students who did not receive mastery or proficient lacked the reflection necessary to use metacognition in their classroom habits. In order to improve student learning data in the future, I would more closely link the class covering metacognition and learning styles to note-taking strategies, so students understand the connection. I would also like to incorporate an in-class component to this assignment.
- The results of the Health Plan revealed that students face many stressors in their lives that impact their academic success at the university. The biggest stressors were financial hardship, roommates, and dealing with much higher academic expectations. I think I would continue this assignment and explore these individual issues.
- The students responded very well to the check-in reflective writing assignments. I was able to get access to their genuine thoughts and concerns regarding their personal development and wellness and then use their responses to engage in more directed conversations in the classroom to meet their needs (e.g., taking more time to discuss the scheduling process, discussing resources on campus that assist with physical and mental health, bringing in guest speakers to discuss mental health, etc.). I plan to continue utilizing this tool in future semesters.
- The very nature of the assignments (attending university events) requires engagement, and while more show mastery in this outcome than in any other, those who did not were lacking in analytical reflection: in other words, even though they engaged with the University Community, they were not proficient in describing the event and/or articulating a meaningful response. In the future, I plan to make a few exemplary models from past classes available to students (with names redacted).
- These Captain's Log assignments were short worksheets that students were to fill out after attending on-campus events. Students needed to complete and submit at least eight Captain's Logs over the course of the semester, with extra credit being offered for any additional Captain's Log. Most students achieved the Mastery level, showing in their Captain's Log strong reflections on the importance of being involved on campus, and many went into detail about the relationships they'd developed with peers, staff, and/or faculty. Those who achieved the proficient level demonstrated an understanding of campus resources and connections with faculty and staff, but may have lacked some deeper reflection. Few students achieved the developing level, but those who did could demonstrate the importance of being involved and engaged with their campus community, but shared their reluctance to do so. There were a multitude of reasons for this, some being due to anxiety around new places and people, while others being more to do with a lack of time. I plan to use this information in the future to go into more depth about time-management techniques that would allow students to juggle academic commitments with university engagement. While I did have the counseling, center give a presentation on adjusting to college, I would also ask them to add tips and tricks for overcoming anxiety around new experiences, places, and people.
- These results show that even more explicit discussion of good research practices needs to occur, as despite repeated discussion, students plagiarized through a lack of understanding the need for in-text citations.
- These results will allow me to realign the group project topics, as some topics were not well developed, as well as set more specific questions to guide the project.
- This assignment could be spread out more through the semester to intersperse with other, more content-driven assignments, better balancing the two. More attention could be paid to citation in the presentation/research, and the skill involved in reporting on research.
- This assignment required students to use SMART goals to set goals for the next five years, including potential obstacles and ideas for how to overcome those obstacles. The students who achieved the mastery level were able to set goals for the future and then critically analyze those goals. The students who achieved the proficient and developing levels were able to set goals, but either the goals themselves were unspecific (a criterion for SMART goals) or the potential obstacles and/or their ways for overcoming them were

unspecific. In order to improve future student learning outcomes with this assignment, I plan to spend more time reviewing SMART goals, including what a specific goal looks like vs. a general one. I would also facilitate further discussion on why it is important to set specific goals, prompting the students to think deeper about their own goals and whether or not they fit that criterion.

- This course was focused on this element specifically. In the future, based on student feedback, I plan to incorporate more class sessions around the topics of stress and mental health.
- This element is truly baked into the course, where every week students look for connections between the films and the topic we're exploring within student success. More attention could be paid to the difference between summary and analysis early on, and how comparisons work.
- This is the assignment that the students struggled with the most. Students noted that they were not sure which events to attend (even though I suggested a number of events to them at the beginning of each week), but they also did not want to take the time to always get out of their living spaces and explore campus. I plan to work more diligently next time with the students not just on providing them with options for campus events but to help them feel more confident exploring campus on their own. Another challenge with this particular assignment is time management, especially for commuter students or those who have jobs on top of their studies.
- This SLO was not assessed because it was not included in the Fall 2024 Proposal Form or listed in the Master Syllabus. I was not aware of this SLO in advance of teaching the course and therefore did not build assessment of it into my course structure.
- "This SLO was not on the FYS curriculum rubric: https://www.commonwealthu.edu/documents/complete-general-education-curriculum-rubrics
- We covered Success Strategies with a visit from Alumni Relations and Professional Development. "
- Those on the low end (developing through unsatisfactory) generally did poorly in the research end of the assignment. I will see if this correlates with performance on an earlier research assignment to determine whether to spend more time on this segment. We currently spend much of the second half of the semester on this project, and a librarian visits the class twice.
- Time management and procrastination were topics of discussion throughout the course long after the Self-management assignment was due. It's clear from the responses on the assignment that many students struggle with this issue. In particular, many reported spending many hours completely immersed in social media to the point where they often lost track of time and/or failed to complete homework. i would likely make this a larger course topic and specifically focus on ways to address this behavior.
- "To gauge this SLO, students were asked to meet with their advisors to introduce themselves and discuss their academic trajectories at CU. Many of the students were intimidated by this but appeared to benefit from the experience. The goal of this assignment was to break down barriers and help the students to feel more comfortable meeting with faculty. About half of the students really excelled in this exercise.
- Holly Jackson from the library spoke to each of my classes. A good idea for me next year, is to have students reflect on that experience by doing an in-class assignment or writing a reflection paper asking them to put the information from that class into practice. "
- To gauge this SLO, students were asked to reflect upon the benefits of belonging to a music community. I am a community sociologist and in class I make clear that music can be a very social activity. Going to concerts, making music and listening to music with friends are very social activities that promote social cohesion and bonding. Most students were very receptive to this idea and felt that they were actively part of a music community.
- We continue to work to provide as many different models of mindfulness and growth mindset as possible throughout the semester as evidenced by the final exam. However, more time spent on student strengths (from the Clifton Gallup assessment) would strengthen student understanding of their unique piece they add to the classroom and their relationships.
- We had many guest speakers in the FYS. The most success for interaction came with preparing students for these guests and reflecting about the visit in the discussion boards. More time spent giving background on

the topic before the visit and follow up reflections about the value of the speakers next year will make the inclusion of the speakers have higher impact.
- While I think the data demonstrates students are achieving as expected in relationship to this SLO, I am considering how I can increase student awareness of wellness and personal development opportunities. I invited 2 guests into the class this semester, but I would like to increase that number. I am hoping to invite individuals from some additional entities on campus to be guests in my class in future.
- While the class spends a great deal of time on diversity and social responsibility, my assessment measure is more general and reflects a number of other topics. In the future, I will swap this out for a different assessment focusing solely on the topic at hand.
- Will be adding a lecture on why engagement with the university correlates with success.

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

VII. **Observations on results:**
There was a 29% submission rate of all FYS courses with 532-614 students assessed. While still only 29%, the submission rate for Fall 2024 was much greater than previous semesters. Table 4 shows that overall students met the 70% threshold on one of the five SLOs - Cultivate Scholarly and Academic Success (74%), while the other four SLOs ranged from 62%-67%, still much higher than previous semesters. Faculty recommendations indicated several pedagogical recommendations for specific assignments and skills as well as other actions including placing greater emphasis on time management, strategies to increase engagement, involvement in campus events, and having more guests/office representatives in class. FYS has a working group that should continue to explore ways to increase student learning and will be pursuing a deep dive in Spring 2025. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix I: General Education Summary Report
Interconnections: Global Perspectives
Fall 2024

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

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

Data Collection: : Global Perspectives outcomes were assessed using the GE Global Perspectives Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Global Perspectives GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Global Perspectives, 39% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Global Perspectives Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
GLOBAL PERSPECTIVES	24	62	39%

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

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
G - Global Perspectives	ANTH150 Anthropology and World Issues	01	F2F
G - Global Perspectives	ANTH150 Anthropology and World Issues	99	Asynchronous Distance Education
G - Global Perspectives	ARAB101 Elementary Arabic I	01	F2F
G - Global Perspectives	ARTH330 Latin American Art	99	Asynchronous Distance Education
G - Global Perspectives	ARTH350 Art of Africa and Oceania	99	Asynchronous Distance Education
G - Global Perspectives	CHIN101 Elementary Chinese I	01	F2F
G - Global Perspectives	CHLS245 Child, Family, and Community Engagement	01,02	Multi-Classroom Synchronous
G - Global Perspectives	CHLS245 Child, Family, and Community Engagement	99	Asynchronous Distance Education
G - Global Perspectives	ECON121 Principles of Macroeconomics	01, 02, 03, 04	F2F
G - Global Perspectives	ECON121 Principles of Macroeconomics	99	Synchronous Distance Education
G - Global Perspectives	ECON121 Principles of Macroeconomics	97, 98	Blended/Hybrid
G - Global Perspectives	EGGS104 World Regional Geography	01	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
G - Global Perspectives	EGGS105 Environmental Issues and Choices	03	F2F
G - Global Perspectives	EGGS105 Environmental Issues and Choices	99	Asynchronous Distance Education
G - Global Perspectives	ENGL220 Global Literature Survey	01	F2F
G - Global Perspectives	FREN101 Elementary French I	01	F2F
G - Global Perspectives	HONR210 Honors Global Perspectives Seminar	01	F2F
G - Global Perspectives	MATH220 History of Mathematics	01	F2F
G - Global Perspectives	RUSS101 Elementary Russian I	01	F2F

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**	**Total**
SLO 1	Factors and Interactions	52.63%	10	5.26%	1	21.05%	4	21.05%	4	0.00%	0	0.00%	0	19
SLO2	Representation and Sources	42.11%	8	5.26%	1	21.05%	4	26.32%	5	5.26%	1	0.00%	0	19
SLO3	Perspectives	36.84%	7	15.79%	3	21.05%	4	21.05%	4	0.00%	0	5.26%	1	19

*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.

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

Table 4: Global Perspectives Assessment Data: Number and Percent by Competency (Overall)										
Category	**Submissions**	**Students Assessed**	**Unsatis-factory**	**Emerging**	**Developing**	**Proficient**	**Mastery**	**None**	**Did Not Meet**	**Met Expct.**
Factors and Interactions	19	663	38	24	200	284	117	3	40%	60%
Representation and Sources		668	38	25	196	293	116	6	39%	61%
Perspectives		584	27	30	103	317	107	54	27%	73%

Table 5: Global Perspectives Assessment Data: Number and Percent by Competency (F2F)										
Category	**Submissions**	**Students Assessed**	**Unsatis-factory**	**Emerging**	**Developing**	**Proficient**	**Mastery**	**None**	**Did Not Meet**	**Met Expct.**
Factors and Interactions	11	373	17	17	139	120	80	3	46%	54%
Representation and Sources		380	16	17	119	144	84	4	40%	60%
Perspectives		330	14	24	85	143	64	52	37%	63%

Table 6: Global Perspectives Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	5	153	21	7	42	46	37	0	46%	54%
Representation and Sources		151	22	8	50	39	32	2	53%	47%
Perspectives		117	13	4	12	45	43	2	25%	75%

Table 7: Global Perspectives Assessment Data: Number and Percent by Competency (BL HYBRID)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	1	46	0	0	4	42	0	0	9%	91%
Representation and Sources		46	0	0	5	41	0	0	11%	89%
Perspectives		46	0	0	0	46	0	0	0%	100%

Table 8: Global Perspectives Assessment Data: Number and Percent by Competency (MC SYNC)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	1	56	0	0	6	50	0	0	11%	89%
Representation and Sources		56	0	0	6	50	0	0	11%	89%
Perspectives		56	0	0	6	50	0	0	11%	89%

Table 9: Global Perspectives Assessment Data: Number and Percent by Competency (SYNC DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Factors and Interactions	1	35	0	0	9	26	0	0	26%	74%
Representation and Sources		35	0	0	16	19	0	0	46%	54%
Perspectives		35	0	2	0	33	0	0	6%	94%

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

FIGURE 1: GLOBAL

Legend: ■ Factors and Interactions ■ Representation and Sources ■ Perspectives

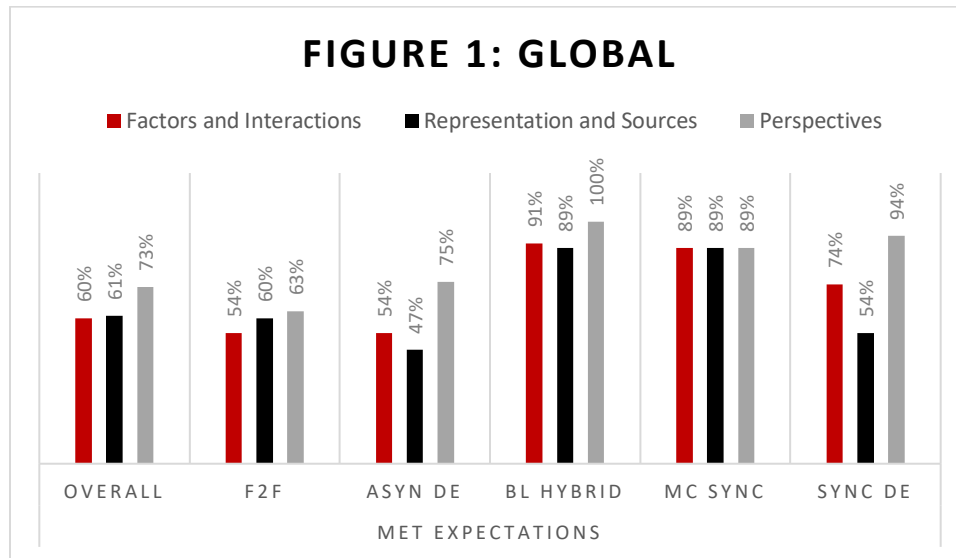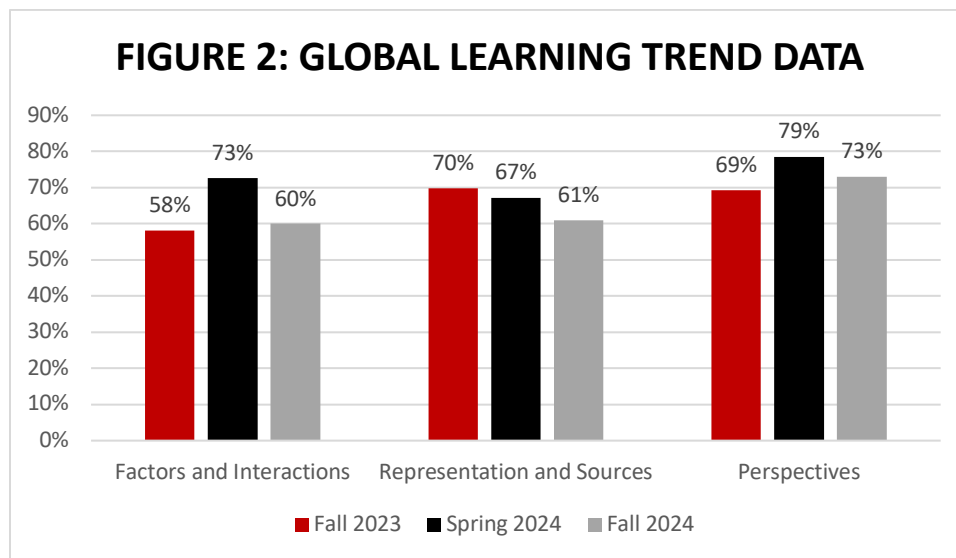|	OVERALL	F2F	ASYN DE	BL HYBRID	MC SYNC	SYNC DE
Factors and Interactions	60%	54%	54%	91%	89%	74%
Representation and Sources	61%	60%	47%	89%	89%	54%
Perspectives	73%	63%	75%	100%	89%	94%

MET EXPECTATIONS

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

FIGURE 2: GLOBAL LEARNING TREND DATA

	Factors and Interactions	Representation and Sources	Perspectives
Fall 2023	58%	70%	69%
Spring 2024	73%	67%	79%
Fall 2024	60%	61%	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 prompt:

- On this HSLO, students demonstrated highly satisfactory learning outcomes. In their policy briefing projects, students would put themselves in the shoes of senior US foreign policy official such as the Secretary of State/Treasure/Defense/Commerce/Homeland Security, Attorney General, Nat'l Security Ad viser, Nat'l Economic Advisor, US Trade Representative, CIA Director, FBI Director, etc. They would write their policy briefing paper and make policy recommendations to the POTUS on their selected policy issues. All students successfully demonstrate the capacity to understand their selected leadership roles in the US foreign policy process.

- On this HSLO, students demonstrated fairly satisfactory learning outcomes. In their policy briefing projects, students are asked to write their policy briefing paper and make policy recommendations to the POTUS on their selected policy issues. Most students successfully demonstrate the capacity to understand the important implications of their selected policy issues on both the USA and China. In their policy briefing

papers, they approach their policy issues comprehensively and explain the issues from both American and Chinese perspectives. This instructor will spend more time on individual tutoring and help more students to reach the mastery level on this HSLO.

- On this HSLO, students demonstrated fairly satisfactory learning outcomes. In their policy briefing projects, students are asked to write their policy briefing paper and make policy recommendations to the POTUS on their selected policy issues. All students demonstrate the capacity to conduct independent and innovative research. The half of students successfully designed and presented their highly detailed and reasonable policy recommendations on how to solve their selected policy issues. This instructor will spend more time on individual tutoring and help students to improve their capacity in the area of independent and innovative research.

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

VII. **Observations on results:**
There was a 39% submission rate of all global perspectives courses with 584 - 668 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for Perspectives (73%) but not Factors and Interactions (60%) and Representation and Sources (61%). Notably, the outcomes for blended/hybrid and and multi-classroom synchronous were much higher than the other modalities and exceeded expectations. Faculty action recommendations indicate the need to spend more time on tutoring. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix J: General Education Summary Report
Foundations: Historical Themes
Fall 2024

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

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

III. **Data Collection:** Historical Themes outcomes were assessed using the GE Historical Themes Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Historical Themes GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Historical Themes, 29% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Historical Themes Courses Assessed			
Goal	**#Courses Assessed**	**#Courses Delivered**	**Percent Assessed**
HISTORICAL THEMES	11	38	29%

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

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
H – Historical Themes	ANTH130 Introduction to Archaeology	01	F2F
H – Historical Themes	HIST111 World History I	01,02,03	F2F
H – Historical Themes	HIST112 World History II	03,04	F2F
H – Historical Themes	HIST121 US History to 1877	01	F2F
H – Historical Themes	HIST121 US History to 1877	98	Asynchronous Distance Education
H – Historical Themes	HIST210 20th Century World History	99	Asynchronous Distance Education
H – Historical Themes	MUSI220 Western Music Until 1750	01	F2F
H – Historical Themes	MUSI220 Western Music Until 1750	02	F2F

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Knowledge and Understanding	37.50%	3	62.50%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	8
SLO2	Sources and Evidence	12.50%	1	0.00%	0	25.00%	2	62.50%	5	0.00%	0	0.00%	0	8
SLO3	Application of Language and Critical Thinking Skills in an Historical Context	12.50%	1	25.00%	2	0.00%	0	50.00%	4	12.50%	1	0.00%	0	8
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

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

Table 4: Historical Themes Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	8	345	9	26	72	62	176	9	31%	69%
Sources and Evidence		354	21	17	54	112	150	9	26%	74%
Application of Language and Critical Thinking Skills in an Historical Context		340	9	31	44	71	185	19	25%	75%

Table 5: Historical Themes Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	6	268	6	20	57	43	142	9	31%	69%
Sources and Evidence		277	17	15	41	80	124	9	26%	74%
Application of Language and Critical Thinking Skills in an Historical Context		268	8	25	33	60	142	14	25%	75%

Table 6: Historical Themes Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Knowledge and Understanding	2	77	3	6	15	19	34	0	31%	69%
Sources and Evidence		77	4	2	13	32	26	0	25%	75%
Application of Language and Critical Thinking Skills in an Historical Context		72	1	6	11	11	43	5	25%	75%

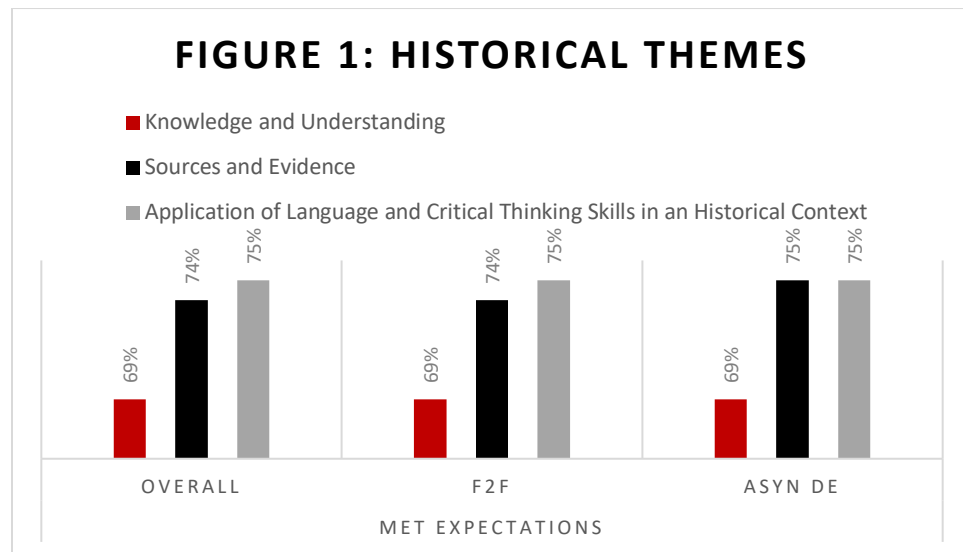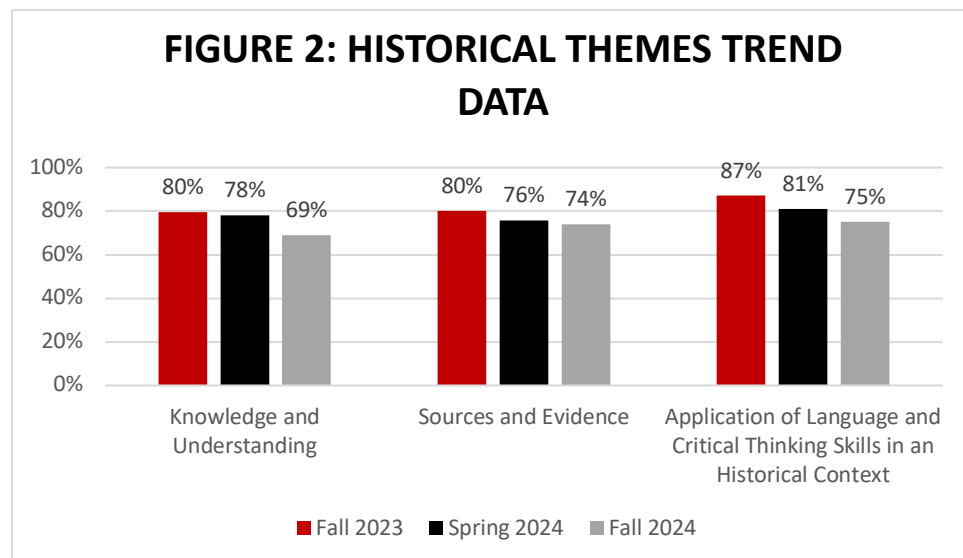Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: HISTORICAL THEMES

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

FIGURE 2: HISTORICAL THEMES TREND DATA

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

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

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

VII. **Observations on results:**
There was a 29% submission rate of all historical themes courses with 340-354 students assessed, depending on each SLO. Results for Knowledge and Understanding (69%) did not meet expectations, but Sources and Evidence (74%), and Application of Language… (75%) did. Table 4 shows that overall students met the 70% threshold for on the two SLOs with equal results by modality. The trend data shows a slightly downward trend over the three semesters. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix K: General Education Summary Report
Creativity and Expression: Literature
Fall 2024

I. **General Education Learning Goal:** Literature - Guide and prompt students to comprehend, analyze, and determine the significance for works of literature**.**

II. **Student Learning Objectives:**
- **SLO 1:** Comprehension - The student comprehends the text.
- **SLO 2:** Analysis - The student identifies and explains relations among ideas, text structure, or other structural features to show how they support an advanced understanding of the text as a whole or of its parts.
- **SLO 3:** Interpretation and Significance - The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.

III. **Data Collection: :** Literature outcomes were assessed using the GE Literature Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Literature GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Literature, 31% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Literature Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
LITERATURE	9	29	31%

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

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
L - Literature	ENGL151 Intro to Literature	96	Asynchronous Distance Education
L - Literature	ENGL152 Lit and Society	2	F2F
L - Literature	ENGL152 Lit and Society	04	F2F
L - Literature	ENGL152 Lit and Society	05	F2F
L - Literature	ENGL240 British Literature I	01	F2F
L - Literature	ENGL290 Short Story	01	F2F
L - Literature	ENGL340 British Literature & Culture	02	F2F
L - Literature	HONR220 Honors Literature Seminar	01	F2F
L - Literature	THEA105 Script Analysis	01	F2F

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO														
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Comprehension	22.22%	2	33.33%	3	0.00%	0	44.44%	4	0.00%	0	0.00%	0	9
SLO2	Analysis	0.00%	0	44.44%	4	0.00%	0	55.56%	5	0.00%	0	0.00%	0	9
SLO3	Interpretation and Significance	0.00%	0	44.44%	4	0.00%	0	55.56%	5	0.00%	0	0.00%	0	9
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

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

Table 4: Literature Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Comprehension	9	212	15	17	35	76	69	0	32%	68%
Analysis		212	14	23	46	72	57	1	39%	61%
Interpretation and Significance		212	14	17	45	79	57	1	36%	64%

Table 5: Literature Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Comprehension	8	183	10	14	33	68	58	0	31%	69%
Analysis		183	9	19	45	63	47	1	40%	60%
Interpretation and Significance		183	7	15	44	70	47	1	36%	64%

Table 6: Literature Assessment Data: Number and Percent by Competency (ASYN DE).										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Comprehension	1	29	5	3	2	8	11	0	34%	66%
Analysis		29	5	4	1	9	10	0	34%	66%
Interpretation and Significance		29	7	2	1	9	10	0	34%	66%

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

FIGURE 1: LITERATURE

■ Comprehension ■ Analysis ■ Interpretation and Significance

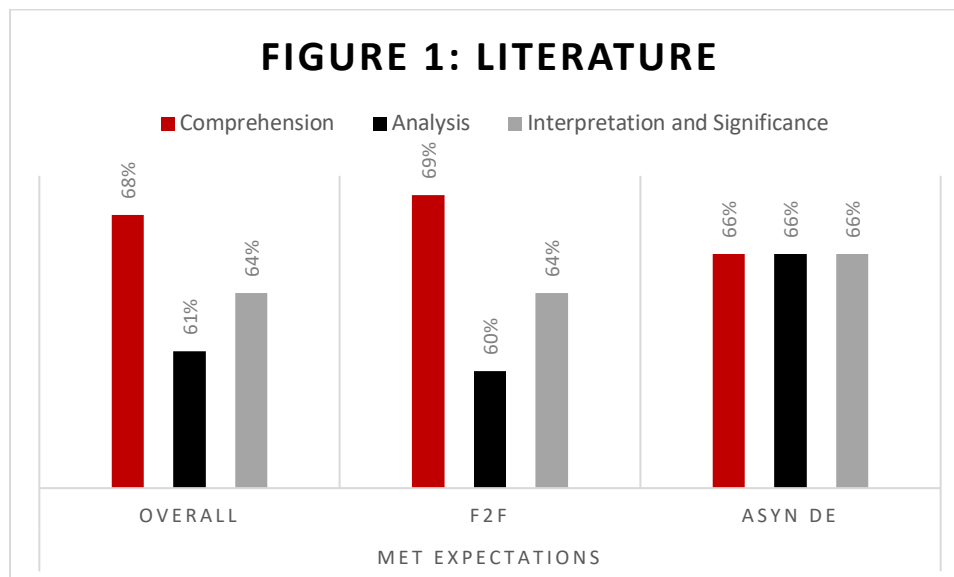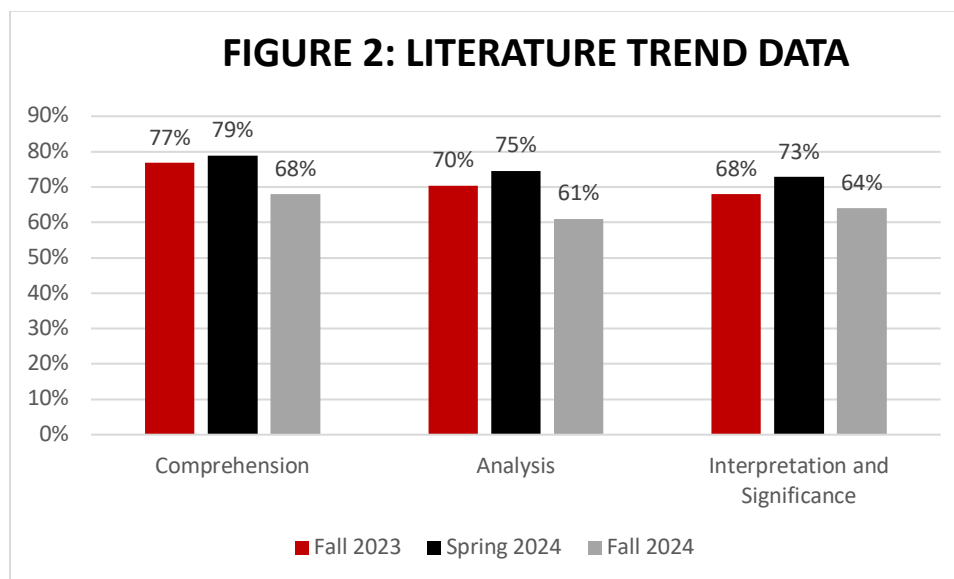|	Comprehension	Analysis	Interpretation and Significance
OVERALL	68%	61%	64%
F2F	69%	60%	64%
ASYN DE	66%	66%	66%

MET EXPECTATIONS

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

FIGURE 2: LITERATURE TREND DATA

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

■ Fall 2023 ■ Spring 2024 ■ Fall 2024

V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- Because some students' questions rehashed previous students' questions or required little more than comprehension, they struggled to lead a discussion. The students and I already developed additional parameters, such as restricting certain topics at a certain stages as we progress through section readings, and requiring them to develop possible answers. I could also have students submit questions in advance to vet them and have them revise. I could also develop a list of suggestions for leading a discussion.
- Moving forward, I plan to assign the essay one week earlier, so that students have more time to develop solid research questions and theses and conduct research.

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

VII. **Observations on results:**
There was a 31% submission rate of all literature courses with 212 students assessed. Table 4 shows that overall students did not meet the 70% threshold for the three SLOs, ranging from 61-68%. Notably, all three outcomes are lower than what was reported in previous semesters. The results by modality were variable with outcomes for F2F both higher and lower than ASYN DE. Faculty action recommendations suggest changes to submit questions in advance to vet them and have students revise; develop a list of suggestions for leading a discussion; and assign work one week later to have more time to develop research questions and research. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
   - Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
   - Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
   - Discuss results data with faculty to see where students struggle with meeting expectations
   - Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
   - Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
   - Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
   - Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

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

I. **General Education Learning Goal:** Natural World - Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.

II. **Student Learning Objectives:**
- **SLO1:** Scientific Method - The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.
- **SLO2:** Scientific Principles - The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.
- **SLO3:** Data & Problem-Solving - The student critically evaluates scientific information and/or solves problems using scientific data.

III. **Data Collection:** Natural World outcomes were assessed using the GE Natural World Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Natural World GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Natural World, 39% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Natural World Courses Assessed			
Goal	**#Courses Assessed**	**#Courses Delivered**	**Percent Assessed**
NATURAL WORLD	42	108	39%

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

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
N - Natural World	ANTH140 Intro to Biological Anthropology	01	F2F
N - Natural World	ANTH221 Forensic Anthropology	01	F2F
N - Natural World	ASTR102 Stars and Galaxies	01	F2F
N - Natural World	ASTR103 Astronomy	01	F2F
N - Natural World	BIOL107 Biology in the Headlines	99	Synchronous Distance Education
N - Natural World	BIOL110 Principles of Biology 1	03	F2F
N - Natural World	BIOL180 Anatomy and Physiology 1	03	F2F
N - Natural World	CHEM100 Chemistry of Air, Water, and Earth	01	F2F
N - Natural World	CHEM116 Physiological Chemistry 1	01	F2F
N - Natural World	CHEM116 Physiological Chemistry 1	02	F2F
N - Natural World	CHEM121 General Chemistry I	03A, 03B	F2F
N - Natural World	CHEM122 General Chemistry II	01	F2F
N - Natural World	CHEM122 General Chemistry II	01,02	F2F
N - Natural World	EGGS101 Intro to Physical Geography	03,04	F2F
N - Natural World	EGGS107 Natural Disasters	01	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
N - Natural World	EGGS120 Physical Geology	01,02,03	F2F
N - Natural World	HLSC115 Human Anatomy and Physiology 1	01B,01C,02A,02B,02C,03A,03B,03C	F2F
N - Natural World	HLTH122 Essentials of Human Anatomy and Physiology	01,02	F2F
N - Natural World	HONR218 Honors Natural World Seminar	01	F2F
N - Natural World	PHYS110 How Things Work	02	F2F
N - Natural World	PHYS125 Physics of Sports	01	F2F
N - Natural World	PHYS208 Introductory Physics I	03	F2F
N - Natural World	PHYS208 Introductory Physics I	02A, 02B	F2F
N - Natural World	PHYS211 General Physics 1	03A	F2F
N - Natural World	PHYS211 General Physics 1	02A	F2F
N - Natural World	PSYC100 Introduction to Psychology	06	F2F
N - Natural World	PSYC100 Introduction to Psychology	01, 02	F2F

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**		**Total**
SLO 1	Scientific Method	55.56%	15	3.70%	1	0.00%	0	14.81%	4	18.52%	5	7.41%	2	27
SLO2	Scientific Principles	74.07%	20	3.70%	1	0.00%	0	11.11%	3	11.11%	3	0.00%	0	27
SLO3	Data and Problem Solving	55.56%	15	0.00%	0	0.00%	0	11.11%	3	22.22%	6	11.11%	3	27
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

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

Table 4: Natural World Assessment Data: Number and Percent by Competency (Overall)										
Category	**Submissions**	**Students Assessed**	**Unsatis-factory**	**Emerging**	**Developing**	**Proficient**	**Mastery**	**None**	**Did Not Meet**	**Met Expct.**
Scientific Method	27	1445	142	124	241	436	502	24	35%	65%
Scientific Principles		1463	94	132	294	520	423	31	36%	64%
Data and Problem Solving		1419	85	112	250	393	579	62	32%	68%

Table 5: Natural World Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	26	1419	142	122	236	431	488	24	35%	65%
Scientific Principles		1437	94	128	288	507	420	31	35%	65%
Data and Problem Solving		1419	85	112	250	393	579	36	32%	68%

Table 6: Natural World Assessment Data: Number and Percent by Competency (SYNC DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Scientific Method	1	26	0	2	5	5	14	0	27%	73%
Scientific Principles		26	0	4	6	13	3	0	38%	62%
Data and Problem Solving		0	0	0	0	0	0	26	0%	0%

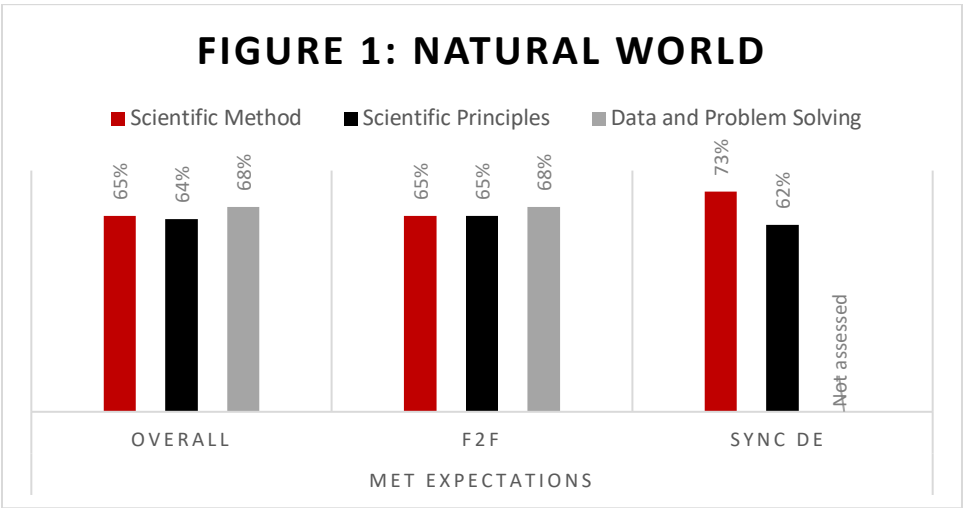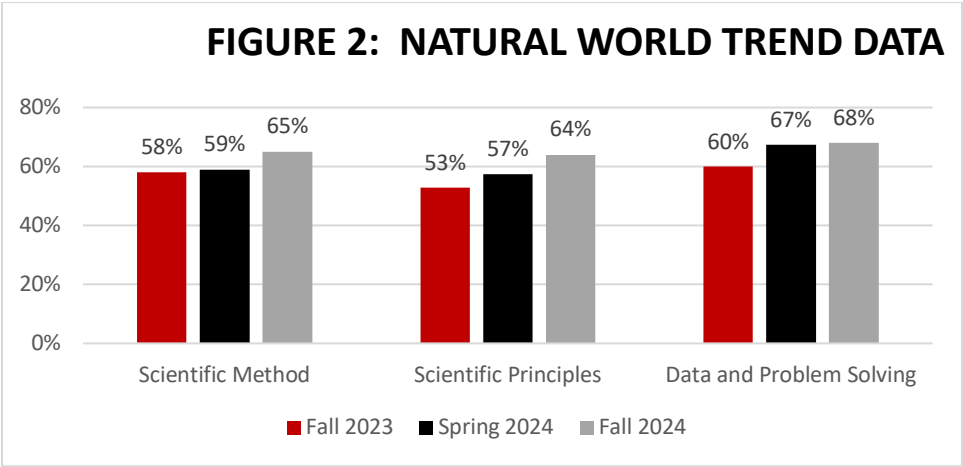Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: NATURAL WORLD

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

FIGURE 2: NATURAL WORLD TREND DATA

V. **Actions:** Faculty members reported how they would use this data to improve student learning in future iterations of the course. The following actions were recorded in response to the prompt:
- I would suggest that the talk last 15 minutes and that there be 5 minutes for questions.

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

VII. **Observations on results:** There was a 39% submission rate of all natural world courses with 1419 - 1463 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the SLOs with 64-68% meeting expectations; however, the three-semester trend appears to be positive and nearing the 70% threshold. It is very difficult to provide any analysis by modality since only one section was offered via a DE modality and only two SLOs assessed in that course. Only one faculty action was offered to guide improvement of student learning, including using 15 minutes for presentation and 5 minutes for questions. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix M: General Education Summary Report
Foundations: Oral Communication
Fall 2024

I. **General Education Learning Goal:** Oral Communication - Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.

II. **Student Learning Objectives:**
- **SLO1:** Organization - The student clearly organizes text to convey a central message.
- **SLO2:** Supporting Material - The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.
- **SLO3:** Delivery - The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.

III. **Data Collection:** Oral Communication outcomes were assessed using the GE Oral Communication Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Oral Communication GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Oral Communication, 74% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Oral Communication Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
ORAL COMMUNICATION	32	43	74%

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

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
O - Oral Communication	COMM100 Introduction to Communication	02, 03	F2F
O - Oral Communication	COMM100 Introduction to Communication	98, 99	Asynchronous Distance Education
O - Oral Communication	COMM101 Public Speaking	01, 02, 14	F2F
O - Oral Communication	COMM101 Public Speaking	12	F2F
O - Oral Communication	COMM101 Public Speaking	98, 99	Blended/Hybrid
O - Oral Communication	COMM101 Public Speaking	03, 04	F2F
O - Oral Communication	COMM101 Public Speaking	05, 06	F2F
O - Oral Communication	COMM101 Public Speaking	13	F2F
O - Oral Communication	COMM102 Interpersonal Communication	07,08,09	F2F
O - Oral Communication	COMM102 Interpersonal Communication	10	F2F
O - Oral Communication	COMM102 Interpersonal Communication	97	Asynchronous Distance Education
O - Oral Communication	COMM102 Interpersonal Communication	01, 02, 05, 13	F2F
O - Oral Communication	COMM103 Small Group Communication	04,05	F2F
O - Oral Communication	COMM103 Small Group Communication	01,02,03	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
O - Oral Communication	HONR211 Honors Oral Communication Seminar	01	F2F
O - Oral Communication	MEDJ221 Social Media and Podcasting	98,99	Asynchronous Distance Education

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**		**Total**
SLO1	Organization	0.00%	0	6.25%	1	0.00%	0	31.25%	5	62.50%	10	0.00%	0	16
SLO2	Supporting Material	0.00%	0	6.25%	1	0.00%	0	25.00%	4	68.75%	11	0.00%	0	16
SLO3	Delivery	0.00%	0	0.00%	0	0.00%	0	12.50%	2	81.25%	13	6.25%	1	16
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

Table 4: Oral Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	**Submissions**	**Students Assessed**	**Unsatis-factory**	**Emerging**	**Developing**	**Proficient**	**Mastery**	**None**	**Did Not Meet**	**Met Expct.**
Organization	16	616	15	23	121	253	204	12	26%	74%
Supporting Material		609	23	45	135	253	153	19	33%	67%
Delivery		601	19	27	129	274	152	21	29%	71%

Table 5: Oral Communication Assessment Data: Number and Percent by Competency (F2F)										
Category	**Submissions**	**Students Assessed**	**Unsatis-factory**	**Emerging**	**Developing**	**Proficient**	**Mastery**	**None**	**Did Not Meet**	**Met Expct.**
Organization	12	466	9	20	80	232	125	10	23%	77%
Supporting Material		464	15	41	79	222	107	12	29%	71%
Delivery		457	11	24	121	216	85	13	34%	66%

Table 6: Oral Communication Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	3	104	6	3	3	16	76	2	12%	88%
Supporting Material		99	8	4	14	29	44	7	26%	74%
Delivery		98	8	3	8	27	52	8	19%	81%

Table 7: Oral Communication Assessment Data: Number and Percent by Competency (BL Hybrid)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Organization	1	46	0	0	38	5	3	0	83%	17%
Supporting Material		46	0	0	42	2	2	0	91%	9%
Delivery		46	0	0	0	31	15	0	0%	100%

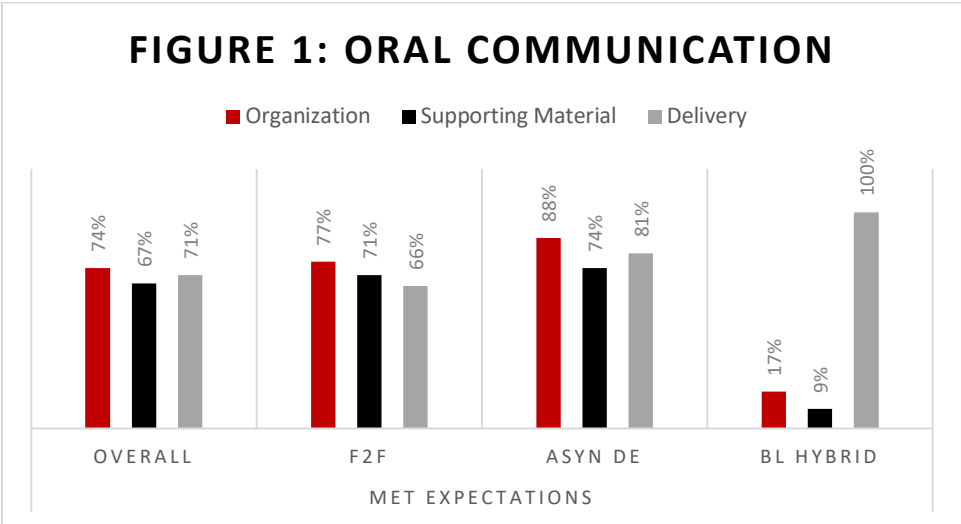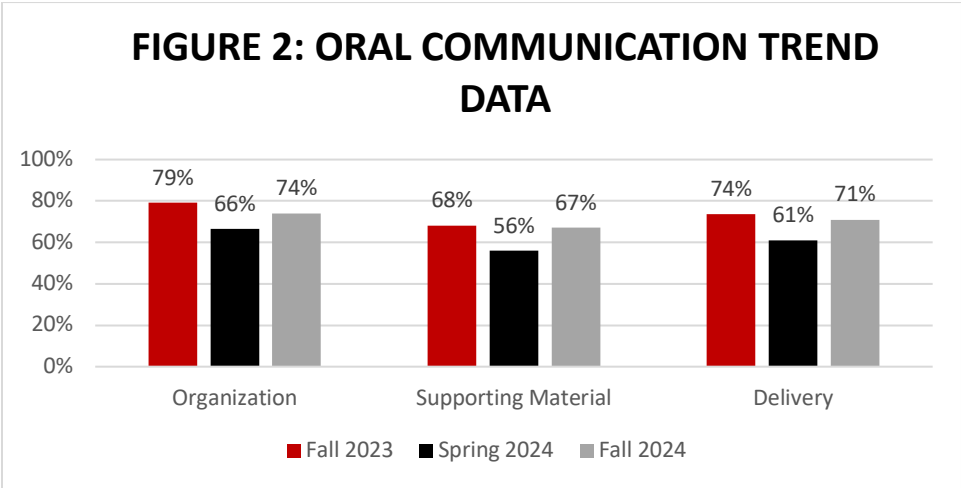Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: ORAL COMMUNICATION

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

FIGURE 2: ORAL COMMUNICATION TREND DATA

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

- I think each of the assignments in this class can be tweaked next semester to reinforce some of the weaker elements here. I intend to revise my assignment guidelines sheets to emphasize this angle.
- Given the nature of the class, the intercultural element is somewhat dependent on the students and their interests. I'm not sure how to improve it but will give the matter some thought.
- For this one I definitely need to devote some class time to research methods and standards. This semester I sort of took for granted that students knew about this stuff, especially since many were upperclassmen and all are in the Honors College. But now I'm less sure.

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

VII. **Observations on results:** There was a 74% submission rate of all oral communication courses with 601 - 616 students assessed, depending on each SLO. Table 4 shows that overall students met the 70% threshold for two SLOs, Organization (74%) and Delivery (71%), while expectations were not met for Supporting Material (67%). Notably, all three outcomes are better this fall compared to last spring but still below the Fall 2023 results – the trend is variable. Like before, students in the DE courses performed somewhat better than F2F, however, the sample of DE courses is very small. Faculty actions are to revise assignments and guidelines and devote class time to research methods and standards. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful for better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix N: General Education Summary Report
Foundations: Quantitative Reasoning
Fall 2024

I. **General Education Learning Goal:** Quantitative Reasoning - Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

II. **Student Learning Objectives:**
- **SLO1:** Interpretation - The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
- **SLO2:** Analysis - The student is able to perform calculations and draw appropriate conclusions based on them.
- **SLO3:** Communication - The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized.

III. **Data Collection:** Quantitative Reasoning outcomes were assessed using the GE Quantitative Reasoning Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Quantitative Reasoning GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Quantitative Reasoning, 69% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Quantitative Reasoning Courses Assessed			
Goal	**#Courses Assessed**	**#Courses Delivered**	**Percent Assessed**
QUANTITATIVE REASONING	42	61	69%

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

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
Q - Quantitative Reasoning	ECON156 Business & Economics Mathematics	98, 99	Blended/Hybrid
Q - Quantitative Reasoning	MATH101 Math Thinking	04	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	01,03	F2F
Q - Quantitative Reasoning	MATH101 Math Thinking	101-02 / 101A-04	F2F
Q - Quantitative Reasoning	MATH101A Math Thinking with Recitation	05	F2F
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	04, 110A-01	F2F
Q - Quantitative Reasoning	MATH110 Concepts of Arithmetic and Number Systems	01,05	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	02,04	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	03	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	05	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	01	F2F
Q - Quantitative Reasoning	MATH118 College Algebra	06	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	04, 05	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	06	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	07	F2F

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	02, 03	F2F
Q - Quantitative Reasoning	MATH118A College Algebra with Recitation	01	F2F
Q - Quantitative Reasoning	MATH120 Mathematics for the Health Sciences	01	F2F
Q - Quantitative Reasoning	MATH130 Finite Mathematics	01	F2F
Q - Quantitative Reasoning	MATH130A Finite Mathematics with Recitation	01	F2F
Q - Quantitative Reasoning	MATH140 Precalculus	03	F2F
Q - Quantitative Reasoning	MATH140 Precalculus	01, 02	F2F
Q - Quantitative Reasoning	MATH160 Calculus 1	02	F2F
Q - Quantitative Reasoning	MATH160 Calculus 1	01	F2F
Q - Quantitative Reasoning	MATH160 Calculus 1	03	Blended/Hybrid
Q - Quantitative Reasoning	STA141 Introduction to Statistics	04	Asynchronous Distance Education
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	02,03,97	Blended/Hybrid
Q - Quantitative Reasoning	STAT141 Introduction to Statistics	01	F2F
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	02	F2F
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	01	F2F
Q - Quantitative Reasoning	STAT141A Introduction to Statistics with Recitation	03	F2F

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		**Exam or Quiz Objective Questions**		**Exam or Quiz Essay Questions**		**Project**		**Essay, Report, Written Reflection**		**Other**		**None**	**Total**
SLO 1	Interpretation	93.55%	29	6.45%	2	0.00%	0	0.00%	0	0.00%	0	0.00% 0	31
SLO2	Analysis	90.32%	28	9.68%	3	0.00%	0	0.00%	0	0.00%	0	0.00% 0	31
SLO3	Communication	80.65%	25	6.45%	2	6.45%	2	0.00%	0	0.00%	0	6.45% 2	31
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.													

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

Table 4: Quantitative Reasoning Assessment Data: Number and Percent by Competency (Overall)										
Category	**Submissions**	**Students Assessed**	**Unsatis-factory**	**Emerging**	**Developing**	**Proficient**	**Mastery**	**None**	**Did Not Meet**	**Met Expct.**
Interpretation	31	773	56	46	125	271	275	2	29%	71%
Analysis		771	62	40	145	244	280	8	32%	68%
Communication		697	62	56	136	224	219	8	36%	64%

Table 5: Quantitative Reasoning Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	27	657	53	42	110	206	246	2	31%	69%
Analysis		655	61	33	126	183	252	8	34%	66%
Communication		581	59	39	114	171	198	8	36%	64%

Table 6: Quantitative Reasoning Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	1	32	1	2	2	13	14	0	16%	84%
Analysis		32	0	3	2	14	13	0	16%	84%
Communication		32	1	2	2	14	13	0	16%	84%

Table 7: Quantitative Reasoning Assessment Data: Number and Percent by Competency (BL Hybrid)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Interpretation	3	84	2	2	13	52	15	0	20%	80%
Analysis		84	1	4	17	47	15	0	26%	74%
Communication		84	2	15	20	39	8	0	44%	56%

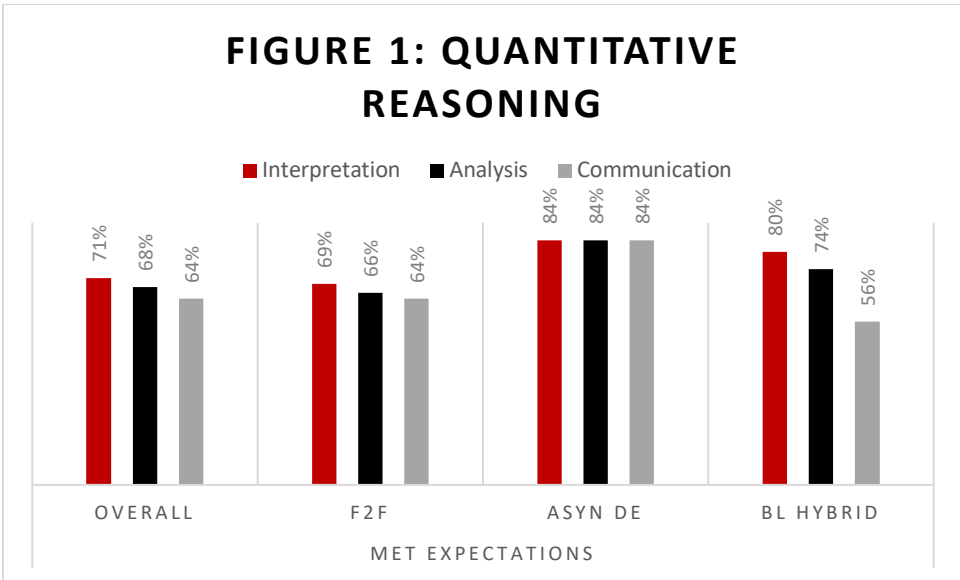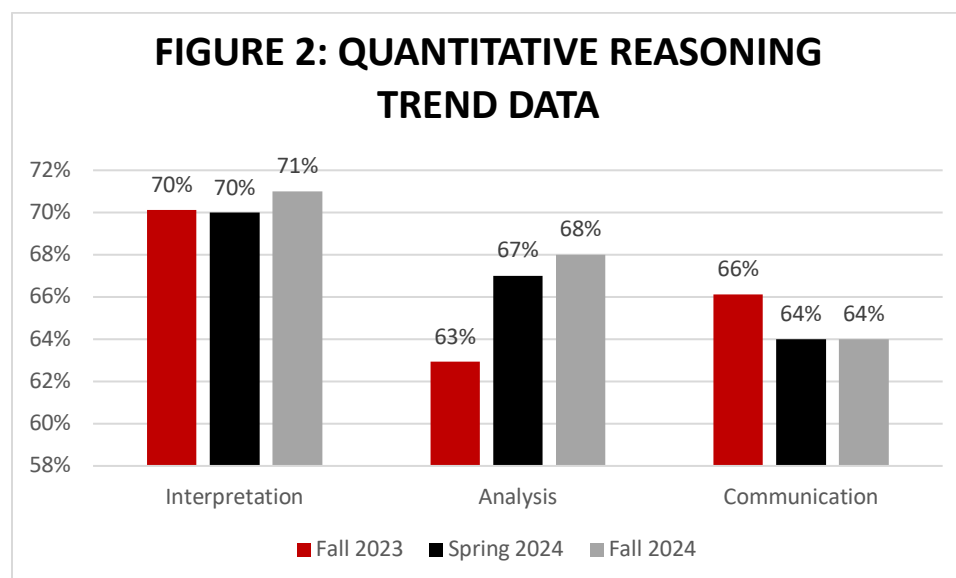Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: QUANTITATIVE REASONING

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

FIGURE 2: QUANTITATIVE REASONING TREND DATA

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

- In future iterations of this course, I will continue to provide students with practice worksheets, along with the online homework assignments. These activities seem to aid in students comprehension and retention of the material pertaining to this learning outcome.
- In future iterations of the course, I will continue to give weekly worksheets that assess students understanding of the concepts covered the previous week. Students will also be encouraged to discuss the concepts in small groups.
- Targeting possible misunderstanding due to instruction style mismatch, so perform assessment in different models, questions Multiple choice, written responses.
- Final grades are due tomorrow; I finished grading exams yesterday. I need time to reflect on how this course can be improved.

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

VII. **Observations on results:** There was an 69% submission rate of all quantitative reasoning courses with 697 – 773 students assessed, depending on each SLO. Table 4 shows that overall students did not meet the 70% threshold for the Analysis (68%) and Communication (64%) but did meet for Interpretation (71%), similar to the spring 2024 results. Students in the DE courses performed somewhat better than students in F2F, except for the communication SLO for BL Hybrid. Overall, faculty action recommendations indicate that faculty could provide students with practice worksheets and online homework assignments; discuss concepts in small groups; use different methods of assessment; and clarify expectations. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

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

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

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

Appendix O: General Education Summary Report
Natural World and Technology: Technology
Fall 2024

I. **General Education Learning Goal:** Technology - Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

II. **Student Learning Objectives:**
- **SLO1:** Information Technology - The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile Technology).
- **SLO2:** Software and systems - The student is able to use software and systems to collect, gather and analyze data for projects and tasks.
- **SLO3:** Appropriate Use - The student is able to apply an awareness of ethics and/or security standards while using information Technology.

III. **Data Collection:** Technology outcomes were assessed using the GE Technology Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Technology GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Technology, 40% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Technology Courses Assessed			
Goal	**#Courses Assessed**	**#Courses Delivered**	**Percent Assessed**
TECHNOLOGY	17	42	40%

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

Table 2: Courses and Sections Assessed			
Learning Goal	**Course**	**Section(s)**	**Mode**
T - Technology	ART190 Digital Foundation	01	F2F
T - Technology	CMSC115 Python Programming	05	F2F
T - Technology	CMSC115 Python Programming	98, 99	Asynchronous Distance Education
T - Technology	CMSC120 Object-Oriented Programming with Java	03	F2F
T - Technology	DFGR121 File Systems 1	01,02,03	F2F
T - Technology	ECED204 Current and Emerging Early Learning Technologies	01,02	F2F
T - Technology	ECED204 Current and Emerging Early Learning Technologies	99	Asynchronous Distance Education
T - Technology	EDTC200 Technology for Teaching and Learning	01	F2F
T - Technology	MEDJ220 Introduction to Multimedia	98, 99	Mixed Remote
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	1	F2F
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	99	Asynchronous Distance Education
T - Technology	SPEC229 Technology for Individuals with Exceptionalities	98	Synchronous Distance Education

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

Table 3: Assessment Method: Percent and Number of Submissions (not courses*) by SLO													
Student Learning Objectives		Exam or Quiz Objective Questions		Exam or Quiz Essay Questions		Project		Essay, Report, Written Reflection		Other		None		Total
SLO 1	Information Technology	16.67%	2	0.00%	0	75.00%	9	0.00%	0	0.00%	0	8.33%	1	12
SLO2	Software and Systems	25.00%	3	0.00%	0	50.00%	6	0.00%	0	0.00%	0	25.00%	3	12
SLO3	Appropriate Use	8.33%	1	0.00%	0	66.67%	8	0.00%	0	8.33%	1	16.67%	2	12
*The total number of courses submitted may differ from the number assessed due several factors including combined submissions and omitted data.														

IV. **Results:** Faculty members reported the number of students that demonstrated competency for each SLO. They could select none as an option if the student was registered for the course but, for some reason, did not complete the assessment. Students were considered competent if the faculty member rated them as proficient or mastery on each SLO. The percent of students meeting expectations are listed in the rightmost column in Tables 4-8 below, which provide summary data overall and by modality [e.g., face-to-face (F2F), asynchronous distance education (ASYN DE), synchronous distance education (SYNC DE), and mixed remote (MR)].

Table 4: Technology Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	12	384	17	14	50	121	182	11	21%	79%
Software and Systems		281	20	14	46	111	90	10	28%	72%
Appropriate Use		369	17	18	45	99	190	26	22%	78%

Table 5: Technology Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	7	218	6	6	36	55	115	2	22%	78%
Software and Systems		144	1	8	33	49	53	2	29%	71%
Appropriate Use		210	6	4	38	57	105	10	23%	77%

Table 6: Technology Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	3	103	7	6	10	32	48	9	22%	78%
Software and Systems		74	12	4	8	30	20	8	32%	68%
Appropriate Use		96	7	2	5	14	68	16	15%	85%

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

Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	1	31	3	1	1	7	19	0	16%	84%
Software and Systems		31	6	1	2	5	17	0	29%	71%
Appropriate Use		31	2	3	2	7	17	0	23%	77%

Table 8: Technology Assessment Data: Number and Percent by Competency (MR)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Information Technology	1	32	1	1	3	27	0	0	16%	84%
Software and Systems		32	1	1	3	27	0	0	16%	84%
Appropriate Use		32	2	9	0	21	0	0	34%	66%

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

FIGURE 1: TECHNOLOGY

- Information Technology
- Software and Systems
- Appropriate Use

	OVERALL	F2F	ASYN DE	SYNC DE	MR
Information Technology	79%	78%	78%	84%	84%
Software and Systems	72%	71%	68%	71%	84%
Appropriate Use	78%	77%	85%	77%	66%

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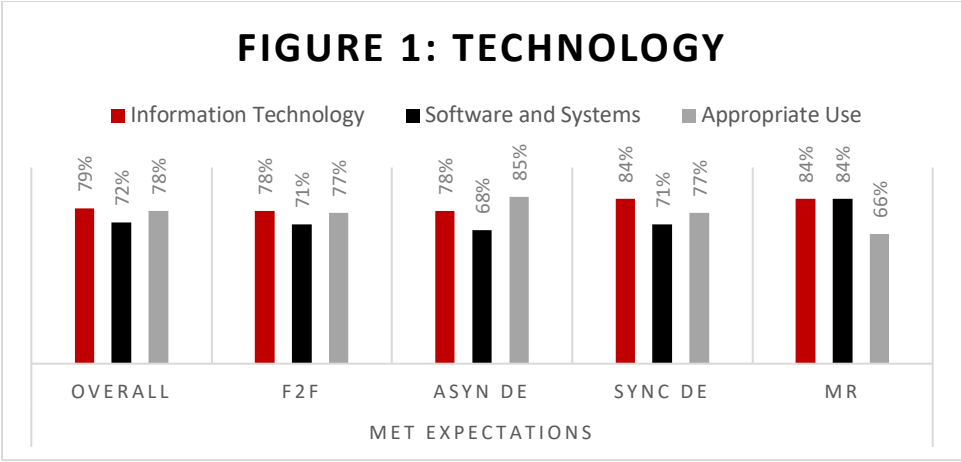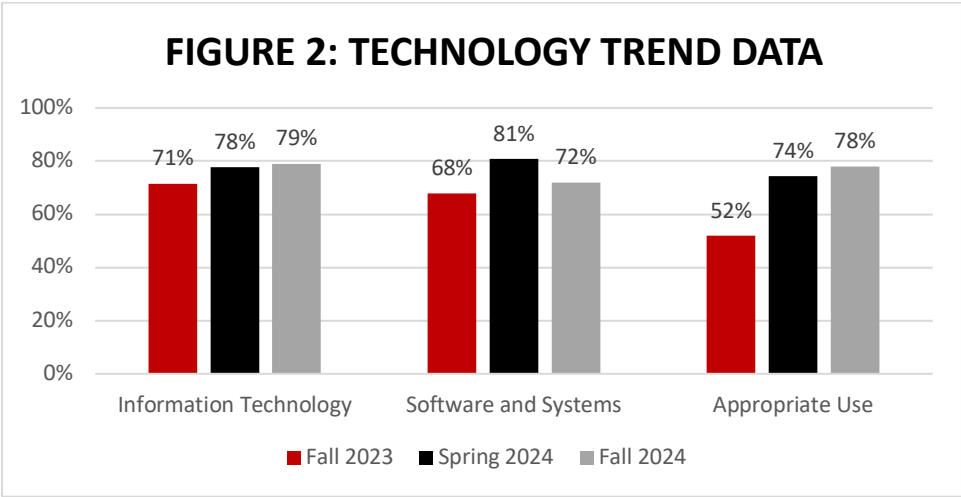
Figure 2 provides three data points, Fall 2023 - Fall 2024. This chart will be updated each semester to establish trends.

FIGURE 2: TECHNOLOGY TREND DATA

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

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

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

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

VII. **Observations on results:** There was a 40% submission rate of all ethical reasoning courses with 281-384 students assessed, depending on the SLO. Table 4 shows that overall students did meet the 70% threshold for the SLOs with 72-79% meeting expectations. Notably, results are variable for trend data across all three SLOs and by modality with no clear pattern. No faculty actions were offered to guide improvement of student learning. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
- Discuss results data with faculty to see where students struggle with meeting expectations
- Recommend benchmark criteria and whether expectations proficient and mastered are appropriate for this and all learning goals
- Continue to hold assessment sessions, in collaboration with CTL and the assessment council/committees, and hold GEC Q&A sessions
- Use deep-dive analyses and open forum sessions to share results, collect additional feedback, and establish benchmarks for more consistent assessment of SLOs
- Hold an assessment session with faculty on rubrics within each learning goal or at least theme, but also discuss best practices on learning strategies for the learning goal and appropriate modalities

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

Appendix P: General Education Summary Report
Foundations: Written Communication
Fall 2024

I. **General Education Learning Goal:** Written Communication - Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication.

II. **Student Learning Objectives:**
- **SLO1:** Logic and Order - The student produces clearly worded and organized text that conveys the logic used to make an assertion.
- **SLO2:** Sources and Evidence - The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.
- **SLO3:** Control of Language and Syntax - The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.

III. **Data Collection:** Written Written Communication outcomes were assessed using the GE Written Communication Curriculum Rubric that defines five competency levels (e.g., unsatisfactory, emerging, developing, proficient, and mastery) for each SLO. The Written Communication GE Worksheet provided faculty with a tool to organize their Fall 2024 data and submit it by December 17, 2024, in the Qualtrics submission form. The number and percent of courses assessed in Fall 2024 are listed in Table 1. For Written Communication, 24% of the courses offered in the fall were assessed.

Table 1: Number and Percent of Written Communication Courses Assessed			
Goal	#Courses Assessed	#Courses Delivered	Percent Assessed
WRITTEN COMMUNICATION	11	45	24%

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

Table 2: Courses and Sections Assessed			
Learning Goal	Course	Section(s)	Mode
W - Written Communication	WRIT101 Foundations in Composition	01, 02	F2F
W - Written Communication	WRIT103 Composition	94, 95	Asynchronous Distance Education
W - Written Communication	WRIT103 Composition	13	F2F
W - Written Communication	WRIT103 Composition	88, 99	Asynchronous Distance Education
W - Written Communication	WRIT103 Composition	31	F2F
W - Written Communication	WRIT103 Composition	05	F2F
W - Written Communication	WRIT103 Composition	29, 30	F2F

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

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

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

Table 4: Written Communication Assessment Data: Number and Percent by Competency (Overall)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Logic and Order	7	221	7	15	68	86	45	0	41%	59%
Sources and Evidence		222	8	24	69	75	46	0	45%	55%
Control of Language and Syntax		221	3	13	52	111	42	0	31%	69%

Table 5: Written Communication Assessment Data: Number and Percent by Competency (F2F)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Logic and Order	5	133	2	6	35	56	34	0	32%	68%
Sources and Evidence		133	2	7	35	54	35	0	33%	67%
Control of Language and Syntax		133	1	9	22	72	29	0	24%	76%

Table 6: Written Communication Assessment Data: Number and Percent by Competency (ASYN DE)										
Category	Submissions	Students Assessed	Unsatis-factory	Emerging	Developing	Proficient	Mastery	None	Did Not Meet	Met Expct.
Logic and Order	2	88	5	9	33	30	11	0	53%	47%
Sources and Evidence		89	6	17	34	21	11	0	64%	36%
Control of Language and Syntax		88	2	4	30	39	13	0	41%	59%

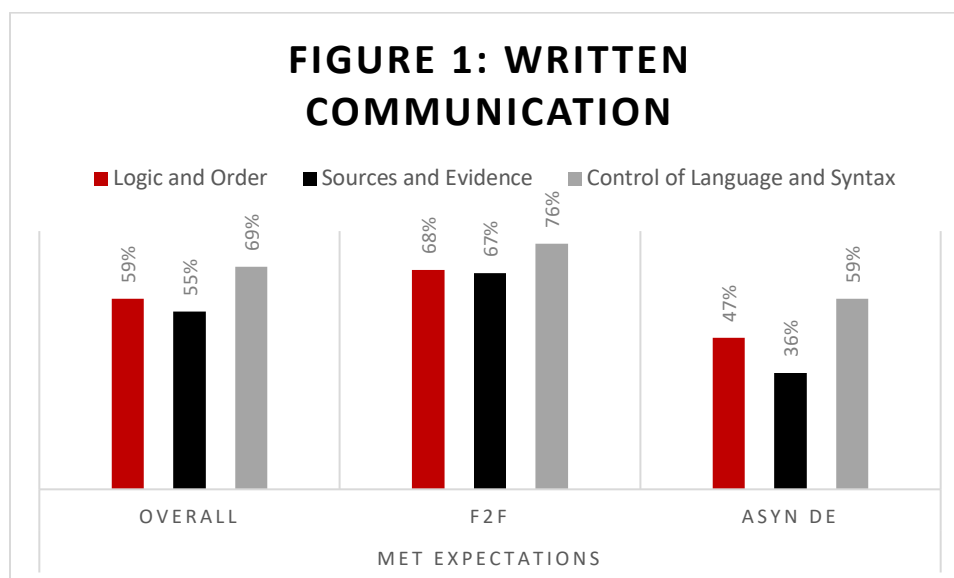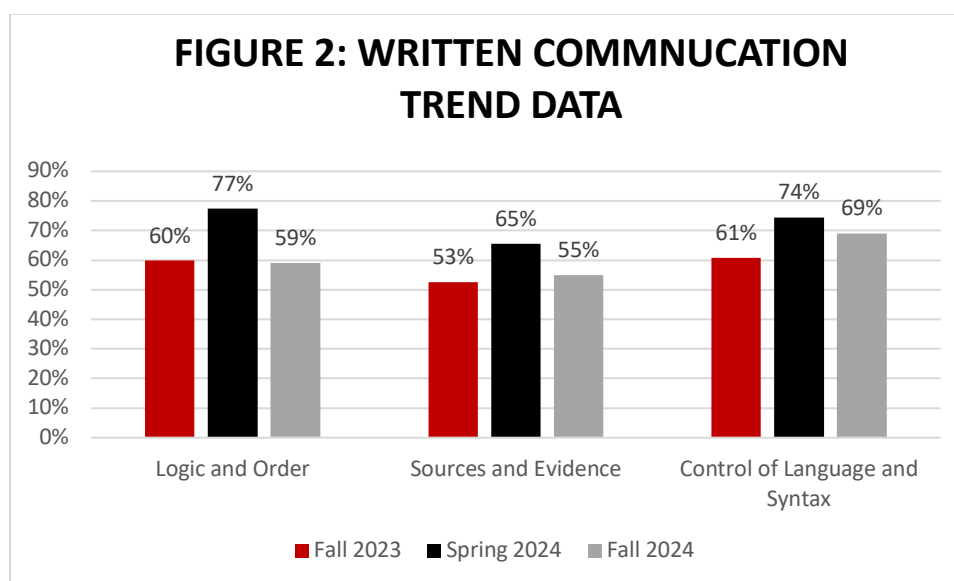Figure 1 summarizes the percent that met expectations by SLO by modality.

FIGURE 1: WRITTEN COMMUNICATION

Legend: ■ Logic and Order ■ Sources and Evidence ■ Control of Language and Syntax

OVERALL
- Logic and Order: 59%
- Sources and Evidence: 55%
- Control of Language and Syntax: 69%

F2F
- Logic and Order: 68%
- Sources and Evidence: 67%
- Control of Language and Syntax: 76%

ASYN DE
- Logic and Order: 47%
- Sources and Evidence: 36%
- Control of Language and Syntax: 59%

MET EXPECTATIONS

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

FIGURE 2: WRITTEN COMMNUCATION TREND DATA

Logic and Order
- Fall 2023: 60%
- Spring 2024: 77%
- Fall 2024: 59%

Sources and Evidence
- Fall 2023: 53%
- Spring 2024: 65%
- Fall 2024: 55%

Control of Language and Syntax
- Fall 2023: 61%
- Spring 2024: 74%
- Fall 2024: 69%

Legend: ■ Fall 2023 ■ Spring 2024 ■ Fall 2024

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

- This data will help me revise assignments based on student needs.
- I begin having students work on a clear and focused research question early, and develop a thesis argument based on the evidence they find when they read and consider their research. I plan to continue my practice of developing a clear thesis argument based on research, but to emphasize more the need to focus on the argument throughout the paper, as a couple of my students lost focus partway through their paper.
- I will be incorporating more editing exercises into the course. I will use student writing samples in my lesson plans.

- I will be inviting library faculty to visit my classroom to discuss ethics and research methods. I will likely incorporate the use of sources into assignments early in the semester.
- I will be reviewing my syllabus for opportunities to address issues of logic and order more explicitly. I will be incorporating more student samples in my lesson plans.
- Increased focus in the class lectures on assistance moving from research to draft to finished essay given that many of struggle with integrating source material well. Addition of a quiz before the final exam on strategies for organizing material.
- Increased focus in the class lectures on assistance moving from research to draft to finished essay given that many of struggle with integrating source material well. More lecture time in class focused on finding and integrating source material.
- Many students have mastery or at least proficiency in this category, with fewer students struggling. While this category is not weighted as heavily in my grading as the other two, as I believe in content over correctness, I will encourage students who are struggling with basic language and syntax skills to utilize supplemental instruction.
- My biggest challenge is to get students to use peer-reviewed scholarly articles that they find through the library databases. I work with Holly Jackson in the North Hall Library for both an in-library class, and a classroom visit, where we play a card game that requires students to do active searches in class. The next challenge is to get students to use MLA format to correctly integrate their sources into their paper. I do multiple drafts, but often find that students do not take the advice I give them on their drafts. I plan to have students turn in their graded draft along with their final papers, to emphasize that they need to read and consider my corrections and suggestions.
- Since this was the final project of the semester, students had ample opportunity to receive feedback throughout the semester and work on their skills. At the beginning of the semester, many students struggled with this, so it is gratifying to see how many of them ended strong and most students achieving proficiency. This makes me think that the feedback and instruction are working. However, there were some students who ended on the developing level despite a whole semester. I should note that all five students who achieved "developing" had inconsistent attendance, suggesting that there is a correlation between achievement and attendance (which is well noted in many research studies).
- These results fall within expected parameters. Most students are falling within Proficient or Mastery level. One student did not acquire the necessary growth out of developmental writing to succeed in this class and thus received an unsatisfactory rating. Generally, students score higher in this area as they are using tools to enhance their own grammar and syntax.
- This category is difficult because of the wide range of abilities among my students. I concentrate on grammatical errors that are most likely to confuse readers (fragments, run-on sentences, agreement errors...), but even when I can point to a marked increase in performance between my beginning of semester grammar diagnostic and end of semester grammar quiz, it's hard to get students to see (and hear) how awkward syntax can confuse and frustrate a reader. I may go back to having students read all or a portion of their writing aloud to their draft groups.
- We are forced to submit data for every course every semester; it seems illogical to devise new actions every year. My goal is to monitor trends over several years. Moreover, the data show that the majority of students are meeting the expectations for college-level writing.
- While several of my students achieved the mastery level and many others were proficient, it is clear that a few students went through this entire course without getting a firm grip on how to use sources and evidence with proficiency. While I have devoted a great deal of class time to this, it is clear that it is not reaching all students. Thus, I must continue to make an effort to intervene with those who are struggling. I will continue inviting students to office hours and encourage them to attend WALES to supplement class instruction.
- Work more closely with the few students who are struggling with this in one-on-one sessions and in recommending tutoring sessions. One-on-one sessions are a requirement for all students, but some students would benefit from more than one session.

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

VII. **Observations on results**: There was an 24% submission rate of all quantitative reasoning courses with 221-222 students assessed, depending on each SLO. Similar to the Fall 2023 results, Table 4 shows that overall students did not meet the 70% threshold for any SLOs – Logic and Order (59%), Sources and Evidence (55%), and Control of Language and Syntax (69%). Notably, all three outcomes are lower in the fall semesters versus the spring 2024 semester. Again, students in the ASYN DE courses performed somewhat poorer than students in F2F courses. Several action recommendations to improve performance focus on such strategies as revising assignments, reviewing expectations and ordering of material, increasing focus on specific content areas and exercises, using student samples, reading writing out loud, and having one-on-one sessions. Additional analyses on student learning by delivery mode as well as discussion and training on understanding and having convergence on the curriculum rubrics may be useful in better interpreting assessment results.

VIII. **Discussion and recommendations:** Suggestions made following the 2023-24 data analysis continue to be relevant and are included with additional insights below:
- Report how the faculty members will use results to a greater degree across all learning goals; some learning goals did not have any reported actions
- Continue to send email reminders about assessment deadlines, expectations, and where to find trend data
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Follow up discussion at the February 5, 2025, GEC meeting included a decision to designate submission dates for as the contract end date for each session; be specific about instructions to solicit data for each session (e.g., summer, fall, winter, and spring) separately; and analyze data from each session separately to provide comparative data across sessions which would be reported in an annual or bi-annual report.