



# GENERAL EDUCATION ANNUAL REPORT

Curriculum Committee 2021-2022

## Abstract

Annual assessment of General Education Content  
Areas: Diversity, History and Social Science Juried  
Assessment completed Summer 2022 with  
reflection and comments provided Academic year  
2022-2023.

Respectfully submitted, Dr. Carrie McCray

# Table of Contents

OVERVIEW/HISTORY OF GENERAL EDUCATION	3
GENERAL EDUCATION PURPOSE STATEMENT	5
GENERAL EDUCATION STRUCTURE: 2016-2023	5
GENERAL EDUCATION STRUCTURE: 2023-	6
DEMOGRAPHIC DATA OF ASSESSED CONTENT	9
DEMOGRAPHIC DATA PER CONTENT AREA:	10
<b>HISTORY</b>	<b>10</b>
ASSESSMENT RESULTS:	11
FEEDBACK FROM JURIED ASSESSORS:	12
FACULTY RESPONSE:	13
<b>DIVERSITY</b>	<b>15</b>
ASSESSMENT DATA:	15
JURIED ASSESSOR RESPONSE:	16
FACULTY RESPONSE:	17
<b>SOCIAL SCIENCE</b>	<b>19</b>
ASSESSMENT DATA:	19
JURIED ASSESSOR RESPONSE:	20
FACULTY RESPONSE:	21
<b>CURRICULUM COMMITTEE SUMMARY</b>	<b>24</b>
<b>APPENDIX:</b>	<b>25</b>

# General Education Annual Assessment Report

## Curriculum Committee

### 2021-2022

#### Overview/History of General Education

Starting in 2007, the General Education program began collecting data on the performance of students in those classes listed as “General Education.” Students in classes that satisfied each of the ten general education classes were assessed on a three-year rotation: in the first year of rotation, three of the ten areas were assessed; in the next year, three other areas were assessed. In the third year, the remaining four areas were assessed, and the data collected through these methods was stored in our then assessment system, tk20.

Students’ work in general education classes was assessed in the following way: if a student was enrolled in a general education class in an area scheduled for assessment, artifacts (essays, portfolios, etc.) were collected of all students enrolled in the class. Those artifacts were then evaluated after the end of the semester using rubrics developed by faculty in those areas (in most cases, the assignments were evaluated by instructors before the end of the semester, and used in that manner as part of the grade for the class—the general education assessment, taking place after the end of the semester, had no direct effect on a student’s grade in the class, even in those cases where the assessors’ evaluation coincided with that of the instructor). It is the data collected by scoring with rubrics that was then stored. The data for the general education assessment is neutral to the course content, as it is assessed by a neutral member of the faculty.

The General Education program was restructured in the fall semester 2015 moving the content areas into four clusters to assist in the coordination of assessment and evaluation of the General Education program. The General Education assessment has moved to a 4-year cycle focusing on one cluster each year.

The university implemented a new assessment software fall 2016 prompting the curriculum committee to hold on assessing the necessary content areas until a sufficient pool of samples within the new system was collected. Faculty began utilizing Via by Watermark in the fall 2016 and are required to have students upload an assignment each GE course through the Via software. At the end of the spring 2018 academic semester, the curriculum committee moved forward with assessing 2 of the 4 general education clusters. By the spring of 2019 the rotation was fully on track and assessment of the general education clusters is as planned on the map of assessment.

During the 2021-2022 academic year the faculty and Curriculum Committee discussed and approved a revision to the format of General Education. The Curriculum Committee settled on a Two-Tier General Education system. Tier I focuses on providing foundational skills necessary to successfully complete their undergraduate degrees. Tier II allows students to explore of three thematic categories. The Faculty voted in March 2022 to determine the course requirements for Tier I. With the first tier established, the Curriculum Committee created three broad thematic categories for Tier II. The Faculty approved the final Two-Tier General Education framework on May 4 2023 during the Spring Assessment Workshop.

During the 2022-2023 academic year, the Curriculum Committee focus on the implementation of the new general education framework. In October 2023, the committee drafted rubrics for the four new general education categories: Cultures & Communities, Inquiry & Analysis, Expression & Invention, and Information Literacy. The committee held workshops to help faculty who teach general education courses transition their courses to the

new system. During the Winter Intersession, faculty were invited to apply to have their courses included in the Two-Tier system using an expedited application process. The Curriculum Committee coordinated with the Vice Provost of Undergraduate Affairs and the Registrar to ensure that the applications submitted and approved during the expedited process were sufficient to move forward with the transition. In the opening weeks of January 2023, the Curriculum Committee, the Vice Provost of Undergraduate Affairs, the Registrar, and the Provost concluded that the university was prepared to move forward with the new General Education system beginning in Fall 2024. During the 2022-2023 academic year, GE courses will be assessed as expected until we have a new format available.

Following the Fall 2022 semester, Curriculum Committee invited History, Social Science and Diversity faculty to an assessment retreat in December. This assessment model was initiated in the Fall of 2019 due to time limitations for faculty to meet during the traditional semester. The committee felt it was easier to get allocated time at the end of the term for faculty to review the assessment from the previous summer. During the retreat, faculty were prompted to complete a Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis of their assessment data and rubrics. The data sample was also provided for the faculty to review. Faculty worked on the artifacts and split up the responsibilities ensuring that faculty reviewed artifacts from their content area, but not from their courses. An assignment from each course was reviewed to ensure that content faculty had a solid understanding of what the assessments looked like and how the work was being assigned in other areas. The summary that work is in the report below.

## General Education Purpose Statement

*Approved April 5, 2016 Faculty Assembly*

William Woods University strives to build upon student knowledge beyond their academic specialty areas. To supplement varied student goals and aspirations with core learning experiences, the University General Education curriculum engages all students in critical analysis, quantitative inquiry, creative expression, and substantive understanding of the relationships between individuals and societies. Accordingly, all undergraduate students must complete the required General Education credits in addition to the coursework for their respective majors.

## General Education Structure: 2016-2023

**Critical Analysis: (9 credit hours)** Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

**Creative Expression: (12 credit hours)** Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

**Quantitative Inquiry: (10 credit hours)** Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

**Society & the Individual: (12 credit hours)** Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

# General Education Structure: 2023-

## Two-Tier General Education

Students are required to complete **39 credit hours** of general education. The program is divided into two-tiers.

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### Tier I: Foundations – 21 credit hours

Courses found in this tier are designed to deliver students the essential skills needed to successfully complete their coursework throughout their educational career.

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#### Written Communication – 6cr

\_\_\_\_ ENG 101 English Composition I

\_\_\_\_ ENG 102 English Composition II

#### Oral Communication – 3cr

\_\_\_\_ COM 101 Intro to Speech

or

\_\_\_\_ COM 105 Voice & Diction

#### Information Literacy – 3cr

\_\_\_\_

#### Historical Perspective – 3cr

\_\_\_\_ HIS \_\_\_\_\_

#### Natural Science – 3cr

\_\_\_\_

#### Mathematics – 3cr

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### Tier II: Exploration – 18 credit hours

Students will build upon their foundational skills to pursue their scholarly interests across multiple domains of knowledge and methods of thinking.

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#### Expression & Invention – 6cr (-EI)

In these classes, students will combine or synthesize existing ideas, images, or expertise in original ways to demonstrate innovation, creativity, divergent thinking, and risk taking.

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#### Inquiry & Analysis – 6cr (-IA)

In these classes, students explore issues, objects, or works through the collection and analysis of evidence to make informed conclusions or judgments.

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#### Cultures & Communities - 6cr (-CC)

In these classes, students will engage complex, diverse interdependent systems and legacies to foster effective and appropriate interactions in a variety of cultural and ethical contexts.

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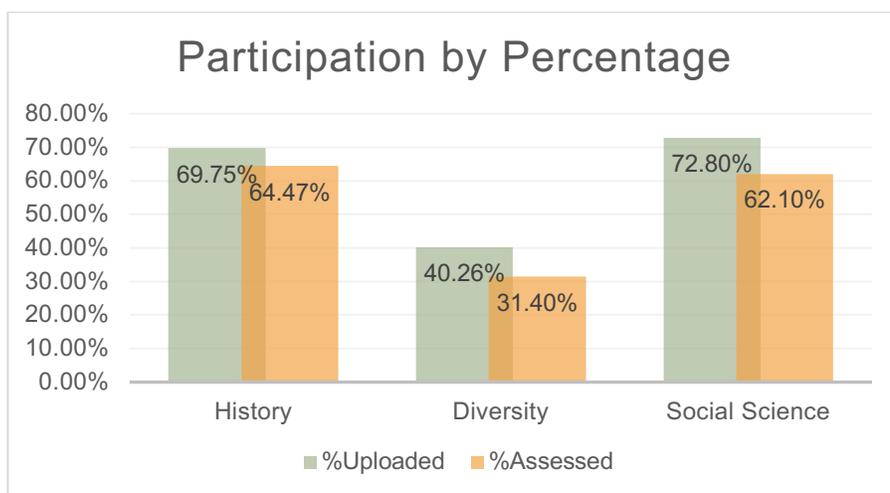
Assessment calendar reflecting assessment of retiring process. New calendar will be created with Curriculum Committee and submitted to the faculty fall 2023.

Outcome Area	Learning Outcomes	Assessment *Standardized Measures	Expected use for Assessment	Schedule for Analysis of Assessment Data
<b>Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content</b>				
<b>Critical Thinking</b>	Students will use the principles of logic to develop analytical and reasoning skills	CLA  Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty.	Value Added scores on CLA Critical Thinking  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
<b>Ethical Reasoning</b>	Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.	CLA  Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty.	Value added scores on CLA Analytic Reasoning  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
<b>Meaning</b>	Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.	CLA  Rubric developed by English faculty.	Value added scores on CLA Analytic Reasoning  Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
<b>Society &amp; the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.</b>				
<b>Social Science</b>	Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.	Rubric Developed by Social Science Faculty.	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2018 Spring 2022
<b>Diversity</b>	Students will solve problems through an analysis of quantitative relationships.	*NSSE Results  Rubric Developed by Diversity Faculty.	Results of NSSE dealing with Diversity  Assess sample work to determine if the set benchmarks are met and to	Spring 2018 Spring 2022

			assess course/assessment changes in the future.	
<b>Historical Perspective</b>	Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.	Rubric developed by History Faculty	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future	Spring 2018 Spring 2022
<b>Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms</b>				
<b>Communication (writing)</b>	Students will transmit information effectively in written or spoken form.	Communication Rubric revised by COM and ENG	CLA Writing: Value Added scores  Assess sample work determine if set benchmarks are met and to assess course/assessment changes in the future	Spring 2019 Spring 2023
<b>(Oral)</b>		Communication Rubric revised by COM and ENG faculty	Assess sample work to determine if benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring 2023
<b>Fine Arts: Creative and Aesthetic Sensibility</b>	Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music.	Rubric developed by Art Faculty	Assess sample work from to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring2023
<b>Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.</b>				
<b>Natural Science</b>	Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.	Rubric Developed by Science Faculty.	Assess sample work to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020
<b>Mathematics</b>	Students will solve problems through an analysis of quantitative relationships.	Rubric developed by Math faculty	Assess sample work determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020

Demographic Data of Assessed Content  
 (Data represent the past 6 semesters of collected data)

GE Area	Criterion	Students Registered	Student uploads	Assessed in Via
		On Ground/OLC	On Ground/OLC	On Ground/OLC
		Total		
<b>History</b>	Student is able to identify well-defined historical periods and events	597/408 1005	427/274 701	395/253 648
	Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.			
	Student will understand the basic methodology and sources of historians.			
<b>Diversity</b>	Knowledge – Cultural Self awareness	502/243 745	166/134 300	147/87 234
	Knowledge of cultural worldview frameworks			
	Skills Empathy			
	Skills Verbal and nonverbal communication			
<b>Social Science</b>	Examines the ways culture, social structures, institutions, or processes influence human behavior.	624/545 1169	505/347 852	407/319 726
	Examines the ways culture, social institutions or processes influence a person’s beliefs, assumptions, and values			
	Apply social science theory to interactions among individuals, community, or society.			



Limitations on the data:

- Not all data uploaded to the Via program was assessed by the Program faculty, so there are data pulled for Juried assessment not assessed by a faculty member in Via.
- Some content area data is concentrated by specific courses due to the limitation of variation within offerings online.
- Online classes are set up by administration and built into the course so there is not an option at this point for the data to be incomplete.

## Demographic Data per Content Area:

\*Representative Sample –Data pulled from Jenzabar “General Education Enrollment Report 2019-2022”

General Education Area	Total Enrollment	% Withdrawn	% Fail	Different Courses offered	Total Classes offered
History (Campus) Total	597	4.48%	2.79 %	11	28
History (Online) Total	408	3.78%	3.78%	2	16
Diversity (Campus) Total	502	2.42%	2.68%	7	38
Diversity (Online) Total	243	1.88%	3.09%	4	27
Social Science (Campus) Total	624	2.4%	2.05%	11	45
Social Science (Online) Total	545	3.42%	2.57%	9	46

There are assignments loaded in VIA that were used in the sample that had were reviewed by a faculty member. Some assignments were pulled from classes where none of the student work had been assessed by the faculty. Some GE assignments were not linked to the GE rubric, but implemented a GE assignment. The “All” data report chart is only reflective of the data that was assessed by the faculty in Via using the GE rubric.

## History

**Student Population N= 1008**

**Student OLC N=50**

**Student on Campus N=50**

	Uploaded not assessed	Assessed by Faculty	Total Artifacts used for GE assessment
On Ground	32	395	427
Online	21	253	274

Classes Used:

**On Ground:** HIS101 (F19, SP20); HIS102 (SP20SP21, SP22); HIS103 (F20, SP21, SU21, F21,SP22); HIS104 (F19, F20, SU21, F21, SP22); HIS 236 (SP22); HIS215 (F21); HIS212 (F20, F21); HIS223 (F19); HIS224 (SP21); HIS216 (F20)

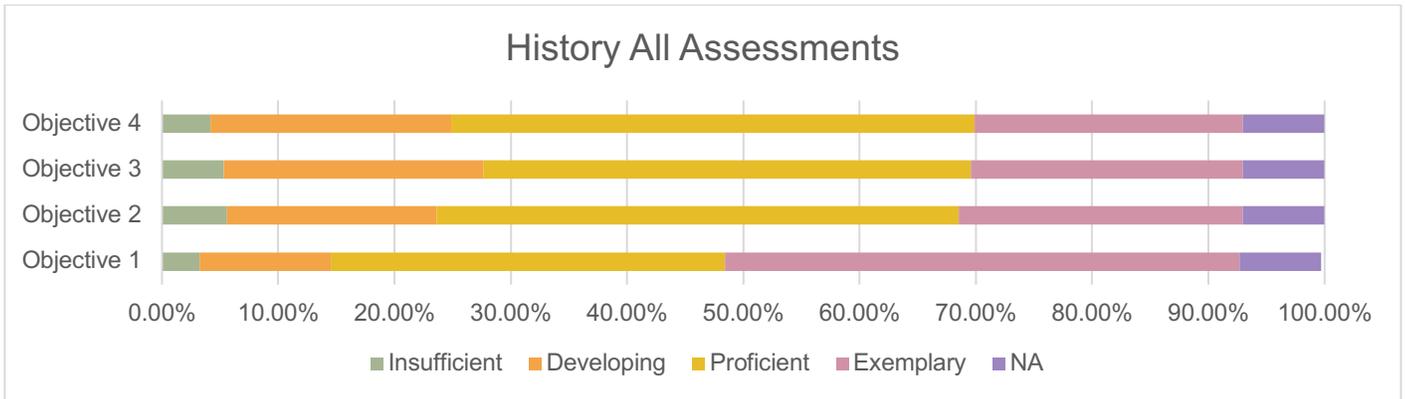
**OLC:** HIS103 (F19, SP20, SU20, F20, SP21, SU21, F21, SP22); HIS104 (F19, SP20, SU20, F20, SP21, F21, SP22)

Did not participate:

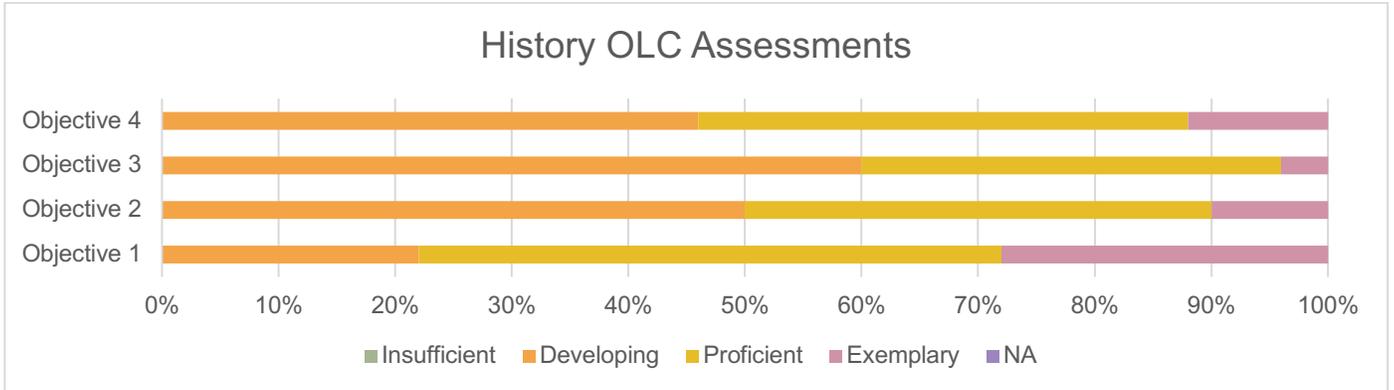
On Ground: HIS 101(F20; F21); HIS 102(F19); HIS 103(F19, SP20); HIS 104(SP20); HIS 215(F19)

Online: NA

Assessment Results:

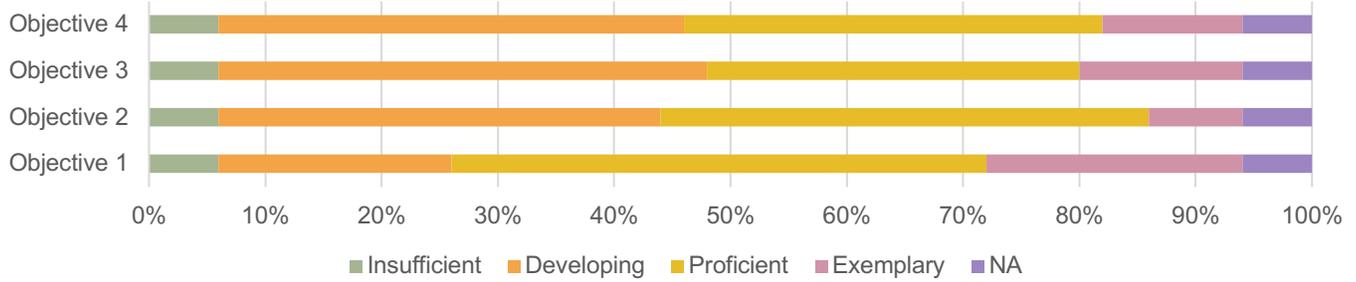


	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	3.25%	11.27%	33.90%	44.27%	7.03%
Objective 2	5.59%	18.03%	44.91%	24.44%	7.03%
Objective 3	5.32%	22.35%	41.93%	23.35%	7.03%
Objective 4	4.15%	20.74%	45%	23.08%	7.03%



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	0%	22%	50%	28%	0%
Objective 2	0%	50%	40%	10%	0%
Objective 3	0%	60%	36%	4%	0%
Objective 4	0%	46%	42%	12%	0%

## History On Ground Assessments



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	6%	20%	46%	22%	6%
Objective 2	6%	38%	42%	8%	6%
Objective 3	6%	42%	32%	14%	6%
Objective 4	6%	40%	36%	12%	6%

### Feedback from Juried Assessors:

It would have been helpful to have the instructions for the assignments that were submitted. I think it would have been easier to assess the rubric, particularly the one regarding “students with present an analysis with causation, comparison, and interpretation” if I knew what the goals of the assignment were. Sometimes it was difficult to tell, although never to the point where I felt I needed to use N/A. The online students in general were worse at this than the on-ground, I think for online seeing the assignment document would be even more useful, as this was likely their primary, if not only, source of guidance in their work.



Faculty Response:

Program : History				
Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc. / Notes
HIS 104 Modern American History OLC 1, 2, 3, 4	Assessment - The assignment is a straightforward research paper which is the most basic form of scholarship for the discipline. It works well for assessing history classes because it asks students to gather and assess evidence to make a historical argument.	Assessment - These assignments require students to have a good understanding of what qualifies as a good source. It is apparent that some students do not have that information. Many students fail to present strong arguments.	Assessment - None needed.	Assessment -
HIS 103 Early American History OLC 29, 30, 32	Assessment - The assignment is a straightforward research paper which is the most basic form of scholarship for the discipline. It works well for assessing history classes because it asks students to gather and assess evidence to make a historical argument.	Assessment - These assignments require students to have a good understanding of what qualifies as a good source. It is apparent that some students do not have that information. Many students fail to present strong arguments.	Assessment - None needed.	Assessment -
HIS 101 Dawn and Rebirth On Ground 31, 32	Assessment - This assignment appears to allow a lot of leeway about the type of analysis that is done by the student. In artifact 31, this was well done and resulted in a paper that has a historical framing.	Assessment -In artifact 32, the student produced a high-quality paper, but it does not have a historical framing. It is providing a nice discussion of artwork of the past and the persistence of those styles. One of the downsides to the openness of the assignment is that it could result in an assignment that does not address the rubric.	Assessment - Provide some guidance to ensure that students approach the assignment from a historical perspective while allowing choice of topic.	Assessment -
HIS 102 Industrial Ideology On Ground 42, 43	Assessment - Assignment is a book report on a novel. This assignment asks the student to place the novel in its historical context, which helps redeem it as a historical assignment. The second half of the assignment does a nice job of describing the historical situation.	Assessment - The setup of the assignment asks students to contextualize a novel. The work done by the student provides that context, but there are no citations and there is no argument. Each of those things should be a part of a history gen ed assignment.	Assessment - require citations and an argument.	Assessment -
HIS 103 Early American History On Ground 20	Assessment - Not adequate. This is simply a paragraph that discusses the US civil war. While it does address a particular historical time, it does not address the rest of the rubric.	Assessment - Needs a whole rework of the assignment.	Assessment -	Assessment -
HIS 103 Early American History On Ground 20	Assessment - This assignment does a good job of addressing the rubric.	Assessment -	Assessment -	Assessment -
HIS 104 Modern American History On Ground 6	Assessment - This assignment does well in addressing the historical context of the period. The assignment calls for some reflection on the process of writing which is good.	Assessment - Much of the assignment addresses the first category of the rubric but struggles with the others as there is no work to make the student conform to the standards of historical inquiry.	Assessment - Make the assignment have more stringent requirements for sources and analysis.	Assessment -

HIS 104 Modern American History On Ground 10	Assessment - no artifact, just the instructions	Assessment - NA	Assessment -	Assessment -
HIS 212 Race in America On Ground 49	Assessment - The assignment is a straightforward research paper which is the most basic form of scholarship for the discipline. It works well for assessing history classes because it asks students to gather and assess evidence to make a historical argument.	Assessment - None	Assessment - None needed.	Assessment -
HIS 215 Native America 50	Assessment - The assignment is a straightforward research paper which is the most basic form of scholarship for the discipline. It works well for assessing history classes because it asks students to gather and assess evidence to make a historical argument.	Assessment - None	Assessment - None needed.	Assessment -
HIS 216 From Slavery to Freedom 36	Assessment - The work submitted is a paragraph that describes how the Civil Rights movement made progress after WWII. The information in the paragraph is good so it addresses the first category of the rubric.	Assessment - Based on the artifact, the assignment needs to have some research aspect added to it. This is simply a response. There is no evidence that the assignment asked students to find information or to communicate their findings	Assessment - The current version of HIS 216 requires students to produce a research paper, which addresses the deficiencies of this artifact.	Assessment -
HIS 223 Royal America 3	Assessment - The assignment is a straightforward research paper which is the most basic form of scholarship for the discipline. It works well for assessing history classes because it asks students to gather and assess evidence to make a historical argument.	Assessment - None	Assessment - None needed, course is no longer offered.	Assessment -
HIS 224 History of War 38	Assessment - The artifact is a paper that presents information on the use of visual signals in the military. The paper shows research was done and includes citations.	Assessment - The paper is not a historical study. There is no discussion of the past nor are there historical questions being asked. As such, the paper does not ask the student to work as a historian to learn the skills of the profession.	Assessment - None needed, course is no longer offered.	Assessment -

Were the assignments used appropriate for the GE rubric representing the content area?

~For the most part, yes. some past iterations of classes and some classes that are no longer offered had some issues with addressing the rubric.

Are there assignments that need to be modified to meet the intent of the GE content area?

~No, the current iteration of the courses that are offered include assignments that meet the intent of the Historical Perspective category as it is written.

Are there issues with the content assessment rubric that need to be addressed?

~Yes, as it stands the Historical Perspective needs to be reworked to make the goals of assessment clearer.

## DIVERSITY

**Student Population All N= 745**

**Student OLC N=50**

**Student On Campus N=50**

Classes involved:

**On Ground:** ASL105 (F19, F20); EDU201 (F19, SP20, SP21, F21); SPA101 (F19, SP20, F20, SP21, F21, SP22); SPA102 (F19, SP20, F20, SP21, SP22)

**OLC:** GEO201 (F19, F20); PHL102(F19, SP20, F20); SCA345 (F19, F20, SP21, F21, SP22) SPA101 (SP20, F20, SP21, F21, SP22); SPA102 (SP20, SU20); HUM102 (SP21, SP22)

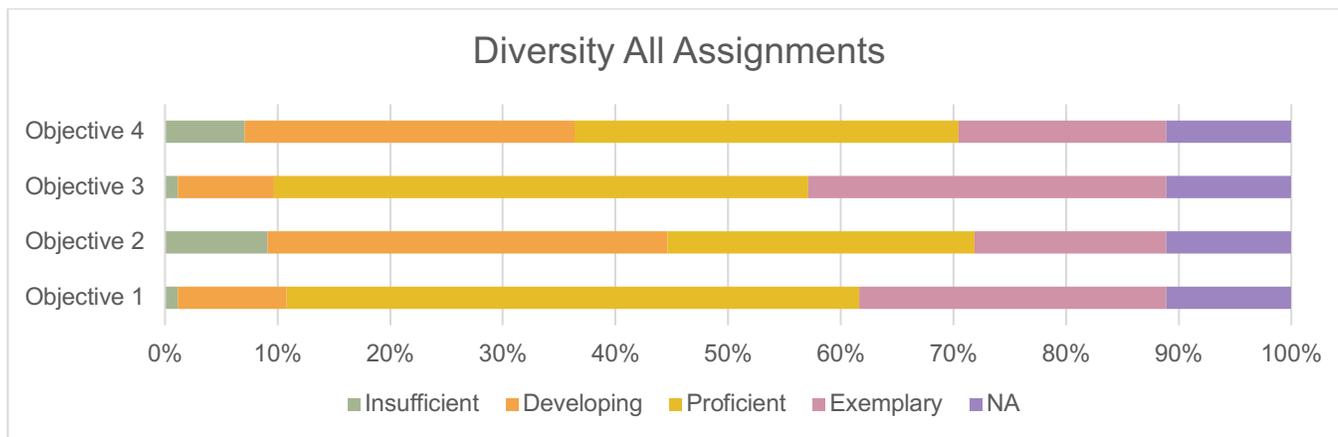
Did not participate:

On Ground: ASL120 (SP20, SU20, SP21, SP22); ASL105(F20, F21); PHL102 (SP20); PHL102H(SP20); EDU201(F20, SP22); HUM102(F20, SP21, F21, SP22); HUM 102H (SP21, SP22)

Online: EDU201 (SU20); HUM102 (F21)

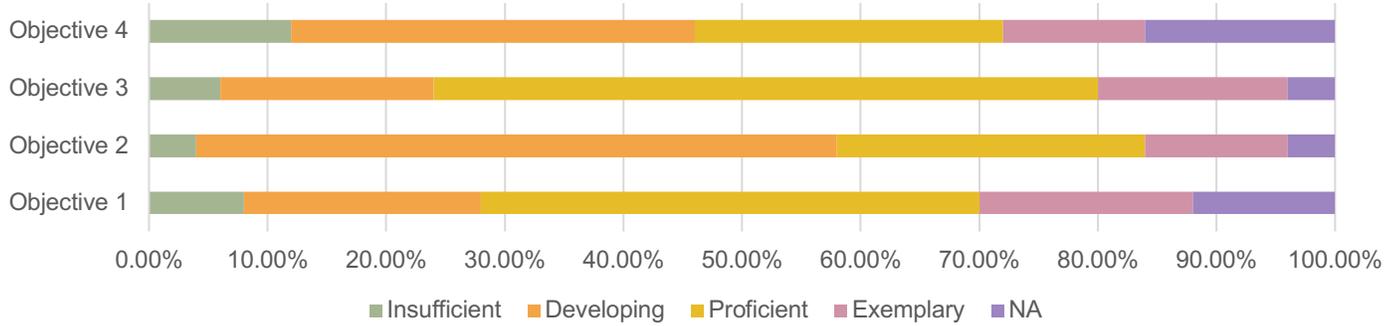
	Uploaded not assessed	Assessed by Faculty	Total Artifacts used for GE assessment
On Ground	19	147	166
Online	47	87	134

### Assessment Data:



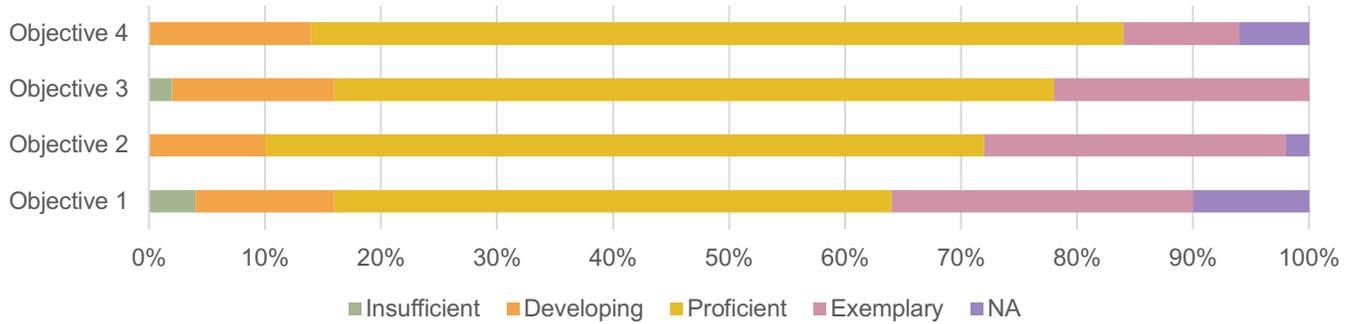
	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	1.14%	9.66%	50.85%	27.27%	11.08%
Objective 2	9.09%	35.51%	27.27%	17.05%	11.08%
Objective 3	1.14%	8.52%	47.44%	31.82%	11.08%
Objective 4	7.10%	29.26%	34%	18.47%	11.08%

### Diversity OLC Assignments



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	8.00%	20.00%	42.00%	18.00%	12.00%
Objective 2	4.00%	54.00%	26.00%	12.00%	4.00%
Objective 3	6.00%	18.00%	56.00%	16.00%	4.00%
Objective 4	12.00%	34.00%	26%	12.00%	16.00%

### Diversity on Ground Assessments



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	4.00%	12.00%	48.00%	26.00%	10.00%
Objective 2	0.00%	10.00%	62.00%	26.00%	2.00%
Objective 3	2.00%	14.00%	62.00%	22.00%	0.00%
Objective 4	0.00%	14.00%	70%	10.00%	6.00%

#### Juried Assessor Response:

No feedback was provided

Faculty Response:

Program : Diversity				
Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc. / Notes
Artifact: ASL 105 (quiz, short responses over chapter reading content)	Assessment - Students prompted to identify content specific to deaf culture	Assessment - Lacks holistic capture of the diversity rubric	Assessment -	Assessment -
Artifact SPA 102( short paper on Speaker experience	Assessment - Ability to recognize the cultural differences	Assessment - Correlation between the two cultures were not elaborated.	Assessment-Assigning specific questions to guide students to write their reflection paper.	Assessment -
Artifact: ASL 120 (Presentation of deaf individual and their contribution to the deaf community)	Assessment - Captures "Knowledge of cultural worldview frameworks" of the rubric	Assessment - Doesn't capture other points of the rubric	Assessment -	Assessment -
Artifact: EDU 201 (Essay about a cultural stereotype)	Assessment - One essay seemed to align well with the rubric, especially cultural self-awareness	Assessment - Artifacts vary in focus and application to the rubric	Assessment -	Assessment -
Artifact: PHL 102/HUM 102 (reflection essay about religious aspect from class)	Assessment - Incorporates first two points of rubric (cultural self-awareness, and cultural frameworks)	Assessment - Falls short of addressing last two points of rubric (empathy & verbal/nonverbal communication)	Assessment-	Assessment -
Artifact: GEO 201 OLC Regions & Nations (Reflection essay about a city as a central place)	Assessment- NA	Assessment - Reflections read more like a report on a city rather than a reflection of cultural diversity / frameworks / community building	Assessment-	Assessment- Artifact for assessment not appropriate. Course could benefit from revision.
Artifact-SPA 101(short essay on speaker)	Assessment - Meets Knowledge of cultural worldview frameworks	Assessment - Meets the cultural worldview through Speaker and differentiates two different cultures	Assessment -	Assessment -
Artifact-SPA 101 OLC (short essay on speaker)	Assessment - Meets Knowledge of cultural worldview frameworks	Assessment - Meets the cultural worldview through Speaker and differentiates two different cultures	Assessment -	Assessment -
Artifact-SPA 102 OLC ( short essay on interview)	Assessment- Meets all but Cultural self-awareness	Assessment - did not meet cultural self-awareness	Assessment-	Assessment-
Artifact-SCA 353 OLC (short essay on Movie)	Assessment- Meets	Assessment -	Assessment-	Assessment-

Were the assignments used appropriate for the GE rubric representing the content area?

~Some assignments were better than others, but most assignments did not address all the points from the rubric.

Are there assignments that need to be modified to meet the intent of the GE content area?

~Yes. GEO 201 needs to be totally revised. Other courses such as HUM 102 could also benefit from increased alignment to the rubric.

Are there issues with the content assessment rubric that need to be addressed?

~Yes. Some courses will never meet the components (verbal/nonverbal communication).

## Social Science

**Student Population All N= 1169**

**Student OLC N=50**

**Student On Campus N=50**

Classes involved:

**On Ground:** SWK215 (F19, F20F21); PSY221 (F19, SP20, F20, SP21, F21, SP22); PSY101 (F19, F20, F21); PSY102 (SP20, SP21, SP22); PLS105 (FA21); PLS110(F20); ECN252 (F19, SP20, F20, SP21, F21); ECN251 (SP20, F20, SP21, F21); PSY226 (F19, F20, F21); PSY221 (SP20, F20); PSY105 (SP20, SP21, SP22); PSY285 (F21)

**OLC:** ECN251 (F19, SP20, SU20, F20, F21, SP22); ECN252 (SU19, F19, SP20, SU20, F20, SP22); PSY226 (F19, SP20, SU20, F20, SP21, F21, SP22); PSY101 (SP20, SP21); PSY102 (SU20, F20, F21); PLS105 (SP20); SWK215 (SU20, F20, F21)

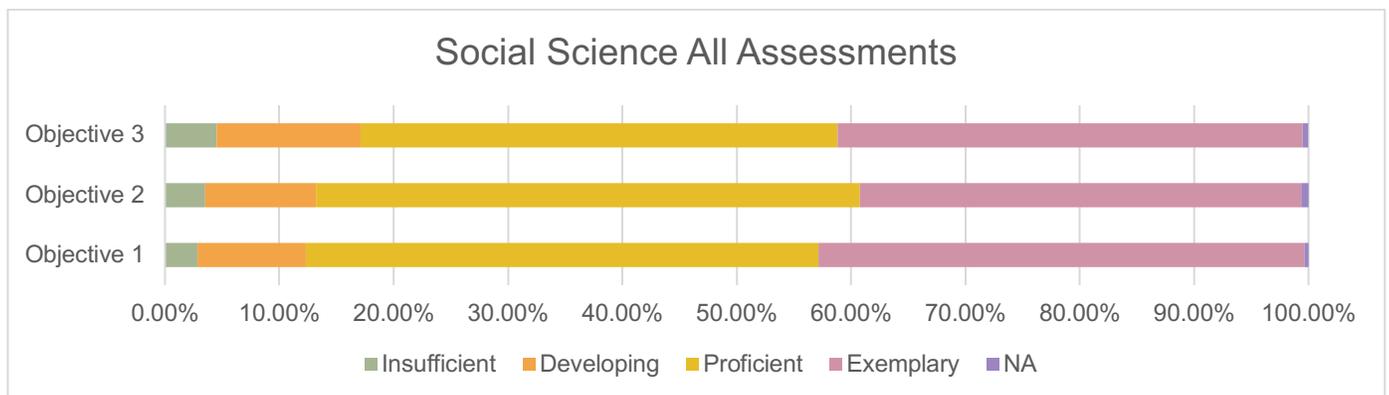
Did not Participate:

On Ground: CMJ110 (F19, SP21, SP22, F21) CMJ110 MMA(SP21)

Online: PLS105 (SP20, SP21, SU21); PLS 110 (SP21); CMJ110 (SU20, SU21); ECN252 (SP21); ECN251 (SU21)

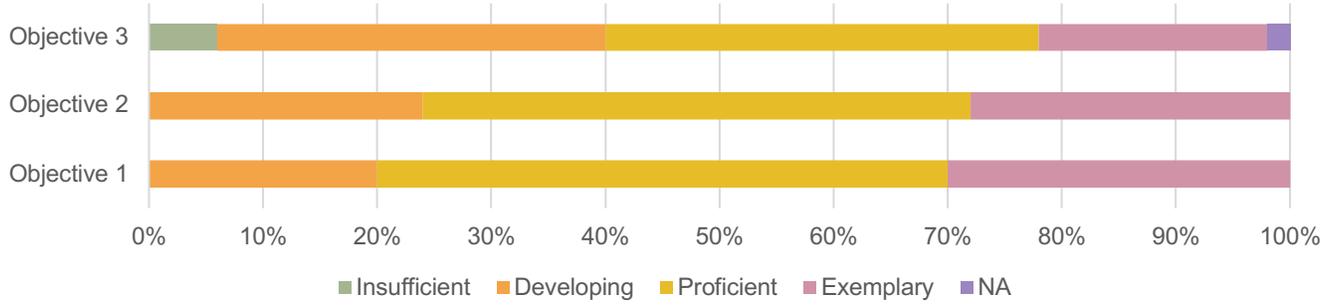
	Uploaded not Assessed	Assessed by Faculty	Total Artifacts used for GE assessment
On Ground	98	407	<b>505</b>
Online	28	319	<b>347</b>

### Assessment Data:



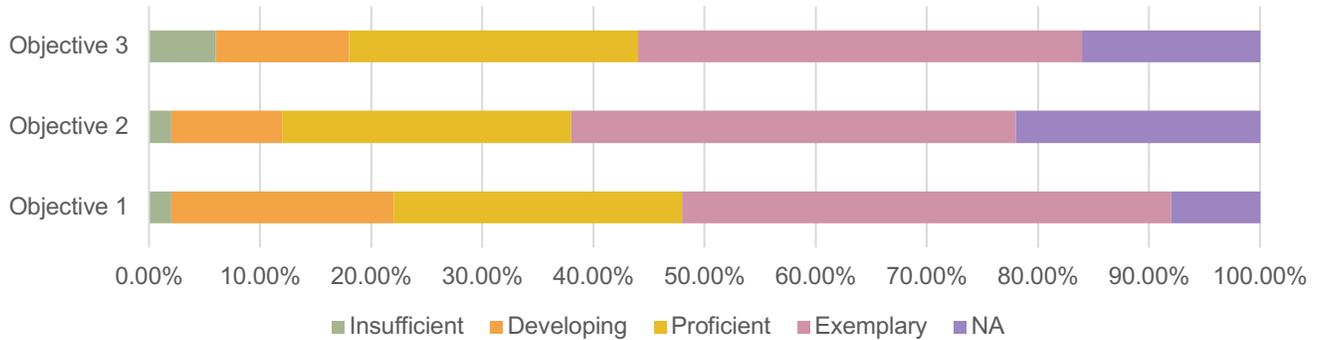
	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	2.85%	9.46%	44.82%	42.49%	0.39%
Objective 2	3.50%	9.72%	47.54%	38.60%	0.65%
Objective 3	4.53%	12.56%	41.71%	40.67%	0.52%

### Social Science OLC Assessments



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	0.00%	20.00%	50.00%	30.00%	0.00%
Objective 2	0.00%	24.00%	48.00%	28.00%	0.00%
Objective 3	6.00%	34.00%	38.00%	20.00%	2.00%

### Social Science On Ground Assessments



	Insufficient	Developing	Proficient	Exemplary	NA
Objective 1	2.00%	20.00%	26.00%	44.00%	8.00%
Objective 2	2.00%	10.00%	26.00%	40.00%	22.00%
Objective 3	6.00%	12.00%	26.00%	40.00%	16.00%

#### Juried Assessor Response:

It would have been helpful to have the assignment specifics as a reference as I was not sure if the assignment worked or not until after I had read a few other like assignments. There were not huge issues that I remember, but the context to the assignment would have been nice. The assignments varied more with the online courses, so seeing directions would be beneficial.

## Faculty Response:

Program : Social Science				
Assessment	Strengths	Errors / Misconceptions	Action Steps / Strategies	Misc. / Notes
on-ground 17	Assessment - requires students to create rules for art classroom and appropriate behaviors in it.	Assessment - lacks social science theory application.	Assessment - modify the assignment so that it connects with social science theory application.	Assessment -
On-Ground 5	Assessment - requires students to identify their view/values about a social issue and articulate them. Good exercise in critical thinking and identifying personal values.	Assessment - the assignment does not appear to incorporate the social, cultural, etc. influences upon a person's beliefs, values, etc. Does not make a connection to theory.	Assessment - assuming the assignment does not ask, it should also ask students to identify how individual views of the issue are influenced by society, culture, media, etc. Students could also be asked to make a connection to a theory learned about in class.	Assessment -
On-Ground 2	Assessment - Very thorough and the questions are speaking directly to the rubric	Assessment - N/A	Assessment - N/A	Assessment - this is a good comment and the connection between the objectives and the assignment prompts
On Ground 36	Assessment - the student addressed both behavioral and belief changes and identified specific theory	Assessment - Did not discuss the role of culture	Assessment - consider whether a cultural component should be included	Assessment - doesn't have to have all three-culture, social structure, and processes, but should
On-Ground 24	Assessment - student examines a factor that influences human behavior and makes a connection to theory and content from the course	Assessment - example provided by the student could be stronger	Assessment - none	Assessment -
On-Ground 38	Assessment - Does sufficiently assess all three rubric prompts	Assessment -	Assessment -	Assessment - Would like to request the prompt for the assignment
On Ground 50	Assessment -	Assessment -	Assessment - Paper sufficiently address first two of the three assessments, but fails to address the third	Assessment - Would like to request the prompt for the assignment
On-Ground 30	Assessment - addresses cultural beliefs, values, and rites of passage effect individual behavior	Assessment - does not make a connection to theory	Assessment - assuming the assignment does not ask, students should be asked to make a connection to a theory learned about in class.	Assessment -
On Line 50	Assessment- Paper does a sufficient job addressing all three rubric prompt	Assessment-	Assessment-	Assessment- Would like to request the prompt for the assignment
Online 27	Assessment-	Assessment-	Assessment-	Assessment-
On-line 36	Assessment- assignment appears to place student in a	Assessment- student presents what appears to be a narrow	Assessment- if not provided, give specific guidelines	Assessment-

	position to examine factors that influence behavior	and one-sided discussion of the issue, when the topic allows for a broad discussion of factors that influence behavior		
On Line 44	Assessments- Paper does sufficiently assess all three rubric prompts	Assessment -	Assessment-	Assessment-
On Line 27	Assessment-	Assessment- Fails to address any aspect of the rubric. This is a book report	Assessment-	Assessment-
On Line 18	Assessment - assesses all three; assignment based on interview student conducted - real life experience that obviously made an impression of the student.		Assessment - Appears to be a strong assignment	
Online 48	Assessment- The prompts were included and spoke directly to the rubric	Assessment - N/A	Assessment- N/A	Assessment- Very strong in terms of the connection to the rubric. Each component was directly prompted within the assignment
on-ground 23	Assessment - requires students define hindsight bias, give examples and how it affects individual persons. The assignment applies social science theory to various interactions.			
on-ground 30	Assessment - requires students to examine various cultural issues among growing children. It does apply social science theory to interactions among individuals.			
online 10	Assessment - requires student to observe a child's behavior, it addresses two criteria of the rubric, but not social science theory application.	Assessment - social science theory application might be needed.	Assessment - relate the assignment to application of the social science theory.	
online 25	Assessment - requires student to describe social situation, which applies to first rubric criterion only.	Assessment - connection to social science theory application and examination of ways social institutions influence people.	Assessment - modify the assignment regarding the application of social science theory and the reflection of ways social institutions' impact on people.	

Were the assignments used appropriate for the GE rubric representing the content area?

Overall, the committee felt that the assignments we reviewed were appropriate for the social science GE rubric. There was some concern about wanting to see the assignment requirements, but after further discussion we agreed that we could make the necessary judgments without this information.

Are there assignments that need to be modified to meet the intent of the GE content area?

Several of the assignment seemed to speak to some, but not all aspects of the social science rubric for GE. It is possible that the instructions given to the students asked them to speak to all aspects, but that the students failed to do so. Further conversation with the instructors for these courses would need to take place to determine this.

Are there issues with the content assessment rubric that need to be addressed?

It would be beneficial for the faculty teaching social science general education courses to revisit the rubric since there are several courses that are not meeting all aspects of the rubric. It may not be realistic that a single artifact can touch on all areas of the rubric

Suggestions not noted in the above chart that the program intends to alter or modify moving forward?

The faculty should discuss whether the students are missing several components of the rubric because the rubric is not appropriate, because they communication about expectations is not clear, because the assignments need to be revisited or if it was a result of sampling bias.

## Curriculum Committee Summary

The general education assessment held in the summer of 2022 covered the areas of History, Diversity and Social Science. Faculty were asked to contact the Curriculum Committee if they were interested in serving as a juried assessor. The classes were audited for assessment and assignment upload before random selection was determined. The assignments chosen were determined through a random number process and represent a diverse section of assignments that make up each individual content area.

Typically, the Associate Dean of Academic Assessment solicits feedback from the Juried Assessors at the conclusion of their review. Several of the participating faculty completed this part but not all. Faculty were prompted three times for their feedback on the work reviewed.

Curriculum Committee is satisfied with the assessment retreat format to review general education assessment. As compared to previous years, the SWOT analysis facilitated better feedback from contributing faculty. Moving forward the committee will propose an assessment plan for the new structure being implemented fall 2023.

Attached to this report is a complete library of rubrics used for General Education moving forward. Updated Rubrics are provided for History, Oral Communication and Natural Science.

Respectfully Submitted,  
Curriculum Committee

Faculty Vote to Accept Report: April 2023

Appendix:

<b>General Education Written Communication Objectives</b> Students transmit information effectively in written form.				
<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>
<b>Artifact evidences substantive content</b>	Exceptional focus, clarity, development, originality, source material, length	Solid focus, clarity, development, originality, source material, length	Evolving focus, clarity, development, originality, source material, length.	Inadequate focus, clarity, development, originality, source material, length.
<b>Artifact evidences effectual organization</b>	Exceptional structure, support, unity.	Solid structure, support, unity.	Evolving structure, support, unity.	Inadequate structure, support, unity.
<b>Artifact evidences compelling style elements</b>	Exceptional voice, grammar, syntax, mechanics, format, citation, professionalism.	Solid voice, grammar, syntax, mechanics, format, citation, professionalism.	Evolving voice, grammar, syntax, mechanics, format, citation, professionalism.	Inadequate voice, grammar, syntax, mechanics, format, citation, professionalism.

Revised 2018

<b>General Education Oral Communication Objectives</b>				
Students transmit information effectively in spoken form.				
<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>
<b>Student crafts a compelling, insightful, and logical message with effective outside support.</b>	Student presents a compelling and well-structured message with valid and thorough outside support.	Student presents an interesting and logical message with adequate evidence of outside support.	Student presents an adequate message with little evidence of outside support.	Student presents a superficial message with little or no evidence of outside support.
<b>Student presents a message with effective delivery and visual support.</b>	Student presents message confidently with excellent delivery skills and effective visual support.	Student presents message with adequate delivery skills and acceptable visual support.	Student presents message with inconsistent delivery skills and ineffective visual support.	Student presents message with poor delivery skills and ineffective or no visual support.

Revised March 2023

## INFORMATION LITERACY RUBRIC

	4	3	2	1
Defines the need for information.	Defines the topic, the scope of the topic, key concepts, and the information needed; develops a manageable focus appropriate to criteria of assignment; identifies a variety of likely source types.	Defines the topic and the information needed; develops a focus appropriate to criteria of the assignment; identifies several likely source types.	Defines the topic, and the information needed incompletely; develops a focus that is too broad or too narrow; identifies general source types.	Difficulty defining the topic and the information needed; lacks a focus or the focus is too broad or too narrow; difficulty identifying source types.
Accesses information with an effective search strategy.	Accesses information using a variety of search strategies and relevant information sources; demonstrates ability to refine search.	Accesses a sufficient amount of information using an appropriate search strategy.	Accesses information using simple search strategies; retrieves information from limited sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
Critically evaluates information and its sources.	Examines information from multiple, diverse sources using criteria such as authority, credibility, relevance, timeliness and accuracy; makes judgements about what to keep/discard and provides rationale for decisions.	Examines information using criteria such as authority, credibility, relevance, timeliness and accuracy; makes judgements about what to keep/discard.	Examines information using some criteria; judgements on what to keep/discard need improvement.	Unaware of criteria to judge information quality; little effort made to examine information located.
Uses information correctly and ethically.	Thorough acknowledgment of sources through careful incorporation of citations; bibliographic information formatted with near complete accuracy; understands what constitutes plagiarism and does not plagiarize.	Cites sources and uses the correct citation style for formatting citations and bibliographies; understands what constitutes plagiarism and does not plagiarize.	Some understanding of citing sources. Uses appropriate citation style; needs improvement in formatting citations and bibliographies; understands what constitutes plagiarism and does not plagiarize.	Does not demonstrate a clear understanding of citing sources. Inaccurate citations, footnotes, or bibliographies; inappropriate citation style; does not understand plagiarism or commits plagiarism.

**General Education Historical Perspective Objective:**

*Students will think historically, meaning that they will understand both how the present is shaped by the past and how our interpretation of the past is shaped by the present.*

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>
Student will understand the basic methodology and sources used by historians.	Uses primary and secondary sources effectively, with concise impactful quotations. Work shows evidence of significant outside research.	Uses primary and secondary sources appropriately with effective quotations. Work shows evidence of outside research.	Uses primary and secondary sources appropriately with quotations that are too long or not significant. Work shows little evidence of outside research.	Uses primary and secondary sources but with some confusion about the nature of those sources. Little or no outside research evident.
Student is able to provide an analysis that addresses the key historical questions of causation, context change/continuity, and/or contingency.	Presents an effective, well-supported analysis of a well-framed historical question.	Presents a well-supported analysis of a historical question.	Presents a superficial analysis of a historical question	Presents information about a historical event but analysis is missing.

**General Education Natural Science Objective:**

*Students will understand that scientific knowledge is developed through a continual process based on the interpretation and communication of quantifiable information*

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>
Understand the process and nature of science as a progressive body of knowledge through the interpretation and application of credible scientific principles, statements, and experimental results	Understands and can correctly apply relevant and credible scientific principles to interconnected natural systems	Understands relevant and credible scientific principles and that natural systems are interconnected	Identifies relevant and credible scientific principles with limited application and comprehension	Does not recognize or correctly interpret relevant and credible scientific principles
Ability to understand quantitative information; this includes the skills to interpret figures, tables, mathematical models, and any other form of communication of quantifiable data	Can correctly interpret, analyze, and communicate a set of quantitative information via figures, graphs, or calculation	Correctly identifies and analyzes the basic information communicated by a set of quantitative information	Correctly identifies some of the basic information communicated by a set of quantitative information	Unable to identify the basic information communicated by a set of quantitative information

**General Education Mathematics Objective:***Students will solve problems through an analysis of quantitative relationships.*

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Insufficient (1)</b>
Select and apply commonly used mathematical terminology and theorems appropriately	Chooses an appropriate strategy to solve the problem. Completely shows all necessary steps and labels results and final answer. All steps are justified in the problem. Arrives at the correct answer.	Chooses and appropriate strategy to solve the problem. Obtains a correct answer but is unable to explain it completely. Gaps are present in the work and not all steps are justified. Possible minor computational errors.	An attempt is made to solve the problem. Limited strategy is shown to arrive at the answer and little or no justification for the work. The answer shows major computational errors and is incorrect.	Little or no strategy present to solve the problem, appears to be unable to start the problem correctly. No answer given.
Evaluate the accuracy of statements concerning math concepts.	Provides correct and completely accurate statements of the concept given.	Identifies the concept given but is unable to completely justify all portions of the statement.	Identifies the concept given but cannot provide justification for any portion of the statement.	Little or no understanding of the concept and unable to begin deducing its validity.
Use mathematical models to analyze problems from the world at large.	Solves the problem using an appropriate mathematical model. Explains clearly why the model was chosen. Shows ability to relate general rules to specific situations.	Correctly interprets the problem and uses a model that depicts the problem. Is able to use the model but may not be able to explain why it relates to a specific situation.	Correctly interprets the problem but is unable to determine the correct model. Can recognize some of the important information in the problem but is unable to pull everything together.	Does not understand the problem enough to be able to select a model. Is unable to relate rules to specific situations.
Manipulate and interpret quantitative data.	Expertly interprets and manipulates quantitative data. Explains why the procedures are appropriate for the problem.	Correctly interprets and manipulates the information. Applies procedures appropriate for the situation.	Applies some appropriate procedures but is unable to interpret the information and cannot manipulate it to obtain a solution.	Applies inappropriate procedures and does not understand how to manipulate and interpret the data to make progress.
Exhibit proficiency in using technology in solving mathematical problems.	Expertly utilizes technology to make informed decisions in a variety of contexts and correctly interprets the information obtained from the electronic source.	Competently utilizes technology to make informed decisions in a variety of contexts. May not be able to completely interpret the information from the electronic source correctly or may require assistance to do so.	Difficulty utilizing technology to make informed decisions in a variety of contexts. Requires the assistance in the mechanics of the technology to obtain results and needs assistance in interpreting them.	Inability to utilize quantitative measures to make informed decisions in a variety of contexts. Needs assistance to even begin using the technology to obtain the results.

**Expression & Invention – 6cr (-EI)**

**In these classes, students will combine or synthesize existing ideas, images, or expertise in original ways to demonstrate innovation, creativity, divergent thinking, and risk taking.**

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<b>Utilizes recognized elements for this domain.</b>	Synthesizes recognized elements for this domain in novel ways.	Utilizes recognized elements for this domain but not in a novel way.	Utilizes some of the recognized elements for this domain.	Fails to utilize the elements for this domain.
<b>Demonstrates innovation, creativity, divergent thinking, and risk taking.</b>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Experiments with a collection of available ideas to create a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	Lacks originality.

## Inquiry & Analysis – 6cr (-IA)

In these classes, students explore issues, objects, or works through the collection and analysis of evidence to make informed conclusions or judgments.

	Exemplary	Proficient	Milestone 2	Benchmark 1
Identifies an appropriate topic for the domain	Identifies a creative, focused, and manageable topic that addresses potentially significant aspect of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Integrates relevant evidence to make informed conclusions or judgements.	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.

## Cultures & Communities - 6cr (-CC)

In these classes, students will engage complex, diverse interdependent systems and legacies to foster effective and appropriate interactions in a variety of cultural and ethical contexts.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<b>Identifies issues pertaining to the interactions of cultures and legacies.</b>	Identifies significant and interconnected issues that result from interactions among cultures and legacies.	Identifies important issues that result from the interactions of cultures and legacies.	Identifies some basic issues and recognizes some connection to cultural interactions and legacies.	Identifies some basic issues but does not recognize connections to cultural interactions or legacies.
<b>Analyzes the cultural and ethical impact of these interactions.</b>	Applies knowledge and skills to provide a sophisticated analysis that articulates the cultural and ethical impact of these interactions.	Applies knowledge and skills to provide a thorough analysis of the cultural and ethical impact of these interactions.	Formulates an elementary analysis to understand some cultural and ethical effects of these interactions.	Identifies global challenges in basic ways from limited perspectives.