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# FALL 2020 GENERAL EDUCATION ASSESSMENT

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The following report summarizes reported general education assessment data for Fall 2020. All faculty teaching in the Challenge Curriculum were asked to assess student work using a rubric developed for their designation's student learning outcome. Faculty reported using Qualtrics forms.

This report contains good news, both in terms of student learning and assessment process:

1. In all areas, the vast majority of students (>85%) achieved at least a "beginning" level on the rubric (the expectation for general education courses). Thus, our students seem to be learning the information and skills we hope in our general education courses. As we roll-out the Challenge Seminars, we will want to look at how well students transfer their knowledge and skills.
2. The majority of faculty members teaching in the Challenge Curriculum completed their assessments (78.89% returned their forms).<sup>1</sup> Faculty provided thorough reports with information both about student learning and about the draft assessment rubrics.

The summaries below provide information about based on reports completed by January 20, 2021.

## Arts

Faculty teaching sixteen out of the twenty Arts courses returned reports.<sup>2</sup> As noted below, the vast majority (greater than 97%) of students achieved at least a "Beginning" on the rubric.

Department/Prefix	Number of Reported Courses <sup>3</sup>	Percentage of Reported Arts Courses	Number of Reported Arts Students	Percentage of Reported Arts Students
ART	9	53%	136	56%
COM	2	12%	46	19%
T/D	6	35%	60	25%

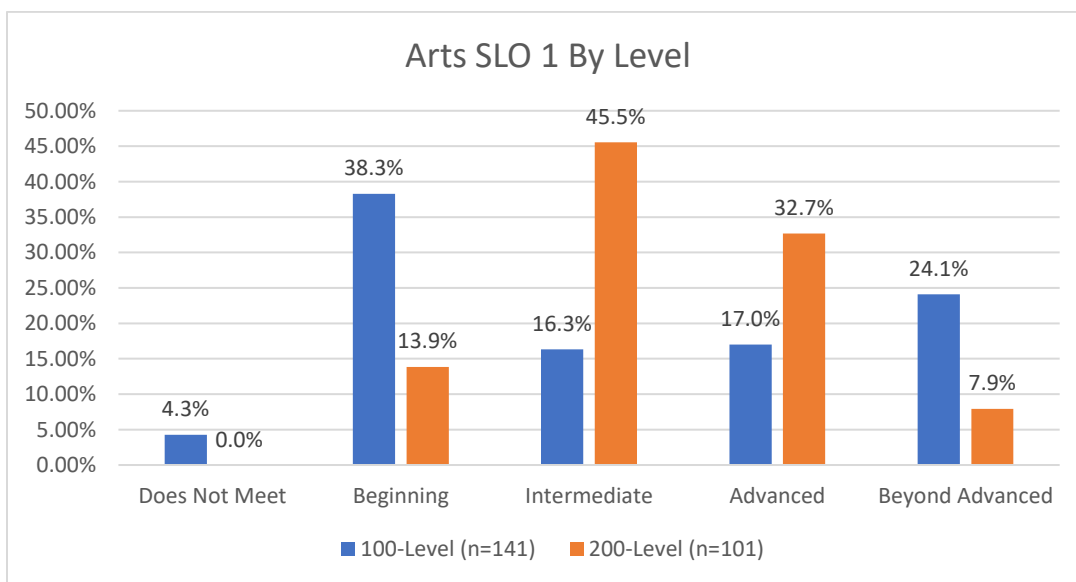
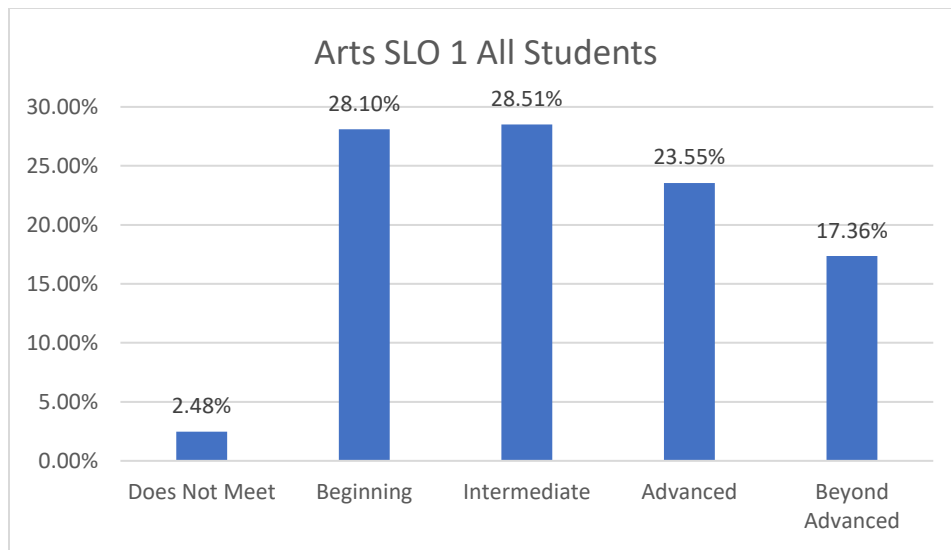
**Outcome Assessed SLO 1: Students will analyze enduring and contemporary questions or challenges through the lens of the arts.**

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<sup>1</sup> These numbers do not include Music faculty. See the note on Arts below.

<sup>2</sup> Owing to Covid and uncertainty around music performance, the music department delayed general education reporting until Spring 2021. Music courses will, most semesters, comprise the majority of Arts courses.

<sup>3</sup> Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- The balance of creative expression assignments with written expression assignments, particularly for non-studio courses.
- How to challenge students at all skill levels, particularly in classes with a wide range of students.
- How to encourage students with little background in the subject area to contribute in class.
- Helping students better understand the context for artistic works.

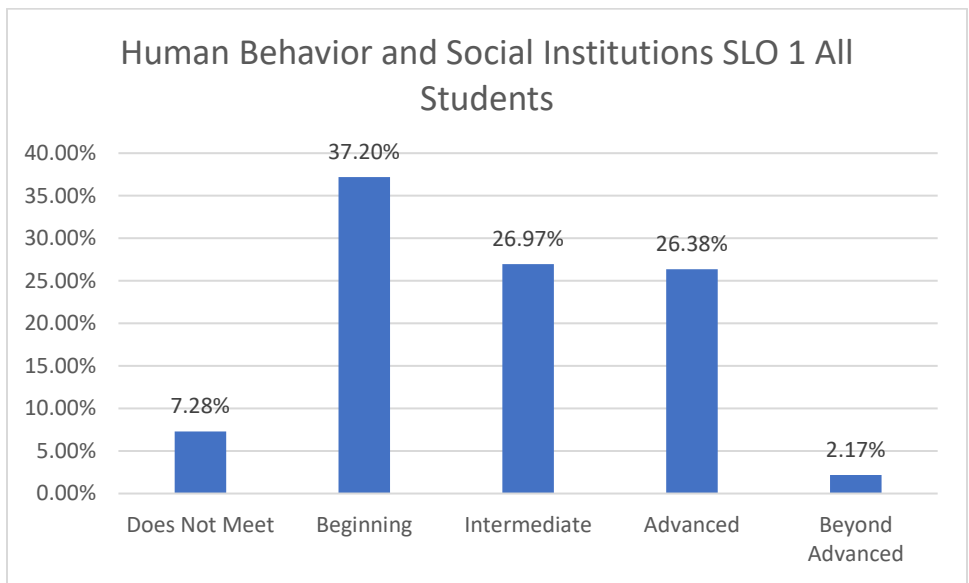
Faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth.

## Human Behavior and Social Institutions

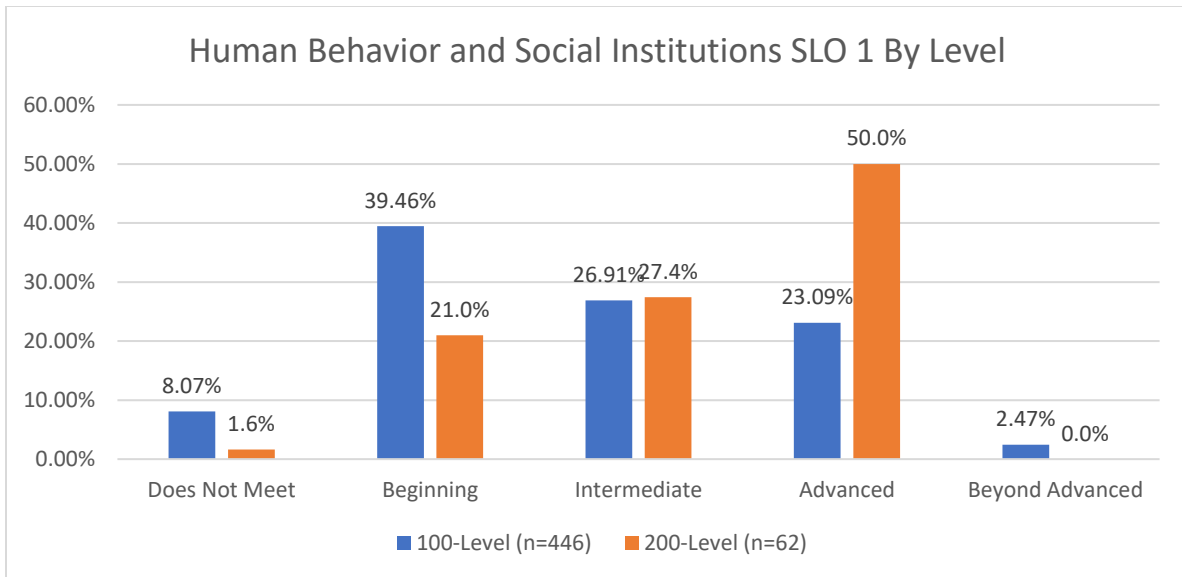
Faculty teaching thirteen out of the fifteen Human Behavior and Social Institutions courses returned reports. As noted below, the vast majority (greater than 91%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses <sup>4</sup>	Percentage of Reported HBSI Courses	Number of Reported HBSI Students	Percentage of Reported HBSI Students
COM	1	8%	30	6%
E/M	2	15%	95	19%
GEG	2	15%	52	10%
IDS	1	8%	96	19%
MLC	1	8%	10	2%
POL	3	23%	75	15%
PSY	2	15%	128	25%
S/A	1	8%	22	4%

**Outcome Assessed SLO 1: Students will identify and explain foundational theories and principles that have emerged from empirical research to explain human behavior and social institutions.**



<sup>4</sup> Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Ways of assessing the SLO.
- How students engage with data.
- Helping students put theories into conversation with each other through scaffolding assignments.

Faculty who either formally or informally assessed student improvement over the course of the semester usually noted growth, although some faculty noted that the growth was not evenly distributed.

## Humanities

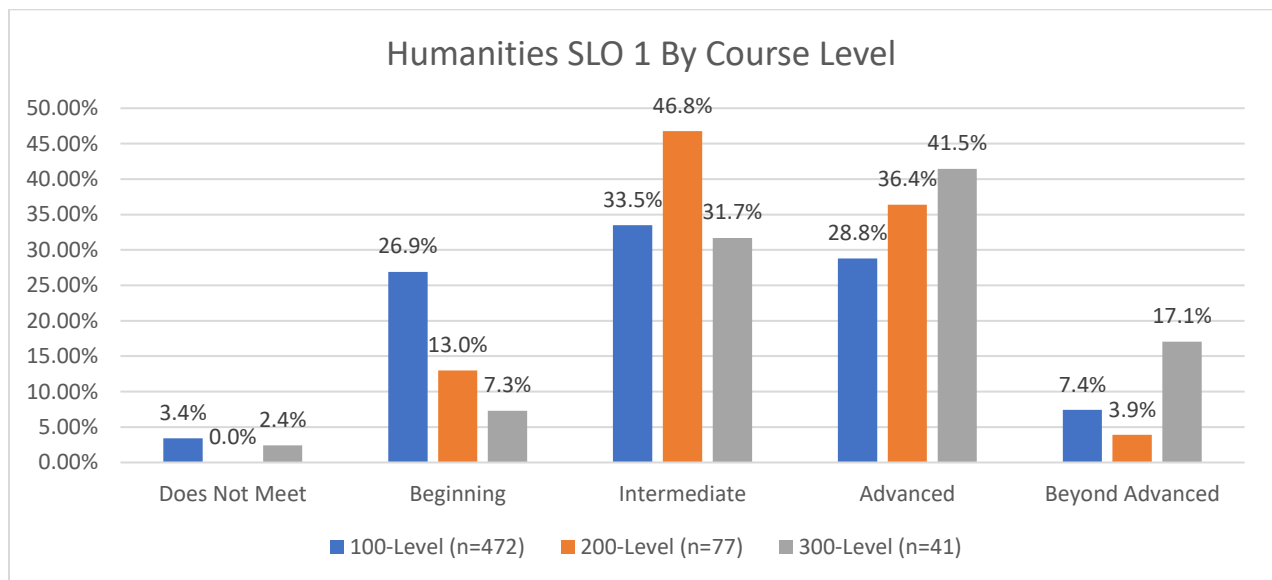
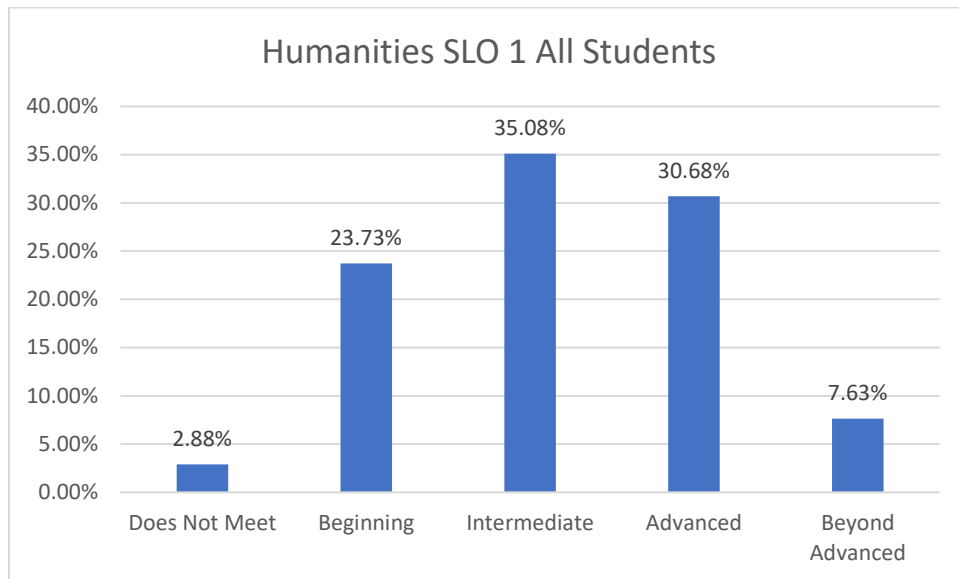
Faculty teaching twenty-eight out of the thirty-four Humanities courses returned reports. As noted below, the vast majority (greater than 97%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses <sup>5</sup>	Percentage of Reported Humanities Courses	Number of Reported Humanities Students	Percentage of Reported Humanities Students
CLA	1	3.57%	21	3.56%
COM	3	10.71%	108	18.31%
ENG	4	14.29%	91	15.42%
FRE	1	3.57%	12	2.03%
GWS	1	3.57%	18	3.05%
HES	1	3.57%	20	3.39%
HIS	8	28.57%	170	28.81%
JPN	1	3.57%	13	2.20%
PHI	2	7.14%	37	6.27%
POL	2	7.14%	28	4.75%
REL	1	3.57%	30	5.08%
SCA	1	3.57%	12	2.03%

<sup>5</sup> Courses are defined as discrete courses (not sections) taught by the same professor.

SPA	2	7.14%	30	5.08%
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**Outcome Assessed SLO 1: Students will critically analyze a cultural product in its historical, intellectual, and/or cultural contexts.**



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students who are making connections related to sex and gender history across disciplines engaged in those discussions.
- Teaching intersectional and anti-sexist, gender inclusive concepts and themes.
- Helping students understand what counts as historical evidence.
- Helping students put texts in historical, intellectual, and cultural contexts (various comments noted problems students had with each of these).
- Helping students move away from essentialist assumptions and ideas, particularly in courses that cover global issues.
- Helping students differentiate analysis from opinion.
- Moving from discussions to writing assignments.

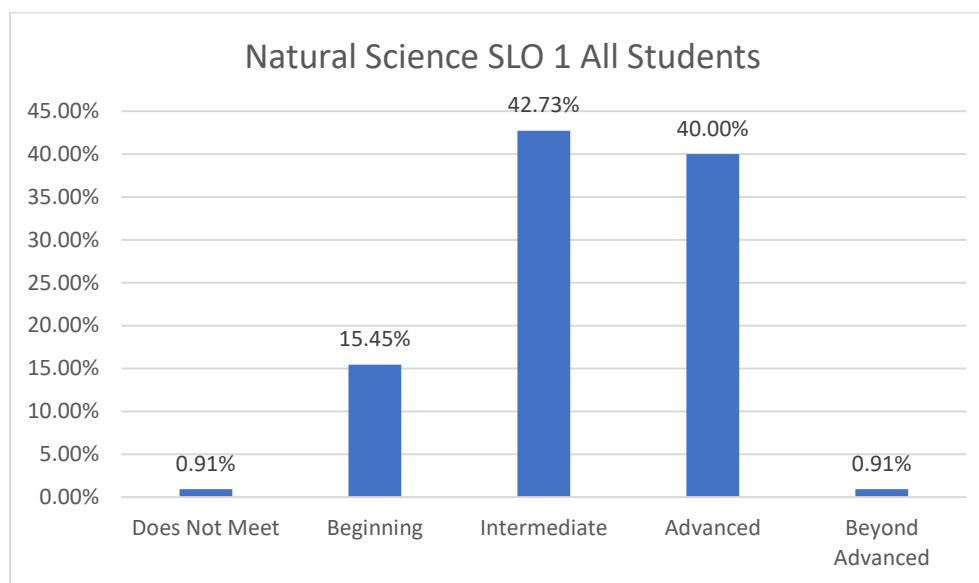
Faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth. A few faculty commented on the range of skills coming into courses and several also noted the importance of their synchronous class meetings in helping students improve analytical skills especially.

## Natural Science

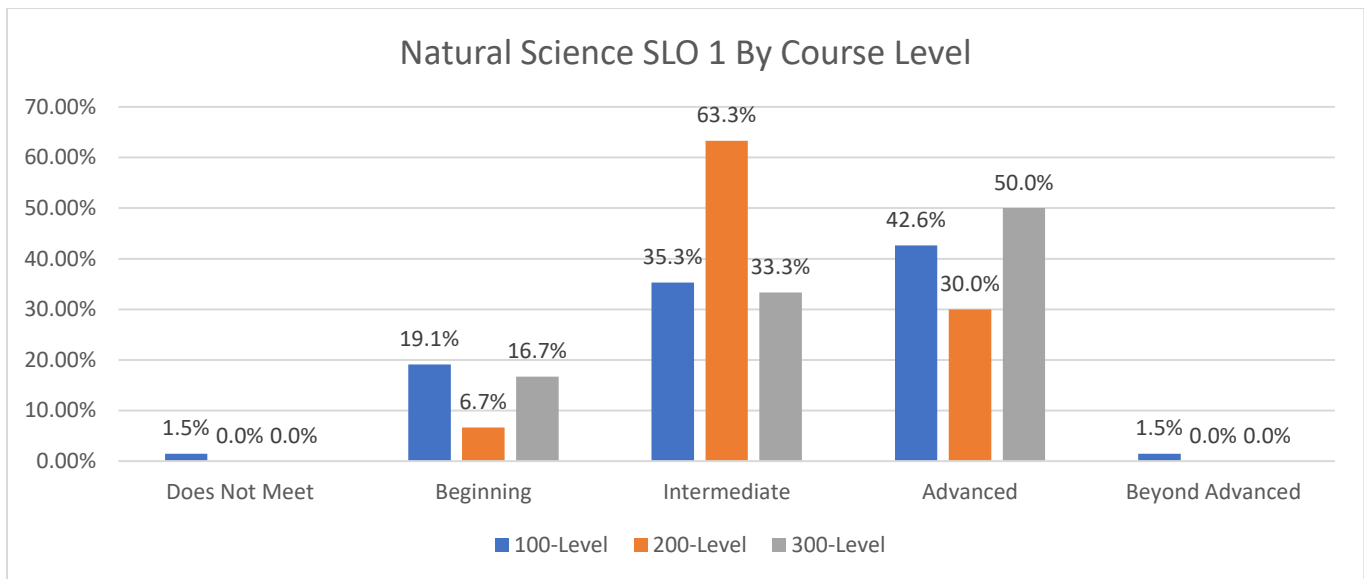
Faculty teaching five of the ten Natural Science courses returned reports. As noted below, the vast majority (greater than 99%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses <sup>6</sup>	Percentage of Reported Natural Science Courses	Number of Reported Natural Science Students	Percentage of Reported Natural Science Students
BIO	1	20%	12	10.91%
EDU	1	20%	19	17.27%
GEG	1	20%	22	20.00%
GEO	1	20%	46	41.82%
HES	1	20%	11	10.00%

**Outcome Assessed SLO 1: Students will use the methods, concepts, language, and evidence they gather in at least one field of empirical science to answer a question about the natural world.**



<sup>6</sup> Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Students struggling to use quantitative evidence (even when they collected the data)
- Students lacking familiarity with the concept of statistical significance. We might consider ways to improve literacy around this concept for students in general.
- Students struggling with transfer from one assignment to the next (in this particular case with regard to important features of scientific communication that had practiced in class such as error bars, good literature reviews etc.)

Most faculty who either formally or informally assessed student improvement over the course saw improvement. In a few cases, they noted that students came in with weak skills or little knowledge (e.g. not knowing the scientific process), but showed improvement with practice.

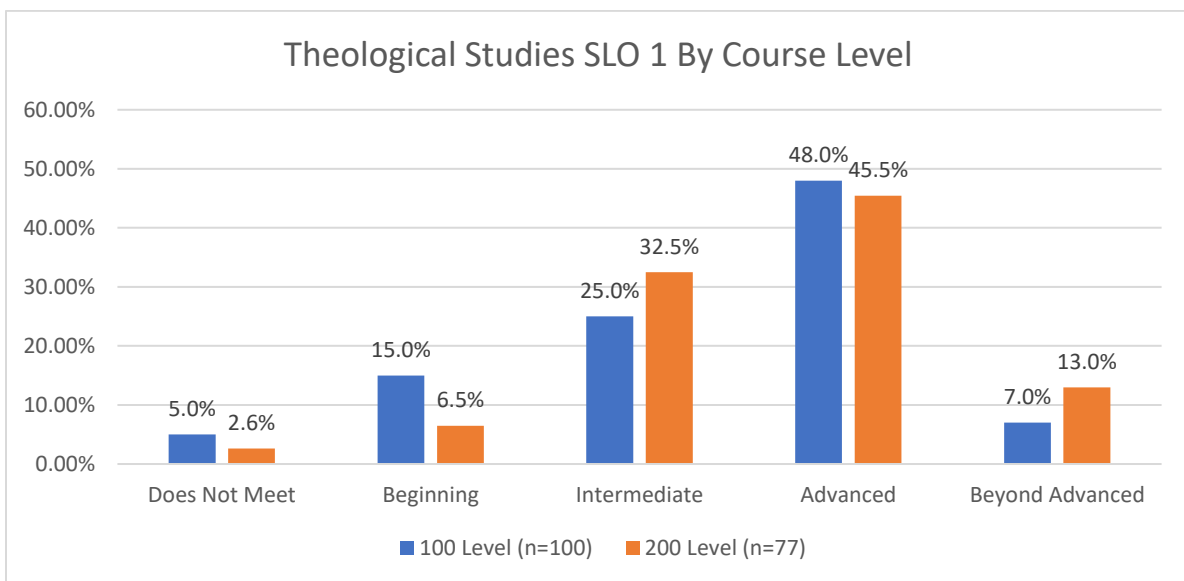
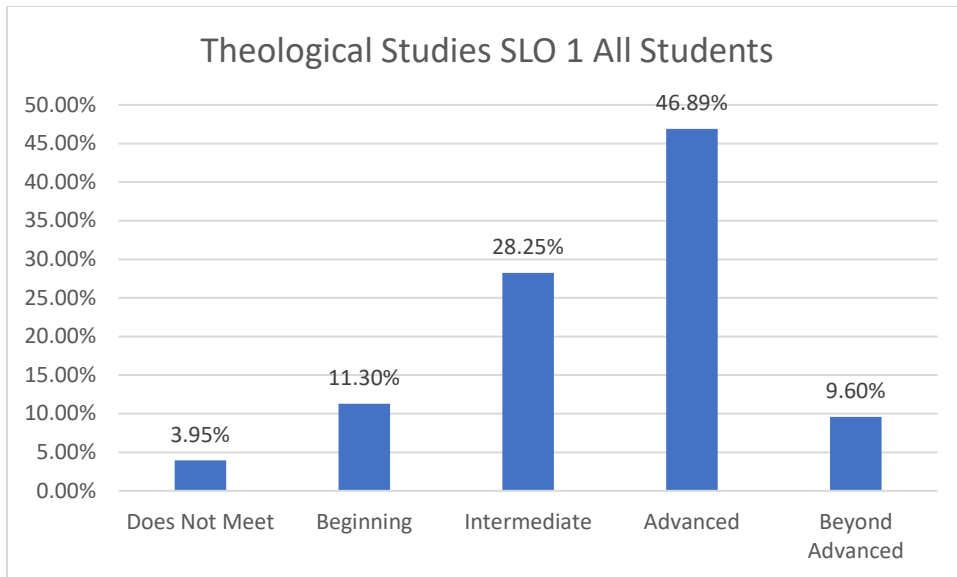
## Theological Studies

Faculty teaching seven of the seven Theological Studies courses returned reports (100% completion rate). As noted below, the vast majority (greater than 96%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses <sup>7</sup>	Percentage of Reported Theological Studies Courses	Number of Reported Theological Studies Students	Percentage of Reported Theological Studies Students
HIS	1	14.29%	19	10.73%
REL	6	85.71%	158	89.27%

**Outcome Assessed SLO 1: Students will explain how and why particular religious traditions and/or religious beliefs have affected or been affected by social and cultural contexts, historical or contemporary.**

<sup>7</sup> Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students do creative assignment tasks (such as creating a character dealing with a particular issue or question) without neglecting the disciplinary or analytical component.
- Thinking about the pass/fail option and how to encourage students to remain engaged even if they take the option.
- Identifying appropriate expectations for a 100-level course.
- Helping students develop strategies to read primary texts.

Faculty who either formally or informally assessed student improvement over the course saw improvement.

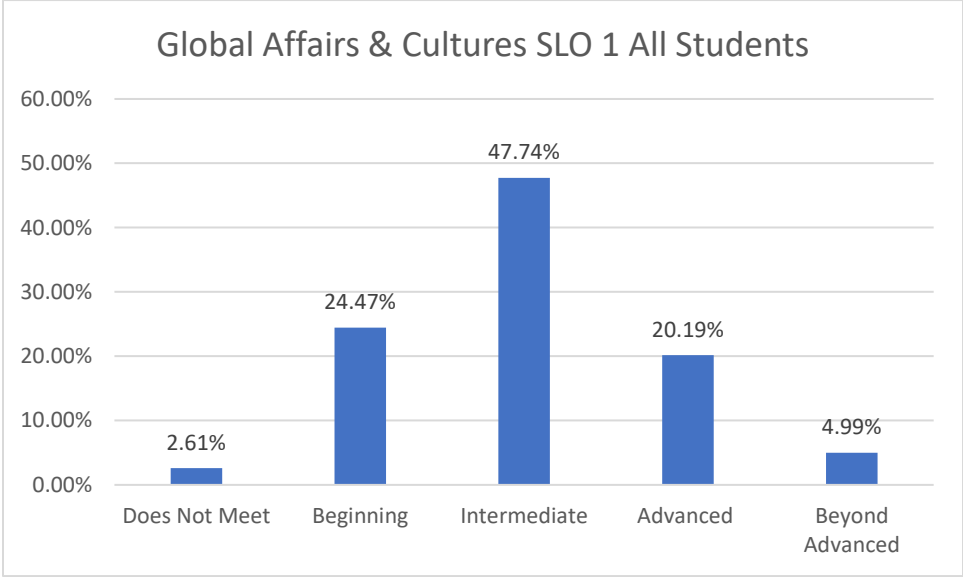
## Global Affairs and Cultures

Faculty teaching seventeen out of the twenty-three Global Affairs and Cultures courses returned reports. As noted below, the vast majority (greater than 97%) of students achieved at least a “Beginning” on the rubric.

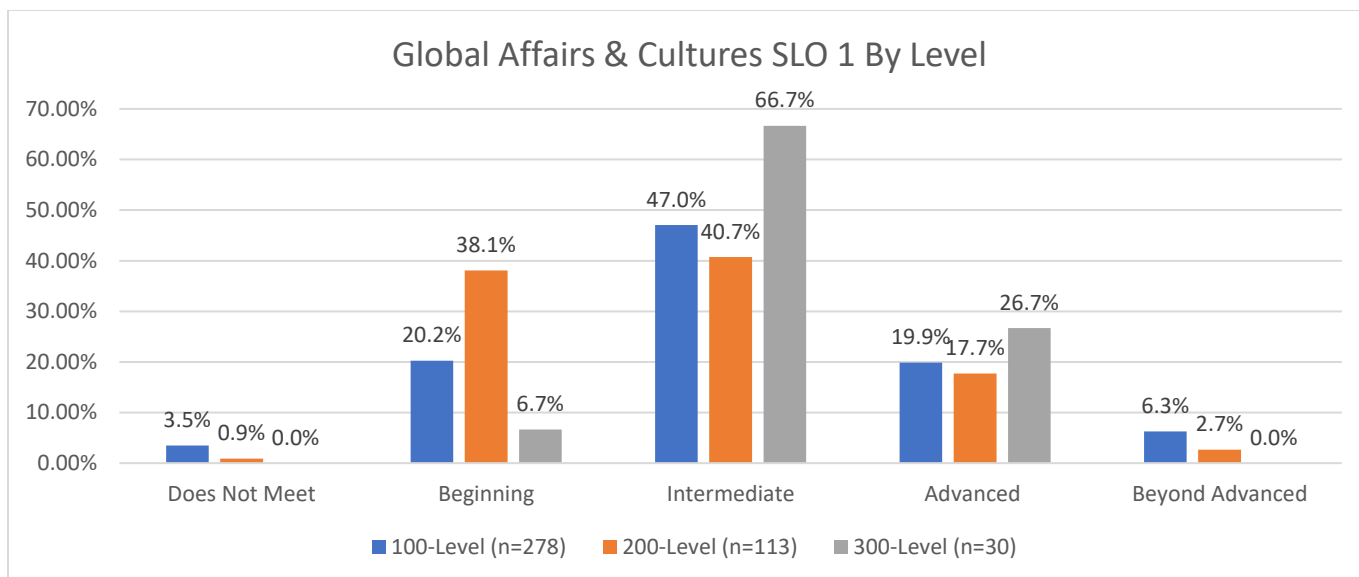


Department/Prefix	Number of Reported Courses <sup>8</sup>	Percentage of Reported Global Affairs and Cultures Courses	Number of Reported Global Affairs and Cultures Students	Percentage of Reported Global Affairs and Cultures Students
AFS	1	5.56%	24	5.70%
COM	1	5.56%	47	11.16%
FRE	1	5.56%	11	2.61%
GEG	2	11.11%	76	18.05%
GWS	1	5.56%	20	4.75%
HIS	3	16.67%	80	19.00%
JPN	1	5.56%	13	3.09%
LAT	1	5.56%	4	0.95%
MLC	1	5.56%	10	2.38%
POL	1	5.56%	14	3.33%
REL	1	5.56%	30	7.13%
S/A	2	11.11%	36	8.55%
SPA	2	11.11%	56	13.30%

**Outcome Assessed SLO 1: Students will demonstrate knowledge of and a critical perspective on one or more topics of global reach, past or contemporary.**



<sup>8</sup> Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students move from description to analysis.
- Teaching to students who range widely in terms of experience and skill sets.
- Finding time to talk to colleagues about teaching amid all other duties (especially during Covid).
- Helping students understand/empathize with the questions and concerns around which people in diverse times and places construct their lives.

Faculty who either formally or informally assessed student improvement over the course saw improvement. Some faculty noted the wide range of skill sets with which students entered the course.

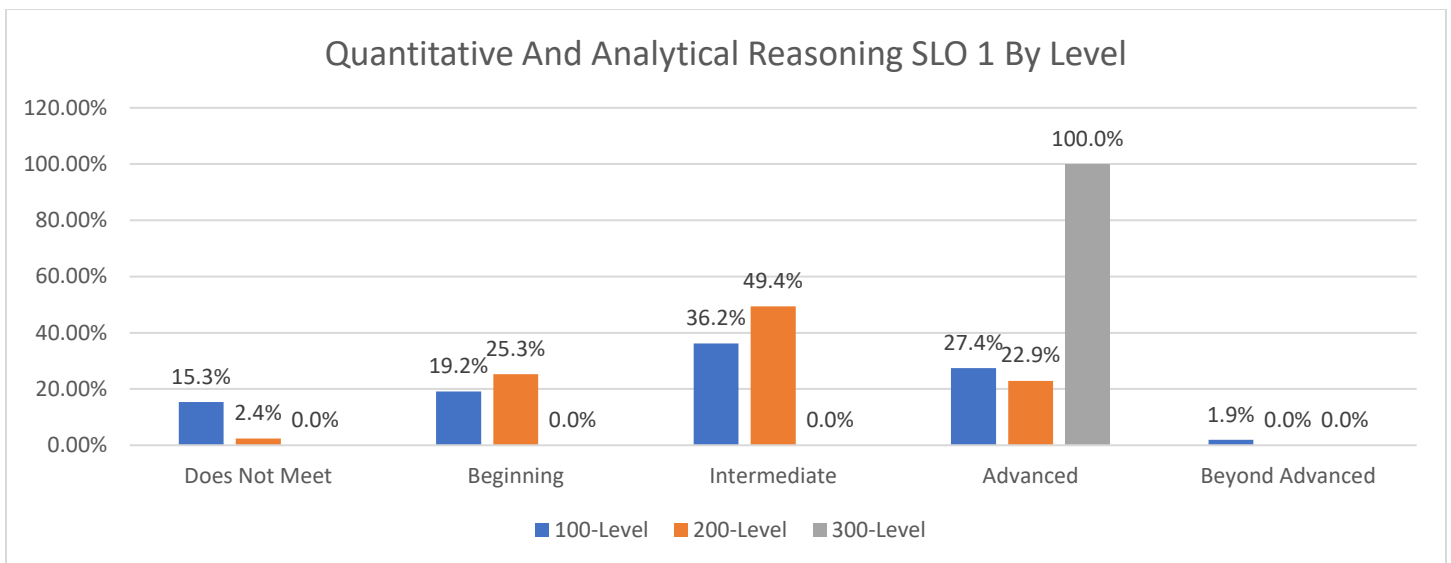
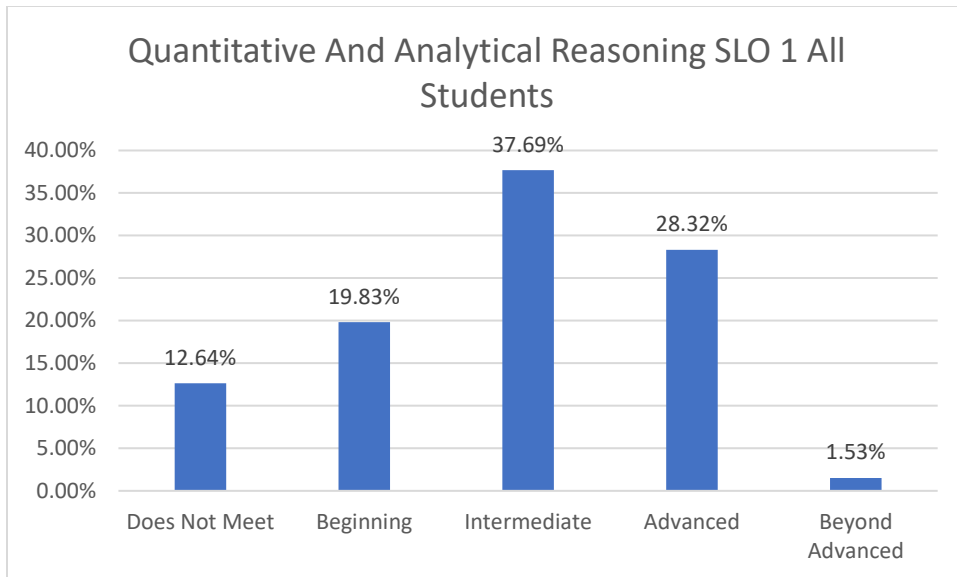
## Quantitative and Analytical Reasoning

Faculty teaching fifteen out of the sixteen Quantitative and Analytical Reasoning courses returned reports. As noted below, the majority (greater than 87%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses <sup>9</sup>	Percentage of Reported Quantitative and Analytical Reasoning Courses	Number of Reported Quantitative and Analytical Reasoning Students	Percentage of Reported Quantitative and Analytical Reasoning Students
HES	1	6.67%	36	7.84%
MCS	11	73.33%	369	80.39%
PHI	1	6.67%	18	3.92%
PSY	2	13.33%	36	7.84%

**Outcome Assessed SLO 1: Students will critique quantitative or logical assertions using mathematical, logical, statistical, and/or algorithmic reasoning.**

<sup>9</sup> Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students (particularly those with little math background) to convert a real-world problem into a mathematical problem.
- Helping students understand the importance of their explanations and justifications for their numerical answers.

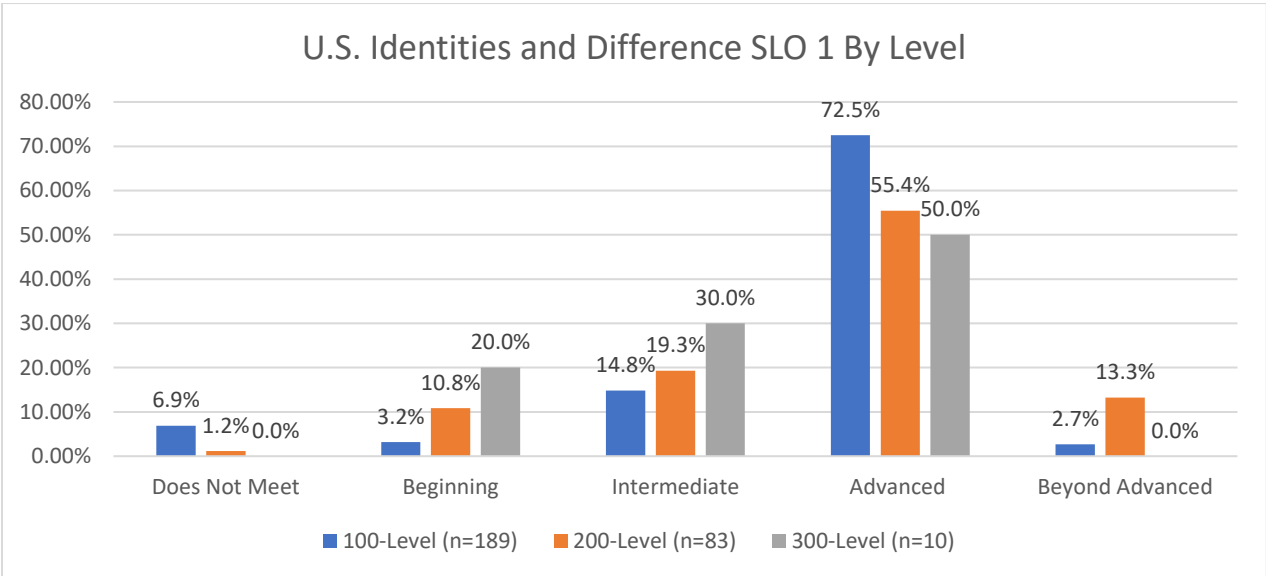
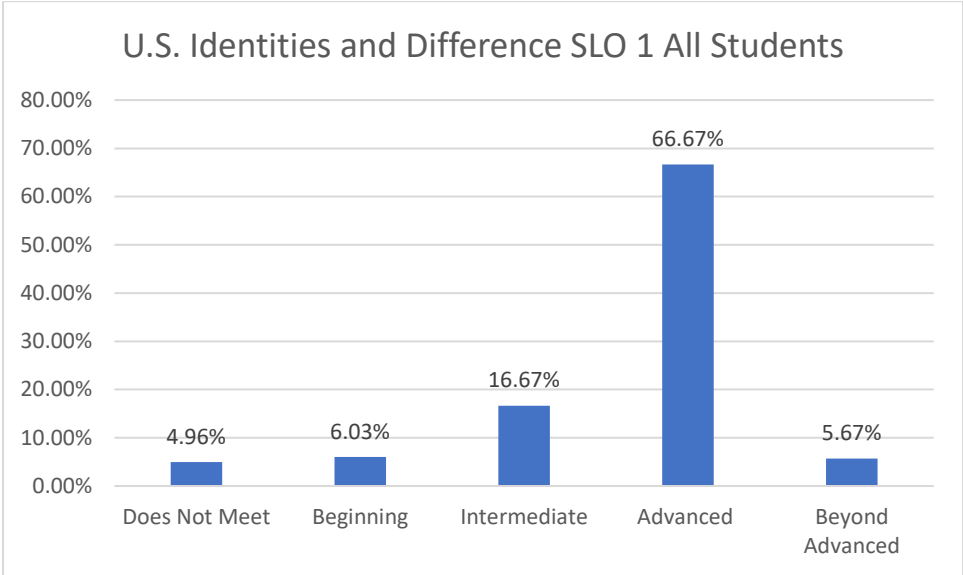
Most faculty who either formally or informally assessed student improvement over the course saw improvement, although not necessarily distributed evenly throughout the course. Several faculty noted that students came into their classes with little experience with the area or with weak skills (which, again, tended to improve).

## U.S. Identities and Difference

Faculty teaching seven out of the seven U.S. Identities and Difference courses returned reports (100% return rate). Faculty in the U.S. Identities designation assessed two SLOs this semester. As noted below, the vast majority (greater than 95%) of students achieved at least a “Beginning” on the rubric for both SLOs.

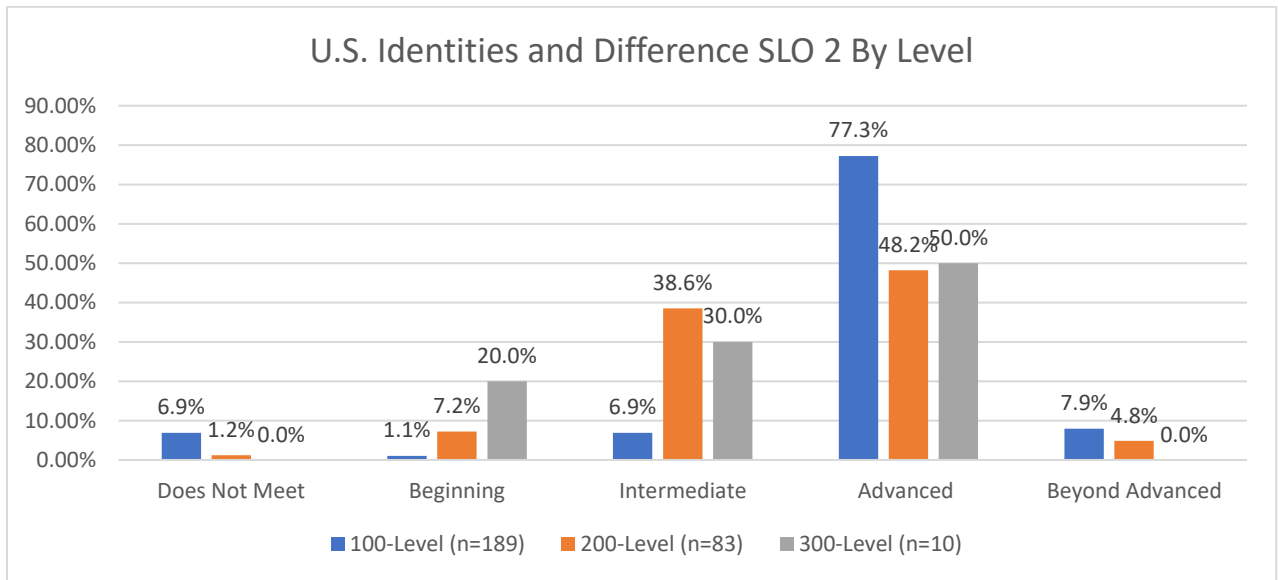
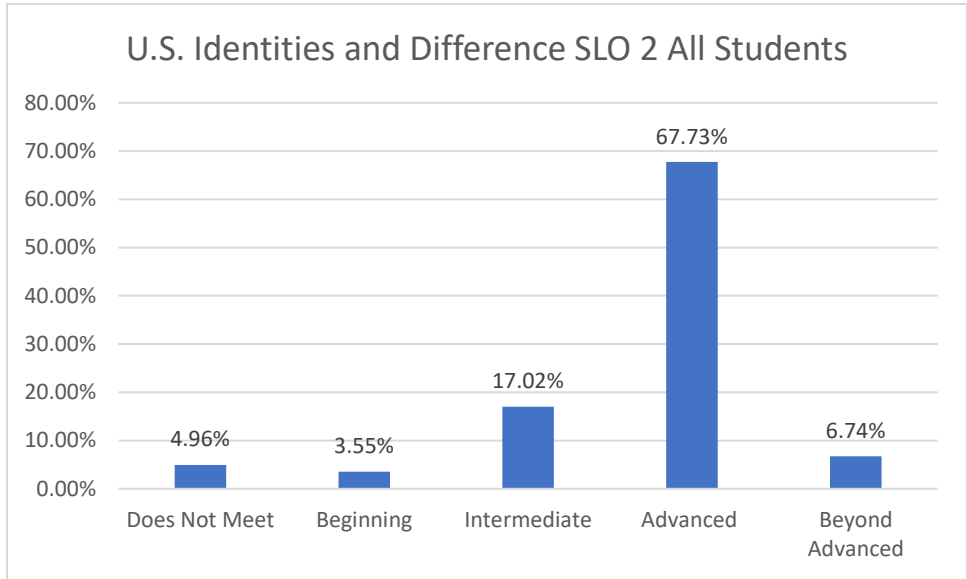
Department/Prefix	Number of Reported Courses <sup>10</sup>	Percentage of Reported U.S. Identities Courses	Number of Reported U.S. Identities Students	Percentage of Reported U.S. Identities Students
ENG	1	14.29%	17	6.03%
HIS	1	14.29%	23	8.16%
IDS	1	14.29%	93	32.98%
NDL	1	14.29%	96	34.04%
POL/GWS	1	14.29%	25	8.87%
REL	1	14.29%	10	3.55%
SPA	1	14.29%	18	6.38%

**Outcome Assessed SLO 1: Students will analyze the experiences of one or more non-majority ethnic or racial groups in the U.S. and their relevant histories, policies, and/or political struggles.**



<sup>10</sup> Courses are defined as discrete courses (not sections) taught by the same professor.

**Outcome Assessed SLO 2: Students will investigate injustices around identity construction in the United States at the personal and institutional levels.**



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Incorporating themes related to black history and justice work across classes.

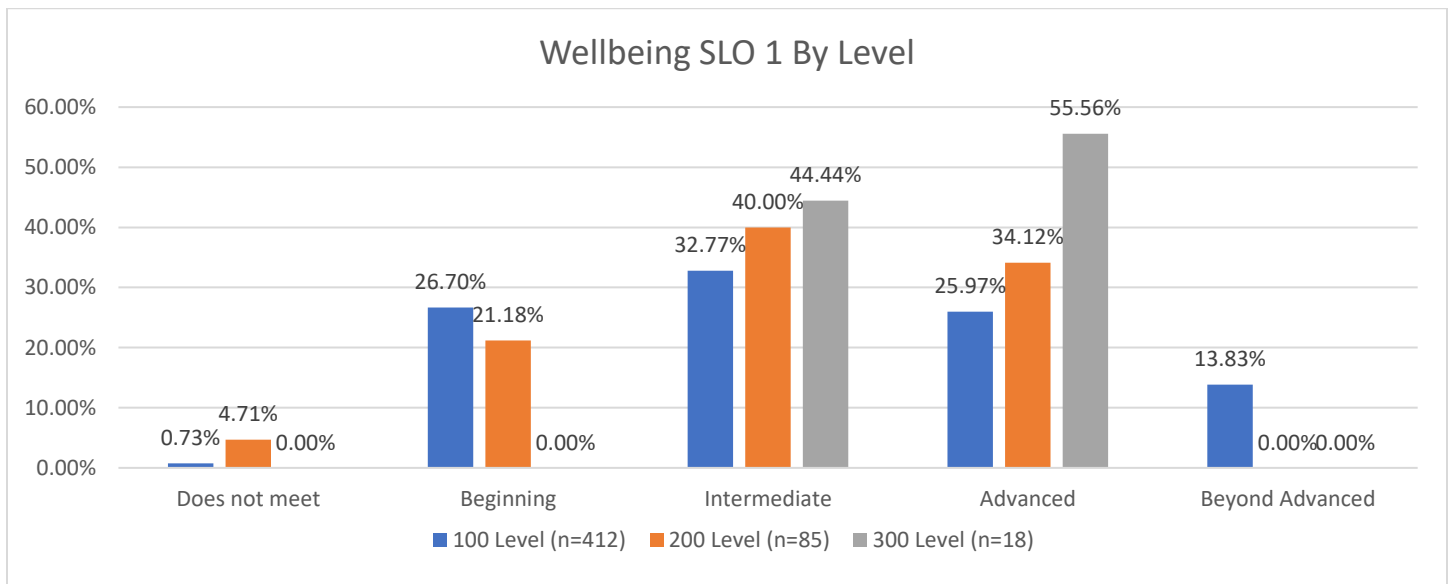
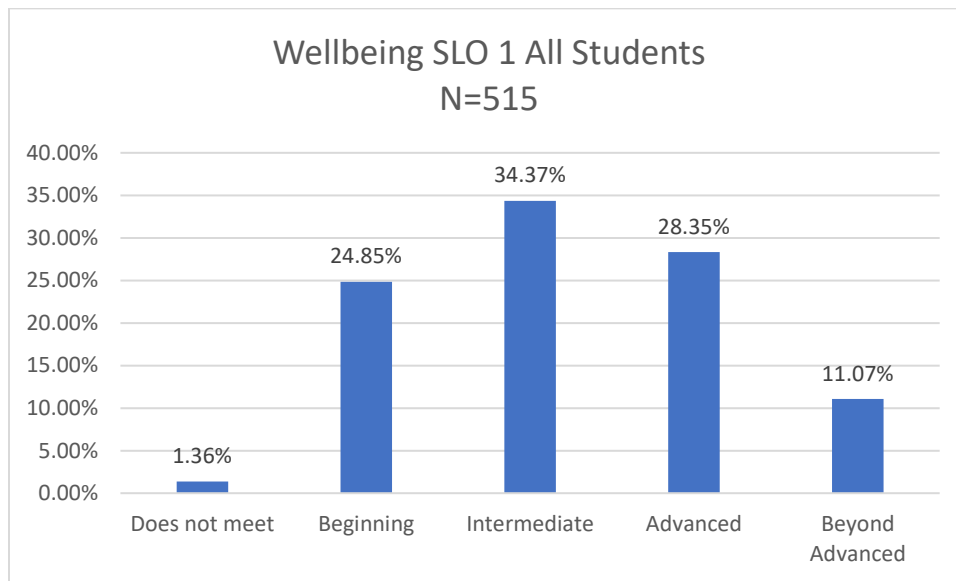
Faculty who either formally or informally assessed student improvement over the course saw improvement in students' skills.

## Wellbeing

Faculty teaching nineteen out of the nineteen Wellbeing courses returned reports. As noted below, the majority (greater than 98%) of students achieved at least a "Beginning" on the rubric.

Department/Prefix	Number of Reported Courses <sup>11</sup>	Percentage of Reported Wellbeing Courses	Number of Reported Wellbeing Students	Percentage of Reported Wellbeing Students
COM	1	5.26%	44	8.54%
E/M	1	5.26%	20	3.88%
HES	5	26.32%	82	15.92%
IDS	3	15.79%	262	50.87%
NDL	1	5.26%	22	4.27%
T/D	8	42.11%	85	16.50%

**Outcome Assessed SLO 1: Students will identify strategies for developing at least one dimension of wellbeing.**



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- How to cover mental health issues in courses (particularly given student interest in them).

<sup>11</sup> Courses are defined as discrete courses (not sections) taught by the same professor.

- Helping students integrate information and evidence in their research.
- Using programs such as Perusall, Flipgrid, and MS Teams in class.

Faculty who either formally or informally assessed student improvement over the course saw improvement in students skills and knowledge.

## Next Steps

We will follow-up these reports in the following ways:

1. The faculty director of assessment will work with the Provost's Office to find forums in which faculty teaching general education courses can discuss pedagogy.
2. We will continue to gather information about these SLOs during Spring 2021.
3. We will continue to gather critiques of the rubrics and will make changes based upon that feedback.

Executive Summary Prepared by Sarah Ruble, Faculty Director of Assessment