

General Education Assessment Report—CY 2017 with Appendices

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General Education Assessment Summary Report—CY 2017

Strange though it might seem, we begin the CY 2017 General Education assessment summary report with the previous year's offering. The penultimate move made in the CY 2016 report's opening section reminded all not to lose sight of succession. New chairs, new directors, and new assessment coordinators need the guidance of their predecessors in order to be in the best position to let their faculty know what is expected of them. In the hurly-burly of transition general education and assessment of student learning in your general education courses can get lost, and as a result departments and programs can be left scrambling to gather and assess student work. While this was not the case for the majority of departments and programs participating in the CY 2017 general education assessment, it bears emphasizing that you need to be sure that your take-off checklist includes time spent going over the role your department and program plays in general education assessment.

Whether in a time of leadership transition or no, a conversation with your colleagues concerning how you can fold general education assessment into your department or program self-study is well worth having. As noted in the CY 2016 report, one obvious instance would be when Critical Thinking, infused in each major, comes up in the general education cycle of assessment. Other possibilities occur, particularly for those majors infusing Computer and Information Literacy in their own courses rather than via a cognate offered by another department and for those of you offering a majors-only F section of a course that is required of your majors and approved in a general education category. Regarding the first possibility, remember that Computer and Information Literacy is being assessed in the CY 2018 cycle; the data gathered and the insights gained from its analysis should fold into your department or program self-study.

From big picture to particulars concerning assessment of student learning in general education courses and assessment of same then, if you will.

More than anything else, be sure that the sections of the report cohere. Let articulation be your watchword. Day in and day out, you and your colleagues make clear your commitment to teaching and learning. You and your colleagues take care in the classroom and out, you think about what is working and what is not. You refine your pedagogy so that your students will benefit. A finely articulated assessment report can serve as a touchstone and touchwood for your individual and collective efforts.

Regarding sample size of student work, in the vast majority of cases a fine job was done. Most everyone had the appropriate minimum sample size: that is to say, work from all students in a section with 10 or fewer students, work from 10 students in a section with between 11 and 50 students, and work from at least 20% of the students in a section with more than fifty students enrolled. It bears repeating, too, that work needs to be gathered and assessed from students in every section of an approved general education course offering in the assessment cycle in question. Kudos to those departments and programs that figured out ways to assess the work of all students taking a particular general education course.

As noted in the CY 2016 summary report, the strongest analysis of results sections were those that were sure to speak to each learning outcome in the category and address both strengths and weaknesses in the student work being assessed. Once again, as noted in the CY 2016 summary report, please be sure to do more than simply repeat or rephrase the data section. Use the results section to provide detail concerning the data that will help you determine what actions need to be taken, if any. That is, capture in the analysis section the gist of your thinking and discussion of the student work you reviewed.

The strongest action sections were marked by clearly articulated steps to be taken in light of what the assessment revealed, if any, and the relationship between those steps and the learning outcome(s) in question. Here too it bears repeating something noted in the CY 2016 assessment report: use the action section to articulate the steps you and your colleagues plan to take to help position students so that their work can move from meeting to exceeding as well as from not meeting or approaching to meeting.

Shifting the frame a bit while staying still with what the assessment reports revealed, a number of the reports in the World Awareness category indicated that student work was coming shy of the mark one expects hit when it comes to what might be called the domain or ways of knowing learning outcomes: that is, fine and performing arts, humanities, natural sciences, and social and behavioral sciences. Those reports tended to offer concrete steps of how to address the matter, to be sure, but here is an example of how departments and programs can use the advice section to indicate what they do that helps position the students to do well in all the learning outcomes in the World Awareness category.

As always, the Assessment Advisory Committee and the General Education Council has work to do in light of what the assessment revealed. The rubric used to take the measure of your reports will be examined in order to make sure that it is doing what we want it to do. The same holds for the assessment report form itself. Specifically, we will be discussing whether or not to return percentages to each group of the results field—not meeting, approaching, meeting, exceeding—while keeping the raw number for each group. We will also be thinking about the analysis section of the form and determining whether or not a single field is being asked to do too much heavy lifting. In the both cases, we'll be keen to get your input at the General Education Assessment Retreat in May.

About the last, the retreat will be 16 May at the Rice Creek Field Station. More details to follow, of course, but plan to spend the morning discussing what has been learned and how we are doing—bookended by a morning nosh and lunch of course.

Appendix 1—Exemplary Reports

Here we include examples of reports from Art, Economics, Music, and Theatre.

General Education Assessment Report—Western Civilization

Course: Art 250

of sections: 2

Calendar Year: 2017

Knowledge and Skills Areas / Competencies	<u>Learning Outcome</u> Students will	Information		Results ¹				
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	% ²				
Western Civilization	students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization	Spring 2017 Fall 2017	95	100	63 (66%)	28 (30%)	4 (4%)	0
	students will relate the development of Western civilization to that of other regions of the world	Spring 2017 Fall 2017	95	100	43 (44%)	37 (40%)	15 (16%)	0

¹ Each student should be counted only once. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.

² Number should represent percentage of the total students enrolled in courses approved as addressing this learning outcome area.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

We followed the proposed assessment plan.

Analysis of results: please be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

We are pleased to see that 84-95% of the students enrolled in the course (Art 250) satisfying GE Western Civilization continue to exceed and/or meet expectations. (Goal 1= 95%; Goal 2=84%), which appears to be an improvement since our last assessment report.* Since the last assessment of this category, the Art History faculty have continued to make the course content more uniform regardless of the instructor (this survey course is routinely taught by both tenured art historians and adjunct instructors, most without advanced degrees in art history). Through collaboration in development of core monuments to be covered across sections we strived to provide students a consistent experience with whomever taught this course. This was achieved in part through program assessment and curricular alignment to better meet both NASAD and our specific program goals. That said, our assessments in 2010-11 and 2014 were based on exam or course grades and our report combined Art 250 with Art 251; in order to fine tune our analysis of student learning outcomes, faculty teaching Art 250 and 251 developed model questions for each course that would better measure outcomes for both goals one and two and results are separated in this report. The model questions were used universally when possible. Since our faculty have diverse expertise and prior curricular changes narrow our covering of “other regions”, faculty write appropriate questions based on models. The 2020 assessment will be more accurate in comparing data than this round with that of 2010 and 2014. As reported in 2014, we continue to see that with the changes in GE requirements and categories and demographic shifts, fewer students are registering for the 250 and 251 art history survey courses. Consistent with past assessments for both General Education and our programs, students perform better on goal one than goal two. Entering students’ unfamiliarity with world history or difficulty recognizing or spelling foreign language terms may have an impact on this outcome, but to measure such an effect we would need a research model. As noted in our program assessment, whether majors enroll in 250-251 sequentially or beginning in the Spring term might affect learning outcomes.

*While pleased, we realize that numerous factors could shift those numbers upwards including the assessment tools, smaller class sizes, availability of online sections, adoption of e-texts and OERs, a mix of beginning and transfer students and the ratio of majors to non-majors. If one could control for those variables it would be possible to draw more meaningful conclusions.

General Education Assessment Report—Western Civilization

Action to be taken in addressing these assessment findings: Art History faculty will build upon last cycle's work product by continuing to build a database that cross-indexes specific terms among the three major areas in the art department: Art Studio, Art History, and Graphic Design. While these three areas are individually more diverse and collectively have more in common, the fact is that foundational courses use specific textbooks / content for each of the three. We have made a comparative document that provides equivalent terms for each of the three major textbooks / area curricula, but it needs to be further developed. Ideally, any faculty member could prepare lectures and remind students that they have encountered a concept in an earlier course, though that course's textbook may have used a similar but different term or used a different artwork to illustrate the same concept. As proposed in the Art History program assessment, funding a student worker to help with clerical tasks such as cross indexing or connecting copyright appropriate hyperlinked images to a department-wide resource would improve faculty ability to reinforce learning at the foundational, intermediate, and advanced levels. Curricular alignment in a department with such disparate disciplines takes tremendous effort; we hope to obtain support for student workers as this type of clerical task would not offer students an educational experience consistent with goals for experiential learning.

What has been learned that could be helpful to others as they conduct assessment of General Education:

Like any study, assessment of learning outcomes is more meaningful when one can control for variables. In this case our past two assessment tools differ radically from the tool used now both in type and targeted sample (course or exam grade vs specific questions keyed to each learning outcome and combined courses and sections vs. two sections of single courses). Moreover, in the three-year period two Art History faculty members created online sections of Art 250 and Art 251 and two faculty participated in the e-text pilot, and one faculty transformed Art 250 to a fully Open Educational Resources platform. The data suggests that students enrolled in these courses thrive, but we do not know if any one factor is more effective. We lack the resources to engage in analysis of several variables: major, e-texts, sequence of courses, year in program and transfer status, online or face to face courses, and the use of conventional textbooks, e-books, online learning supplements, and / or OERs alone or as supplements. It might be helpful to plan a longitudinal study of one or more of these variables over a longer (more than three year) cycle.

General Education Assessment Report -

Course: Eco 330

of sections: 3

Calendar Year: 2017

Knowledge and Skills Areas / Competencies	Learning Outcome Students will demonstrate	Information		Results ¹				
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	% ²				
World Awareness - Social and Behavioral Sciences	Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization	Spring and Fall 2017	83	91%	19	58	6	0
	Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis	Spring and Fall 2017	83	91%	17	62	4	0
	Knowledge of major concepts, models and issues of at least one discipline in the social sciences	Spring and Fall 2017	83	91%	20	58	5	0

¹ Each student should be counted only once. If assessment has taken place across multiple sections, data should be aggregated for the purpose of this report.

² Number should represent percentage of the total students enrolled in the course.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If so, please cut and paste here the information from your assessment plan update. If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Spring 2017 uses the paper rubric as described in the assessment plan update. Difference parts of the rubric speak to each learning outcome. Point allocations are slightly different from the plan due to rubric changes.

Fall 2017 Used selected questions from the Eco 330 final exam since there was a change of instructor and the paper rubric was no long applicable.

More detail on instruments and measures is located the end of this report.

Analysis of results: please describe your method of analysis and be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

Conversion of rubric points to assessment category is explained at the end of this report. Rubric points were assigned by the section instructors when these artifacts were graded in their respective courses at the end of the semester.

Looking at the data, this assessment shows students overwhelmingly meeting or exceeding standards (92-95%). We attribute this to the clear expectations for these assignments ahead of their due dates, allowing students to best demonstrate their learning over the course of the semester.

It should be noted that while none of the work fell below standards, in each section there were students that failed to complete these assignments because they were failing the course.

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Action to be taken: please indicate the connection between the assessment finds and the proposed action(s); if no action is to be taken, please indicate why you think none is necessary.

With the relatively weakest outcome being #1, the Spring 2018 section of Eco 330 included a paper requiring focus on a specific African country. As a whole, the learning outcomes 2 and 3 support the overall study that maps to learning outcome 1, with a rubric mapping to each outcome. If successful, this paper assignment will provide good data for the next round of assessment.

Overall, the instructor plans to incorporate elements from *Small Teaching* (as a result of campus professional development) to improve overall learning in the course.

What has been learned that could be helpful to others as they conduct assessment of General Education:

1. Be flexible to changing measures with changes in course instructor, as this is bound to happen at faculty leave for other opportunities or get alternative assignments.
2. The department assessment coordinator should work with the course instructor at the beginning of the semester to identify artifacts embedded in the course that will measure the learning outcomes. Instructor cooperation with this should be a department expectation.

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Additional Information on Assessment Instruments and Measures

Spring 2017 uses the paper rubric as described in the assessment plan update. Different parts of the rubric speak to each learning outcome. Point allocations are slightly different from the plan due to rubric changes.

Learning Outcome One: students will demonstrate knowledge of **either** a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization

Under the rubric, the abstract, introduction, discussion and conclusion will all reflect this learning outcome, worth 35 points in the rubric.

30-35 points	Exceeding Expectations	25-29 points	Meeting Expectations
20-24 points	Approaching Expectations	Below 20 points	Not Meeting Expectations

Learning Outcome Two: students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis

Under the rubric, the procedures/methods and results sections will reflect this learning outcome, worth 30 points in the rubric.

27-30 points	Exceeding Expectations	21-26 points	Meeting Expectations
18-20 points	Approaching Expectations	Below 18 points	Not Meeting Expectations

Learning Outcome Three: students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences

Under the rubric, the abstract, introduction, discussion and conclusion will all reflect this learning outcome, worth 35 points in the rubric.

30-35 points	Exceeding Expectations	25-29 points	Meeting Expectations
20-24 points	Approaching Expectations	Below 20 points	Not Meeting Expectations

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Grading criteria on written part				
Section	High grade	Average grade	Low Grade	Max points
Abstract	Contains specific summary of the paper. Clear, concise and correct	Summary unclear, Incorrect gist and wordy	No specific summary information. Vague	10
Introduction	Appropriate, goals clearly stated	Wordy, unclear, uncertain direction	Vague, inappropriate depth, content	15
Procedures/ Methods	Clear, succinct. Methods are well explained and applied. Methods are relevant	Vague methods/analysis, Uncertain, unclear	Incorrect method, Incomplete	15
Results and Data application	Well organized, clear description, correct analysis, Correct interpretations etc.	Complete but difficult to understand, Organization confusing, Awkward text, sloppy appearance	Incorrect, Incomplete, Vague or missing conclusion(s)	20
Discussion and Conclusion	Concise, meaningful interpretation of results, reasonable alternative explanations, references cited, correct, concise conclusions	Superficial. Theory not integrated with results. Importance unclear, Wordy conclusions	Incorrect, Incomplete, Vague or missing conclusion(s)	20
References	Appropriate sources, Complete, Correct format, Appropriate # of references	Irrelevant, Incomplete, Incorrect format, Too few references	None cited	10
Writing Style, Grammar, and Punctuation	Excellent	Alright	Not up to the mark	10

Total 100

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Fall 2017 Used selected questions from the Eco 330 final exam since there was a change of instructor and the paper rubric was no long applicable.

Learning Outcome One: students will demonstrate knowledge of **either** a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization

This was measured by one of the follow three questions (student choice) on the Eco 330 final exam:

- How has imperialism affected development? Trace the history of imperialism from Columbus through the Second World War. How did imperialism affect the economic life of those countries of Asia, Africa and Latin America that were subjected to it? Were there positive effects? Were there negative effects? Which in your opinion more significant, the positive or the negative effects? Explain.
- What is neocolonialism? Does the term “neocolonialism” describe well the current relationship between the poor countries and the wealthy countries? Be sure to define “neocolonialism”.
- Money given as aid to foreign countries has been very controversial. How much is given by the United States? For what purposes is aid given to foreign countries? Is aid effective in alleviating poverty and promoting economic growth? Discuss the problems that arise when you attempt to evaluate the success of foreign aid.

Each question was grades on a standard scale of 100 points.

90-100 points Exceeding Expectations **70-89 points** Meeting Expectations
69-60 points Approaching Expectations **Below 60 points** Not Meeting Expectations

Learning Outcome Two: students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis

Learning Outcome Three: students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences

These two outcomes are measured together by one of the follow three questions (student choice) on the Eco 330 final exam:

- What is poverty and how do we measure it? How is poverty related to economic development? Why don't poor people spend more money on food? Why don't they save more? Why don't they specialize in one economic activity? Why has it proven so difficult to eliminate severe poverty as proposed in the Millennium Development Goals? Explain your answer.
- This semester we have addressed various strategies for promoting economic development, including catching up strategies, such as import substitution and export promotion, as well as pulling away strategies such as laissez faire. What are the advantages and disadvantages of these strategies? Under what circumstances would you think each of these strategies would be most effective? Explain.
- It has been suggested that a number of different factors played a role in the process by which the now wealthy countries became wealthy, such as geography, natural resources, culture, policies and the exploitation of poor countries. Evaluate the significance of each of these factors for wealth of the now wealthy countries. Which one(s) do you think is (are) most important? Explain your answer.

Each question was grades on a standard scale of 100 points.

90-100 points Exceeding Expectations **70-89 points** Meeting Expectations
69-60 points Approaching Expectations **Below 60 points** Not Meeting Expectations

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Analysis of results: please describe your method of analysis and be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

Conversion of rubric points to assessment category is explained above. Rubric points were assigned by the section instructors when these artifacts were graded in their respective courses at the end of the semester.

Looking at the data, this assessment shows students overwhelmingly meeting or exceeding standards (92-95%). We attribute this to the clear expectations for these assignments ahead of their due dates, allowing students to best demonstrate their learning over the course of the semester.

It should be noted that while none of the work fell below standards, in each section there were students that failed to complete these assignments because they were failing the course.

Action to be taken: please indicate the connection between the assessment finds and the proposed action(s); if no action is to be taken, please indicate why you think none is necessary.

With the relatively weakest outcome being #1, the Spring 2018 section of Eco 330 included a paper requiring focus on a specific African country. As a whole, the learning outcomes 2 and 3 support the overall study that maps to learning outcome 1, with a rubric mapping to each outcome. If successful, this paper assignment will provide good data for the next round of assessment.

Overall, the instructor plans to incorporate elements from *Small Teaching* (as a result of campus professional development) to improve overall learning in the course.

What has been learned that could be helpful to others as they conduct assessment of General Education:

1. Be flexible to changing measures with changes in course instructor, as this is bound to happen at faculty leave for other opportunities or get alternative assignments.
2. The department assessment coordinator should work with the course instructor at the beginning of the semester to identify artifacts embedded in the course that will measure the learning outcomes. Instructor cooperation with this should be a department expectation.

General Education Assessment Report -

Course: Mus 329

of sections: 1

Calendar Year: 2017

Knowledge and Skills Areas / Competencies	<u>Learning Outcome</u> Students will demonstrate	Information			Results ¹			
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	% ²				
World Awareness - Humanities	Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture., etc. of one non-Western civilization	Fall 2017	25	100	17/25 (68%)	6/25 (24%)	2/25 (8%)	0/25 (0%)
	Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program	Fall 2017	25	100	17/25 (68%)	6/25 (24%)	2/25 (8%)	0/25 (0%)

¹ Each student should be counted only once. If assessment has taken place across multiple sections, data should be aggregated for the purpose of this report.

² Number should represent percentage of the total students enrolled in the course.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If so, please cut and paste here the information from your assessment plan update. If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Assessment was based on the 2 sections of students' final exam (see attached), in addition to an oral and written report examining the literature and qualities of World Music for this semester, which included a concert review of Cuban band Tiempo Libre. My final exam was 25 questions in length. The questions were multiple choice and required identification of the important names, movements, politicians and global effects of politically relevant world music. I did more oral review with my classes, and increased the number of days of review.

Important note-I had 2 days of review for test 1.

Analysis of results: please describe your method of analysis and be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

Regarding the oral report:

Students were asked to pick a composer and representative work and explain why it was significant in the political history of World Music.

Only 5 of 25 students had less than a B on the oral report. It required using the 7 class themes, such as the interaction of music and religion, with specific examples. It was to be memorized without any notes of any kind.

Note taking improves in 300 and 400 level classes. Perhaps it is not taught in high school?

Regarding the concert review:

Students were asked to research Cuban music and describe the traits that were shown by good performance practices in detail. They had to research Tiempo Libre's timba style, the habanera, samba, maxixe, ragtime, and the social problems of Latino music in the U.S.A.

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All students except 5 had a B-or above on the concert review.

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Action to be taken: please indicate the connection between the assessment finds and the proposed action(s); if no action is to be taken, please indicate why you think none is necessary.

IMPORTANT!

I increased to 4 full class days of review for the final during the final two weeks of classes. Even the students who had marginal performance in an earlier test seemed to do much better on the final. I attribute this to poor study habits and some slight resistance to taking notes, even though I asked students to write certain things down in each class. THERE WERE ONLY 3 STUDENTS IN BOTH SECTIONS WHO GOT LESS THAN 80% ON THE FINAL.

What has been learned that could be helpful to others as they conduct assessment of General Education:

To increase number of review days.

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Course: THT 365 Theatre of India, China, and Japan

of sections: 3

Calendar Year: 2016-2017

Knowledge and Skills Areas / Competencies	Learning Outcome Students will	Informatio			Result			
		Semester(s) of data collection	Students Assessed		# Exceeding	# Meeting Standar	# Approaching	# Not Meeting
			#	% ²				
World Awareness -	1. Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture., etc. of one non-Western civilization	3	57	100	55%	27%	8%	10%
Fine and Performing Arts	2. Understanding of at least one principle form of artistic expression and the creative process inherent therein	3	57	100	58%	23%	5%	14%

¹ Each student should be counted only once. If assessment has taken place across multiple sections, data should be aggregated for the purpose of this report. Number should represent percentage of the total students enrolled in the course.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If so, please cut and paste here the information from your assessment plan update. If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

SEE ATTACHED DOCUMENT

Analysis of results: please describe your method of analysis and be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

The data indicates that on a quantitative level the vast majority of students (82%) were able to successfully apply their knowledge of world history or the distinctive features of the history, institutions, economy, society, and culture by mid-semester in THT 365 (outcome 1). There is a marked improvement in their ability to apply this knowledge from the “Indian History & Theatre Timeline Test” early in the semester. This correlates with my subjective analysis that frequently incoming students lack a comprehensive knowledge of historical events pre-dating the twentieth century. Revisions to the discussion forum leading up to the “Indian History & Theatre Timeline Test” in August 2017 resulted in a slight overall improvement in the number of students meeting or exceeding expectations when it came to understanding one principal form of artistic expression (outcome 2). In the Fall 2017 data sampling though, the same students showed a slight decrease (6%) in their ability to meet or exceed expectations on the actual “...Timeline Test” itself. This decrease may be due in part to the small sampling taken in the Fall. It is likely, however, that an intermediary assignment such as a “practice” timeline is needed to bridge the gap between the critical thinking and comparative analysis skills employed in these assessments.

In all, the focus placed in the course on interconnected cultural influences within Asia, as well as the attention paid to similar cultural progressions the world over, clearly helps students bind these concepts and draw connections in later assignments. The student success rate in meeting or exceeding standards (outcome 2) are consistent over the 3 semester sampling with a notable 6% increase in Fall 2017 following the revision. Tracking the nature of these trends as echoed in “Western” society clearly resonates through the chosen activities drawing on *cognitive* as well as *affective* skills to compel students to reiterate findings in multiple learning domains. Certainly even the most isolated societies in medieval Asia were deeply influenced by religious revivals that spread throughout the continent and were dramatically influenced by post-nineteenth century European colonial aspirations. Knowledge of these influences (outcome 1) exceeding expectations are clearly evident among students in at least a third of the “Contextual Analysis Midterms” submitted in THT 365. Further, an overwhelming majority of the students were able to make clear and well-supported assertions regarding the coaction of theatrical developments and socio-economic influences *within* the cultural focus of their choice (outcome 1). This indicates to me a healthy intuitive sense among our students of the interplay between artistic expression, religion, and other secular institutions. The students’ ability to understand at least one principle form of artistic expression and the creative process, in my opinion, is understated by this data (outcome 2). The overwhelming majority of

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students consistently illustrate analytic skills in this area and often share critical viewpoints both in discussion forums as well as in more formal writing assignments.

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Action to be taken: please indicate the connection between the assessment finds and the proposed action(s); if no action is to be taken, please indicate why you think none is necessary.

I am completely revising the “Indian History Crowd Source” discussion in Module 2. My goal is to ensure that students retain a clear sense of sequencing concerning the historic events presented in the “Story of India” video series, retain a knowledge of connections to correlated events around the world vis-a-vis the associated timeline tools already presented in the module, video series and supporting lecture, as well as improve their overall performance on the Module 3 “Indian History & Theatre Timeline Test.” Success on this early building block assignment will also enhance their ability to recognize salient world events and convey their significance in the “Chinese Cultural Innovation Discussion: Module 4” and “Contextual Analysis Midterm: Module 5.” My measure of success in this action will be a quantitative improvement in student scores on at least the “Indian History & Theatre Timeline Test,” but also (hopefully) on the subsequent assignments listed above. On a qualitative level, I will look for discussion points in the revised learning activity that reflect my goal (a clear sense of sequencing concerning the historic events presented in the “Story of India” video series, retain a knowledge of connections to correlated events around the world).

Results Fall 2017

Results from this rather small sampling were mixed and somewhat inconclusive. The impact of this revision on student’s ability to apply their general knowledge of the historic events to sequencing a timeline was nominal. Overall, a larger number of students were approaching or meeting expectations in this area but fewer were exceeding expectations. There were also a larger than normal number of underperforming students in this particular semester (students who received C- or less for their final grade). Their grade deficiency was largely due to non-participation which is also needs to be addressed.

In the revised discussion fully 92% of the students met or exceeding expectations contributing several well constructed discussion points over the 7 day unit, sharing web materials, and drawing important comparisons between the historic events transpiring in India and those in China, Japan, and the Western world during parallel periods. There was a tangible improvement in the type of materials being shared, the quality of the accompanying descriptions, and the dialogue between students from Spring and Summer 2017 to the Fall of 2017. In order for this success to be duplicated in more concrete, problem solving activities like the timeline test, it is clear a “practice-type” time-line activity must be included in either the associated discussion forum or separately tied to the “Story of India” episodic timelines in the module. The format itself may well be new to many students and require adaptive practice. The time allotted in the course schedule for this unit needs to increase as well.

The material presented in “Indian: Cradle of Civilization” (Module 2) remains challenging. It is the first module after the introduction, an ancient time period with few modern references, and the material students appear to be struggling most with. Success rates are well within an acceptable margin for an upper division course, but the key to lowering non-participation and failure rates, I believe, is creating a smooth transition to this in-depth content.

What has been learned that could be helpful to others as they conduct assessment of General Education:

My subjective analysis is that many incoming students lack a comprehensive knowledge of historical events pre-dating the twentieth century. They are not without reference points (i.e., Biblical events, literary figures such as Shakespeare, political events like the American revolution) but find it difficult to successfully place these events on a timeline with other world events.

General Education Assessment Report THT 365 Theatre of India, China, and Japan

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If so, please cut and paste here the information from your assessment plan update. If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Over the course of the Spring 2017 and Summer II 2017 semesters we assessed learning outcomes using the following tools:

1. *Knowledge and skill area/ World Awareness*
 - a. Indian History & Theatre Timeline Test: Module 2
 - b. Chinese Cultural Innovation Discussion: Module 4
 - c. Contextual Analysis Midterm: Module 5
2. *Knowledge and skill area/ Fine and Performing Arts*
 - a. Final Project Option #1 - MULTI-MEDIA Performer Bio on YouTube: Module 8
 - b. Final Project Option #2 - STUDY GUIDE: Module 8

This broad array of tools were selected to offer maximum data points and support both qualitative and quantitative assessment. Our original assessment plan update included the use of exam questions from a large pool, random block, matching test (Item 1a listed above). Our current assessment includes data from that test as well as the four other tools listed above. This offers five times the number of assessment samples allowing us to determine a more precise *mean* level of comprehension. It also reduces the effect of outliers such as individual assignment non-participation. This methodology also allows us to track the progression of these skills over a significant portion of the semester, the application of these skills in multiple contexts, and offers a strong indication of whether the learning activities are aiding students' retention of key concepts.

Item 1a (Indian History & Theatre Timeline Test: Module 2) was specifically chosen to assess students ability to recall and restate facts regarding world cultural events and correlate them to events of a similar era in Central Asian history. This step is the foundation level of Blooms Taxonomy the pedagogical model that I work from.

Item 1b (Chinese Cultural Innovation Discussion: Module 4) offers students the opportunity to demonstrate their ability to rise to the next level of cognitive processing using these concepts, namely to describe, discuss, and explain the significance of cultural innovations and connect them to similar cultural or scientific steps forward that occurred in other parts of the world in the same era. This would fulfill the *World Awareness* learning objective 1 outlined on the General Education Assessment. The assignment also requires students to place these events on a timeline with Indian History events presented in multiple modalities throughout Module 2. Analyzing the results of this discussion forum offers a qualitative look at whether students are correlating cultural progressions of two distinct Asian societies and applying their knowledge in a new situation; obtaining a third level in the progression of this teaching strategy.

In item 1c (Contextual Analysis Midterm: Module 5), the question now becomes “can students organize, compare, and effectively analyze these concepts and thereby take an additional step toward forming critical judgements about these world events?” The tool we’ve chosen is a formally structured research paper with a detailed multi-layered rubric. This assignment carries significant grade weight to encourage maximum participation with ample time allotted for student preparation and execution of the assignment. This assignment requires that students “*offer historical context directly linked to the development of this form of theatre.*” This context is further identified in the assignment instructions as being “*the socio-political circumstances at the time of the this form of theatre’s inception. As the style you have chosen rose in popularity, what aspects of this society are most reflected in the work?*” Assessing the participants ability to analyze these connections directly intersects with the World Awareness learning objective that students demonstrate knowledge of “*the distinctive features of the history, institutions, economy, society, culture., etc. of one non-Western civilization.*”

Final Project Option #1 and #2 (Item 2a & 2b) require students to use both visual and written sources to convey an intimate understanding of the life and work of a single performer or a specific production of a single performance ensemble. These profiles are delivered in multi-media formats, accompanied by written descriptions, utilizing cited sources. Close scrutiny of either of these projects offers a clear qualitative assessment of a student’s ability to interpret and explain at least “*one principle form of artistic expression and the creative process inherent therein*” as required in the Fine and Performing Arts learning outcome (2) as well as organize that information and generate creative material based on that knowledge. My assessment includes evaluating the student’s ability to connect the individual artist’s contribution to the overall style of Asian performance they are working in. I also assess their level of their work in illustrating the creative process through both word and image, as well as explaining a progression in the individual artists career or the development of a specific work of art by an ensemble.

Percentage of questions students will have to answer correctly for each of the following categories:

>90%Exceeding Expectations

>80%Meeting Expectations

>70%Approaching Expectations

<70%Not Meeting Expectations

Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture., etc. of one non-Western civilization.

Results based on an aggregated 3 semester, 57 student cohort:

Item	EXCEEDS	MEETS	APPROACHED	NOT MEETING
A.	22	21	7	7
B.	40	9	4	4
C.	32	15	2	8

Understanding of at least one principle form of artistic expression and the creative process inherent therein

Results based on an aggregated 2 semester, 32 student cohort:

Item	EXCEEDS	MEETS	APPROACHED	NOT MEETING
A. & B.	33	13	3	8

Indian History Crowd Source discussion results

Item	EXCEEDS	MEETS	APPROACHED	NOT MEETING
F'17	21	2	0	3

Appendix 2—Insights

Here you will find comments concerning communication and process, teaching and teaching supplements, and other advice, comments, and suggestions.

The advice section that follows is organized in the following groups: communication and process, instruments, teaching and teaching supplements, and other advice that is either course/discipline specific or of a general nature.

Communication and Process

--Earlier awareness not only that assessment is taking place in the present semester, but knowledge of the format for the general education assessment report (e.g. whether results have to be reported for each learning outcome) would make assessment more manageable. Also, suggesting a standard of practice within the department for assessing students (say, to assess 50%, or 100%, of those who complete the assignment during which assessment is to be completed) may make assessment more uniform.

--We need to further specify what is meant by “conventions and methods” in each of the Humanities disciplines. This is unclear from simply examining the results of my own course section. Having a consistent assessment tool across multiple course sections holds the promise of having great power, if themes can be discovered across course sections taught by different professors.

--Providing the forms that need to be completed, such as this form, before the assessment is being conducted on final exams would be of great assistance.

--Like any study, assessment of learning outcomes is more meaningful when one can control for variables. In this case our past two assessment tools differ radically from the tool used now both in type and targeted sample (course or exam grade vs specific questions keyed to each learning outcome and combined courses and sections vs. two sections of single courses). Moreover, in the three-year period two Art History faculty members created online sections of Art 250 and Art 251 and two faculty participated in the e-text pilot, and one faculty transformed Art 250 to a fully Open Educational Resources platform. The data suggests that students enrolled in these courses thrive, but we do not know if any one factor is more effective. We lack the resources to engage in analysis of several variables: major, e-texts, sequence of courses, year in program and transfer status, online or face to face courses, and the use of conventional textbooks, e-books, online learning supplements, and / or OERs alone or as supplements. It might be helpful to plan a longitudinal study of one or more of these variables over a longer (more than three year) cycle.

--Dr. Seppi provided our committee with a well-crafted writing assignment and narrative description of how it fit into the course. Since this will also be assessed for WAC, her work will help us integrate future assessment.

--What has proven most valuable to the Europeanists in our transition to a new method and practice of assessment is discussing how our colleagues in the World history group have modified their assessment practice and modelling their methods. That may prove helpful for others.

--This [what has been learned that might be helpful to others] is unclear from simply examining the results of my own course section. Having a consistent assessment tool across multiple course sections holds the promise of having great power, if themes can be discovered across course sections taught by different professors.

Process and Instrument

--In assessing whether or not the general education requirements have been met in a particular philosophy course there are two factors to consider. The first factor is related to the course content and the second to the assessment tool. Philosophy courses lend themselves to providing important context to the unique features of Western civilization. They provide the arguments that were made in defense or opposition to the social and cultural institutions of their times. When using philosophy, it is important to note those features of the society that made the remarks timely and also timeless. In focusing on the timelessness aspect, like philosophers sometimes do and which was done in this course, philosophy's application to the history and institutions that birthed the arguments is lost. Thus the course content must be designed in advance to stress the relevant information that is being assessed, especially with respect to Learning Outcome two (relate the development of Western civilization to other regions of the world). In conducting a General Education Assessment then, it is particularly important in philosophy to discuss the aims of the assessment prior to the design of the course itself so that the relevant contexts could be included in the course. Correspondingly, the assessment tool must be designed with that feature as well. The assessment instrument used for PHL 235 and should be sustained. The course itself should be modified and will be in the manner specified above. This will help ensure that the committee, instructor, and evaluation instrument are all "on the same page" with respect to the General Education Assessment.

--What has been learned is that the assessment tool is geared toward a certain way of teaching the course.

--The science literacy/world awareness test, is an appropriate tool for assessing the world awareness – natural sciences knowledge of the students and other professors teaching similar courses may adopt this test for assessment purposes.

--1. Be flexible to changing measures with changes in course instructor, as this is bound to happen at faculty leave for other opportunities or get alternative assignments.

2. The department assessment coordinator should work with the course instructor at the beginning of the semester to identify artifacts embedded in the course that will measure the learning outcomes. Instructor cooperation with this should be a department expectation.

--It would have been helpful for our assessment purposes if the instruments had been approved by the assessment committee before instructors used them in their courses. Instructors were given information about the assessment process but were never asked to have their measures officially approved before administering them to their students. Before the courses began, I met with each instructor to explain what we would be assessing in their courses and gave them copies of the assessment plan and then reminded them about the assessment requirements throughout

the semester. I offered to look over their measurements but did not specifically ask to see them before they used them in their courses. The assessment committee understands now that to ensure strong tools, more feedback to individual instructors on the measures the instructors plan to use in their courses would be helpful prior to conducting the assessment.

--1. Each instructor responsible for enacting and evaluating the assessments for the General Education Assessment Plan should (a) have the opportunity to review and discuss the assessment and its relationship to the Gen Ed Learning Outcomes prior to teaching the associated course; (b) know the required nature of the assessments so there is faithful implementation; (c) have access to models of what represents a performance at each rating (to promote inter-rater reliability) and (d) have a departmental contact person for questions regarding the assessment and support in reporting the outcomes.

2. Rubrics should be reviewed to assure that (a) they will serve to provide data in the ways that it needs to be reported; (b) there is consistency across ratings in the criteria that are being assessed.

--Course assessment is a good practice for faculty to engage: this helps to break the monotony of the bias against 3 point rubric scales. For example, if a three point rubric is used, there is less room to grow from an assessment and learning perspective. Students may be arbitrarily assessed as meeting expectation when they are simply developing and need more work. Using the four pronged approach allows you to take a closer look at how we are meeting the learning outcomes for the courses we teach. Our student demographics are growing in diversity bringing alternative learning styles to the classroom. This will ultimately help us as faculty remain open to continuously improve and adjust our pedagogical practice for student success.

--It would have been helpful for our assessment purposes if the instruments had been approved by the assessment committee before instructors used them in their courses. Although we gave the instructor information relating to the assessment plan and example assessment measures, the assessment committee understands now that to ensure strong tools, more feedback to individual instructors on their own plans would be helpful prior to conducting the assessment.

--Plan the assessment methods well in advance.

--Plan well in advance the strategy to conduct assessment.

--Having gone through this process, there are two things of note that I would suggest to anyone conducting GE assessment or planning to conduct it in the future:

1. Be sure to gather and retain all items you wish to assess (this might involve photocopying students' responses to essay questions before you return the essays to the students, for example) and store them in one place (a single folder in a file cabinet works) at the end of the semester in which the course is taught. Since there is quite a bit of time between the initial assessment plan and when the final assessment is due, it can be challenging to locate the necessary information if it has not been organized and filed right after you teach the course.
2. Don't forget to take advantage of on-campus resources like the Office of

Learning Services (with options for students in need of tutoring in all areas) and the Writing Center (part of the OLS). Both can be of assistance in helping your students succeed.

Teaching and Teaching Supplements

--Better online resources and peer collaboration (tutoring) provide more options for students seeking help during evenings and weekends.

--We need to play around more with different ways of organizing information in blackboard. Perhaps a workshop on blackboard tools for the assessment process might be useful?

--I believe teaching with a theme helps students' learning. The story below convinced me my approach was effective. Last year, I went to read AP test at Salt Lake City. I met a reader, who was a high school teacher, at cafeteria during lunch hour. He approached me and asked me "Are you from SUNY Oswego." I told him, "Yes." He said: "I had a class with you when I was a curriculum and instruction social studies major at Oswego. You taught us tradition, transition and transformation of tradition in pre-modern Asia." This convinced me that students might forget the details they learned in class, but this approach would give them a sense of history that they could carry with them after their college career.

--In Fall 2017 I taught two sections of the same class ("HIS 215, Introduction to Latin America Civilizations"). As far as my Department is concerned, the size of this class is considered "small," with only 18 students enrolled. Compared to my other class of about 85 people, the size of the class is always a noticeable difference in how knowledge can not only be discussed in the classroom but also how students can master it by making connections from knowledge they have acquired in other classes and from their own personal experience/backgrounds. In this class, at least half the students needed little to no incentive to ask questions or provide additional information based on what they already knew (for example, study abroad experiences).

--Not every student will perform as expected in retaining information pertaining to the life and accomplishments of historical figures from other cultures. This might be an obvious statement when it comes to those who have poor attendance but not when it touches upon the more engaged students in the class.

--To increase number of review days.

--This model of flipped classroom, clicker use, and lecture capture is effective for large class instruction. As this class is a mix of biology/zoology majors, anthropology majors, and non-science majors, this shows that the students will gain a deeper understanding, regardless of background, using these techniques. I believe all classes, regardless of size, should utilize lecture capture. While helpful to students with learning disabilities, it benefits all students as a learning tool. Additionally, the flipped method can be used in any course, regardless of size. Although it takes time to set it up initially, it is easy to use and maintain.

--Faculty who wish to develop online courses should be aware of the differences in using various

tools and measures to assess learning outcomes between a traditional face-to-face class and an online one.

--Faculty who have taught online courses should exchange ideas on how to best motivate students from a diverse population to engage in online activities on a regular basis.

Other Advice, Comments, and Suggestions

--This assessment verifies an impression that is shared among many who teach logic (i.e. Valid Reasoning). That impression is that students can know how to prove validity without really knowing what validity is. They can have procedural knowledge and yet lack declarative knowledge.

--I have learned that despite quizzing the students on Popper and Kuhn and the students generally doing very well in grasping the general concepts put forth by both, they were unable to understand the concepts to the level of detail to which they were assessed. I have noticed that students seem to perform worse on final exams than exams at other times in the semester, but that may be irrelevant and/or not an accurate generalization. The majority of students are usually capable of grasping the general idea presented to them and forming an adequate picture of what is going on, but when tested as to whether they really thoroughly understand philosophical material, the results can be disappointing for the instructor.

--Currently, there are 5 courses approved for the General Education World Awareness Fine Arts requirement. In the calendar year 2017, only 3 of the courses were offered: CRW 250 (3 sections), Mus 115 (2 sections), and Tht 363 (3 sections). While small sample sizes may make assessment difficult, smaller classes allow for greater instructor/student interaction and support the higher student accomplishment evidenced in the quantitative assessment.

--In Fall 2017 this was a new class. Over the course of the semester a number of students approached with their concerns that the material was challenging, although they enjoyed the lectures. A lack of familiarity of the material is a continuing challenge when teaching Gen Ed courses covering world cultures, as is the fact that courses such as this one tend to cover not just one or two countries but in this case several.

--My subjective analysis is that many incoming students lack a comprehensive knowledge of historical events pre-dating the twentieth century. They are not without reference points (i.e., Biblical events, literary figures such as Shakespeare, political events like the American revolution) but find it difficult to successfully place these events on a timeline with other world events.

--I would expect any professor of philosophy to produce similar results.

--What has been learned is that things are going well in German and that it may very well be a model program.

Appendix 3—Rubric

Here we include the rubric members of the General Education Council and the Assessment Advisory Committee used as part of the review of your general education assessment reports.

Learning Outcomes with Information and Results

Did they report numerical data?

0 No entries

1 Learning outcomes have most of the (a) numeric values for n and percent of students **and** (b) n of students exceeding, meeting, and approaching.

2 Every outcome has (a) numeric values for n and percent of students **and** (b) n of students exceeding, meeting, and approaching.

3 Every learning outcome has (a) numeric values for n and percent of students **and** (b) n of students exceeding, meeting, approaching, and not meeting. The sample size is appropriate.

Major Findings

Did they provide an analysis of the data?

0 No entry; or no entry that speaks to the learning outcomes.

1 The report identifies only strengths or weaknesses but not both.

2 The report identifies strengths and weaknesses in student learning with respect to learning outcomes. Fails to specify method of analysis.

3 Some indication of method of analysis is described. The report identifies strengths and weaknesses in student learning with respect to learning outcomes.

4 Method of analysis is fully described with sufficient detail. Findings are supported by the data. The report identifies strengths and weaknesses in student learning with respect to learning outcomes.

Action

Did they specify actions to be taken to address shortcomings identified in the analysis?

0 No entry

1 Suggests an action that indicates some awareness of and reflection on shortcomings.

2 Partially identifies appropriate action to address shortcomings, but does not clearly identify specific steps.

3 Clearly identified specific steps to be taken. Action is an appropriate means to address the identified shortcomings. [Or no shortcomings identified and the data and analysis support this.]

Insights

Did I learn anything helpful about assessment?

1 [Bonus] Report provides something useful