
JANUARY AND SUMMER 2022 GENERAL EDUCATION ASSESSMENT

The following report summarizes reported general education assessment data for January and Summer 2022. 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. I am reporting these semesters together because they have a similar structure and both had few courses.

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

1. In all areas, the majority of students 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.
2. The majority of faculty members teaching in the Challenge Curriculum completed their assessments (54.29% returned their forms). 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 July 8, 2022.

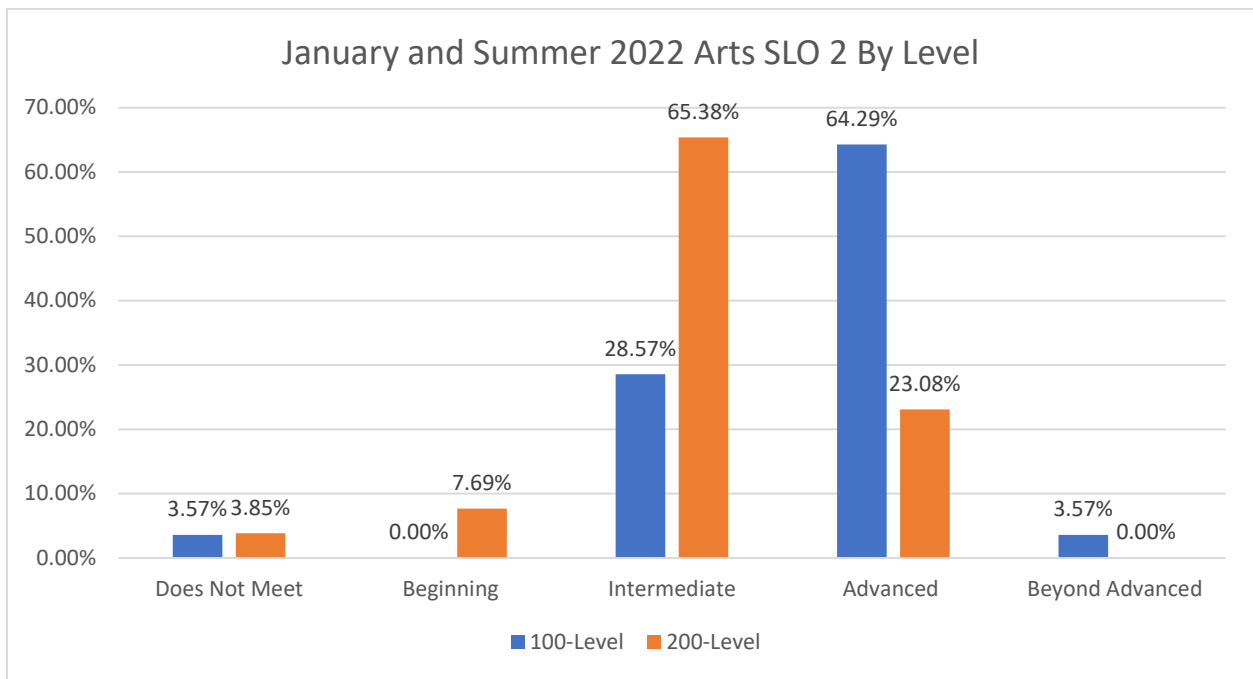
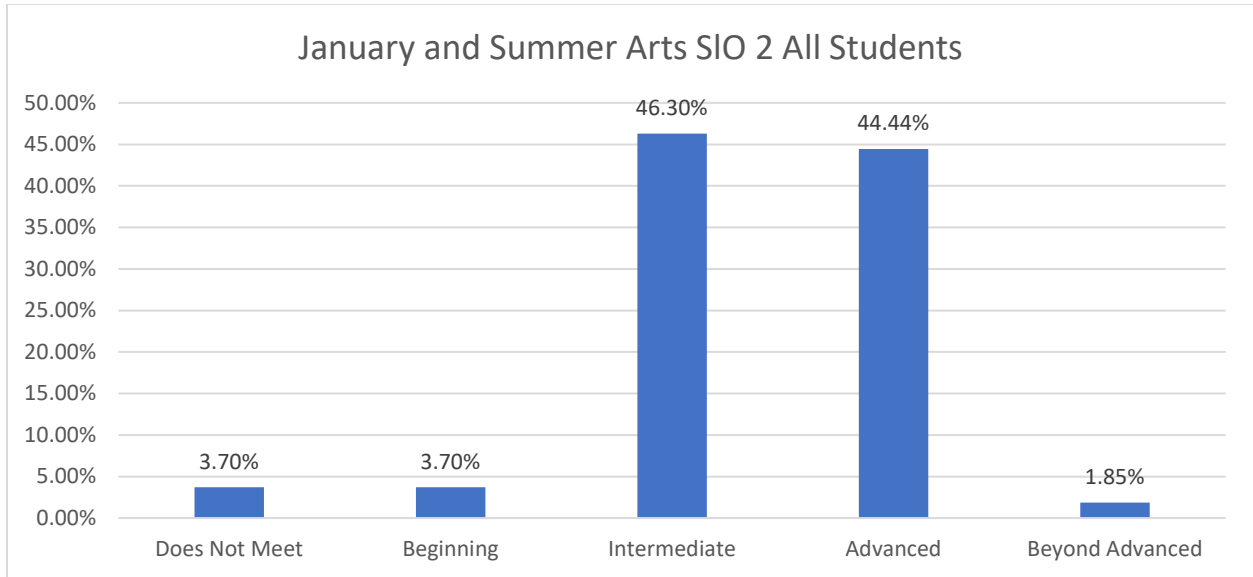
Arts

Arts courses were reported for both January and Summer 2022. The vast majority (greater than 96%) of students achieved at least a "Beginning" on the rubric.

Department/Prefix	Number of Reported Courses ¹	Percentage of Reported Arts Courses	Number of Reported Arts Students	Percentage of Reported Arts Students
ART	1	33.33%	26	48.15%
COM	1	33.33%	24	44.44%
T/D	1	33.33%	4	7.41%

¹ Courses are defined as discrete courses (not sections) taught by the same professor.

Outcome Assessed SLO 2: Create, perform, and communicate about the arts to an audience through written, spoken, and/or embodied creative expression



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

- Helping students think creatively and demonstrating that they have thought creatively.

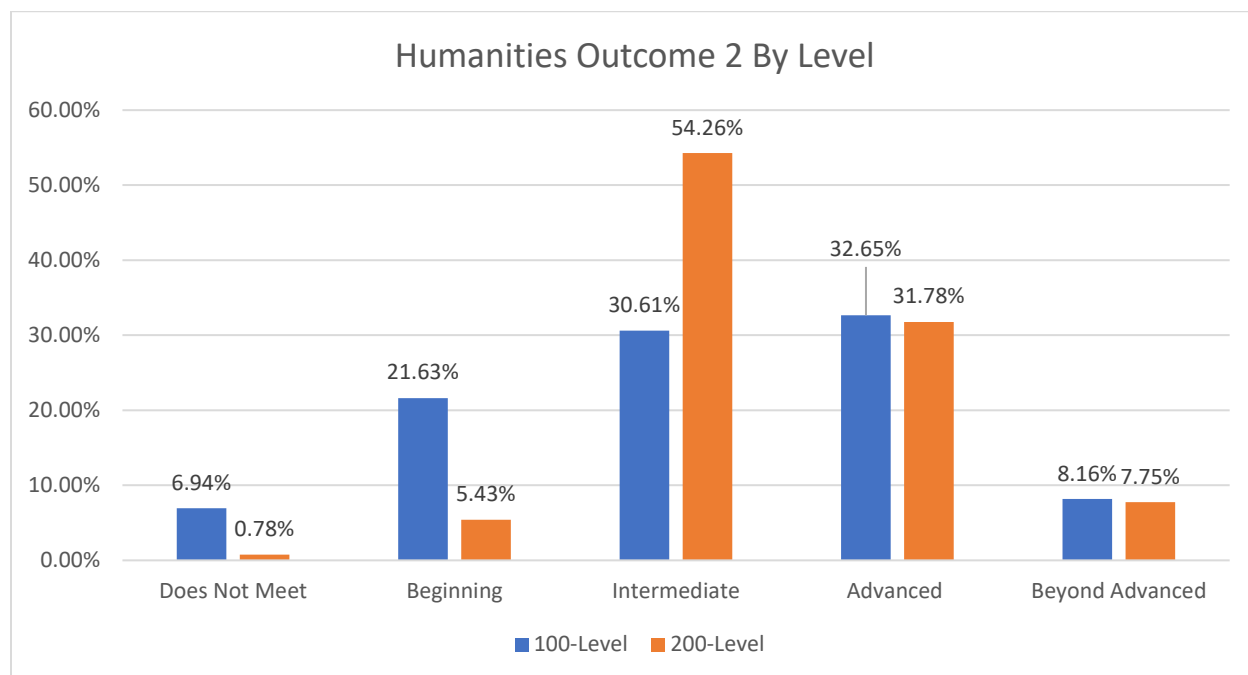
Humanities

One Humanities course was reported. 100% of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses	Percentage of Reported	Number of Reported	Percentage of Reported

		Humanities Courses	Humanities Students	Humanities Students
NDL	1	100%	12	100%

Outcome Assessed SLO 2: Students will discuss the ways that humanities disciplines raise broader questions of meaning and values.



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

- Helping students craft strong theses
- Helping student craft strong paragraphs with topic sentences
- Engaging secondary sources well, particularly in contextualizing them and not treating them as “talking heads floating in space.”

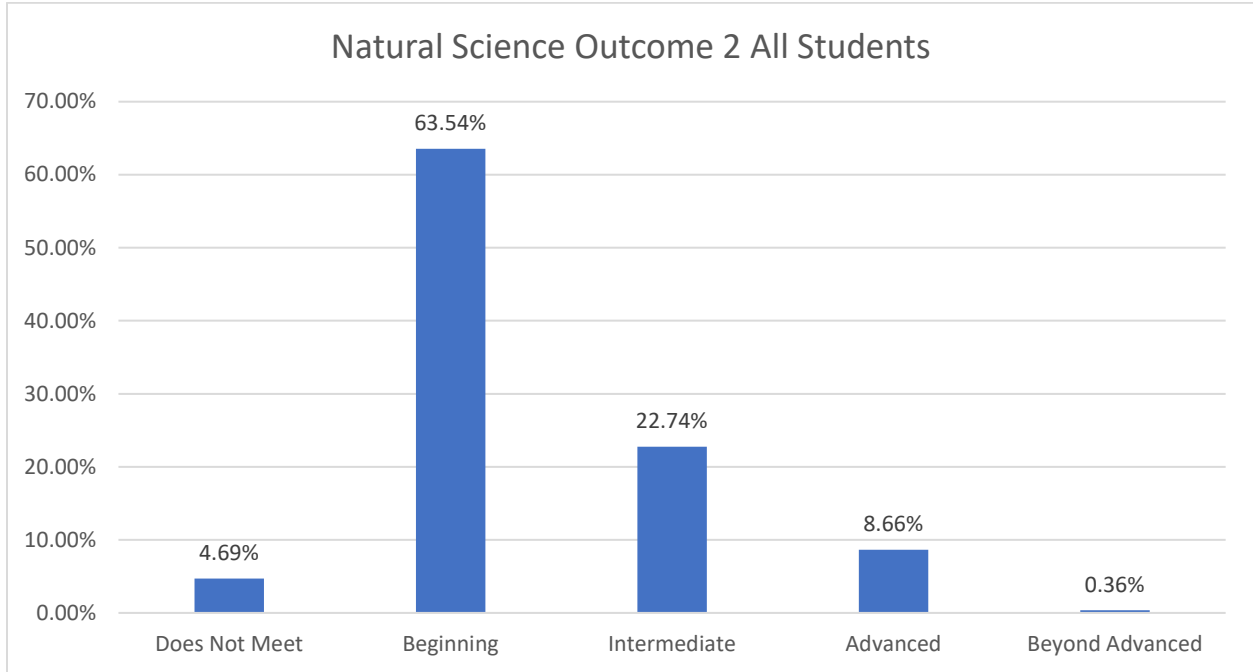
Faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth.

Natural Science

One Natural Science course was reported. 100% of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses	Percentage of Reported Natural Science Courses	Number of Reported Natural Science Students	Percentage of Reported Natural Science Students
BIO	1	100%	21	100%

Outcome Assessed SLO 2: Students will formulate an argument or address a question about the natural world, supported with scientific evidence.



Faculty did not identify any issues or concerns they might want to discuss with colleagues:

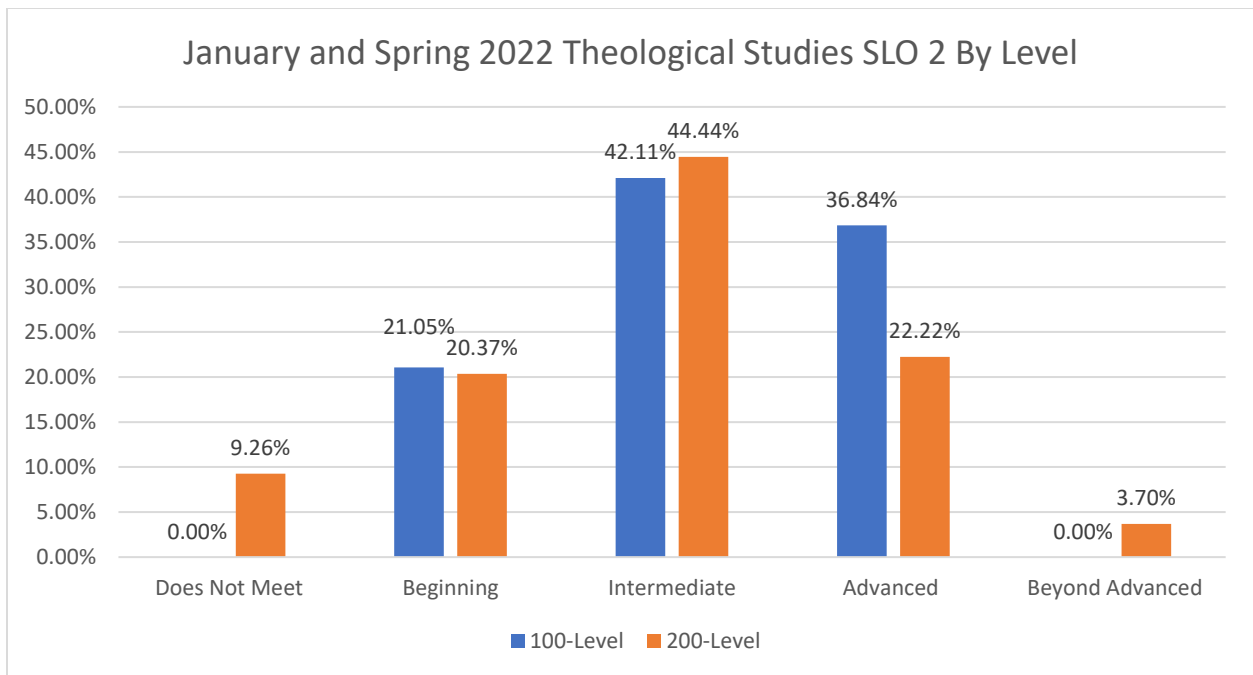
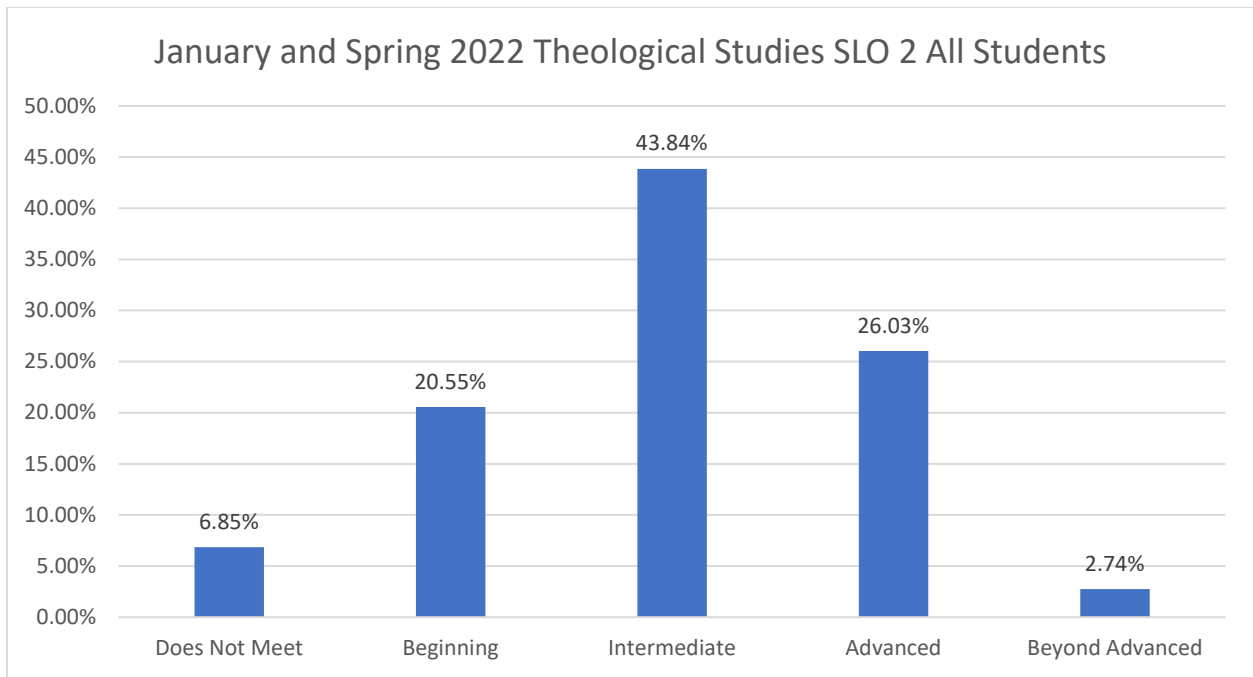
Theological Studies

Theological Studies courses were reported for both January and Summer 2022. The vast majority of students, over 93%, achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ²	Percentage of Reported Theological Studies Courses	Number of Reported Theological Studies Students	Percentage of Reported Theological Studies Students
HIS	1	25%	11	15.07%
REL	3	75.00%	62	84.93%

² Courses are defined as discrete courses (not sections) taught by the same professor.

Outcome Assessed SLO 2: Students will critically evaluate religious and ethical claims.



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

- Discussing the unique challenges and opportunities of a shorter term.
- Differences in critical thinking between first year and upper-level students

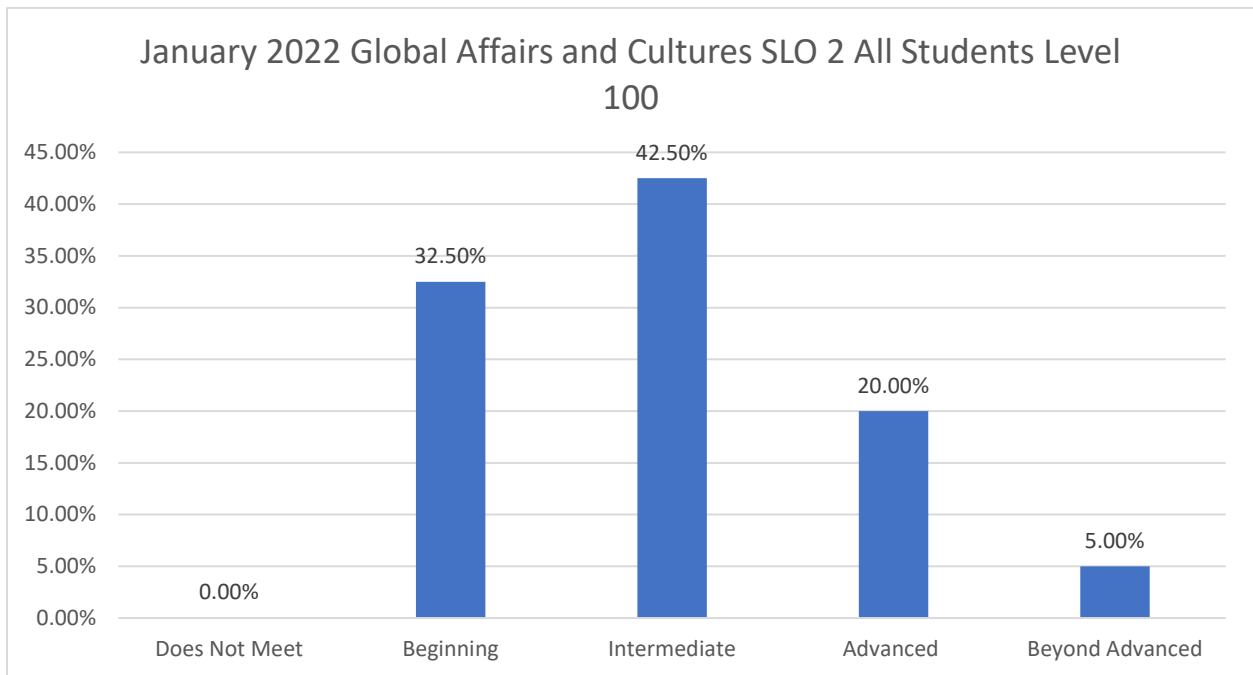
Faculty who either formally or informally assessed student improvement over the course saw some improvement, particularly in using primary sources critically and engaging secondary sources.

Global Affairs and Cultures

One Global Affairs and Cultures course reported. 100% of students achieved at least a “Beginning” on the rubric for both SLO 2 and SLO 3.

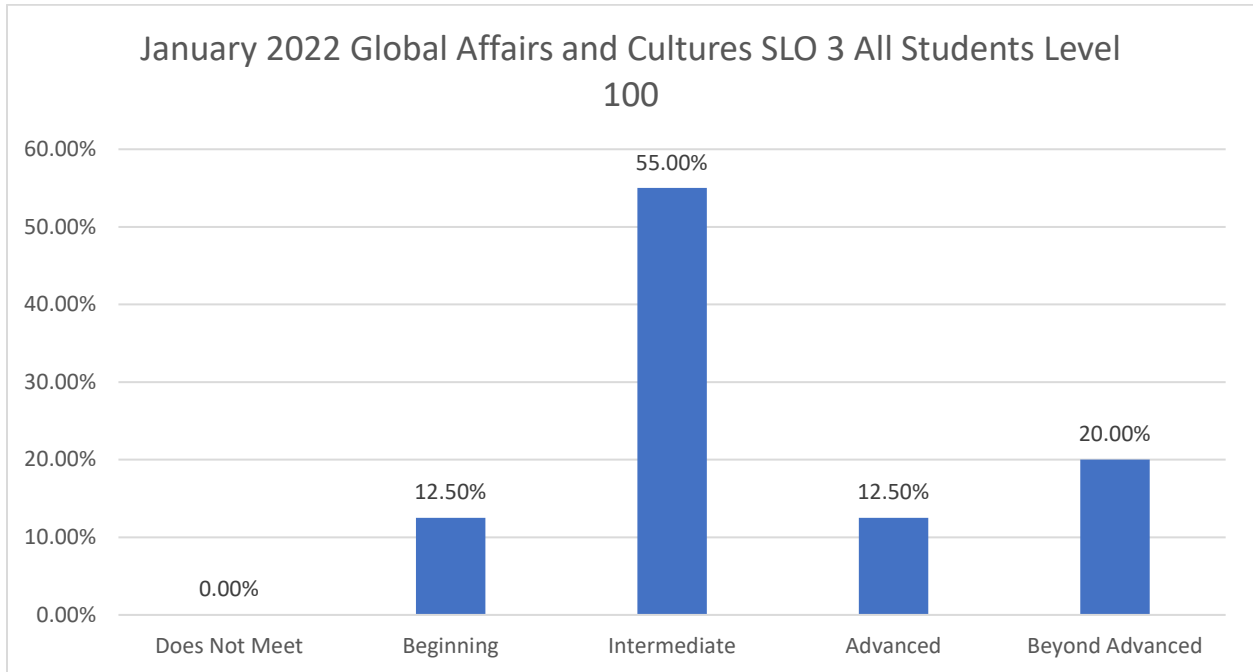
Department/Prefix	Number of Reported Courses ³	Percentage of Reported Global Affairs and Cultures Courses	Number of Reported Global Affairs and Cultures Students	Percentage of Reported Global Affairs and Cultures Students
POL	1	100%	40	100%

Outcome Assessed SLO 2: Students will demonstrate an understanding of the topic of the course in relation to human populations in their social, economic, cultural, political, or ecological environments.



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

Outcome Assessed SLO 3: Students will identify and explain multiple, culturally situated perspectives on the topic being studied.



Faculty did not identify any issues or concerns they might want to discuss with colleagues:

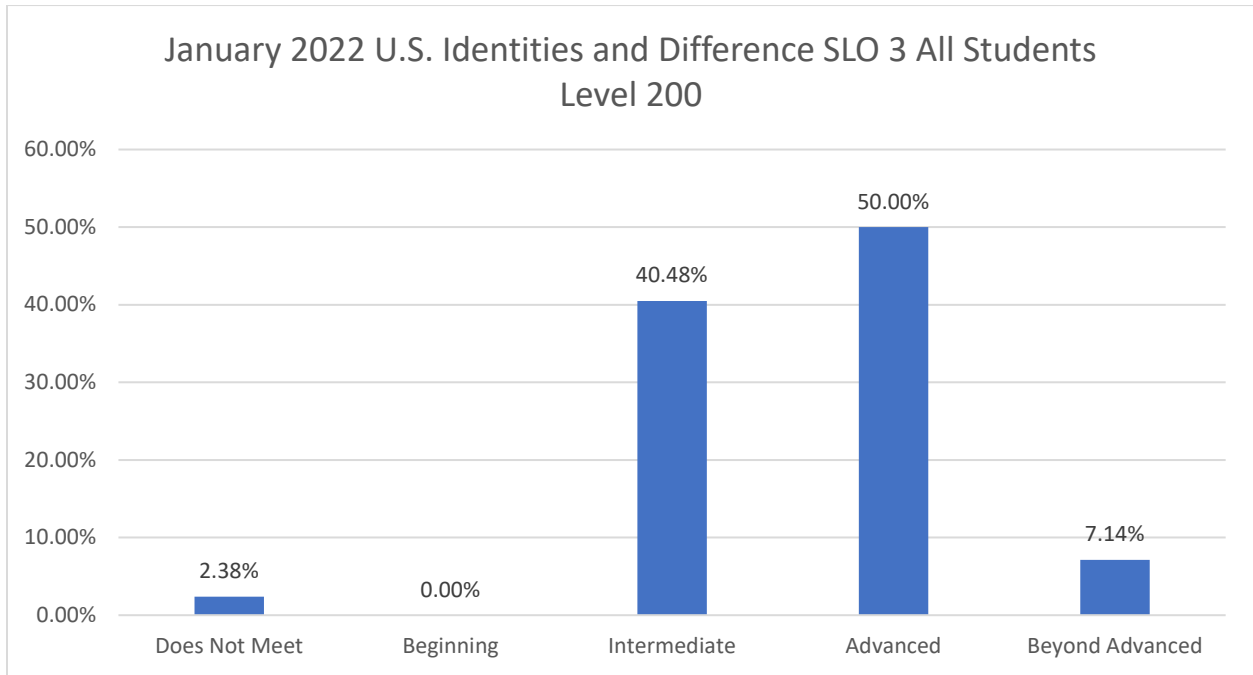
U.S. Identities and Difference

Two U.S. Identities and Differences were reported. The vast majority of students (greater than 97% for SLO 3 and SLO 4) achieved a “Beginning” on the rubric.

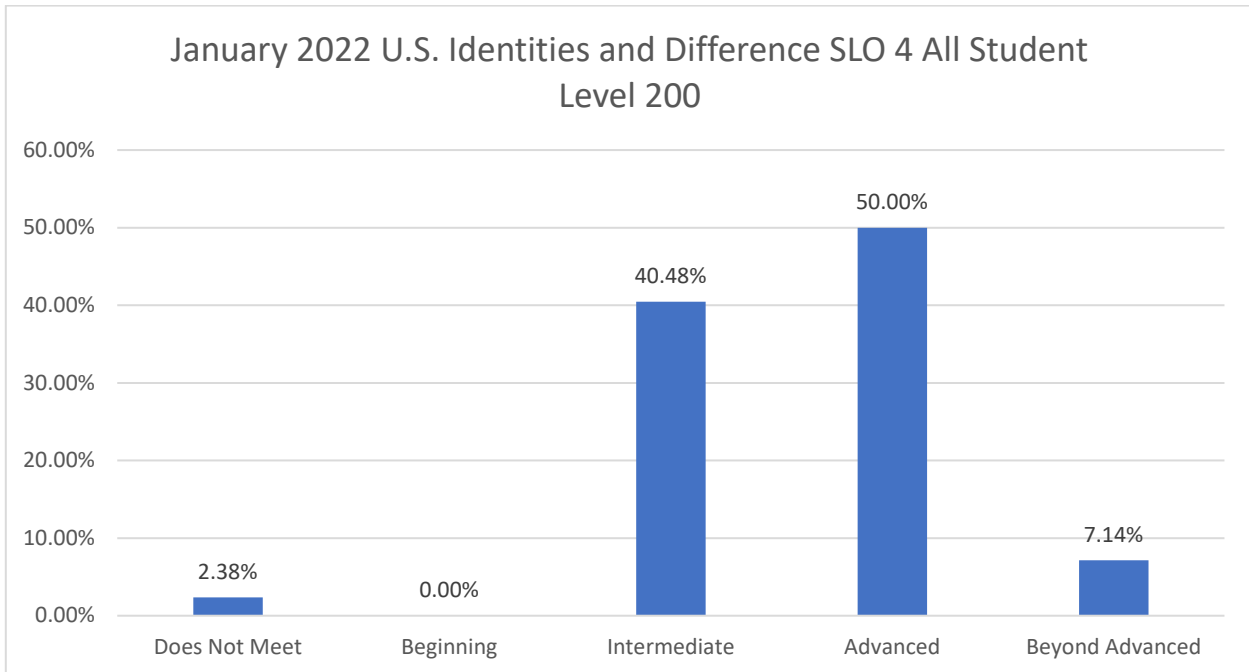
Department/Prefix	Number of Reported Courses ⁴	Percentage of Reported U.S. Identities Courses	Number of Reported U.S. Identities Students	Percentage of Reported U.S. Identities Students
MLC	1	50.00%	27	64.29%
IDS	1	50.00%	15	35.71%

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

Outcome Assessed SLO 3: Students will analyze the vital connections among identity, privilege, and power.



Outcome Assessed SLO 4: Students will reflect on their own identities within structures of power as they reflect on ways to foster a more just, equal, and inclusive society.



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

- Since these courses often deal with issues students have not grappled with before, faculty training about how to handle student resistance would be helpful.

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

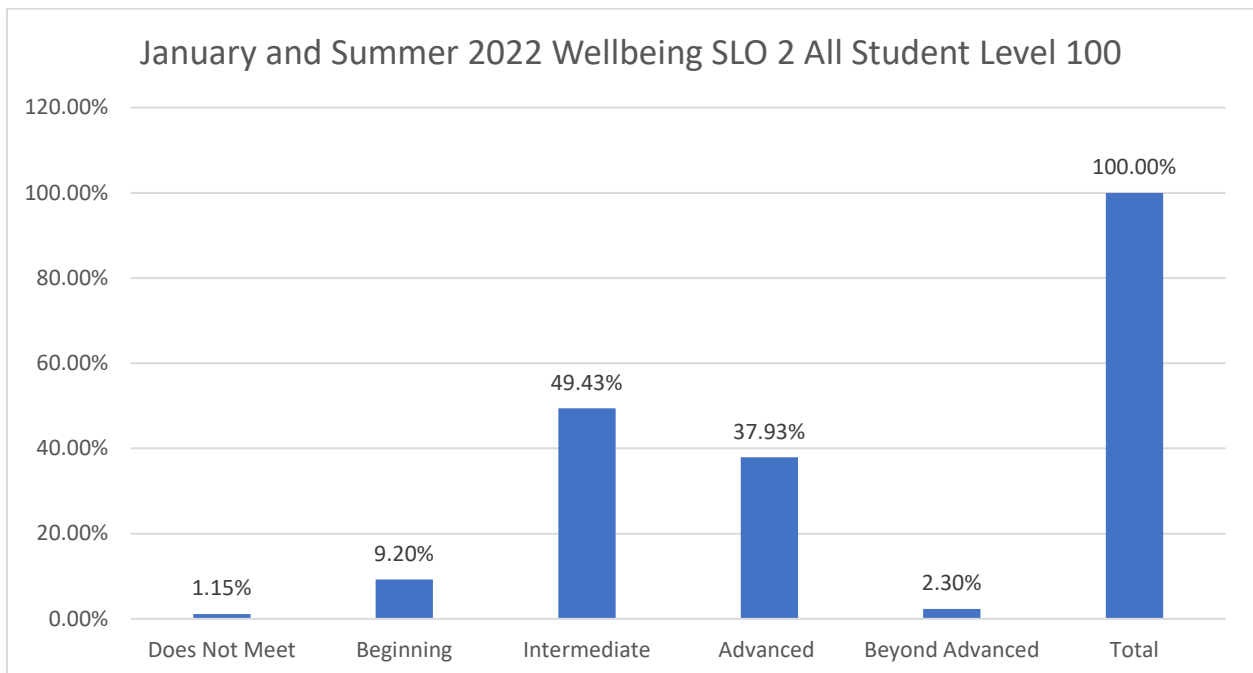
One faculty wondered what the "Beyond Advanced" category meant.

Wellbeing

In Spring 2022, Wellbeing faculty assessed two outcomes. The vast majority of students (greater than 97% for SLO 2 and greater than 95% for SLO 3) oachieved at least a "Beginning" on the rubric.

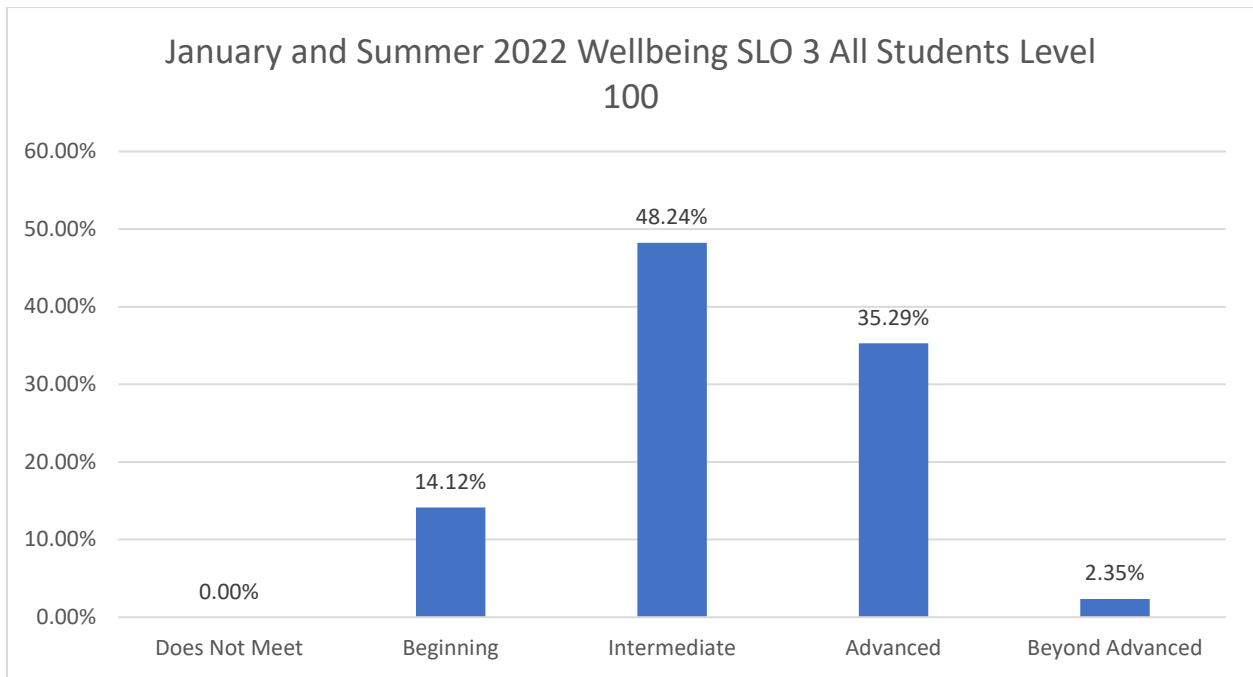
Department/Prefix	Number of Reported Courses ⁵	Percentage of Reported Wellbeing Courses	Number of Reported Wellbeing Students	Percentage of Reported Wellbeing Students
HES	2	50.00%	43	49.43%
IDS	1	25.00%	20	22.99%
NDL	1	25.00%	24	27.59%

Outcome Assessed SLO 2: Students will analyze enduring and contemporary challenges that stem from at least one dimension of wellbeing.



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

Outcome Assessed SLO 3: Students will explore their individual wellbeing using a multidimensional perspective.



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

- Students struggling with self-confidence.

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

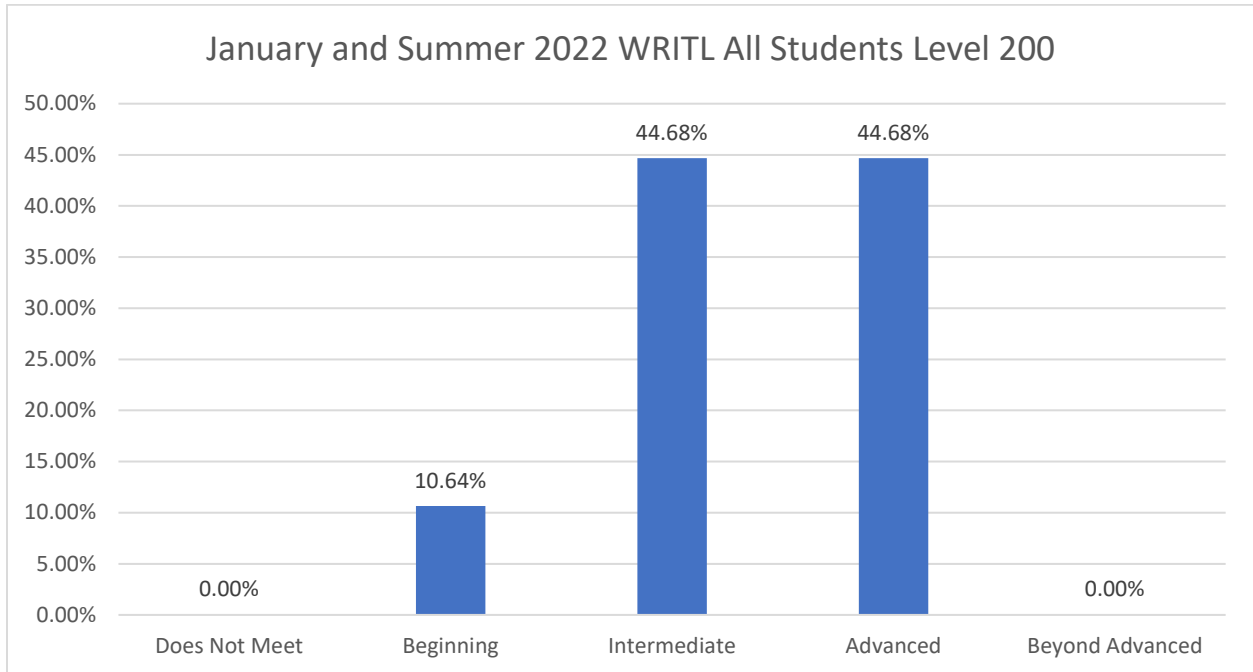
Writing and Information Literacy

In Spring 2022, over 94% of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁶	Percentage of Reported WRITL Courses	Number of Reported WRITL Students	Percentage of Reported WRITL Students
IDS	1	33.33%	23	48.94%
HES	2	66.67%	24	51.06%

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

Outcome Assessed SLO 1: Students distinguish and evaluate different forms of information and analyze the arguments that such information supports.



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

- Students not understanding why some sources are more credible than others.
- Students struggling to understand the relationship between source credibility and audience.

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

One faculty member was unclear on what the “Beyond Advanced” category meant.

Return Rate

Area	Number of Returned Reports	Number of Courses	Percent Returned
ARTSC	3	7	42.86%
Global Affairs and Cultures	1	2	50.00%
Human Behavior and Social Institutions	0	2	0.00%
Humanities	1	3	33.33%
Natural Science	1	1	100.00%
Theological Studies	4	4	100.00%
U.S. Identities and Difference	2	5	40.00%
Wellbeing	4	8	50.00%
WRITL	3	3	100.00%
Total	19	35	54.29

Next Steps

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

1. We will revise rubrics during 2022-2023.
2. We will provide venues for conversations about some of the issues faculty raised in their assessment reports.
3. As we gather more information about January and Summer term courses, we will compare student learning in our two shorter semesters to that in the longer semesters (this is a long term project).

Executive Summary Prepared by Sarah Ruble, Faculty Director of Assessment

Note on Modalities

I have included a breakdown of student achievement by modality and course level in this report. As long as Gustavus offers multiple modalities, we will want to track differences in student success based on modality. A word of caution however: we do not have a lot of data. As you can see from the number of students listed for each level and modality, some modalities did not have any students and some had very few. At this point, this is not actionable data, but it is data we will collect as long as we have multiple modalities so that we can aggregate it and look at trends over time.

100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	0.00%	10.34%	48.28%	41.38%	0.00%	29		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	0.00%	8.33%	50.00%	41.67%	0.00%	24		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	2.94%	8.82%	50.00%	32.35%	5.88%	34		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
January and Summer 2022 Wellbeing SLO 3																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	0.00%	24.14%	51.72%	24.14%	0.00%	29		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	0.00%	0.00%	47.62%	52.38%	0.00%	21		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	0.00%	14.29%	45.71%	34.29%	5.71%	35		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
January and Summer 2022 Writing and Information Literacy																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		In Person	0.00%	10.53%	78.95%	10.53%	0.00%	19		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Online	0.00%	10.71%	21.43%	67.86%	0.00%	28		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0