
SPRING 2021 GENERAL EDUCATION ASSESSMENT

The following report summarizes reported general education assessment data for Spring 2021. 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).¹ 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 sixty-two out of one hundred and thirty-six Arts courses returned reports.² As noted below, the vast majority (greater than 96%) of students achieved at least a "Beginning" on the rubric. For comparison, in Fall 2020, faculty teaching sixteen out of the twenty Arts courses returned reports³ and the vast majority (greater than 97%) of students achieved at least a "Beginning" on the rubric.

Department/Prefix	Number of Reported Courses ⁴	Percentage of Reported Arts Courses	Number of Reported Arts Students	Percentage of Reported Arts Students
MUS	53	79.10%	628	77.72%
ART	10	14.93%	119	14.73%
PHI	1	1.49%	17	2.10%
T/D	3	4.48%	44	5.45%

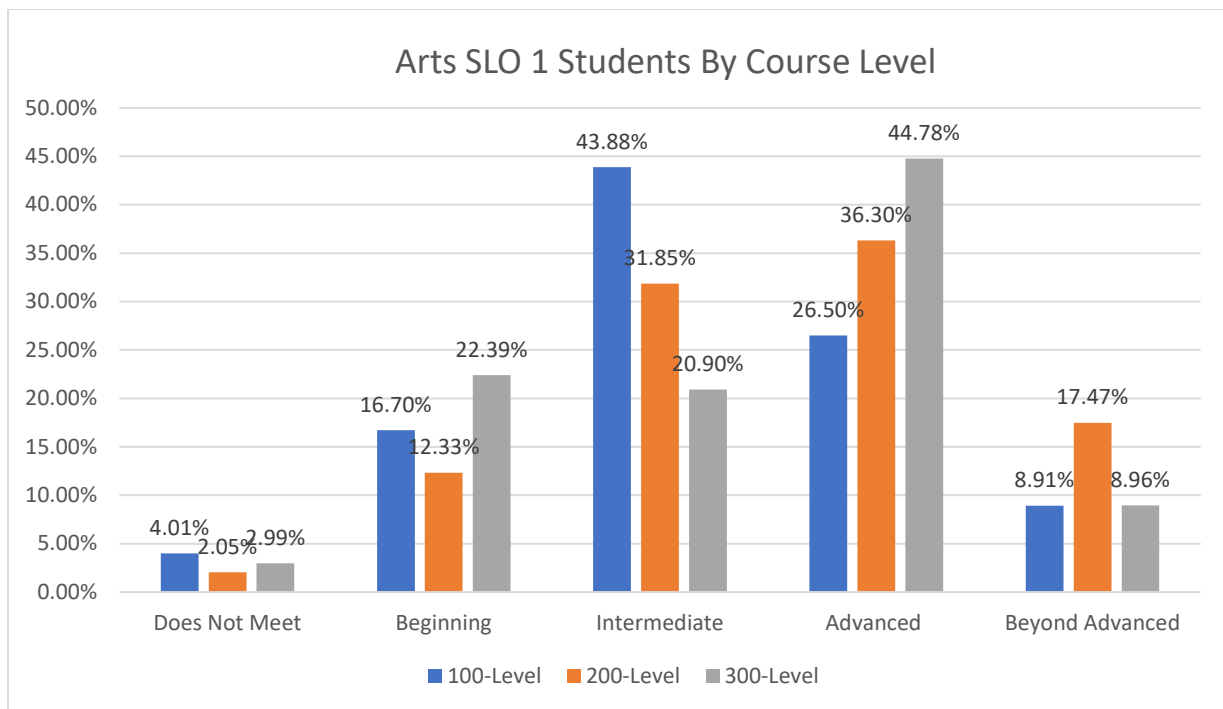
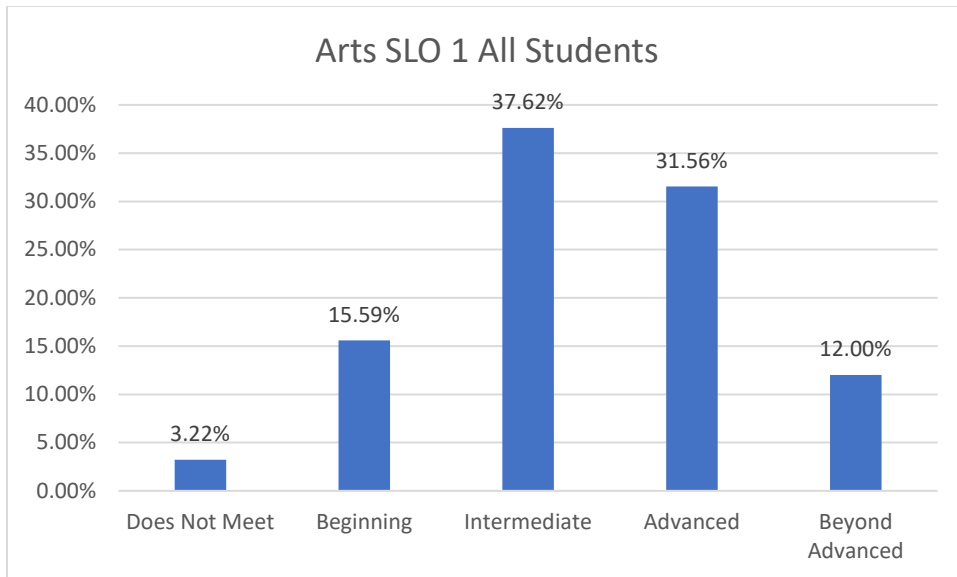
Outcome Assessed SLO 1: Students will analyze enduring and contemporary questions or challenges through the lens of the arts.

¹ These numbers do not include Music faculty. See the note on Arts below.

² These numbers may be misleading. The raw number of Arts courses is determined by WebAdvisor listings. Several faculty reported that their classes did not enroll, but they are in this number. We are working on a better system to determine raw number of courses.

³ 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.

⁴ 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 find their own perspective or voice in assignments.
- Working with various levels of preparation (especially with regard to knowledge about basic music theory when students enter other music courses).

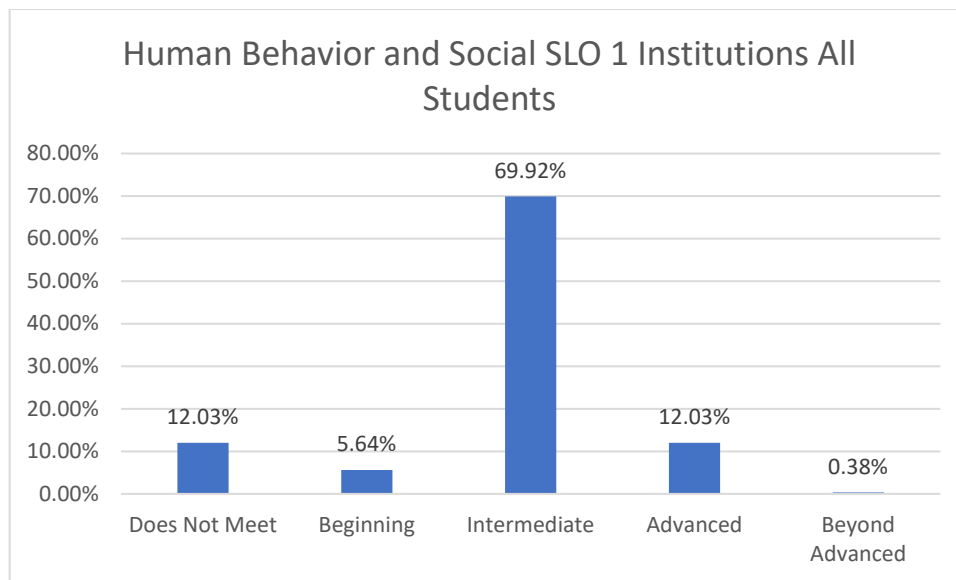
Many faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth. Many faculty also noted that students came into courses with little previous exposure and/or weak skills (although this was very course dependent). Here, again, some noted improvement although how much varied.

Human Behavior and Social Institutions

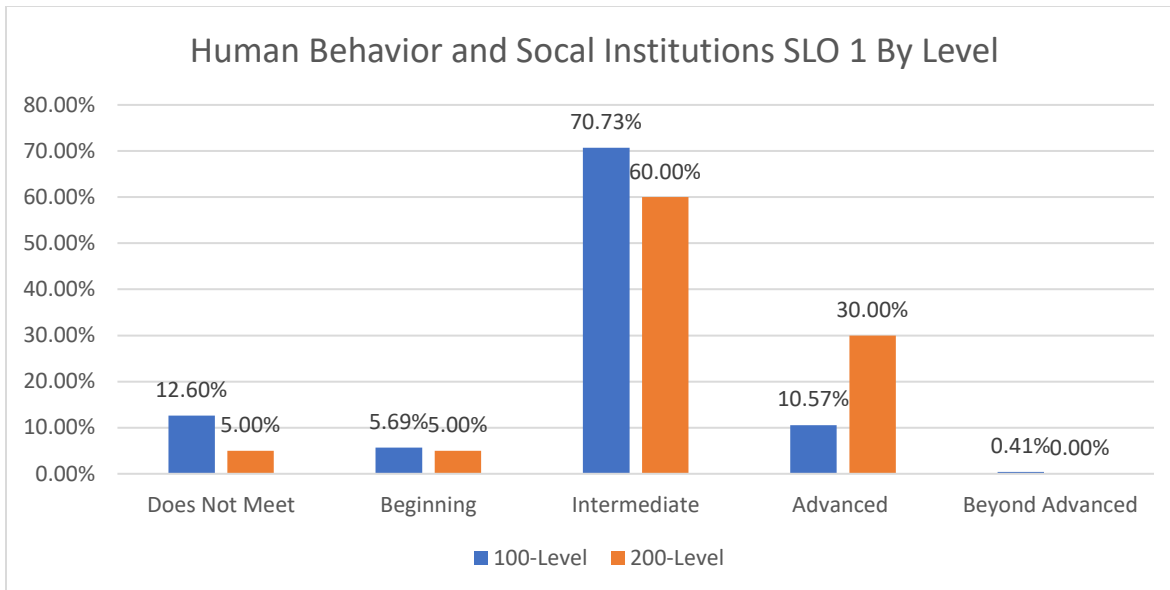
Faculty teaching six out of the ten Human Behavior and Social Institutions courses returned reports. As noted below, the vast majority (greater than 87%) of students achieved at least a “Beginning” on the rubric. For comparison, in Fall 2020, faculty teaching thirteen out of the fifteen Human Behavior and Social Institutions courses returned reports and the vast majority (greater than 91%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁵	Percentage of Reported HBSI Courses	Number of Reported HBSI Students	Percentage of Reported HBSI Students
POL	1	16.67%	30	11.28%
PSY	3	50.00%	181	68.05%
S/A	2	33.33%	55	20.68%

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.



⁵ 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:

- Using process assignments to meet the SLOs.
- Helping students write about empirical research in their own words.

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 and that many students entered with weak skills.

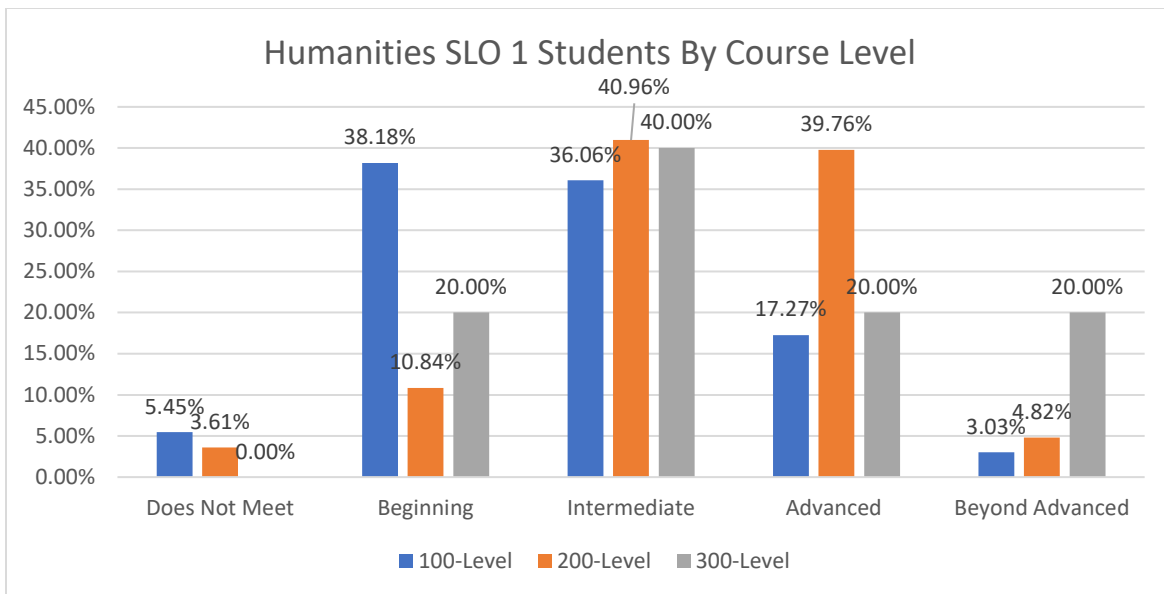
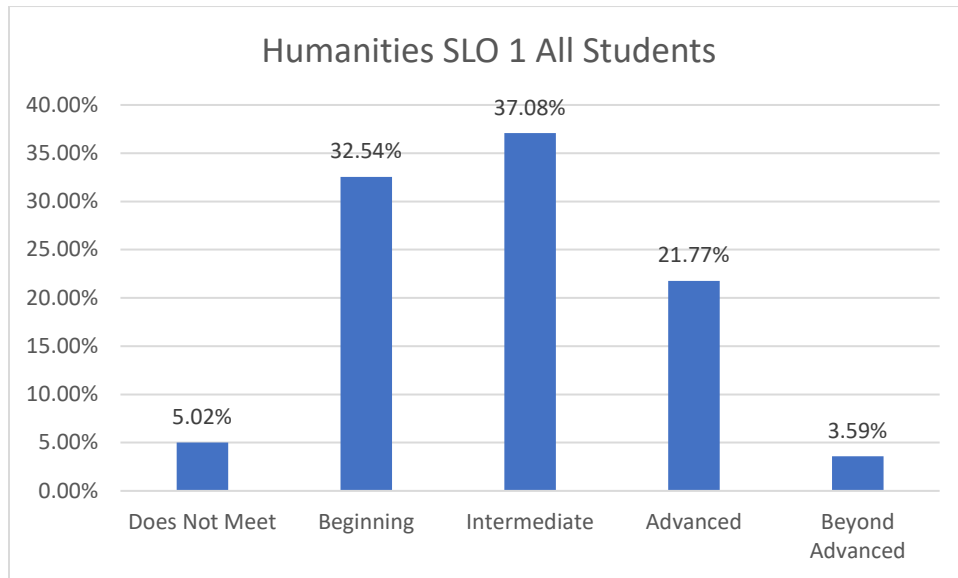
Humanities

Faculty teaching twenty-one out of the twenty-eight Humanities courses returned reports. The vast majority of students (over 94%) of students achieved at least a “Beginning” on the rubric. For comparison, in Fall 2020, faculty teaching twenty-eight out of the thirty-four Humanities courses returned reports and the vast majority (greater than 97%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁶	Percentage of Reported Humanities Courses	Number of Reported Humanities Students	Percentage of Reported Humanities Students
COM	3	14.29%	59	14.11%
CUR	1	4.76%	30	7.18%
ENG	4	19.05%	77	18.42%
HIS	4	19.05%	109	26.08%
JPN	2	9.52%	29	6.94%
PHI	1	4.76%	20	4.78%
POL	1	4.76%	24	5.74%
REL	1	4.76%	30	7.18%
RUS	2	9.52%	17	4.07%
SPA	2	9.52%	23	5.50%

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

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 think about cultural products in terms of historical context (not just intellectual context)
- Helping students move from summary to analysis
- Using Moodle to help students practice skills related to the SLO (mentioned as something the faculty member had found it possible to do)

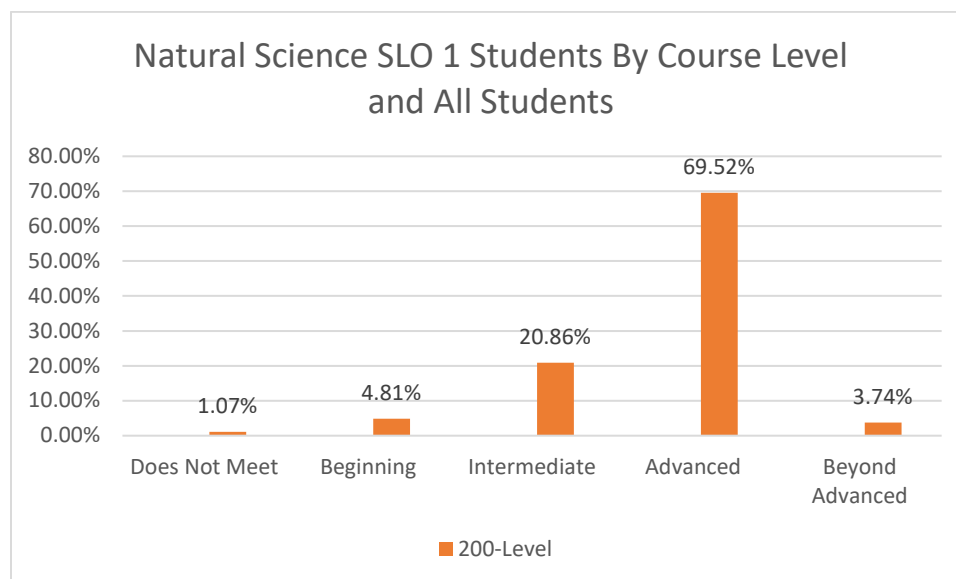
Faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth. Some faculty noted that some students made little or no growth, although that was usually a minority of students. A few faculty commented on the range of skills coming into courses.

Natural Science

Faculty teaching two of four Natural Science courses returned reports (two faculty were not notified that they needed to turn in reports owing to a mistake by the assessment director). As noted below, the vast majority (greater than 98%) of students achieved at least a “Beginning” on the rubric. For comparison, in Fall 2020, faculty teaching five of the ten Natural Science courses returned reports and the vast majority of students (greater than 99%) achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁷	Percentage of Reported Natural Science Courses	Number of Reported Natural Science Students	Percentage of Reported Natural Science Students
BIO	1	50.00%	51	27.27%
HES	1	50.00%	136	72.73%

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.



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

- Students struggling to use quantitative evidence and coming in to courses with weak quantitative skills (a concern faculty also noted in the previous semester).

Faculty who either formally or informally assessed student improvement over the course saw improvement and noted the importance of having students practice tasks and skills in facilitating that improvement.

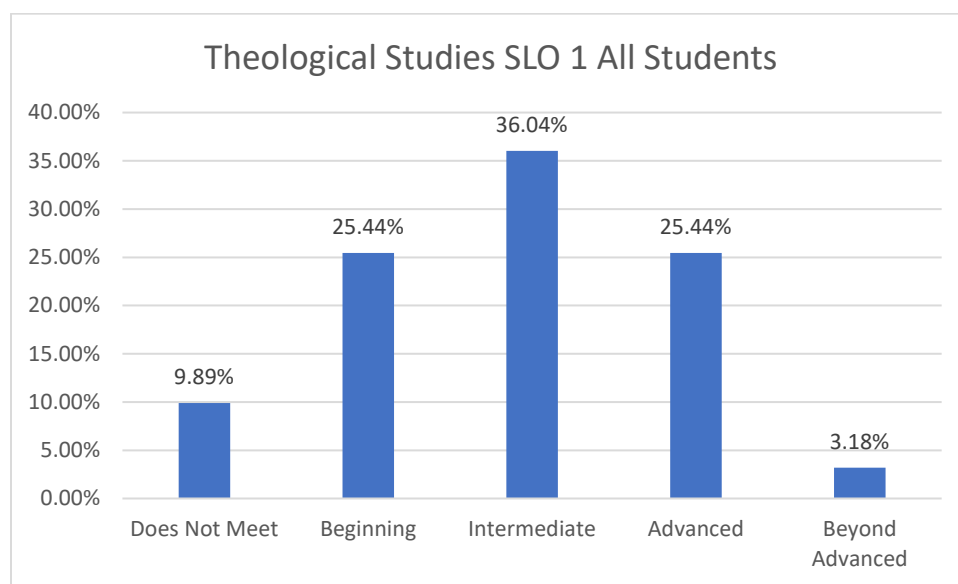
⁷ Courses are defined as discrete courses (not sections) taught by the same professor.

Theological Studies

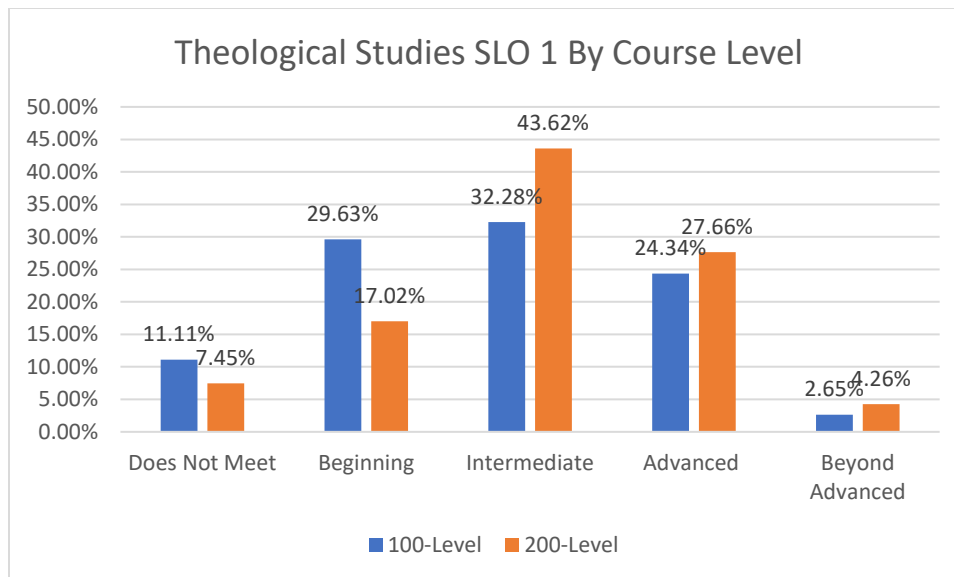
Faculty teaching seven out of eight Theological Studies courses returned reports. As noted below, the vast majority (greater than 89%) of students achieved at least a “Beginning” on the rubric. For comparison, in Fall 2020, faculty teaching seven of the seven Theological Studies courses returned reports (100% completion rate) and the vast majority (greater than 96%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁸	Percentage of Reported Theological Studies Courses	Number of Reported Theological Studies Students	Percentage of Reported Theological Studies Students
CUR	1	14.29%	41	14.49%
HIS	1	14.29%	35	12.37%
REL	5	71.43%	207	73.14%

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.



⁸ 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 understand religion as something more than private/individual belief or practice.

Faculty who either formally or informally assessed student improvement over the course saw some improvement although faculty noted a range of entering skills and varying degrees of improvements and effort among students.

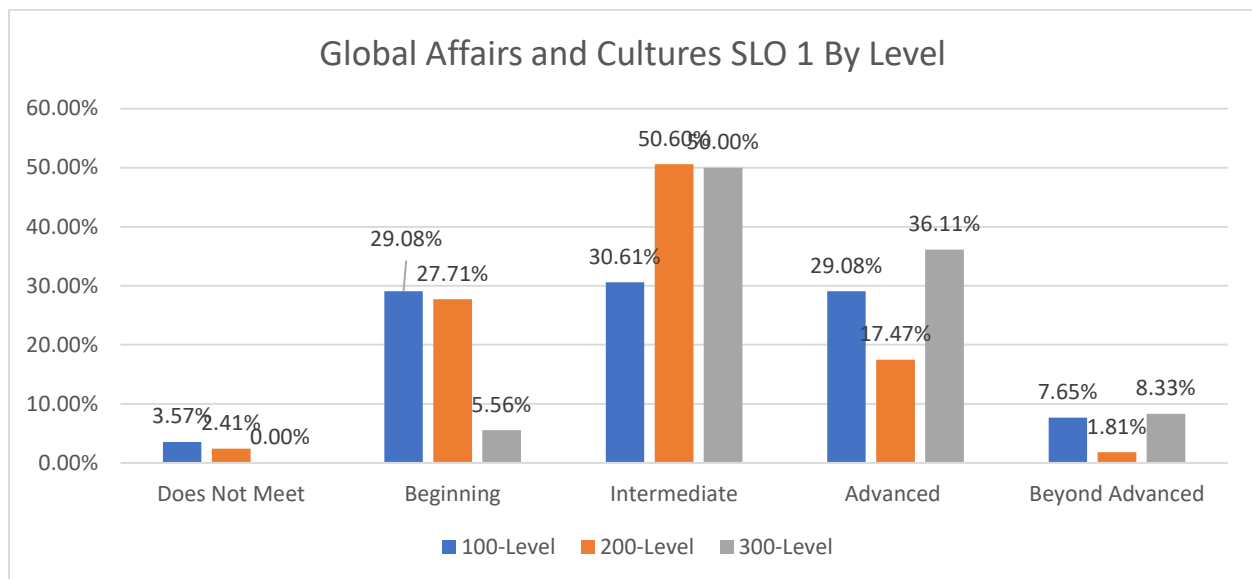
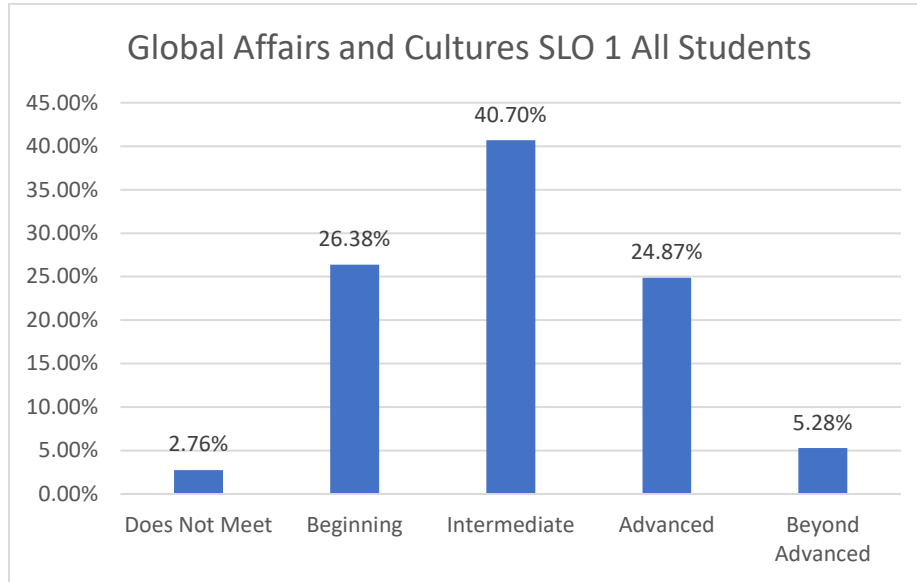
Global Affairs and Cultures

Faculty teaching fifteen out of sixteen 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. For comparison, in Fall 2020, faculty teaching seventeen out of twenty-three Global Affairs and Cultures courses returned reports and the vast majority (an almost identical greater than 97%) of students achieved at least a “Beginning on the rubric.”

Department/Prefix	Number of Reported Courses ⁹	Percentage of Reported Global Affairs and Cultures Courses	Number of Reported Global Affairs and Cultures Students	Percentage of Reported Global Affairs and Cultures Students
Number	Number of Courses	Percentage of Courses	Number of Students	Percentage of Students
COM	1	6.67%	73	18.34%
CUR	1	6.67%	34	8.54%
FRE	1	6.67%	8	2.01%
GEG	2	13.33%	73	18.34%
HIS	2	13.33%	60	15.08%
JPN	2	13.33%	29	7.29%
MUS	1	6.67%	18	4.52%
REL	1	6.67%	30	7.54%
RUS	2	13.33%	17	4.27%
SPA	2	13.33%	56	14.07%

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

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



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

- Helping students understand/empathize with the questions and concerns around which people in diverse times and places construct their lives.
- Helping students make connections between their lives and the course material (similar to what was noted above and also a repeat concern from Fall 2020).

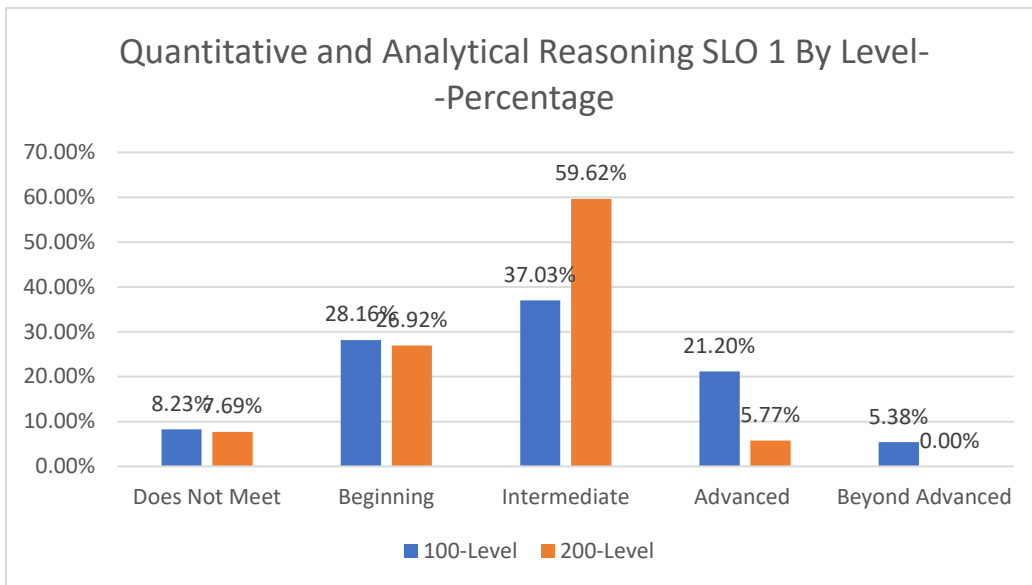
Faculty who either formally or informally assessed student improvement over the course saw improvement.

Quantitative and Analytical Reasoning

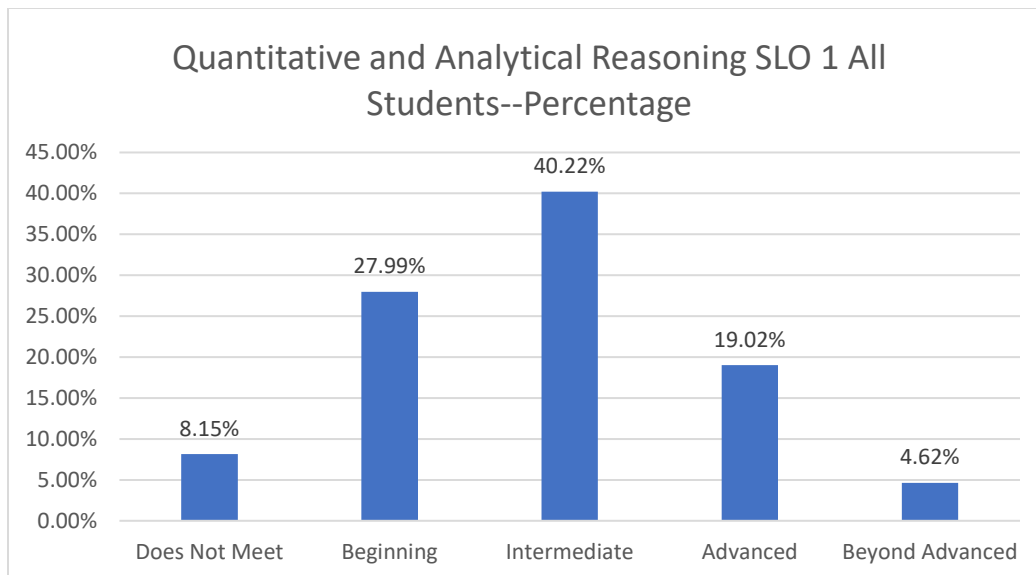
Faculty teaching twelve out of twelve Quantitative and Analytical Reasoning courses returned reports. As noted below, the vast majority (greater than 91%) of students achieved at least a “Beginning” on the rubric. For comparison, in Fall 2020, fifteen out of sixteen faculty teaching QUANT courses returned reports and greater than 87% of students achieved at least a “Beginning on the rubric”.

Department/Prefix	Number of Reported Courses ¹⁰	Percentage of Reported Quantitative and Analytical Reasoning Courses	Number of Reported Quantitative and Analytical Reasoning Students	Percentage of Reported Quantitative and Analytical Reasoning Students
Number	Number of Courses	Percentage of Courses	Number of Students	Percentage of Students
MCS	10	83.33%	337	91.58%
PSY	2	16.67%	31	8.42%

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



¹⁰ 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 convert a real-world problem to a mathematical problem (also noted in the Fall).
- Transferring knowledge from one course to another.
- Using mastery grading effectively in courses.
- Some lack of preparation among students (faculty noted that this might have been owing to Covid and less intensive advising than usual).

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 in the area or with weak skills (which, again, tended to improve). These findings and comments were almost identical to what QUANT faculty reported for Fall 2020.

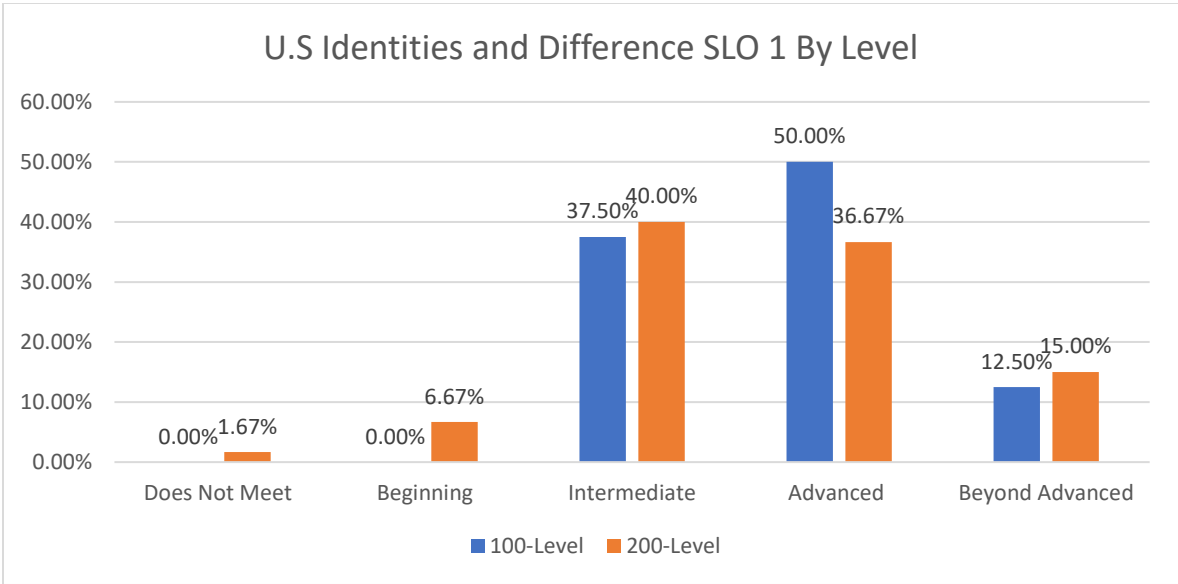
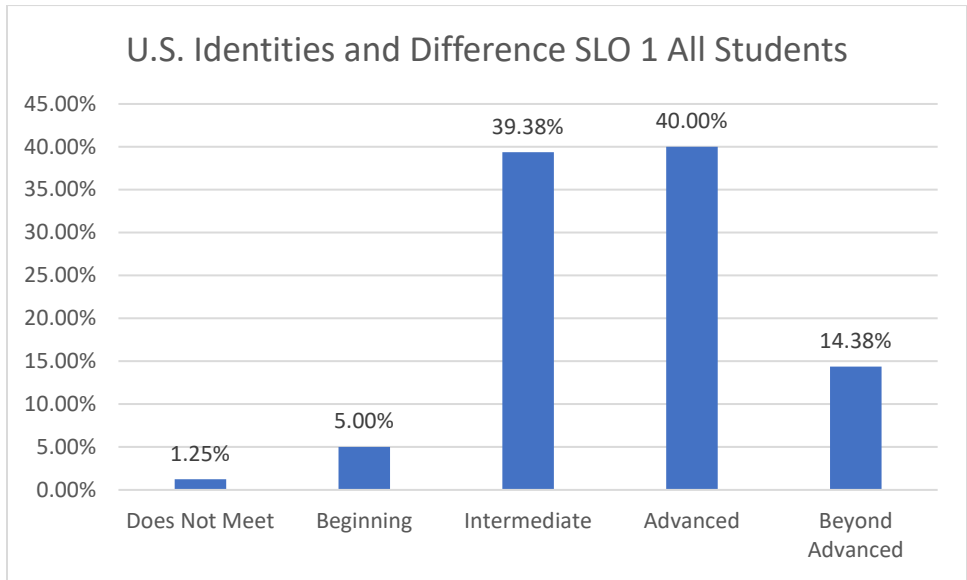
U.S. Identities and Difference

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.

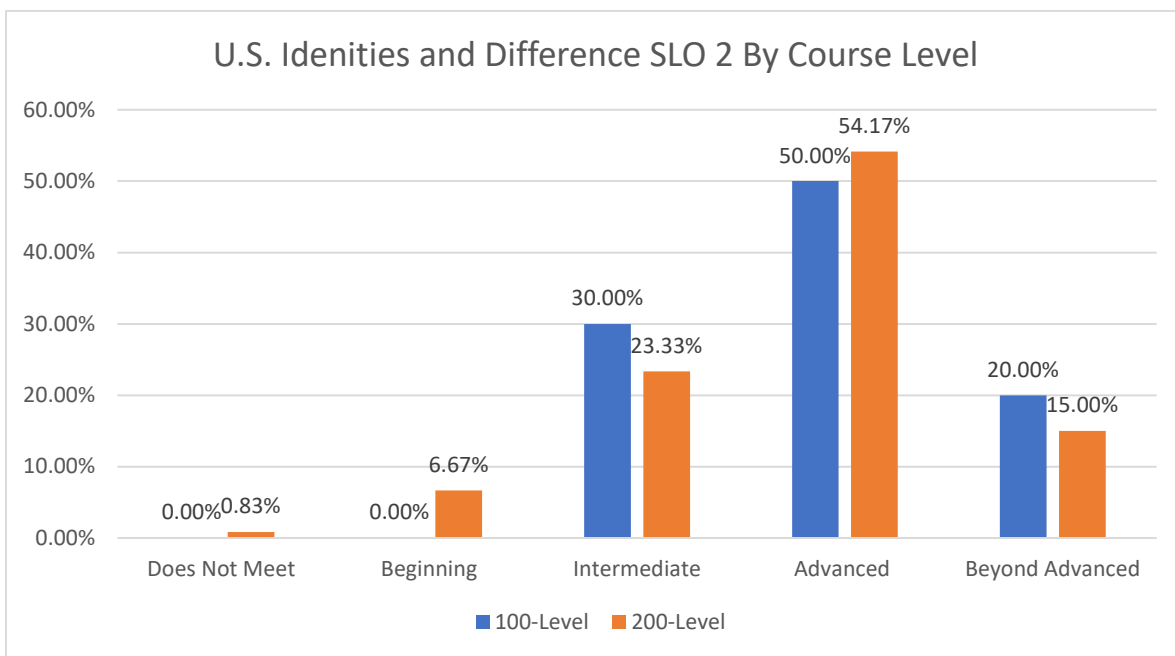
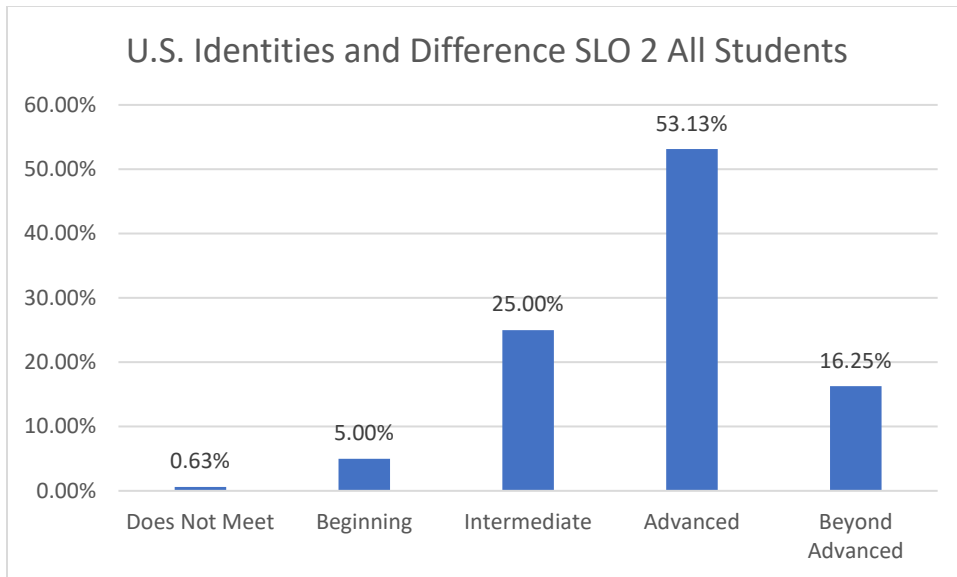
Department/Prefix	Number of Reported Courses ¹¹	Percentage of Reported U.S. Identities Courses	Number of Reported U.S. Identities Students	Percentage of Reported U.S. Identities Students
GEG	1	16.67%	25	15.63%
HIS	1	16.67%	20	12.50%
S/A	1	16.67%	20	12.50%
POL	1	16.67%	29	18.13%
GWS	1	16.67%	40	25.00%
SPA	1	16.67%	26	16.25%

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.

¹¹ 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:

- Faculty did not identify any issues to discuss, although one faculty member mentioned expecting more pushback than was received. It might be worthwhile thinking about how to handle student pushback if that does occur.

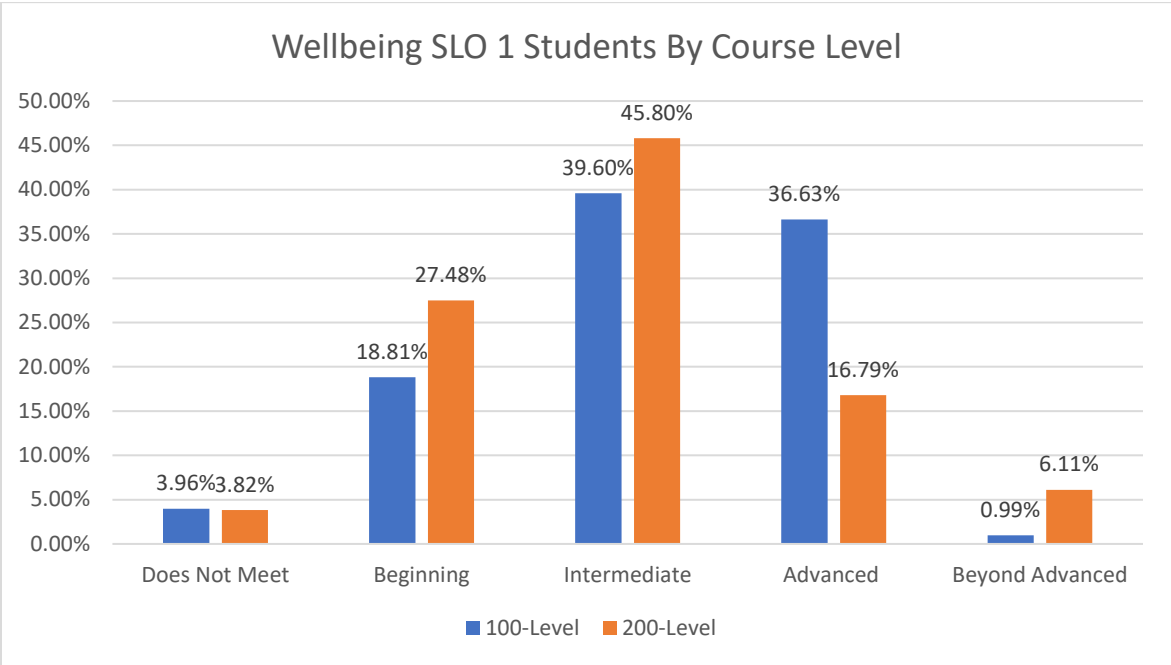
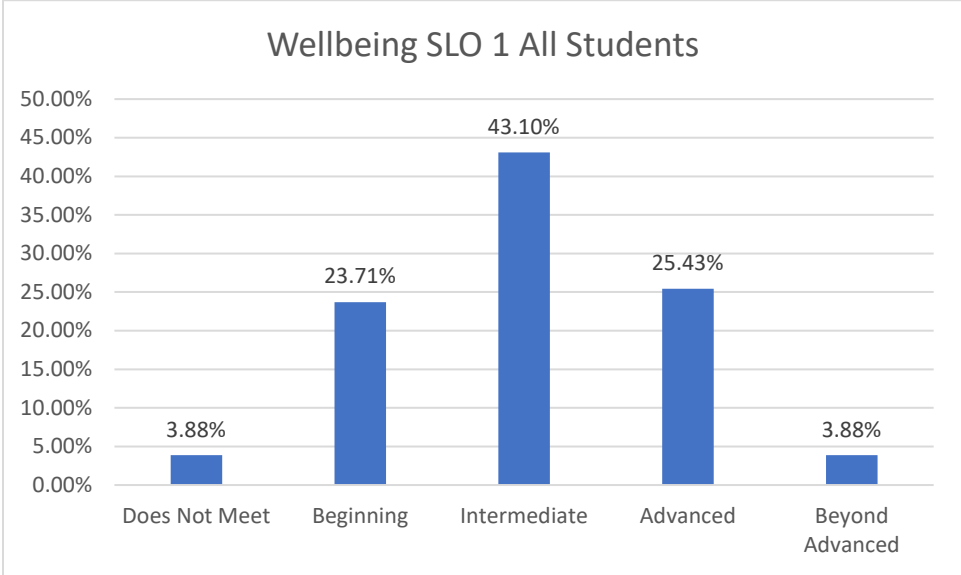
Faculty who either formally or informally assessed student improvement over the course saw improvement in students’ skills and knowledge. Faculty noted that students came into courses not knowing much about the content, but did engage it.

Wellbeing

Faculty teaching thirteen out of fifteen Wellbeing courses returned reports. As noted below, the majority (greater than 98%) of students achieved at least a “Beginning” on the rubric. For comparison, in Fall 2020, Faculty teaching nineteen out of the nineteen Wellbeing courses returned reports and almost exactly the same percentage of students (greater than 98%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ¹²	Percentage of Reported Wellbeing Courses	Number of Reported Wellbeing Students	Percentage of Reported Wellbeing Students
COM	1	7.69%	21	9.05%
E/M	1	7.69%	22	9.48%
HES	5	38.46%	108	46.55%
MUS	1	7.69%	12	5.17%
T/D	5	38.46%	69	29.74%

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



¹² 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:

- Creating assignments and using the rubrics.
- Several faculty noted the difficulty of teaching Wellbeing courses owing to COVID (not necessarily as something to discuss so much as to explain differences in tasks and student performance).

Faculty who either formally or informally assessed student improvement over the course saw improvement in students skills. Several faculty noted that in terms of physical skills, improvement is almost built into the course. One faculty member noted a difference between improvement in physical skills (evident) and improvement in understandings of wellbeing (not as evident).

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 critiques of the rubrics and will make changes based upon that feedback.

Executive Summary Prepared by Sarah Ruble, Faculty Director of Assessment