EASTERN MICHIGAN UNIVERSITY

General Education Assessment Report
2020-2021

Submitted by: Laura McMahon

1. **Assessment processes:**

   Since 2018, the General Education Subcommittee on Assessment (GESA) has been engaged in the major project of revamping assessment across all areas of the GE program. In AY 2020-2021, we made significant progress in this project, as well as carrying out assessment of student learning in multiple areas of the GE program. Members of GESA also presented on our assessment work at EMU's General Education conference and at a national conference in Winter 2021.

   - Revisions to Student Learning Outcomes (SLOs) and new assessment rubrics were approved by Faculty Senate in Fall 2020 in four areas: Knowledge of the Disciplines—Natural Sciences (GEKN); Knowledge of the Disciplines—Social Sciences (GEKS); Knowledge of the Disciplines—Humanities (GEKH); and Effective Communication—Speech (GEKS). We expect to have the new SLOs on all course syllabi and rubrics for assessment (see Appendices for multiple examples in area reports) in all area course canvas shells in AY 2021-2022.
   - Assessment of student learning in representative courses was carried out in each of these areas: GEKN, GEKS, and GEKH.
   - Three further areas continued their faculty-led work in revising SLOs and developing assessment rubrics: US Diversity (GEUS); Global Awareness (GEGA); and Knowledge of the Disciplines—Arts (GEKA). We expect this work to be complete, and pilot assessments to be carried out, in AY 2021-2022.
   - Drs. John Koolage, Stephanie Casey, and Laura McMahon presented on GE's assessment work at the American Association of Colleges and Universities General Education Conference in Winter 2021.

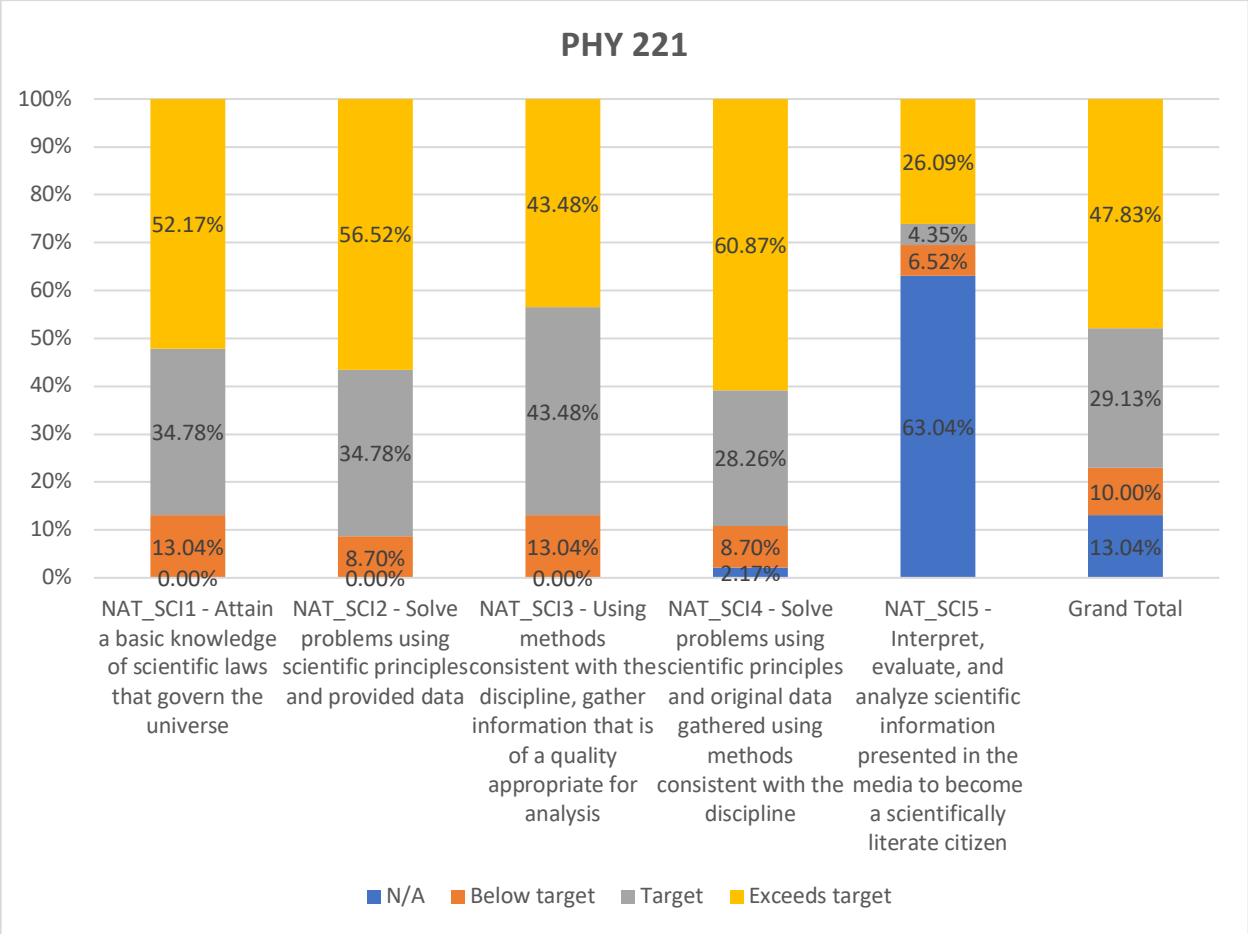
   The GE program is well on its way to achieving its assessment goal of "every course, every outcome!"

2. **Specific examples of improvements made to courses, programs, instructional approach, etc.:**

   GE Assessment has been principally focused on improving our assessment processes (see 3 below) so as to be in a position to collect data that will allow us to "close the loop" in the future with curricular changes and instructional changes in the GE program. This said, instructors who have participated in the faculty working groups to revise SLOs and develop assessment rubrics, as well as faculty who have participated in pilot assessment projects in

different areas of the GE program, have reported that reflecting on goals for student learning in their respective areas has inspired them to develop new exam questions and assignments specifically targeted to meet these goals. For example, an instructor in Philosophy included a new exam question to explicitly solicit student self-reflection on how they connect ideas from the course to other contexts in their lives, addressing GEKH SLO 4: "Draw connections between course content and contexts outside the classroom."

In addition to working to improve assessment processes, four areas of the GE program also collected assessment data in AY 2020-2021 (see Appendices for reports from each of these areas). For example, in Winter 2021 GEKN carried out assessment of their five operationalized SLOs in a four sections of PHY 221: Mechanics, Sound & Heat, with the following results:



This data, which demonstrates that the clear majority of students in this course are meeting or exceeding expectations in SLOs 1-4 but not in SLO 5, where there is not enough data to assess student learning, demonstrates to instructors and curriculum developers in Physics that "scientific literacy" is not specifically addressed in this course for Science majors. This information can inform future course design, instructional practices, and assignment design.

Finally, GESA leaders also communicated about the assessment work being done to instructors at EMU through the annual General Education conference in Winter 2021, and nationally at the AAC&U's General Education Conference, also in Winter 2021. We are working on submitting a journal article on our work. These conversations help to solicit helpful feedback and ideas for instructional improvement from colleagues both within and beyond EMU, and to develop communities of practice aimed at continuous improvement of student learning in GE courses over time.

3. Changes made to student learning outcomes and/or assessment processes (if any):

As part of GESA's multi-year "working groups" project to revise and operationalize SLOs across the GE program, SLO revisions and rubrics were finalized and approved by Faculty Senate in four areas: Knowledge of the Disciplines—Natural Sciences (GEKN); Knowledge of the Disciplines—Social Sciences (GEKS); Knowledge of the Disciplines—Humanities (GEKH); and Effective Communication—Speech (GEKS) (See Appendices for reports from each of these areas).

For example, GEKS revised their SLOs and developed rubrics as follows (approved Fall 2020):

Student Learning Outcomes	**Exceed the Target (3)**	**Meet the Target (2)**	**Below the Target (1)**	**N/A (0)**
Use social science methods or concepts to examine power relationships by considering the complexity within societies/cultures/economies or variation among societies/cultures/economies	Describe the kind of power relationships examined in the discipline and explain how it may affect the complexity within or variation among societies/cultures/economies using social sciences methods or concepts	Recognize power relationships in a discipline can affect the complexity within or variation among societies/cultures/economies but has some confusion on why it is so.	Fail to recognize power relationship and assumes humans are similar over time and space.	No data
Apply social science methods or concepts to address a question in the social sciences	Show a basic understanding of social science methods or concepts and applies them to basic questions characteristic of a particular social science.	Show a beginning understanding of social science methods or concepts but may show some confusions about which are to be applied to particular questions.	Fail to recognize or understand social sciences or concepts and cannot apply them to address a proposed question about a social issue.	No data
Reflect on how your learning in the class has deepened your understanding of how a particular aspect of society/culture/economy works	Identify a relevant example and explain how it connects to a broader understanding of a societal/cultural/economic issue.	Identify a relevant example but has difficulty explaining how it alters an understanding.	Fail to identify a relevant example or explain how it changes an understanding.	No data

Evaluate a claim about the social world using at least one method or concept in the social sciences to make informed decisions about social/political/economic issues	Use a social science concept or method to provide clarity to a claim about a social/political/economic issue and as a result, advance one's understanding about the issue.	Attempt to apply a relevant social science concept or method to a social/political/economic issue but struggles to evaluate the quality of the claim or make any informed decision.	Fail to evaluate a claim of a social/political/economic issue using a relevant social science concept or method and hence cannot make any informed decision or conclusion about a social issue.	No data

Three additional areas are currently engaged in an equivalent process. Faculty working groups in US Diversity (GEUS); Global Awareness (GEGA); and Knowledge of the Disciplines—Arts (GEKA) have continued to meet through AY 2020-2021 to revise and operationalize their area SLOs, and the process is near complete (see Appendices for reports from each of these areas). For example, GEGA's current SLOs are as follows:

In the Global Awareness course, students will:

1. Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.
2. Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.
3. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.
4. Explore the causes and consequences of social, cultural, and racial intolerance in the world.
5. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues

The GEGA working group has revised the SLOs and developed an assessment rubric as follows:

SLO	Exceeds Expectations	Meets Expectations	Approaches Expectations	No Data
#1. Examine global or cultural issues within interconnected world systems to inform ethical decision making as global citizens.	Formulates one's own approaches to address problems and make ethical decisions within global systems.	Reflects upon one's self as part of global systems when analyzing problems and making ethical decisions.	Begins to reflect upon one's self as part of global systems.	
#2. Analyze sources produced from multiple cultural perspectives.	Evaluates the ways sources from different cultural perspectives shape our understanding of global problems.	Examines how cultural contexts influence the perspective of sources.	Recognizes that sources are produced in different cultural contexts.	

#3. Explain dynamics that shape conflict and cooperation in the global arena.	Analyzes the interconnections of complex patterns, structures, and interactions that shape conflict and cooperation in the global arena.	Explains patterns, structures, or interactions that shape conflict and cooperation within the global arena.	Recognizes some basic patterns, structures, or interactions that shape conflict and cooperation within the global arena.	
#4. Address consequences of global inequality whether ethical, cultural, racial, gendered, or environmental by developing solutions.	Addresses problems of global inequality by developing plausible solutions.	Addresses problems of global inequality by developing possible solutions.	Begins to consider possible solutions to problems of global inequality.	

We expect to be able to expect the operationalized SLOs and rubrics for GEGA, GEUS, and GEKA approved by Faculty Senate in AY 2021-2022.

4. Continuous improvement over time:

Though we are not yet in a position to demonstrate the success of changes made to student learning as a result of our recent assessment practices, we are well on our way to doing so. We are gathering valuable assessment data already, and will be gathering more in an increasingly comprehensive manner in the upcoming years. This data will allow us to see student learning patterns across the GE program as a whole, and to work to make continuous improvements across the entire program.

GESA's working group project itself has also begun to develop "communities of practice" among instructors in different areas of the GE program, who have now been gathering over years to reflect on their interdisciplinary goals and practices in their GE classes. We will work to continue fostering these communities—invaluable resources for instructors to develop new ideas for improving student learning in conversation with other faculty from across the university.

5. Goals for AY 2021-2022:

- Include revised SLOs in GEKN, GEKS, GEKH, and GEEC in all syllabi, and rubrics in all Canvas shells of these area courses, working towards comprehensive assessment of these areas.
- Acquire Faculty Senate approval for revised SLOs and rubrics in GEKA, GEGA, and GEUS
- Continue to disseminate the results of GESA's assessment work through national conferences and a journal publication.

Appendices

Area reports from:

- Knowledge of the Disciplines—Natural Sciences (GEKN)
- Knowledge of the Disciplines—Social Sciences (GEKS)
- Knowledge of the Disciplines—Humanities (GEHK)
- Effective Communication—Speech (GEEC)
- US Diversity (GEUS)
- Global Awareness (GEGA)
- Knowledge of the Disciplines—Arts (GEKA)

General Education Program
General Education Subcommittee on Assessment (GESA)

Report of Assessment of Student Learning
Knowledge of the Disciplines – Natural Sciences

Maria C. Milletti

This report is a summary of activities of the Natural Sciences working group during the 2020-21 academic year. Student learning outcomes and the corresponding rubric can be found in *Appendix A*.

Participants

Anne Casper	*Biology*
Maria Milletti	*Chemistry*
Steve LoDuca	*Geology & Geography*
Jon Skuza	*Physics & Astronomy*
Angela Staples	*Psychology*
Kelly Grossman	*Library*

What we accomplished

Assessment data collection was limited to one course during this academic year due to changes in instruction necessitated by Covid restrictions. Most departments elected not to collect data based on two primary reasons: the move to online or hybrid modes of instructions has led to major changes in the way courses are taught and students are assessed; instructor time has been severely limited by the additional burdens of teaching in a new modality and the loss of released time for most service activities. Four sections of **PHY 221 Mechanics, Sound & Heat** were assessed in *Winter 2021* only.

Process

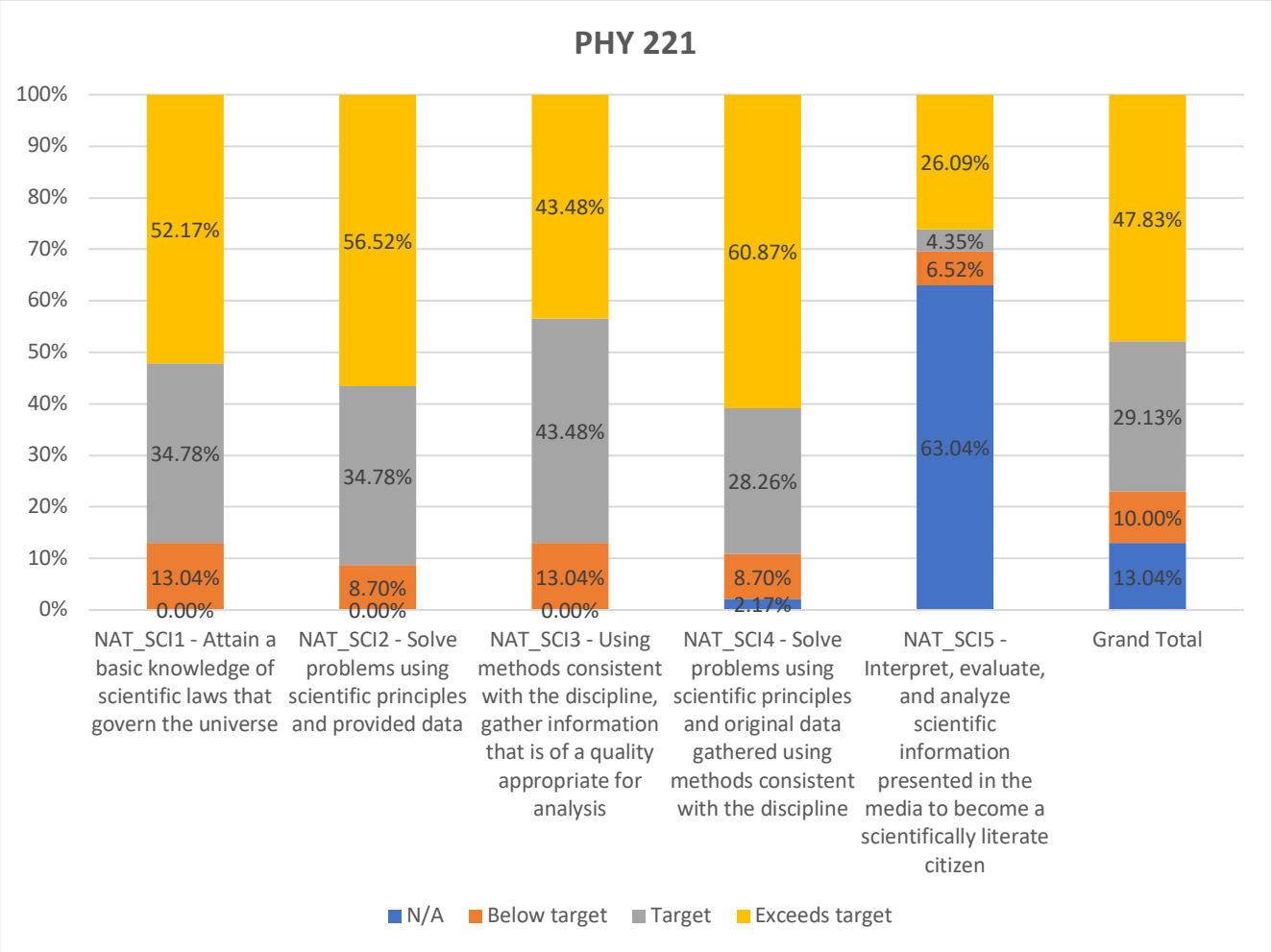
- At the start of the academic year I contacted the representative from each of the five departments to determine which courses would be assessed.
- Each representative consulted instructors in their respective department to assess willingness to participate.
- I followed up with the Physics & Astronomy representative to set up data collection for the Winter 2021 term.

Data and Analysis

Results of the Winter 2021 Assessment

Data was collected for **46** students. Results are shown in Figure 1. A clear majority (>80%) of students in the course sampled in this assessment achieved or exceeded the target in each SLO. The poorest performance is found for SLO 3, but even for this category a clear majority of students met or exceeded target. The significant proportion of N/A scores for SLO 5 is due to the fact that 'scientific literacy' is not specifically addressed in many courses for science majors.

Figure 1. Proportion of students in **PHY 221 – Mechanics, Sound, & Heat** attaining a specific score in each SLO, expressed as percentage. Data collected in *Winter 2021*.



Next Steps

In Fall 2021 we hope to be able to resume the process of assessing courses in the Natural Sciences category that was interrupted during the pandemic. Work group members will continue to work with colleagues in their respective departments to expand the number of general education courses using the rubric to collect data. *Appendix B* lists courses in this category and indicates whether they have been previously assessed.

Appendix A

Natural Sciences Student Learning Outcomes with Rubric

1. Attain a basic knowledge of scientific laws that govern the universe

- ➢ Acquire and apply an appropriate technical vocabulary
- ➢ Demonstrate a core knowledge base of facts and information
  - Demonstrate a working knowledge of the hierarchical structure of natural science
  - Demonstrate an understanding of the ways in which theories may evolve with time

N/A (0)	Below Target (1)	Target (2)	Exceeds Target (3)
	Limited or no evidence of ability to use the appropriate technical vocabulary. Limited or no evidence of knowledge of core information and concepts.	Uses the appropriate technical vocabulary. Demonstrates appropriate knowledge of core information and concepts.	Uses technical vocabulary beyond that introduced in the course. Consistently demonstrates extensive knowledge of information and concepts.

2. Solve problems using scientific principles and provided data

- ➢ Analyze and solve problems by identifying and utilizing appropriate data and methodology

N/A (0)	Below Target (1)	Target (2)	Exceeds Target (3)
	Unable to identify the appropriate established principle and/or data to solve discipline-specific problems. Cannot use the information to analyze and correctly solve the problems.	Identifies the appropriate established principle and/or data to solve discipline-specific problems. Uses the information to analyze and correctly solve the problems.	Is able to clearly and logically justify the process used to correctly solve discipline-specific problems.

3. Using methods consistent with the discipline, gather information that is of a quality appropriate for analysis

- Make observations, develop appropriate classifications, and infer trends
- ➢ Gather original data to verify the validity and reliability of accepted scientific principles

N/A (0)	Below Target (1)	Target (2)	Exceeds Target (3)
	Uses an incorrect method to gather original data or the data that is gathered is of insufficient quality for analysis.	Uses discipline-specific methods to gather original data. Data that is gathered is of a quality appropriate for analysis.	Suggests improvements to the process of gathering data that would improve the quality of original data gathered. Suggests additional, different types of original data that could be gathered that would improve the analysis.

4. *Solve problems using scientific principles and original data gathered using methods consistent with the discipline*

- ➢ Analyze and solve a scientific problem by drawing conclusions based on original data gathered using appropriate experimental techniques
- ➢ Use the processes and methods of science to demonstrate how reproducible experimental observations give rise to fundamental laws and theories

N/A (0)	Below Target (1)	Target (2)	Exceeds Target (3)
	Limited or no evidence of ability to derive useful information from data.	Uses data to support a hypothesis or established principle, or to make a concrete prediction.	Provides insight into the reliability, limitations, and/or uncertainty present in the data.

5. *Interpret, evaluate, and analyze scientific information presented in the media to become a scientifically literate citizen*

- ➢ Interpret, evaluate, and analyze information presented in the media
  - Discuss the validity of conclusions presented in the media
  - Assess the credibility of the producers of the material to make their claims
  - Employ available resources to find relevant scientific or technical information
  - Make informed decisions about scientific issues in daily life

N/A (0)	Below Target (1)	Target (2)	Exceeds Target (3)
	Makes an insufficient attempt to assess source material or does not use valid material to defend a personal position about a scientific issue of relevance to society.	Appropriately assesses source material and uses valid material to defend a personal position about a scientific issue of relevance to society.	Thoroughly assesses sources and uses multiple sources of valid material to defend a personal position about a scientific issue of relevance to society.

Appendix B

Natural Science Courses by Assessment Implementation Category

Category	*Department*	*Prefix*	*Course Number*	*Course Title*
Assessed in 2018-19 all sections	Psychology	PSY	103	General Psychology Laboratory
	Geo+Geo	ESSC	120	Dinosaurs, Mammoths, and Trilobites
	Biology	BIO	105	Introductory Biology for Non-Majors
Assessed in 2018-19 some sections	Phys+Astr	PHY	223	Mechanics and Sound
	Chemistry	CHEM	115	Chemistry and Society
Assessed in 2019-20 all sections	Biology	BIO	106	Biology from a Human Perspective
	Biology	BIO	110 & 111 or 112	Introductory Biology I & Laboratory or Laboratory, Small World
	Biology	BIO	130	Introduction to Botany
	Biology	BIO	140	Introduction to Zoology
Assessed in 2020-21 some sections	Phys+Astr	PHY	221	Mechanics, Sound and Heat
Not yet assessed	Chemistry	CHEM	101	Chemistry for Elementary Teachers
	Chemistry	CHEM	107 & 108	Better Living Through Chemistry & How Chemistry Works
	Chemistry	CHEM	111 & 116	The Chemistry of Us & Laboratory
	Chemistry	CHEM	117 & 118	Fundamentals of Chemistry & Laboratory
	Chemistry	CHEM	120	Fundamentals of Organic and Biochemistry
	Chemistry	CHEM	121 & 122	General Chemistry I & Laboratory
	Chemistry	FERM	101 & 102	Introduction to Fermentation Science & Laboratory
	Geo+Geo	ESSC	101	Introduction to Weather and Forecasting
	Geo+Geo	ESSC	108 & 109	Introduction to Earth Science & Laboratory
	Geo+Geo	ESSC	110	The Dynamic Earth System
	Geo+Geo	ESSC	114	Geology of the Natural Parks
	Geo+Geo	ESSC	202	Earth Science for Elementary Teachers
	Phys+Astr	ASTR	105 & 204	Exploration of the Universe & Astronomical Investigations
	Phys+Astr	ASTR	205 & 204	Principles of Astronomy & Astronomical Investigations
	Phys+Astr	PHY	100	Physics for Elementary Teachers
	Phys+Astr	PHY	101	Physicals Science in the Arts
	Phys+Astr	PSCI	110	The Science of Everyday Life

General Education Program
General Education Subcommittee on Assessment (GESA)

Report of Assessment of Student Learning
Knowledge of the Disciplines – Social Science

You Li
February 4, 2021

This report is a summary of activities of the Social Science group during the Fall 2020 semester.

Recruitment:
A recruitment email was sent to all of the instructors who were teaching a session in GEKS areas in the fall of 2020, followed by two rounds of reminder emails. Among the 15 instructors who responded, eight agreed to participate in the assessment, but only four submitted the final assessment data.

Participating Courses
- ECON 202 Principles of Microeconomics
- GEOG107 Introduction to Geography
- LIN201 Introduction to Linguistics
- SOCI105 Introductory Sociology

Process:
- The instructors using the GEKS SLOs and rubrics (see appendix) to evaluate the students' learning outcomes and submitted the assessment data via Canvas near or after the fall 2020 semester was over. In addition, they answered a Google Form to collect additional qualitative feedback

Accomplishments:
- More areas became aware of the GEKS assessment program and expressed interest in participating in future assessment projects.
- Assessment data were collected from new areas such as geography and linguistics.
- Students learning evidence during the pandemic was documented with data, which could provide guidance for program and curriculum adjustment.

Assessment Results:
- There were 217 students from four courses across four disciplines that were assessed during the fall 2020 semester. The results showed that the 78%-86% of students met the GEKS learning outcomes. The average rating on the SLOs ranged from 2.15 to 2.32, meaning that students on average met the learning target.
- Among the four learning outcomes, the one that assessed students' mastering of the social sciences method was related below the other SLOs. In particular, 78% students met or exceeded the learning target, and the average rating was 2.15.

Table 1: The GEKS Student Learning Outcomes by Count

GEKS Student Learning Outcomes	Below target (1)	Meeting target (2)	Excelling target (3)	NA (0)	Total
SOC1 - social science methods or concepts	34	82	95	5	216
SOC2 - skill-based, methodology	44	75	93	5	217
SOC3 - dispositional value: Appreciation of social science	21	77	109	9	216
SOC4 - improve their ability to make informed decision	24	87	97	9	217
Grant total	**123**	**321**	**394**	**28**	866

Figure 1: GEKS Student Learning Outcomes Overview by Count

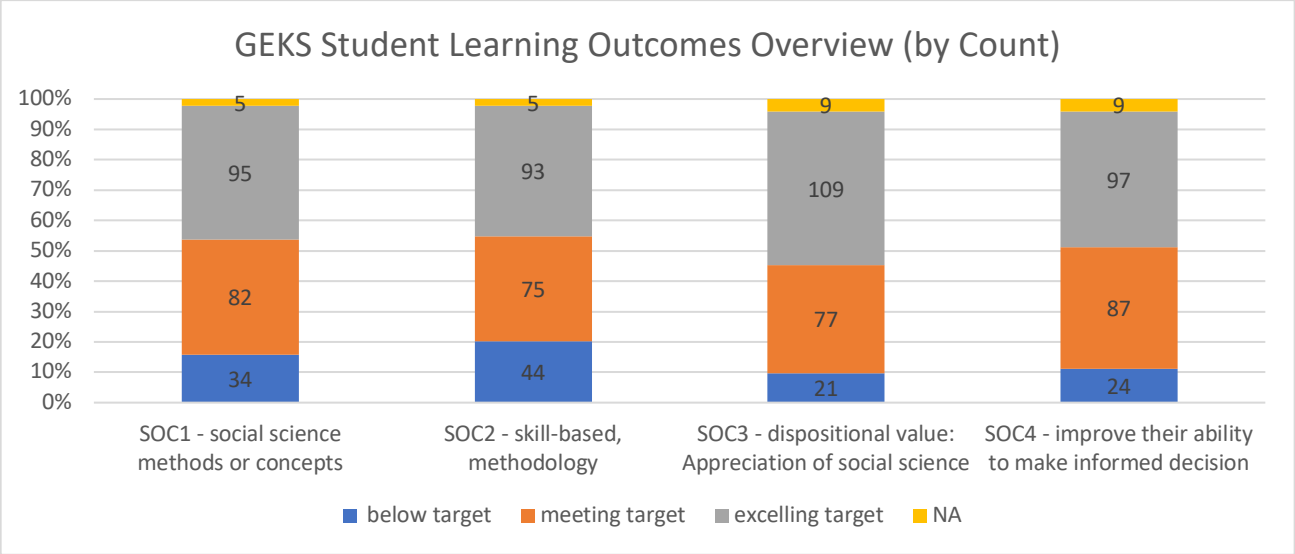


Figure 2: GEKS Student Learning Outcomes Overview by Percentage

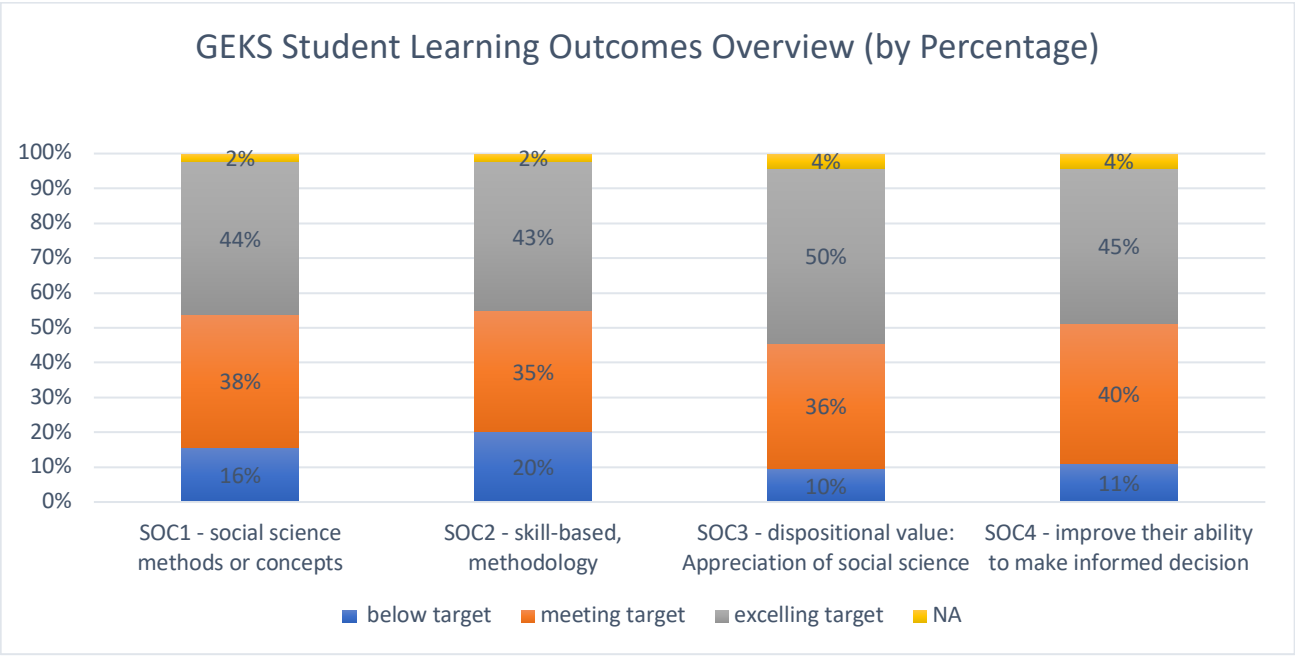
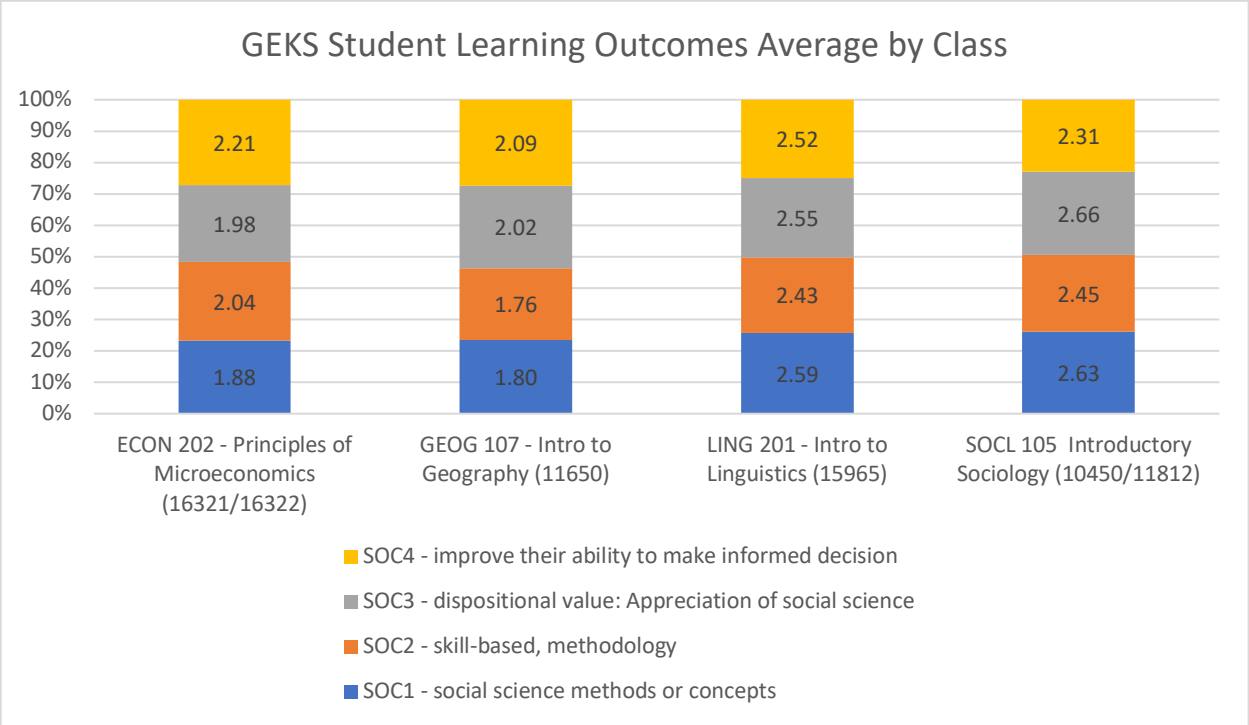


Table 2: The GEKS Student Learning Outcomes Average by Course

	ECON 202 - Principles of Microeconomics (16321/16322)	GEOG 107 - Intro to Geography (11650)	LING 201 - Intro to Linguistics (15965)	SOCL 105 Introductory Sociology (10450/11812)	Grand total
Number of Students	52	54	23	88	217
SOC1 - social science methods or concepts	1.88	1.80	2.59	2.63	2.24
SOC2 - skill-based, methodology	2.04	1.76	2.43	2.45	2.18
SOC3 - dispositional value: Appreciation of social science	1.98	2.02	2.55	2.66	2.32
SOC4 - improve their ability to make informed decision	2.21	2.09	2.52	2.31	2.25
Class Average	**2.03**	**1.92**	**2.52**	**2.51**	**2.25**

Figure 3: GEKS Student Learning Outcomes Average by Class



Feedback:

- By large, the four sampled courses in the GEKS area had met the learning outcomes despite the challenges of instruction and learning during the pandemic. However, as compared to the pre-pandemic assessment data in GEKS, the percentage of students who failed the SLOs increased slightly in fall 2020, which suggested that some student population had struggles to meet the learning outcomes while adapting to the online instruction environment and navigating life uncertainties during the pandemic.
- A few instructors had provided feedback to the SLOs and rubrics:

    - The SLOs are very complex and are asking to measure multiple concepts at once. As such, it's complicated to find proper assessment measures.
    - The first one was difficult to assess. Do you mean power relationships in discipline or society?
    - The rubrics did not necessarily work well since the course was exam heavy.

Future plans:

- Provides workshops through GESA to allow instructors to develop assignments that could assess the GEKS learning outcomes. Match assignments to learning objectives.
- Examine the SLOs closely; for instance, clarify that the power relationships were meant to be examined in the societal context through discipline-specific issues.
- Recruit more courses in various disciplines to test the effectiveness of the SLOs and rubrics and improve the clarity of the concepts and their operational definitions.

General Education Program
General Education Subcommittee on Assessment (GESA)

Report of Assessment of Student Learning
Knowledge of the Disciplines – Social Science

You Li
May 10, 2021

This report is a summary of activities of the Social Science group during the Winter 2021 semester.

Recruitment:
A recruitment email was sent to all the instructors who were teaching a session in GEKS areas in the winter of 2021, followed by three rounds of reminder emails. Only five instructors agreed to participate in the assessment and four submitted data.

Participating Courses

- DTC 258 American Regional Foods
- ECON201 Microeconomics
- Comm124 Foundations of Speech Communications
- Comm227 Interpersonal Communication

Process:

- The instructors using the GEKS SLOs and rubrics (see appendix) to evaluate the students' learning outcomes and submitted the assessment data via Canvas near or after the Winter 2021 semester was over. In addition, they answered a Google Form to collect additional qualitative feedback

Accomplishments:

- More areas became aware of the GEKS assessment program and expressed interest in participating in future assessment projects.
- Assessment data were collected from new areas.
- Students learning evidence during the pandemic was documented with data, which could provide guidance for program and curriculum adjustment.

Assessment Results:

- There were 200 students from five courses across four disciplines that were assessed during the winter 2021 semester. The results showed that the 78%-86% of students met the GEKS learning outcomes. The average rating on the SLOs ranged from 2.27 to 2.35, and the average rating on all the SLOs is 2.32. The students assessed have met the learning target.

Table 1: The GEKS Student Learning Outcomes by Count

GEKS Student Learning Outcomes	Below target (1)	Meeting target (2)	Excelling target (3)	NA (0)	Total
SOC1 - social science methods or concepts	9	101	57	1	168
SOC2 - skill-based, methodology	8	107	83	2	200
SOC3 - dispositional value: Appreciation of social science	8	109	81	2	200
SOC4 - improve their ability to make informed decision	8	119	71	2	200
Grant total	**33**	**436**	**292**	**7**	768

Figure 1: GEKS Student Learning Outcomes Overview by Count

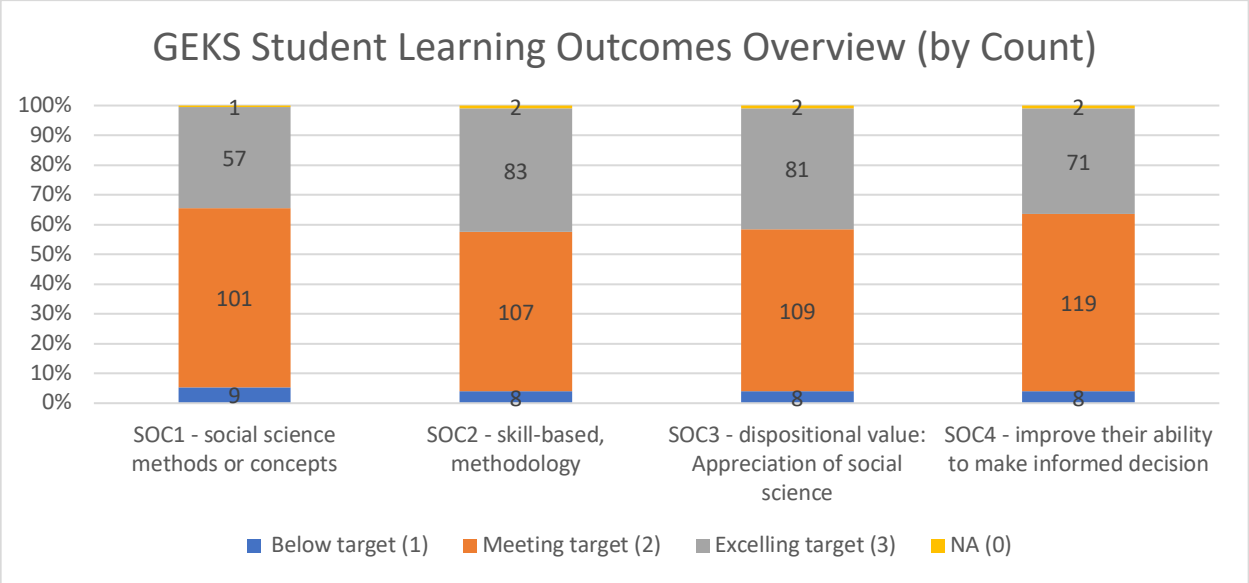


Figure 2: GEKS Student Learning Outcomes Overview by Percentage

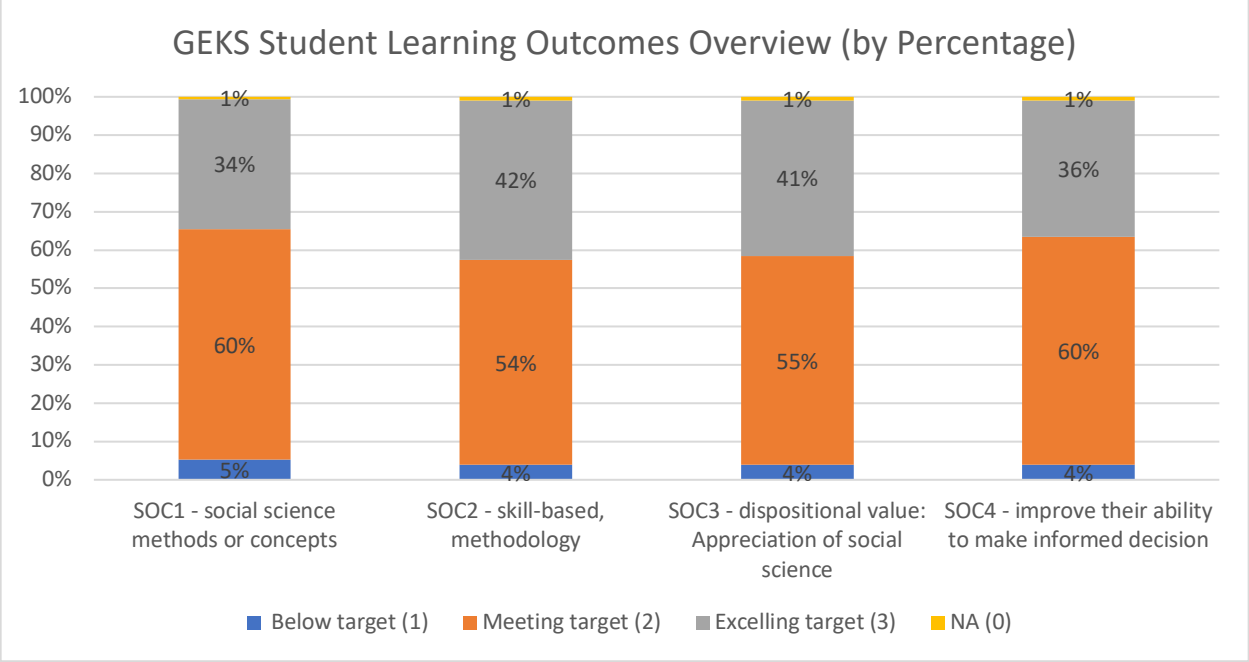
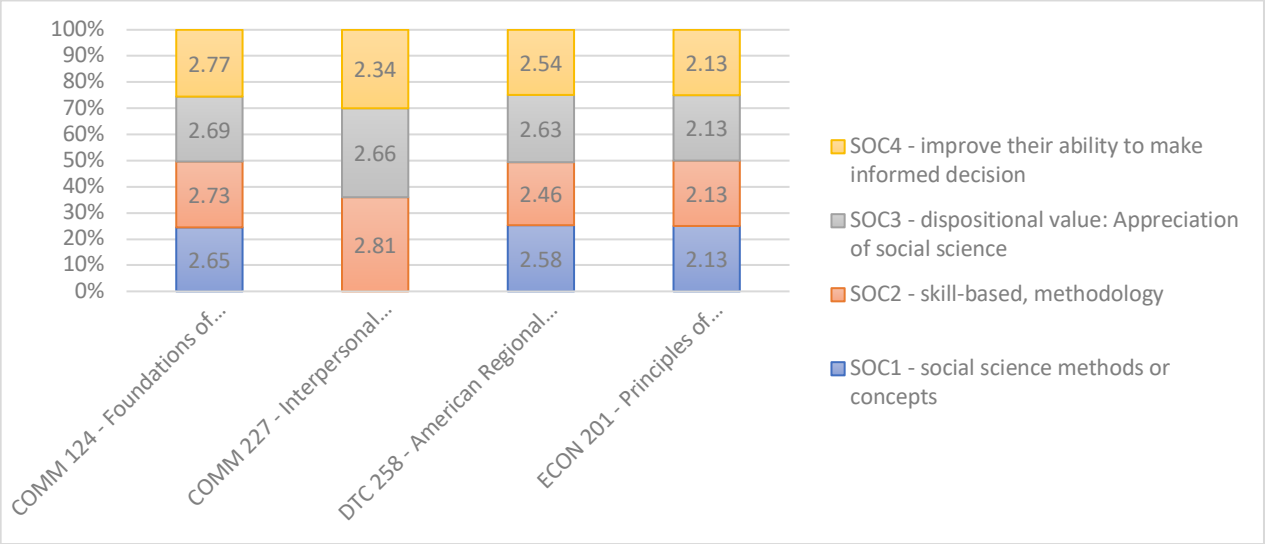


Table 2: The GEKS Student Learning Outcomes Average by Course

	COMM124-Foundations of Speech Com (24438)	COMM227 Interpersonal Com(24471)	DTC258 American Regional Foods (21789)	ECON201 Principles of Macroeconomics (24225/24226/24227)	Grand total
Number of Students	26	32	24	118	200
SOC1 - social science methods or concepts	2.65	NA	2.58	2.13	2.27
SOC2 - skill-based, methodology	2.73	2.81	2.46	2.13	2.36
SOC3 - dispositional value: Appreciation of social science	2.69	2.66	2.63	2.13	2.35
SOC4 - improve their ability to make informed decision	2.77	2.34	2.54	2.13	2.30
Class Average	**2.71**	**2.60**	**2.55**	**2.13**	**2.32**

Figure 3: GEKS Student Learning Outcomes Average by Class



Feedback:

- By large, the four sampled courses in the GEKS area had met the learning outcomes despite the challenges of instruction and learning during the pandemic.
- The instructors agreed that the rubrics and SLOs are effective to assess the students learning outcomes in their disciplines and can work well during a normal, non-pandemic learning environment.

Appendix: GEKS Student Learning Outcomes and Rubrics

Student Learning Outcomes	Exceed the Target (3)	Meet the Target (2)	Below the Target (1)	N/A (0)
Use social science methods or concepts to examine power relationships by considering the complexity within societies/cultures/economies or variation among societies/cultures/economies	Describe the kind of power relationships examined in the discipline and explain how it may affect the complexity within or variation among societies/cultures/economies using social sciences methods or concepts	Recognize power relationships in a discipline can affect the complexity within or variation among societies/cultures/economies but has some confusion on why it is so.	Fail to recognize power relationship and assumes humans are similar over time and space.	No data
Apply social science methods or concepts to address a question in the social sciences	Show a basic understanding of social science methods or concepts and applies them to basic questions characteristic of a particular social science.	Show a beginning understanding of social science methods or concepts but may show some confusions about which are to be applied to particular questions.	Fail to recognize or understand social sciences or concepts and cannot apply them to address a proposed question about a social issue.	No data
Reflect on how your learning in the class has deepened your understanding of how a particular aspect of society/culture/economy works	Identify a relevant example and explain how it connects to a broader understanding of a societal/cultural/economic issue.	Identify a relevant example but has difficulty explaining how it alters an understanding.	Fail to identify a relevant example or explain how it changes an understanding.	No data
Evaluate a claim about the social world using at least one method or concept in the social sciences to make informed decisions about social/political/economic issues	Use a social science concept or method to provide clarity to a claim about a social/political/economic issue and as a result, advance one's understanding about the issue.	Attempt to apply a relevant social science concept or method to a social/political/economic issue but struggles to evaluate the quality of the claim or make any informed decision.	Fail to evaluate a claim of a social/political/economic issue using a relevant social science concept or method and hence cannot make any informed decision or conclusion about a social issue.	No data

General Education Program
General Education Subcommittee on Assessment (GESA)

2020-2021 Report of Assessment of Student Learning
Knowledge of the Disciplines – Humanities

Laura McMahon

This report is a summary of activities of Humanities assessment during the 2020-21 academic year. Assessment in the Humanities was out using Student Learning Outcomes (SLOs) and rubrics developed by the Humanities working group in 2018-19, and approved by Faculty Senate in Fall 2020 (See Figures 1 and 2 below). Assessment was carried out in GEKH classes in Winter 2021.

Participants

Meg Dobbins	*English Language and Literature*
Natasa Kovacevic	*English Language and Literature*
Christine Neufeld	*English Language and Literature*
Evan Dority	*Philosophy*
Lisa Gawel	*Philosophy*
Jeremy Proulx	*Philosophy*
Lauren Williams	*Philosophy*
Mark Whitters	*History--Religious Studies*
Kate Mehuron	*Women's and Gender Studies*

What We Accomplished

Assessment of student learning was carried out in **15 sections of GEKH courses**:

Department	*Prefix*	*Course Number*	*Course Title*	*Instructor*
English Language & Literature	LITR	101	Imaginary Worlds: Introduction to Fiction	Nataša Kovacevic
English Language & Literature	LITR	101	Imaginary Worlds: Introduction to Fiction	Meg Dobbins
English Language & Literature	LITR	105	Greek, Roman, and Norse Mythology	Christine Neufield
English Language & Literature	LITR	105	Greek, Roman, and Norse Mythology	Christine Neufield
History & Philosophy	PHIL	100	Introduction to Philosophy	Lisa Gawel

History & Philosophy	PHIL	100	Introduction to Philosophy	Jeremy Proulx
History & Philosophy	PHIL	100	Introduction to Philosophy	Jeremy Proulx
History & Philosophy	PHIL	100	Introduction to Philosophy	Jeremy Proulx
History & Philosophy	PHIL	100	Introduction to Philosophy	Lauren Williams
History & Philosophy	PHIL	221	Business Ethics	Evan Dority
History & Philosophy	PHIL	221	Business Ethics	Evan Dority
History & Philosophy	RLST	100	Comparative Study of Religion	Mark Whitters
History & Philosophy	RLST	100	Comparative Study of Religion	Mark Whitters
Women's & Gender Studies	WGST	226	Feminist Theory	Kate Mehuron
Women's & Gender Studies	WGST	226	Feminist Theory	Kate Mehuron

Process

- At the beginning of Winter 2021, I contacted all GEKH instructors via email and asked them to participate in Humanities assessment.
- After follow-up encouragement, 12 instructors agreed to participate, representing all of the GEKH disciplines. I worked with E-Learning to have the GEKH SLOs and rubrics put in these instructors' Canvas shells for their GEKH courses, and sent instructors clear instructions for how to carry out assessment alongside their final grading.
- Nine of these instructors completed assessment of their GEKH courses using the following revised SLOs and rubrics, both approved by Faculty Senate in Fall 2020:

In Humanities courses, students will

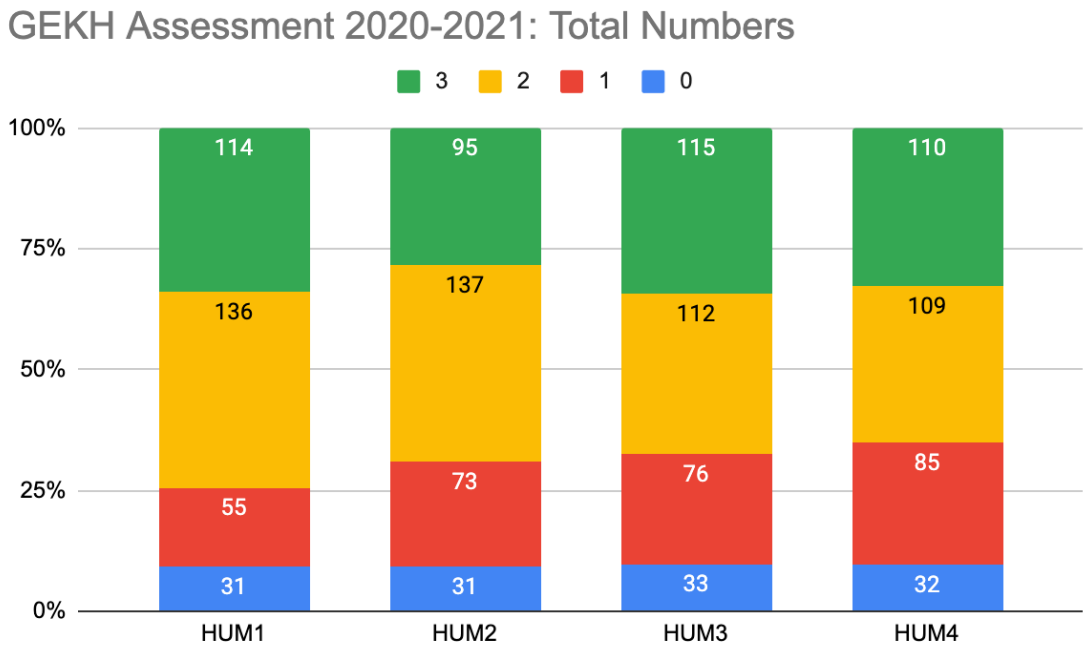
1. Contextualize and think critically about texts, ideas and genres.
2. Use and construct arguments.
3. Reflect on personal growth with respect to imagination, empathy, or social and political agency.
4. Draw connections between course content and contexts outside the classroom.

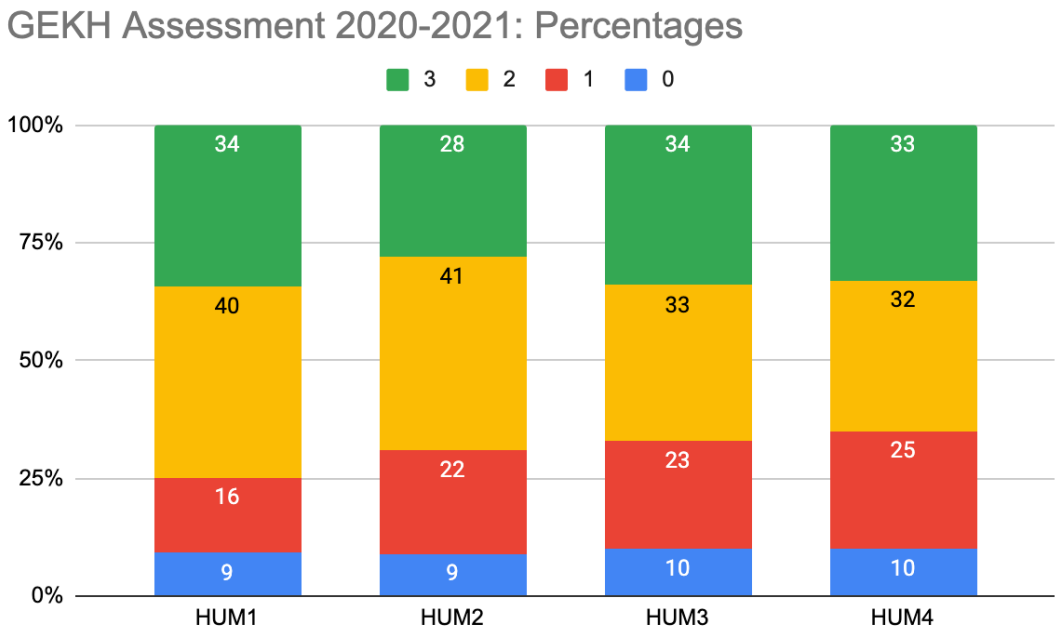
RATING/TASKS	EXCEEDS TARGET 3	TARGET 2	BELOW TARGET 1	NO DATA 0
HUM 1 Contextualize and think critically about texts, ideas and genres	Comments about texts in ways that demonstrate a sustained understanding of the text's vocabulary, arguments, stylistic features, and received meaning. Able to challenge a text's received meaning by contextualizing it among other course materials as well as original ideas, examples, and/or perspectives.	Comments about texts in ways that reflect an understanding of a text's vocabulary, arguments, stylistic features, and received meanings. Demonstrates an ability to link them to other course materials.	Demonstrates an emerging understanding of a text's vocabulary, arguments, and meanings in context.	
HUM 2 Use and construct arguments	Successfully defends own reasoned position in light of evidence and with consideration of opposing views.	Constructs own reasoned position in light of evidence.	Begins to construct own position.	
HUM 3 Reflect on personal growth with respect to imagination, empathy, or social and political agency.	Demonstrates complex understanding of the development of imagination, empathy, or social/political agency and the concepts, theories, frameworks of field.	Reports on the development of imagination, empathy, or social/political agency in relation to the concepts, theories, and frameworks of the field. Student reflection moves beyond	Demonstrates emerging understanding of the development of imagination, empathy, or social/political agency in relation to the concepts, theories, frameworks of field.	

	Student reflection shows awareness of complex connections to more than one field of study or perspective of study.	general descriptions of class performance, and shows awareness of connections to more than one field of study or perspective of study.	Student reflection begins to identify connections between personal experiences and those academic texts and ideas perceived as similar and related to own interests, but only with general descriptions.	
HUM 4 Draw connections between course content and contexts outside the classroom	Student work independently connects examples, facts, or theories from more than one field of study; student work intersects with life outside the classroom in a meaningful and tangible way.	Demonstrates proficient ability to transfer skills, abilities, theories, or methodologies gained in one situation to a new situation in order to contribute to understanding of global or local problems or issues (drawn from a variety of contexts; e.g. family life, artistic participation, civic involvement, work experience).	Demonstrates emerging understanding of how to use skills, abilities, theories, or methodologies gained in one situation in a new situation.	

Data and Analysis

Data was collected for **336 students.** Results are shown as total numbers and percentages attaining a specific score in each SLO.





The majority of students (74%, 69%, 67%, and 65%, respectively) either met or exceeded the target for each SLO. This is somewhat lower than in previous years, which is perhaps explainable due to the difficulties posed by the COVID-19 pandemic and the move to remote instruction. It is also interesting that for each SLO, there was "no data" for 9-10% of the students assessed, indicating that instructors might revise course content or assignments to more directly address the SLOs.

Data and Analysis

We hope in AY 2021-2022 to have the revised Humanities SLOs listed in the syllabus of every GEKH course, and to make progress in our goal of comprehensive assessment of every GEKH course every semester, with rubrics put into all Canvas course shells and ongoing outreach and instructions for carrying out assessment of all Gen Ed courses.

General Education Program
General Education Subcommittee on Assessment (GESA)

Report of Assessment of Student Learning
Effective Communication-Oral Communication (COMM 124)

Nick Romerhausen, Communication, Media, and Theatre Arts

This report is a summary of activities of the working group for COMM 124 during the 2020-21 academic year. Student learning outcomes and the corresponding rubric can be found in *Appendix A*.

Participants
Fall 2020 **(5 sections of COMM 124)**

Nick Romerhausen (COMM 124 Course Director)
Aric Bird (Communication Graduate Teaching Assistant)
Maryia Duffy (Communication Graduate Teaching Assistant)
Hananiah Wiggins (Communication Graduate Teaching Assistant)
Steven Suarez (Communication Graduate Teaching Assistant)

Winter 2021 **(14 Sections of COMM 124)**
Aric Bird (Communication Graduate Teaching Assistant)
Maryia Duffy (Communication Graduate Teaching Assistant)
Hananiah Wiggins (Communication Graduate Teaching Assistant)
Steven Suarez (Communication Graduate Teaching Assistant)
Mohammed Hijazi (Communication Graduate Teaching Assistant)
Catherine Peterson (Communication Graduate Teaching Assistant)
Declan Fornell (Communication Graduate Teaching Assistant)
Shannon Nemes (Communication Graduate Teaching Assistant)
Eileen Wait (Communication Graduate Teaching Assistant)

What we accomplished
In the Fall of 2020, we collected data on 5 sections that were offered in-person and synchronously online. Because of adaptation to new formats and COVID restrictions that could affect the in-person learning experience, we used the Fall semester to collect initial data before assessing more sections. In Winter of 2021, we collected data from 14 sections of the course that were delivered in both in-person and online synchronous formats.

Process
- During October of the Fall semester, I trained four graduate teaching assistants on how to participate in the assessment. In March of 2021, I held training with nine GTAs.
- The training helped the evaluators understand and more universally agree what qualified for scores for each outcome.
- During the last two weeks of the semester, participants evaluated their students with the assessment rubric. The assessment occurred at the end of the semester because each

outcome requires an examination of student performance on several major assignments throughout the course.

x Results of the Fall 2020 and Winter 2021 Assessments

Data were collected for **251** students across both semesters (92 students in Fall 2020; 159 students in Winter 2021). Results are shown in Figure 1 and Figure 2.

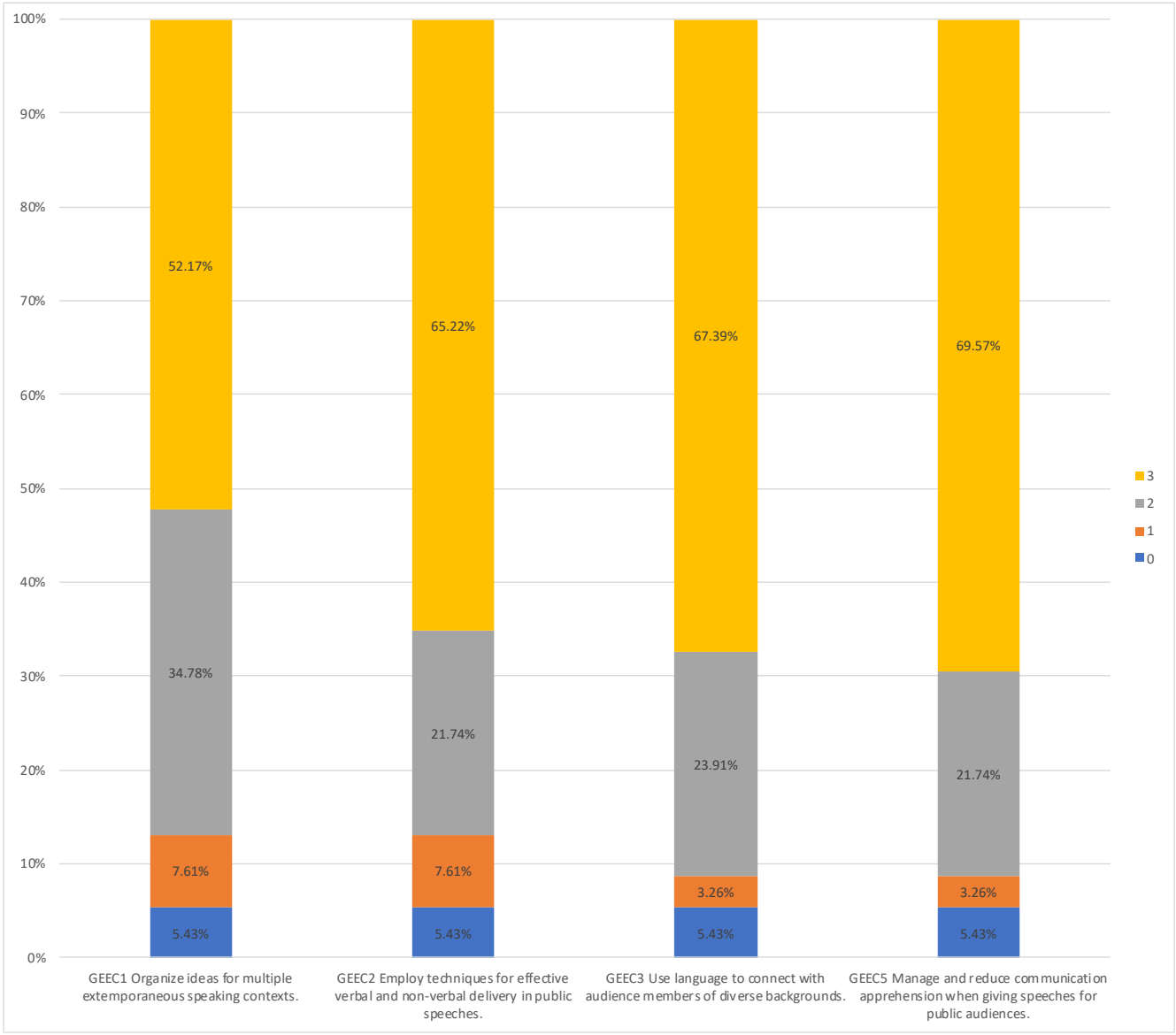
For all outcomes, a majority of students met or exceeded the targets. Over the course of both semesters for each outcome, a score of 3 (above target) indicating that students exceeded the outcome was most often awarded. In the case of all outcomes for both semesters, only less than 8% of students were identified as below target. No data was gathered on students for certain outcomes when no assignments had been completed to allow for an evaluation. Also, no data was gained concerning this outcome GEEC #4 in the Fall 2020 semester because of a transference issue on the rubric and evaluators could not effectively follow the correct language that matched with specific targets.

In both semesters, the students showed the highest levels of achievement in employing effective vocal and nonverbal delivery techniques (GEEC2), using language to connect with audience members of diverse backgrounds (GEEC3), and the reduction and management of communication apprehension (GEEC5). There were two outcomes that revealed outcomes that were not as high (although more than 80% of students still met or exceeded targets). The first regards students' abilities to organize ideas for multiple extemporaneous speaking contexts (GEEC1) This outcome is specific to evaluating a student's ability to effectively employ structure into informative, persuasive, and ceremonial speeches. The other outcome regards a student's ability to effectively include supporting material in ethical ways to enhance oral arguments (GEEC4). This outcome specifically concerns a student's ability to conduct research, evaluate information, and appropriately cite evidence.

Data and Analysis

Results of the Fall 2020 Assessment

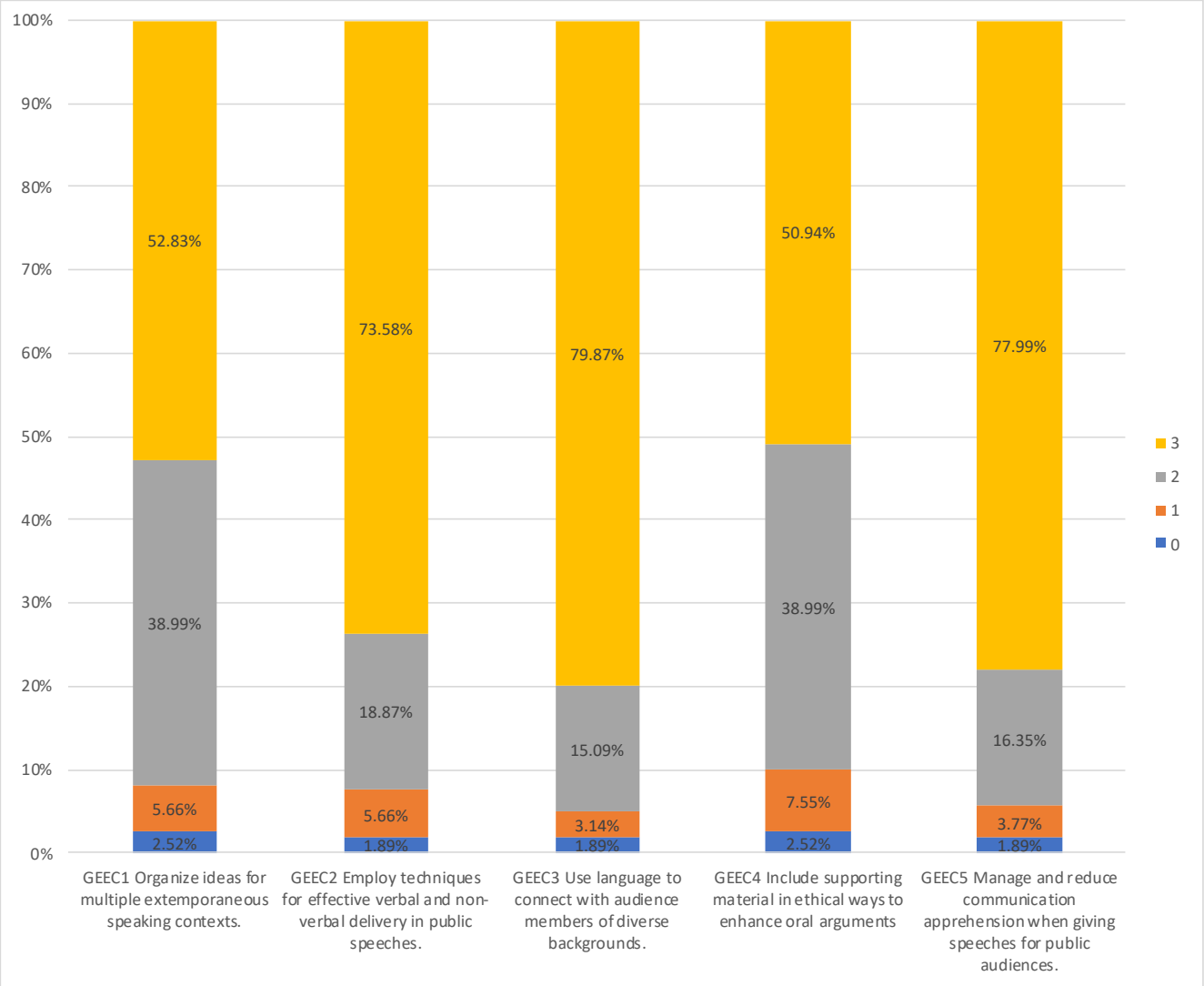
Figure 1



*The language of outcome #4 for certain scores on the assessment rubric was transferred incorrectly. No data was gained concerning this outcome in the Fall 2020 semester and evaluators were asked not to evaluate students on this outcome.

Results of the Winter 2021 Assessment

Figure 2



Next Steps

In Fall 2021 and Winter 2022, we will plan to conduct assessment on 10-15 sections and continue to monitor progress of student learning. The future information gathered will likely be more representative of the future mode of delivery of sections of the course (in-person and asynchronous) which will give a more accurate understanding of student achievement.

Appendix A

The Rubric for the Assessment of COMM 124 courses

	Target (3 points)	Acceptable (2 points)	Unacceptable (1 points)	No Data (0 points)
GEEC1 **Organization for multiple extemporaneous speaking contexts**	Each major speech (informative, persuasive, and ceremonial) includes essential elements of organization.	Some major speeches include all essential elements of organization or all major speeches include some essential elements of organization.	Structure of all major speeches lacks most essential elements of organization	
GEEC2 **Employ techniques for effective verbal and non-verbal delivery**	Student demonstrates a knowledge and ability to employ essential verbal and non-verbal techniques in the majority of speeches. (These may not be demonstrated in all speeches as the student refines the techniques).	Student demonstrates a knowledge of delivery techniques but does not demonstrate the ability to employ essential techniques in the majority of speeches.	Student does not demonstrate the knowledge of essential delivery techniques nor the ability to employ effective techniques.	

GEEC3 **Use language to connect with audience members of diverse backgrounds**	Language in all major speeches shows an interest in creating audience connections. The language is relatable and inclusive for all major speaking assignments.	Language in some major speeches shows an interest in creating audience connections. The language is relatable and inclusive for some major assignments.	Lack of language designed to connect the speaker to the audience. The student used little or no techniques that were audience-centered or the student used language that attempted to exclude audience members for most major assignments.	
GEEC4 **Include supporting material in ethical ways to enhance arguments**	Student demonstrates a mastery of orally citing sources in all presentations that require such support. The evidence that the student includes is credible and relevant.	Student demonstrates a mastery of orally citing sources in some presentations that require such support. The evidence that the student includes is credible and relevant.	Student does not include oral citations in the majority of speeches, has unethically included supporting material, or has included supporting material that lacks significant credibility or relevance.	
GEEC5 **Reduction and management of communication apprehension**	Student demonstrates a reduction in visible signs of communication apprehension over the course of the term. *The student may also maintain no visible signs of communication apprehension if these were never present.	Student does not show a visible reduction of communication apprehension but demonstrates a knowledge of techniques to manage communication apprehension during speeches.	The student does not show a reduction of communication apprehension and visible signs of communication apprehension significantly impact a student's speaking abilities.	

General Education Program

General Education Subcommittee on Assessment (GESA)

Report of US Diversity Working Group

Dennis O'Grady

This report summarizes the work of the US Diversity Subcommittee on Assessment for the 2020/2021 academic year.

Working Group Participants:

Dennis O'Grady	Communication, Media, & Theatre Arts
Laura McMahon	Philosophy; Women's & Gender Studies
John Koolage	Philosophy; Director of General Education

Original Student Learning Outcomes:

In the **U.S. Diversity** course, students will:

1. Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.
2. Explore the causes and consequences of social intolerance in the U.S.
3. Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.
4. Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.
5. Develop an awareness of alternative values, views, and communication styles in the U.S.

Revised Student Learning Outcomes:

In the **U.S. Diversity** course, students will:

SLO1: Understand the intersectionality of socio-cultural categories as they relate to one's own identity and the identity of others.

SLO2: Describe and provide examples of how identity informs values, views, and communication styles in the U.S.

SLO3: Express the difference between one's personal beliefs, attitudes, and actions, and institutionalized oppression, discrimination, and prejudice in the U.S.

SLO4: Identify, analyze, and evaluate the ways in which historically marginalized groups and communities have experienced disparity in areas such as: healthcare; opportunities for economic advancement; political power structures, education, and the criminal justice system.

Revised US Diversity SLOs Rubric:

RATING/TASKS	EXCEEDS TARGET 3	TARGET 2	BELOW TARGET 1	NO DATA 0
Understand the intersectionality of socio-cultural categories as they relate to one's own identity and the identify of others	Student demonstrates a sophisticated understanding of intersectionality and how it relates to their own identity and the identity of others	Student has a limited understanding of intersectionality but recognizes similarities and differences between their own identity and the identity of others	Student understands their own identity but has little or no understanding of the identity of others	
Describe and provide examples of how identity informs and/or affects values, views, and communication styles in the U.S.	Student can thoroughly describe and provide numerous examples of how identity informs and/or affects values, views, and communication styles in the U.S.	Student can somewhat describe and provide some examples of how identity informs and/or affects values, views, and communication styles in the U.S.	Student cannot describe and/or provide examples of how identity informs and/or affects values, views, and communication styles in the U.S.	
Express the difference between one's personal beliefs, attitudes, and actions, and institutionalized oppression, discrimination, and prejudice in the U.S.	Student has a full understanding of the differences between their personal beliefs, attitudes, and actions, and institutionalized oppression, discrimination, and prejudice in the U.S.	Student has a partial understanding of the differences between their personal beliefs, attitudes, and actions, and institutionalized oppression, discrimination, and prejudice in the U.S.	Student has little or no understanding of the differences between their personal beliefs, attitudes, and actions, and institutionalized oppression, discrimination, and prejudice in the U.S.	

Identify, analyze, and evaluate the ways in which historically marginalized groups and communities have experienced disparity in areas such as: healthcare; opportunities for economic advancement; political power structures; education; and the criminal justice system.	Student can thoroughly identify and do a sophisticated analysis and evaluation of the ways in which historically marginalized groups and communities have experience disparity	Student can partially identify and do a basic analysis and evaluation of the ways in which historically marginalized groups and communities have experienced disparity	Student cannot identify and/or do an analysis and evaluation of the ways in which historically marginalized groups and communities have experienced disparity	

What We Accomplished:

- The original SLOs for US Diversity have now been revised a total of three times
- The first revisions resulted from the work of the 2019/2020 US Diversity Working Group
- The second set of revisions resulted from the work of the current Working Group
- The third set of revisions resulted from feedback by faculty members in programs which have one or more courses in US Diversity
- Those programs are: Africology & African American Studies; Aging Studies; Anthropology; Art & Design; Business, Management, Marketing, & Technology; Children's Literature; Communication, Disability Studies; English Language & Literature; Political Science; Religious Studies; Sociology, Special Education & Communication; Technology & Professional Services Management; Theatre Arts; Women's & Gender Studies
- A rubric was developed to assess the proposed SLOs for US Diversity
- The proposed SLOs were assessed in four courses in the Winter of 2021: ANTH/SOCL 214; ARTH 165; COMM 275; and CTAR 151 (Note: the data from this assessment needs to be analyzed)

Next steps:

- Analyze the assessment data collected in the Winter of 2021 and attach that analysis as an addendum to this report
- Find tenured and tenure track faculty members willing to serve as part of the US Diversity Working Group
- Find a new chair for the US Diversity Working Group to replace Dennis O'Grady, interim chair of this committee

- Assuming no changes pending analysis of assessment data, get faculty senate approval of the proposed SLOs for US Diversity
- Assess SLOs Fall 2021

General Education Program
General Education Subcommittee on Assessment (GESA)

Report of Global Awareness Working Group

Brooke Dagnan

This report is a summary of activities of the Global Awareness working group for the 2020-21 academic year. This work will allow for an initial pilot assessment during the 2021-22 academic year.

Working Group Participants

Brooke Dagnan	*Communication, Media & Theatre Arts*
Laura McMahon	*Philosophy & Women's and Gender Studies (WGST)*
Elif Persinger	*Marketing*
Maria-Serena Poli	*Geography & Geology*
Richard Stahler-Sholk	*Political Science*
Mary Strasma	*History*

What we accomplished

- The working group's work was carried out primarily in Fall semester 2020—we meet to review and revise the SLOs and Assessment Rubric from April 2020 and decide on any changes before seeking input.
- Reviewed the revised GEGA SLOs from Winter (April) 2020 and discussed their efficacy and assessment ability given the existing phrasing and wording, completed the October 2020 revision (see below).
- Sent October 2020 version SLOs and Assessment Rubric to all departments, schools, and programs with existing GEGA courses seeking input regarding the changes.
- Received feedback from departments, schools, and programs.
- Incorporated input feedback into a final revision of SLOs and Assessment Rubric, April 2021 (see below).
- Compiled a list of GEGA course instructors to pilot the GEGA SLOs and assessment rubric in Fall 2021.
- A pilot assessment is set to begin in Fall 2021 using the April 2021 revised SLOs and Assessment Rubric.

Process

- Instructors across GEGA courses (Business-Marketing; Communication, Media & Theatre Arts; Geography & Geology; History; Philosophy; Political Science; and Women's & Gender Studies) were recruited to participate in GEGA working group in Winter 2020 and continued their work in Fall 2020.
- Additional working group meetings were held in Fall semester to review and finalize the the SLOs and Assessment Rubric from the Winter (April) 2020 version, the revisions are shown in the October 2020 Revision (see below).
- October 2020 version SLOs and Assessment Rubric were sent to all departments, schools, and programs with existing and active Global Awareness courses to seek input on the proposed changes.
- Feedback was received from departments, schools, and programs in January and February 2021 on the proposed changes.

- Additional meetings were held with some GEGA Working Group members and some GESA members in February through April 2021 resulting in a final set of GEGA SLOs and Assessment Rubric to use in a Fall 2021 pilot.

The Original GEGA SLOs

In the **Global Awareness** course, students will:

1. Explore specific global issues influencing diverse nations and/or cultures, along with their inter-relations within the global community.
2. Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.
3. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.
4. Explore the causes and consequences of social, cultural, and racial intolerance in the world.
5. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

The GEGA SLOs, Revised as of Winter 2020

The following are the revised SLOs developed by the Working Group in Winter 2020:

1. Examine global issues in the context of interconnected world systems to inform ethical decision mak-ing as global citizens.
2. Analyze sources from multiple cultural perspectives.
3. Explain historical dynamics that shape conflict and cooperation in the global arena.
4. Interpret paths to address the ethical, cultural, racial, or environmental consequences of inequality.

The GEGA Assessment Rubric as of Winter 2020

SLO	Exceeds Expectations	Meets Expectations	Approaches Expectations	No Data
#1. Examine global issues in the context of interconnected world systems to inform ethical decision making as global citizens.	Demonstrates complex understanding of the ways decisions and actions have ethical implications within an interconnected world systems. Able to formulate ethical courses of personal and collective action to address problems within global systems.	Explains implications of decisions and actions within interconnected world systems. Reflects upon one's self as part of global systems when analyzing problems and making ethical decisions.	Recognizes basic characteristics of interconnected world systems. Begins to reflect upon one's self as part of global systems.	
#2. Analyze sources from multiple cultural perspectives.	Evaluates the ways sources from different cultural perspectives shape our understanding of global problems.	Examines how cultural contexts influence the perspective of sources.	Recognizes that sources are produced in different cultural contexts.	
#3. Explain historical dynamics that shape conflict and cooperation in the global arena.	Analyzes current patterns, structures, and interactions in the global arena as shaped by historical conflict & cooperation.	Explains how historical conflict and cooperation influence patterns, structures, or interactions within the global arena.	Recognizes some historical patterns, structures, or interactions within the global arena.	

#4. Interpret paths to address the ethical, cultural, racial, or environmental consequences of inequality.	Analyzes patterns of global inequality and evaluates solutions from multiple perspectives to address them.	Explains patterns of global inequality and examines solutions to address them.	Recognizes patterns of global inequality and begins to consider solutions to address them.	

The following are the SLOs finalized by the Working Group in October 2020 after reconvening and review the Winter (April) 2020 SLOs:

Fall GEGA SLOs, Revised October 2020 (changes from Winter 2020 in bold)

1. Examine global issues in the context of interconnected world systems to inform ethical decision making as global citizens.
2. Analyze sources **produced** from multiple cultural perspectives.

SLO	Exceeds Expectations	Meets Expectations	Approaches Expectations	No Data
#1. Examine global issues in the context of interconnected world systems to inform ethical decision making as global citizens.	Demonstrates complex understanding of the ways decisions and actions have ethical implications within an interconnected world systems. Able to formulate ethical courses of personal and collective action to address problems within global systems.	Explains implications of decisions and actions within interconnected world systems. Reflects upon one's self as part of global systems when analyzing problems and making ethical decisions.	Recognizes basic characteristics of interconnected world systems. Begins to reflect upon one's self as part of global systems.	
#2. Analyze sources **produced** from multiple cultural perspectives.	Evaluates the ways sources from different cultural perspectives shape our understanding of global problems.	Examines how cultural contexts influence the perspective of sources.	Recognizes that sources are produced in different cultural contexts.	
#3. Explain historical dynamics that shape conflict and cooperation in the global arena.	Analyzes current patterns, structures, and interactions in the global arena as shaped by historical conflict & cooperation.	Explains how historical conflict and cooperation influence patterns, structures, or interactions within the global arena.	Recognizes some historical patterns, structures, or interactions within the global arena.	
#4. Address the ethical, cultural, racial, or environmental consequences of inequality.	Analyzes patterns of global inequality and evaluates solutions from multiple perspectives to address them.	Explains patterns of global inequality and examines solutions to address them.	Recognizes patterns of global inequality and begins to consider solutions to address them.	

3. Explain historical dynamics that shape conflict and cooperation in the global arena.
4. Address the ethical, cultural, racial, or environmental consequences of inequality.

GEGA Assessment Rubric, Revised October 2020 (changes from Winter 2020 in bold)

Final GEGA SLOs, Revised April 2021 (changes from October 2020 in bold)

The following are the final SLOs and assessment Rubric developed through a series of meetings held by some members of the GEGA Working Group and various members of GESA. These revisions and changes are based on input feedback received in January and February 2021 from departments, schools, and programs with active Global Awareness courses; these final changes seek to incorporate the concerns and ideas expressed when seeking input.:

Students will be able to...

1. Examine global **or cultural** issues within interconnected world systems to inform ethical decision making as global citizens.
2. Analyze sources produced from multiple cultural perspectives.
3. Explain historical dynamics that shape conflict and cooperation in the global arena.
4. **Address consequences of global inequality whether ethical, cultural, racial, gendered, or environmental by developing solutions.**

Final GEGA Assessment Rubric, Revised April 2021 (changes from October 2020 in bold)

SLO	Exceeds Expectations	Meets Expectations	Approaches Expectations	No Data
#1. Examine global **or cultural** issues within interconnected world systems to inform ethical decision making as global citizens.	**Formulates one's own approaches to address problems and make ethical decisions within global systems.**	Reflects upon one's self as part of global systems when analyzing problems and making ethical decisions.	Begins to reflect upon one's self as part of global systems.	
#2. Analyze sources produced from multiple cultural perspectives.	Evaluates the ways sources from different cultural perspectives shape our understanding of global problems.	Examines how cultural contexts influence the perspective of sources.	Recognizes that sources are produced in different cultural contexts.	
#3. Explain dynamics that shape conflict and cooperation in the global arena.	Analyzes the interconnections of complex patterns, structures, and interactions **that shape conflict and cooperation** in the global arena.	Explains patterns, structures, or interactions **that shape conflict and cooperation** within the global arena.	Recognizes some basic patterns, structures, or interactions **that shape conflict and cooperation** within the global arena.	
#4. **Address consequences of global inequality whether ethical, cultural, racial, gendered, or environmental by developing solutions.**	**Addresses problems of global inequality by developing plausible solutions.**	**Addresses problems of global inequality by developing possible solutions.**	**Begins to consider possible solutions to problems of global inequality.**	

Next Steps

A pilot assessment is set to begin in Fall 2021 using the April 2021 version of the SLOs and Assessment Rubric, this assessment will be done in a range of Global Awareness courses that have GEGA course instructors willing to participate in the pilot.

General Education Program
General Education Subcommittee on Assessment (GESA)

Report of Assessment of Student Learning
Knowledge of the Disciplines – Arts

Brendan Fay

This report is a summary of activities of the Arts working group during the 2020-21 academic year.

Working Group Participants

Brendan Fay	*Art & Design*
Christine Hume	*English*
Cam McComb	*Art & Design*

What we accomplished

- Selected Working Group members continued their work from the prior academic year.
- In Fall 2020, the group completed development of a preliminary set of four revised GEKA SLOs to replace the existing set of six.
- In Winter 2020, we recruited instructors for pilot data collection and ran the first round of assessments through Canvas. Data analysis will be available for review in the Fall 2021 semester.

The GEKA Original SLOs

In **Arts** courses, students will:

1. Acquire basic knowledge and skills in the use of the vocabularies, materials, tools, techniques, and intellectual methods in an arts discipline.
2. Examine the relationship between creative and critical thinking.
3. Learn the relationship between content and form.
4. Begin to understand historical development in an arts discipline.
5. Develop ability to evaluate work in an arts discipline
6. Learn to define and solve artistic problems.

Proposed GEKA SLO Revisions

At the end of a GEKA course, a student will be able to:

1. Investigate artistic problems
2. Communicate within an art discipline
3. Analyze and evaluate works of art
4. Contextualize works of art

Next steps

1) In Fall 2021, we will review assessment data and determine, with GESA, whether revised outcomes should move forward with official revision.

2) In Fall 2021 and Winter 2022, we will continue to implement assessment rubrics in the Canvas shells of pilot courses and collect and analyze pilot data, while seeking to improve response rates and expand the pool of participating instructors.