

General Studies Assessment Report for Spring Semester 2022

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Overview

The LOPERs General Studies Program was implemented in fall 2020 with provisionally approved courses. During the 2020-2021 academic year, courses applied for and were reviewed for inclusion in the LOPERs General Studies Program. Therefore, no assessment data were collected in 2020-2021. The LOPERs General Studies assessment plan was developed in summer 2021 based on information and feedback received during AAC&U Conference on General Education, Pedagogy, and Assessment, with the assessment plan being approved by vote of the General Studies Council in November 2021

Assessment in the LOPERs General Studies Program is meant to be formative, to help instructors identify strengths and weaknesses in their courses. The assessment data also helps the General Studies Council to identify strengths and weakness in the LOPERs General Studies Program and identify courses that are exceptional or courses that need improvement.

Starting in spring 2022, every section of every course in the LOPERs General Studies Program will be assessed every semester. The purpose of this assessment schedule is to rapidly develop normative numerical data for the assessment of the learning outcomes in the LOPERs General Studies Program. Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively.

Quantitative Assessment

Course instructors identified which learning activities to use for assessment. Then, using the following scale, the instructors reported the number of students who were assessed as:

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

A weighted score for each class for each learning outcome was then calculated by multiplying the number of students by each respective assessment score such that each student scored as 1 received 1 point, each student scored as 2 received 2 points (and so on), summing these results, and then dividing by the number of students that completed the assessed learning activity (students who earned a score of zero were not included in the calculations).

For example, if the following numbers were reported for a class section:

Assessment Score	0	1	2	3	4	5
# of Students	1	0	3	1	1	18

The weighted average is then $[(0 \times 1) + (3 \times 2) + (1 \times 3) + (1 \times 4) + (18 \times 5)] / 23 = 4.48$

A weighted average was calculated for each class for each learning outcome, and then overall an average was calculated for each class.

Means and standard deviations were then calculated for each LOPER category. For each LOPER category for all classes the percentage of students rated as 1 - 5 were also calculated.

Reflective Assessment

Each instructor was also asked to complete two reflective assessment questions for each course/section. The questions were:

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
2. What improvements do you plan to make to this course to improve student learning?

LOPER 1: First-Year Seminar

LOPER 1 Quantitative Assessment

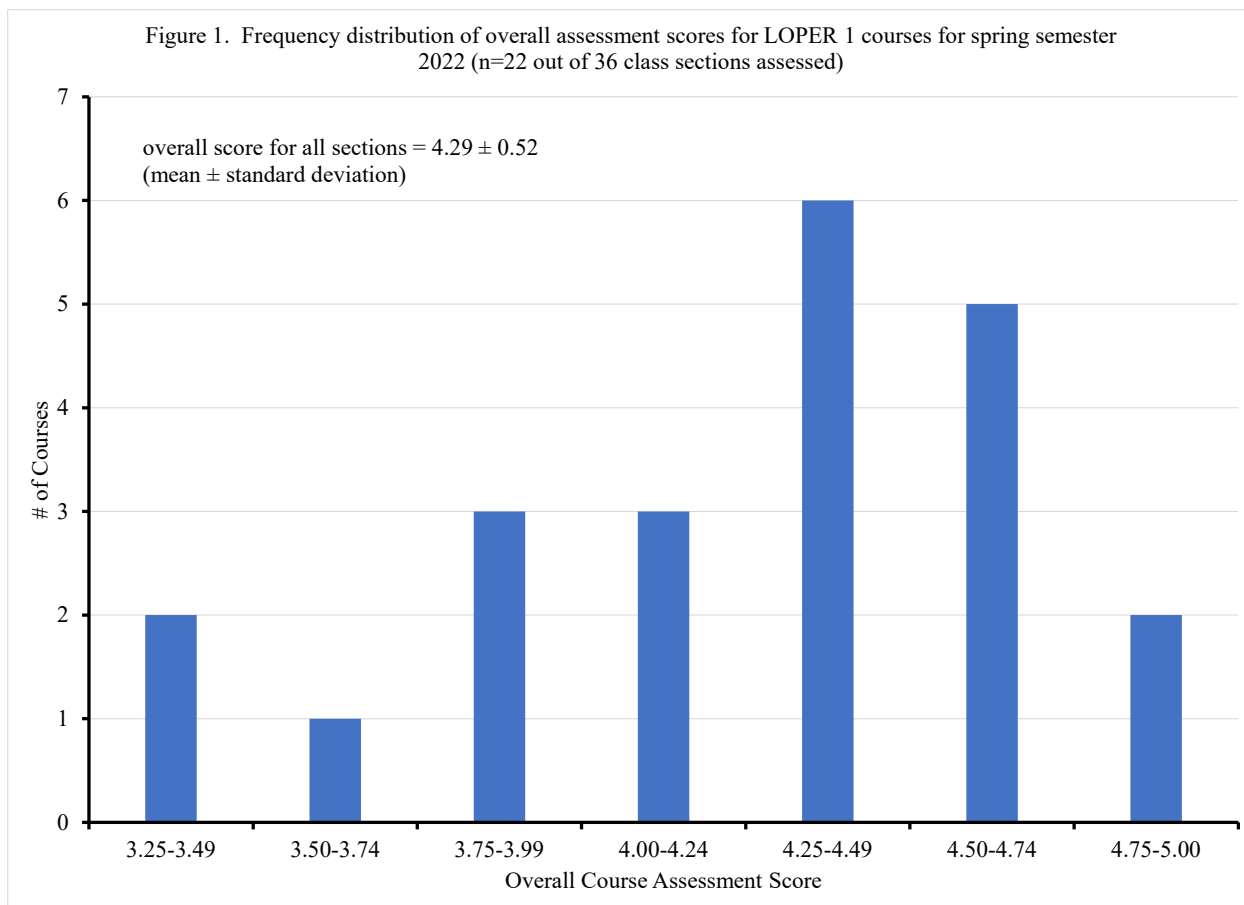
For all assessed sections of LOPER 1, the following data for each learning outcome were obtained:

LOPER 1 spring 2022 (22 out of 36 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)	4.21 \pm 0.61
2. Can discern a source's argument or purpose and audience	4.31 \pm 0.47
3. Can summarize a source's main points accurately and fairly	4.37 \pm 0.41
4. Can evaluate and use sources appropriately and responsibly	4.19 \pm 0.60
5. Can integrate information from multiple sources and contrasting viewpoints	4.39 \pm 0.51
Overall score for all sections	4.29 \pm 0.52

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there was one course/section that would be considered in need of improvement for learning outcome 1, one course/section that would be considered in need of improvement for learning outcome 2, and one course/section that would be considered in need of improvement for learning outcome 3 (the same course/section that is in need of improvement for learning outcome 1), one course/section that would be considered in need of improvement for learning outcome 4, and one course/section that would be considered in need of improvement for learning outcome 5 (the same course/section that is in need of improvement for learning outcome 4). Based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 1 courses is shown in figure 1.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 1 spring 2022 (22 out of 36 class sections assessed)

LOPER 1 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)	9.1%	1.2%	7.6%	12.4%	26.4%	52.4%
2. Can discern a source's argument or purpose and audience	9.3%	0.6%	6.2%	11.2%	25.4%	56.7%
3. Can summarize a source's main points accurately and fairly	8.9%	1.5%	4.9%	11.1%	19.9%	62.5%
4. Can evaluate and use sources appropriately and responsibly	7.7%	1.9%	7.1%	15.4%	21.2%	54.4%
5. Can integrate information from multiple sources and contrasting viewpoints	7.8%	1.7%	4.2%	12.0%	17.9%	64.3%
Overall average	8.6%	1.4%	6.0%	12.4%	22.2%	58.0%

LOPER 1 Reflective Assessment

Representative reflective assessment comments for LOPER 1 classes.

- Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
 - Students that participated in all of the activities of the class, learned well. We will need to find ways to engage the others.
 - Bringing people from various offices on campus was good prior to having individual students visit those offices for more personalized help (Learning Commons, Student Health, Academic Advising and Career Development)
 - What went well is that most of the students hit the learning objective and a majority of the class was at or above the average for each outcome. What didn't go well is that some did not turn in some or all of the assignments I used to measure the outcomes.
 - Live discussions generated significant input and cross-points. This was effective for those who prepared and they showed comprehension of the subject matter. Unfortunately, even the use of grade points for discussion did not move those who were not prepared or were afraid to speak up. Coaching did cause some to start verbally participating in the class.
- What improvements do you plan to make to this course to improve student learning?
 - It is my hope that I can improve course content and assignments to continue to work towards these learning objectives.
 - Increased in class activities and more specific assignment directions are probably needed.
 - I think we need to design activities that focus on the individual learning goals.
 - Improve assignments to help students hit the objectives at a higher level. Work to motivate students to show up to class and to turn in assignments.

- I believe I need to be more specific in regards to my rubric and what is expected in their submissions.

LOPER 2: Writing Skills.

LOPER 2 Quantitative Assessment

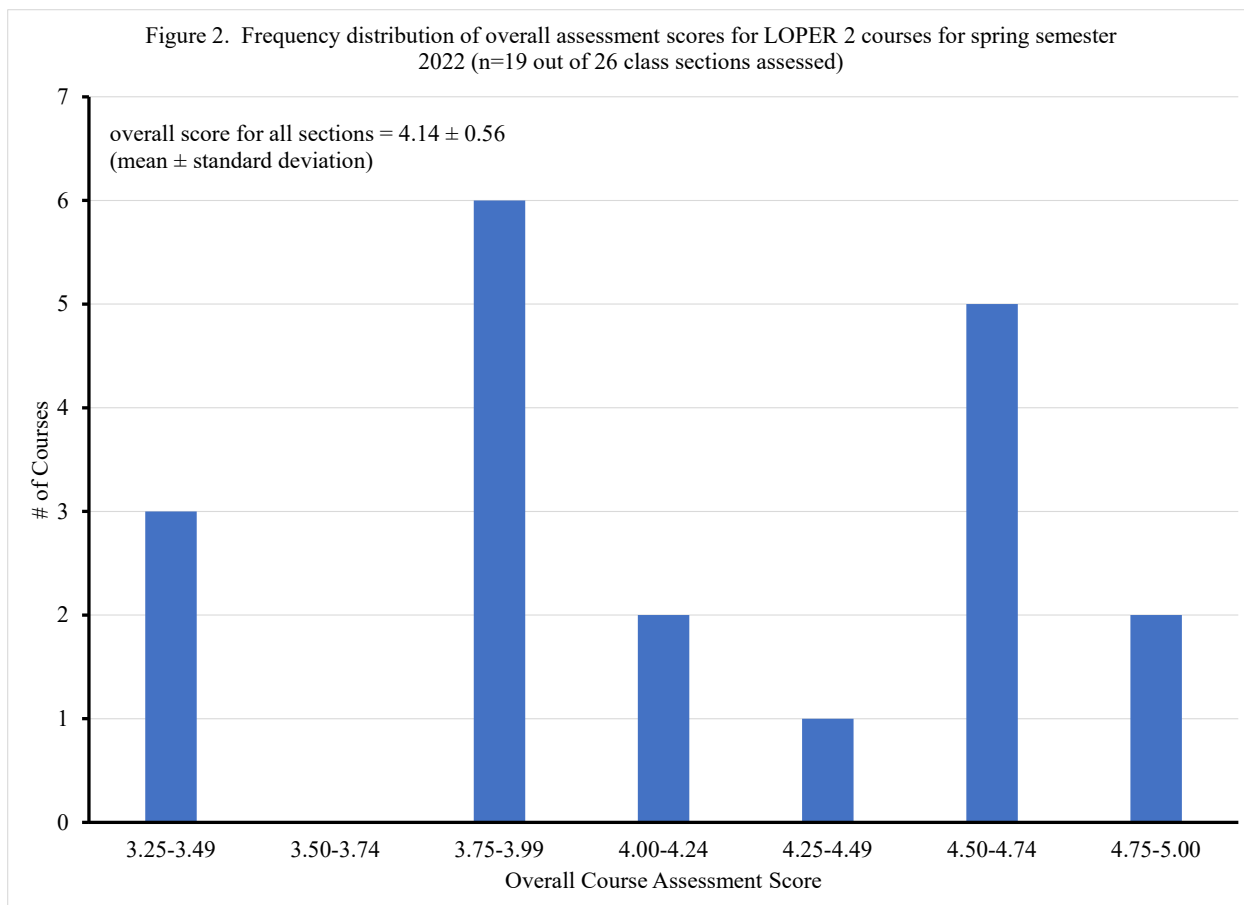
For all assessed sections of LOPER 2, the following data for each learning outcome were obtained:

LOPER 2 spring 2022 (19 out of 26 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a writer's argument or purpose	4.20 \pm 0.57
2. Can evaluate and use sources appropriately and responsibly	4.11 \pm 0.52
3. Can use context-appropriate conventions in writing	4.10 \pm 0.57
4. Can use context-appropriate conventions in writing	4.14 \pm 0.61
Overall score for all sections	4.14 \pm 0.56

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, no courses/sections met the criteria to be considered in need of improvement for individual learning outcomes. Similarly, based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 2 courses is shown in figure 2.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 2 spring 2022 (19 out of 26 class sections assessed)

LOPER 2 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can discern a writer's argument or purpose	9.4%	4.1%	5.5%	12.6%	21.4%	56.4%
2. Can evaluate and use sources appropriately and responsibly	10.2%	4.3%	6.0%	12.7%	28.0%	49.0%
3. Can use context-appropriate conventions in writing	10.6%	4.1%	7.4%	13.2%	24.6%	50.6%
4. Can use context-appropriate conventions in writing	9.8%	3.7%	7.7%	13.4%	21.1%	54.1%
Overall average	10.0%	4.1%	6.7%	13.0%	23.8%	52.5%

LOPER 2 Reflective Assessment

Representative reflective assessment comments for LOPER 2 classes.

- Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
 - The students were active and engaged while in class, and their best work was completed during in-class exercises. Their discussion of current issues related to mass media were insightful and showed a strong grasp of the material presented. They struggled to apply those concepts outside of class, though, especially in the later units that demanded a more formal, scholarly approach to research and writing.
 - I would like to learn more on how to help students that did not do the work or that missed a lot of classes. It seemed that overall it's either the student does well or they do poorly due to attendance or not turning the work in.
 - Vast majority of students were engaged in classroom and followed guides for individual assignments, taking control of their own research with the final project.
- What improvements do you plan to make to this course to improve student learning?
 - One major improvement I have is giving more detail on the General Studies outcomes on each assignment so the students know what's expected and how the vision of the General Studies program is being actualized. I also plan on trying to spend more time one-on-one with the students to ensure they receive a more personalized learning experience. Approachability is crucial in cultivating a strong learning environment and I intend to ensure that each student is receiving the appropriate amount of attention. Sometimes it's easier to "keep the pace going" by moving on from topic to the next when some students struggle with certain concepts such as "critical thinking and reading."
 - I make revisions to assignments every semester. I had more students tell me they are struggling with mental health issues last semester and plan to add links to resources for support to my syllabus and class information this upcoming semester.
 - Next semester I'd like to focus more on finding credible sources and understanding how to use them effectively

LOPER 3: Oral Communications.

LOPER 3 Quantitative Assessment

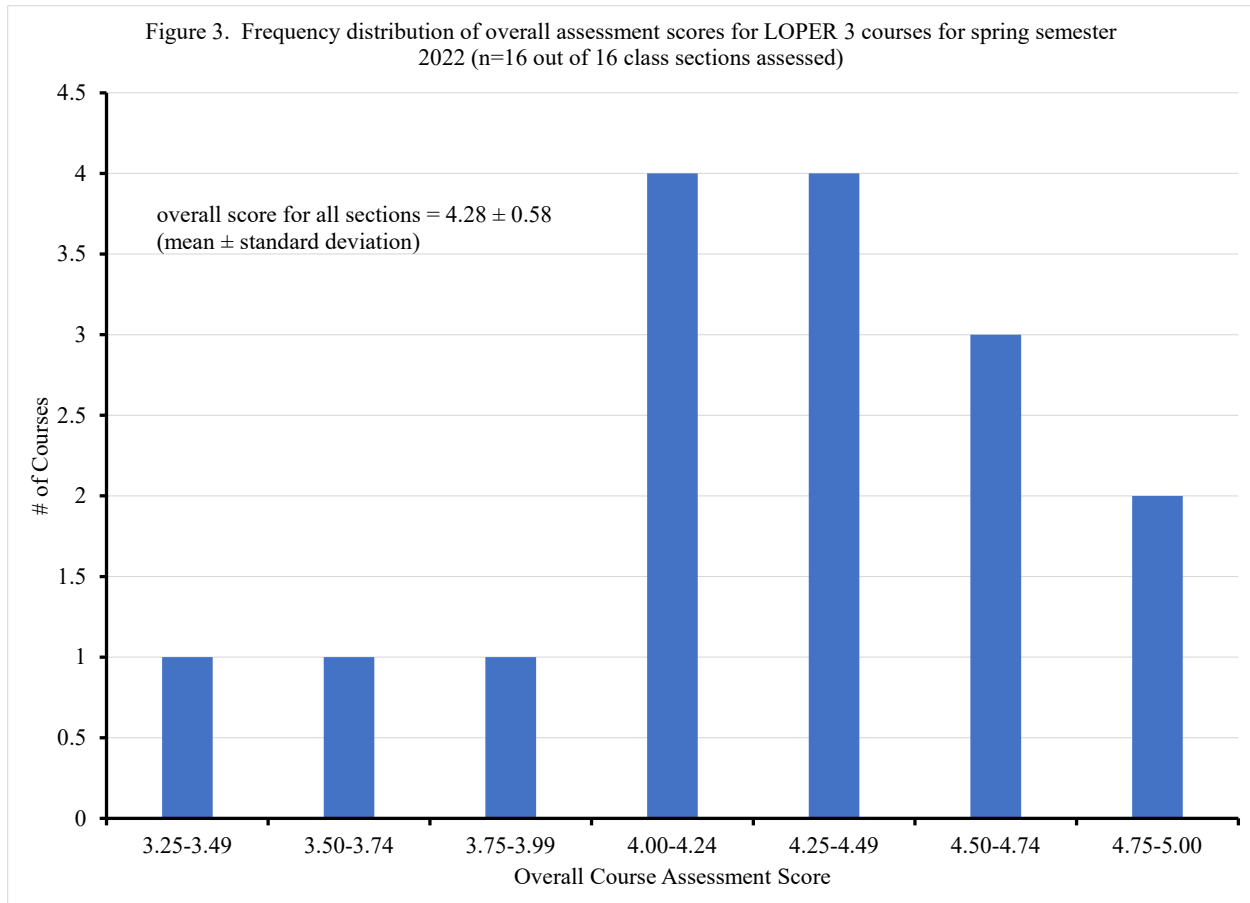
For all assessed sections of LOPER 3, the following data for each learning outcome were obtained:

LOPER 3 spring 2022 (16 out of 16 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.31 ± 0.55
2. Can evaluate and use sources appropriately and responsibly	4.02 ± 0.50
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.31 ± 0.43
4. Can form and support a coherent position	4.39 ± 0.60
5. Can communicate in a manner appropriate to audience and context	4.39 ± 0.53
Overall score for all sections	4.28 ± 0.58

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there was one course/section that would be considered in need of improvement for learning outcome 1, one courses/sections that would be considered in need of improvement for learning outcome 2, and one courses/sections that would be considered in need of improvement for learning outcome 3, (these were all different courses/sections). Based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 3 courses is shown in figure 3.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 3 spring 2022 (16 out of 16 class sections assessed)

LOPER 3 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can discern a speaker's argument or purpose	8.9%	2.5%	4.4%	9.7%	26.5%	56.9%
2. Can evaluate and use sources appropriately and responsibly	9.7%	3.5%	5.4%	18.7%	30.6%	41.9%
3. Can use context-appropriate conventions in speech and non-verbal expressions	7.4%	1.7%	2.0%	5.9%	44.5%	46.0%
4. Can form and support a coherent position	8.5%	2.1%	3.9%	9.5%	21.9%	62.6%
5. Can communicate in a manner appropriate to audience and context	7.9%	1.7%	3.2%	8.3%	27.7%	59.1%
Overall average	8.5%	2.3%	3.8%	10.4%	30.2%	53.3%

LOPER 3 Reflective Assessment

Representative reflective assessment comments for LOPER 3 classes.

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

- During the course my students learned how to gain significant control of their public speaking anxiety, and they mastered their researching and public speaking skills.
- The students were very effective at identifying the speaker's argument.
- Overall, the class performed above expectations.

2. What improvements do you plan to make to this course to improve student learning?

- I might concentrate more on one-on-one/impromptu presentations, especially with ESL students, so that they do not simply memorize their presentations verbatim.
- I plan to incorporate several in-class activities where students will practice evaluating sources, and I am always adding activities that encourage students to practice communicating with each other in a variety of ways.
- I plan to take more time to talk about quality sources (though this was not a major concern, it is something that a few students struggled with). I also plan to make all of my exams open-note in order to encourage better note taking and preparation for exams. Lastly, I plan to implement the speech assessment rubric for all of the speeches in order to help improve consistency in expectations over the course of the semester.

ITEC 290 Special Evaluation

At the September 2, 2021 meeting of the General Studies Council, SVCASA Bicak reminded the Council that on May 14, 2021 he sent a message to the Council in regards to ITEC 290 *"ITEC 290 will be offered in a 2 year pilot framework. I expect the course will be evaluated by the GS Director and Committee throughout the two years. A recommendation for continuance or*

discontinuance should be offered at the November 2022 GS meeting. Further consideration will be based on the evidence provided from the November 2022 Meeting.”

Resulting from these instructions, ITEC 290 was the first course to pilot the LOPERs General Studies assessment rubrics and spreadsheets in fall 2021. The results of the initial assessment are shown below, along with course specific comparison data for ITEC 290 spring 2022 and SPCH 100 spring 2022.

Course syllabi are an important part of course evaluation, and the syllabus for ITEC 290 is included separately for review by the General Studies Council.

ITEC 290 fall 2021 (5 out of 5 sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.58 \pm 0.29
2. Can evaluate and use sources appropriately and responsibly	3.94 \pm 0.81
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.36 \pm 0.46
4. Can form and support a coherent position	4.19 \pm 0.56
5. Can communicate in a manner appropriate to audience and context	4.40 \pm 0.41
Overall score for all sections of ITEC 290 fall 2021	4.29 \pm 0.51

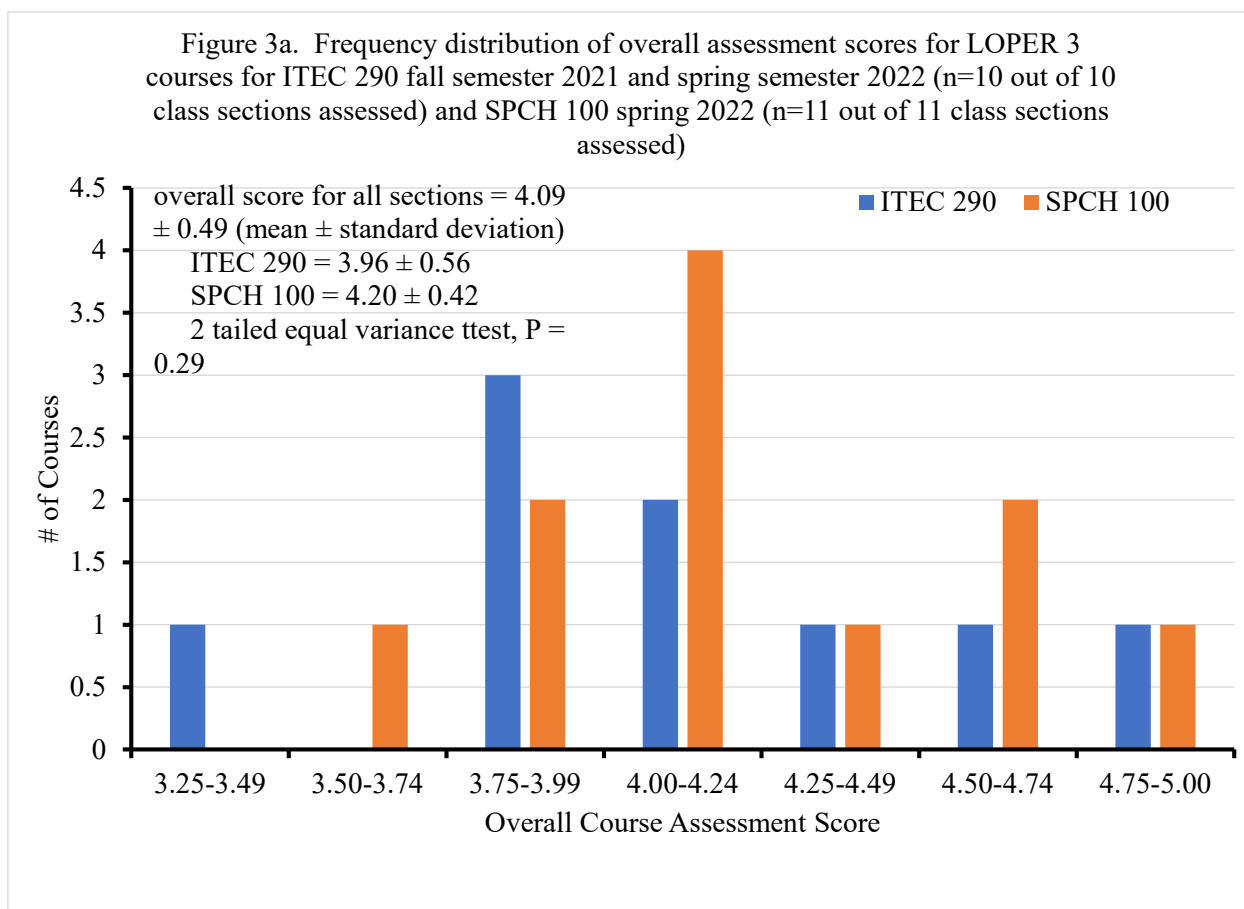
ITEC 290 spring 2022 (5 out of 5 sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.33 \pm 0.64
2. Can evaluate and use sources appropriately and responsibly	3.63 \pm 0.49
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.08 \pm 0.47
4. Can form and support a coherent position	3.82 \pm 0.64
5. Can communicate in a manner appropriate to audience and context	4.65 \pm 0.38
Overall score for all sections of ITEC 290 spring 2022	3.98 \pm 0.56

SPCH 100 spring 2022 (11 out of 11 sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.30 \pm 0.54
2. Can evaluate and use sources appropriately and responsibly	4.20 \pm 0.42
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.42 \pm 0.38
4. Can form and support a coherent position	4.65 \pm 0.38
5. Can communicate in a manner appropriate to audience and context	4.55 \pm 0.51
Overall score for all sections of SPCH 100 spring 2022	4.42 \pm 0.46

A frequency distribution for the overall assessment scores for ITEC 290 in fall 2021 and spring 2022 and SPCH 100 for spring 2022 is shown in figure 3a.



Using a two tailed equal variance ttest to compare the overall course assessment scores for all sections of ITEC 290 for fall 2021 and spring 2022 (10 course sections) and all sections of SPCH 100 for spring 2022 (11 course sections) results in p value of 0.29, indicating that there is not a statistically significant difference in the overall course assessment scores for ITEC 290 and SPCH 100.

ITEC 290 fall 2021 (5 sections out of 5 sections assessed)

LOPER 3 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can discern a speaker's argument or purpose	17.9%	1.3%	0.0%	7.0%	23.2%	68.6%
2. Can evaluate and use sources appropriately and responsibly	11.7%	2.7%	9.5%	24.5%	17.4%	45.9%
3. Can use context-appropriate conventions in speech and non-verbal expressions	11.7%	0.0%	2.1%	13.4%	30.4%	54.1%
4. Can form and support a coherent position	11.7%	2.1%	5.4%	14.6%	26.8%	51.0%
5. Can communicate in a manner appropriate to audience and context	12.4%	0.0%	3.2%	8.1%	34.6%	54.1%
Overall average	13.1%	1.2%	4.0%	13.5%	26.5%	54.7%

ITEC 290 spring 2022 (5 out of 5 sections assessed)

LOPER 3 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can discern a speaker's argument or purpose	12.3%	1.3%	2.7%	10.6%	32.4%	53.0%
2. Can evaluate and use sources appropriately and responsibly	10.6%	2.6%	11.6%	29.2%	33.2%	23.4%
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.6%	1.3%	4.7%	16.9%	39.4%	37.7%
4. Can form and support a coherent position	8.2%	2.5%	9.1%	26.1%	28.2%	34.1%
5. Can communicate in a manner appropriate to audience and context	8.7%	1.8%	1.5%	2.0%	19.1%	75.5%
Overall average	8.8%	1.8%	6.5%	19.9%	35.0%	36.7%

SPCH 100 spring 2022 (11 out of 11 sections assessed)

LOPER 3 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can discern a speaker's argument or purpose	7.3%	3.1%	5.2%	9.3%	23.8%	58.6%
2. Can evaluate and use sources appropriately and responsibly	9.3%	3.9%	2.5%	13.9%	29.4%	50.3%
3. Can use context-appropriate conventions in speech and non-verbal expressions	8.7%	1.8%	0.8%	0.8%	46.8%	49.7%
4. Can form and support a coherent position	8.7%	1.8%	1.5%	2.0%	19.1%	75.5%
5. Can communicate in a manner appropriate to audience and context	7.8%	1.8%	2.5%	4.5%	21.2%	69.9%
Overall average	7.3%	3.1%	5.2%	9.3%	23.8%	58.6%

LOPER 4: Mathematics, Statistics, and Quantitative Reasoning.

LOPER 4 Quantitative Assessment

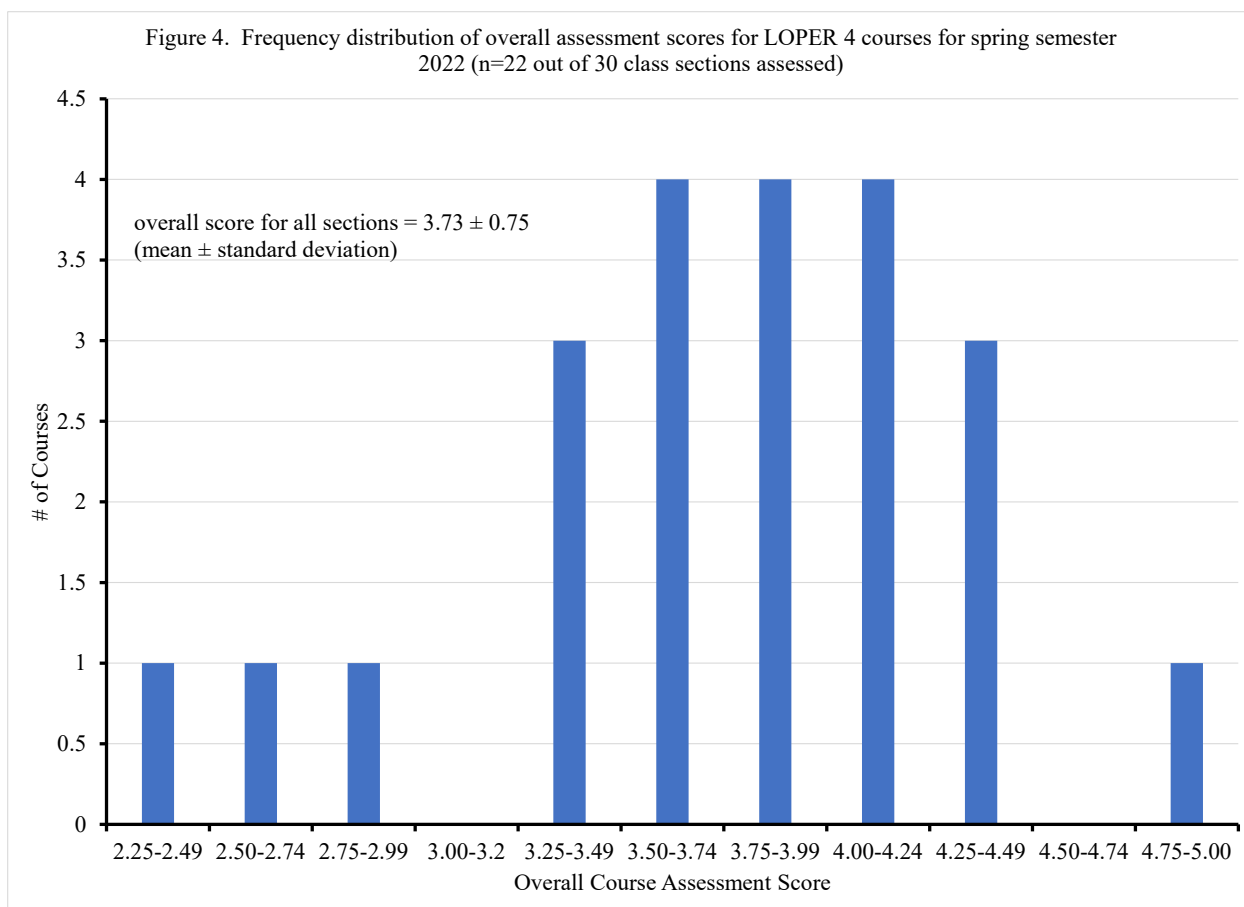
For all assessed sections of LOPER 4, the following data for each learning outcome were obtained:

LOPER 4 spring 2022 (22 out of 30 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can describe problems using mathematical, statistical, or programming language	3.84 \pm 0.71
2. Can solve problems using mathematical, statistical, or programming techniques	3.79 \pm 0.66
3. Can construct logical arguments using mathematical, statistical, or programming concepts	3.69 \pm 0.63
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	3.62 \pm 0.71
Overall score for all sections	3.73 \pm 0.75

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there was one course/section that would be considered in need of improvement for learning outcome 2, two courses/sections that would be considered in need of improvement for learning outcome 3 (one of these was also in need of improvement for learning outcome 2). Based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 4 courses is shown in figure 4.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 4 spring 2022 (22 out of 30 class sections assessed)

LOPER 4 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can describe problems using mathematical, statistical, or programming language	9.5%	6.4%	13.3%	12.3%	26.1%	41.9%
2. Can solve problems using mathematical, statistical, or programming techniques	9.9%	8.2%	11.8%	12.4%	28.2%	39.4%
3. Can construct logical arguments using mathematical, statistical, or programming concepts	9.6%	9.2%	13.1%	10.8%	33.7%	33.2%
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	10.3%	9.1%	16.0%	14.6%	24.1%	36.2%
Overall average	9.7%	8.1%	13.4%	12.4%	27.7%	37.3%

LOPER 4 Reflective Assessment

Representative reflective assessment comments for LOPER 4 classes.

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

- Students responded well to working in small groups in class throughout the semester, but work outside the classroom was less effective for their learning. Online homework did not work well for most students, as they seemed to be using the internet to find solutions for a "quick and easy" grade instead of actually working the exercises.
- Students performed well, in general.

2. What improvements do you plan to make to this course to improve student learning?

- Increase in class time to work together on exercises.
- More frequently remind and encourage students to finish all problems and discuss with other people if they have any confusion.
- Would like to work on improving the number of students that attend office hours.
- Enhanced in-class examples and homework problems.

LOPER 5: Visual or Performing Arts.

LOPER 5 Quantitative Assessment

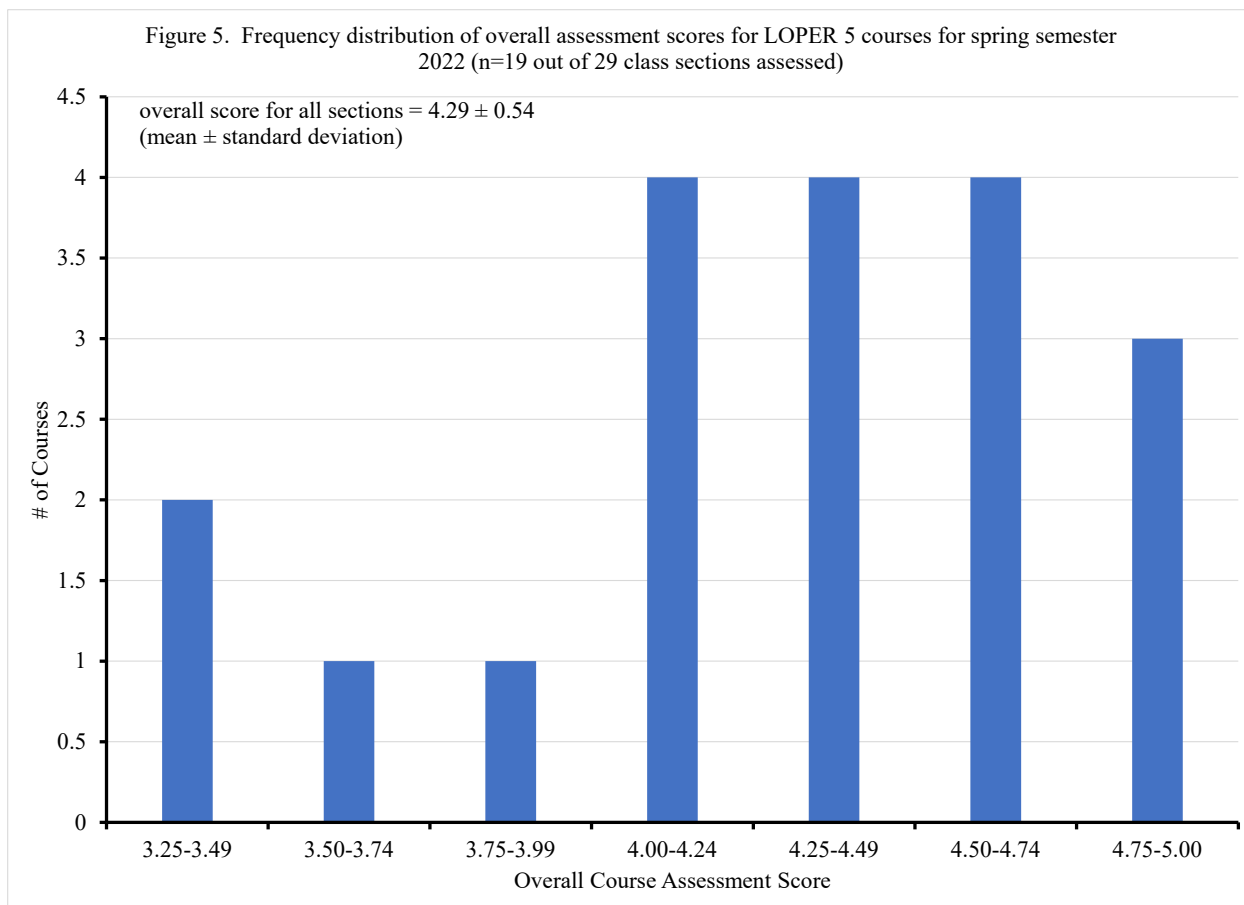
For all assess sections of LOPER 5, the following data for each learning outcome were obtained:

LOPER 5 spring 2022 (19 out of 29 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can interpret a work of art within its cultural or historical context	4.18 \pm 0.56
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	4.32 \pm 0.48
3. Can distinguish between works of art from various schools, time periods, and/or cultures	4.25 \pm 0.66
4. Can articulate the significance of the arts for themselves or for society	4.40 \pm 0.46
Overall score for all sections	4.29 \pm 0.54

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there was one course/section that would be considered in need of improvement for learning outcome 1, and one course/section that would be considered in need of improvement for learning outcome 3 (these were not the same course/sections). Based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 5 courses is shown in figure 5.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 5 spring 2022 (19 out of 29 class sections assessed)

LOPER 5 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can interpret a work of art within its cultural or historical context	9.1%	3.1%	5.3%	13.4%	27.1%	51.1%
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	7.6%	2.3%	3.0%	12.1%	26.0%	56.6%
3. Can distinguish between works of art from various schools, time periods, and/or cultures	6.5%	2.8%	2.8%	20.2%	14.6%	59.6%
4. Can articulate the significance of the arts for themselves or for society	8.3%	2.0%	3.3%	11.9%	18.3%	64.6%
Overall average	7.9%	2.5%	3.6%	14.3%	21.5%	58.0%

LOPER 5 Reflective Assessment

Representative reflective assessment comments for LOPER 5 classes.

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

- Overall, the majority of the students in the course were achieving learning outcomes at a high level (between 18-24 at the A/B range; 1-4 in D/F range). While sadly there were always a small number of student who did not complete the assignment, they were not always the same students which was reassuring. The assignments later in the semester showed higher levels of mastery than those at the beginning of the course, which was another successful element.
- I hoped students would be better writers, but they often lack college level English spelling and grammar and syntax.
- The students improved in their writing skills and for the most part, experienced more depth of thought and ability to express their ideas. This was largely a group of freshmen in this class. Those who got behind in work early struggled to keep up. I made frequent reminders to students to proof read their work for typos and content. The writing skills varied tremendously across the class. I think that is the nature of a beginning course.
- Students responded very well to the hands-on projects
- Teaching on online course can be challenging to build relationships and provide specific feedback to students. Students need to feel comfortable to reach out for help if they are in need.
- Each student performed exceptionally well in class, obtaining the objectives of each assignment and project; increasing their skill levels individually in various techniques and media. The students that did not perform well, only did so, because they failed to submit the assessments for the objectives.

2. What improvements do you plan to make to this course to improve student learning?

- I continue to improve my course materials each semester in an effort to make the class as informative, interesting and enjoyable as possible.
- I will stress even more the plagiarism issue.
- I may reexamine the number of assignments (although most are "low stakes" in points) that are assigned, or I may keep them the same. Most of the students (19) received an A- or A in the class, which tells me that the amount of work was not excessive. I will read student assessments before considering changes.
- I will require greater participation in class discussions.

LOPER 6: Humanities.

LOPER 6 Quantitative Assessment

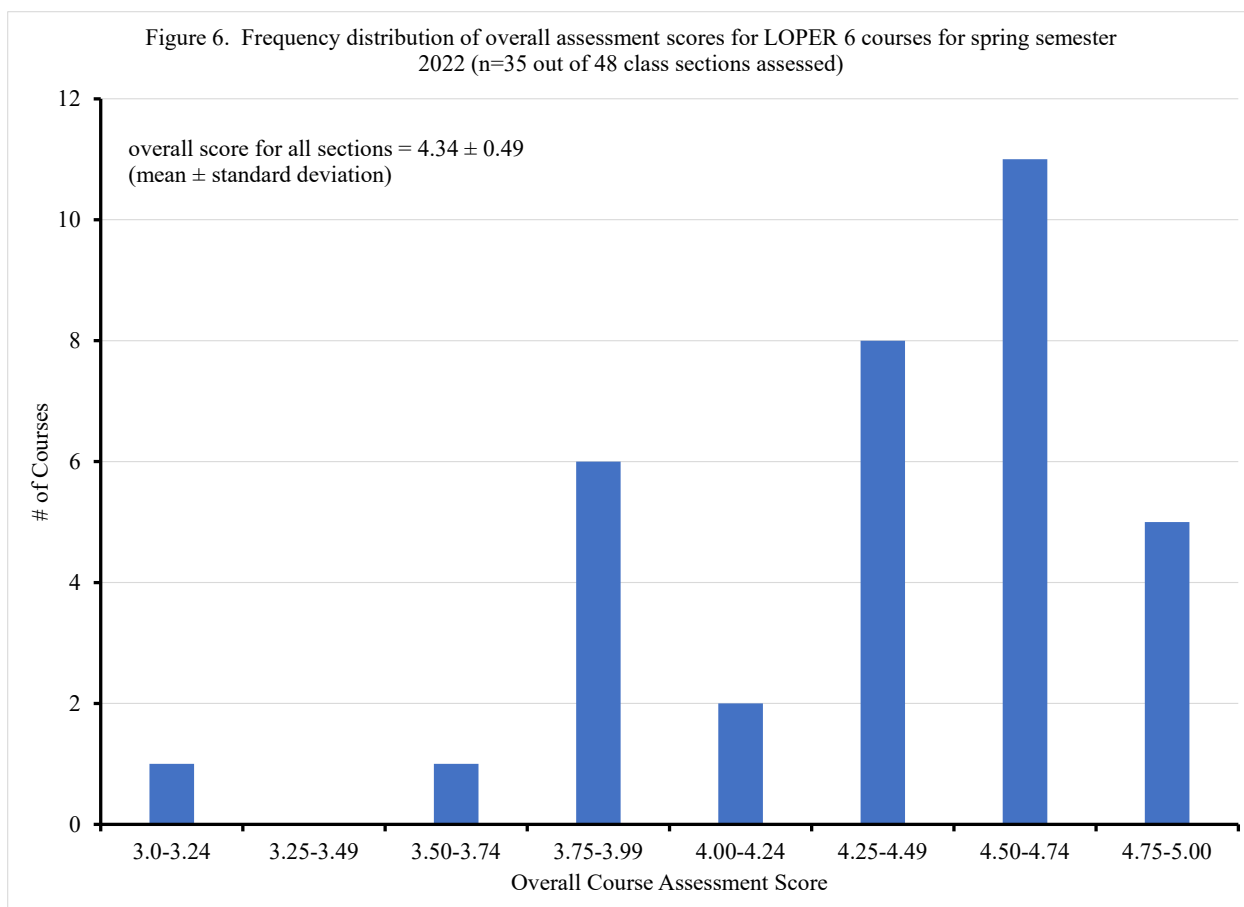
For all assessed sections of LOPER 6, the following data for each learning outcome were obtained:

LOPER 6 spring 2022 (35 out of 48 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can analyze primary sources appropriate to the humanities discipline	4.25 \pm 0.52
2. Can compare and contrast theories, narratives, or social/cultural conditions	4.28 \pm 0.46
3. Can make and support an argument about the human experience	4.40 \pm 0.48
4. Can articulate the significance of the humanities for themselves or for society	4.44 \pm 0.48
Overall score for all sections	4.34 \pm 0.49

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there were three courses/sections that would be considered in need of improvement for learning outcome 1, one course/section that would be considered in need of improvement for learning outcome 2, one course/section that would be considered in need of improvement for learning outcome 3, and one course/section that would be considered in need of improvement for learning outcome 4 (the same course/section is in need of improvement for all 4 learning outcomes). Based on spring 2022 alone, one courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 6 courses is shown in figure 6.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 6 spring 2022 (35 out of 48 class sections assessed)

LOPER 6 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can analyze primary sources appropriate to the humanities discipline	9.4%	2.2%	3.2%	13.0%	29.4%	49.9%
2. Can compare and contrast theories, narratives, or social/cultural conditions	8.1%	1.7%	4.3%	10.8%	29.7%	51.3%
3. Can make and support an argument about the human experience	9.3%	0.9%	2.4%	11.0%	26.3%	57.0%
4. Can articulate the significance of the humanities for themselves or for society	10.6%	1.3%	2.8%	8.6%	24.2%	60.8%
Overall average	9.6%	1.5%	3.2%	11.0%	28.1%	56.2%

LOPER 6 Reflective Assessment

Representative reflective assessment comments for LOPER 6 classes.

- Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
 - I was pleased with the level of interest these students displayed, as was evidenced in their writing. I would have liked class discussions to be more lively.
 - At the end of the semester the students read much better, understood video clips better and were able to write their own stories well.
 - Having weekly, graded dialogue through discussion boards as well as live exchanges in every live class allowed students to hone arguments, expand inquiries around humanities, and add a humanities perspective to their larger inquiries employed in STEM majors, minors, and ultimately their future careers.
 - The engaged students did well, ranging from acceptable to exceptional.
 - Due to how small the class was we were all able to be comfortable enough with each other to discuss topics (e.g. justice/injustice, relationships between men and women, goal(s) of education et al.) that may otherwise be hindered in a larger class; that is, there was no worry of asking a "stupid" question and no toes were stepped on in class participation, everyone had ample time to speak and utilized it.
- What improvements do you plan to make to this course to improve student learning?
 - One thing that can be improved is the logistics around team presentations. I plan to provide more class time to work in student teams for planning purposes.
 - I think I need to devise fewer writing assignments that more directly address the specific learning outcomes.
 - Update and enhance assignments and projects that are effective and review new pedagogical products for application.
 - I hope to include activities that have a stronger focus on making and supporting arguments to improve student learning in this class in the future.

- I think I need to implement some quizzes that count for something in order to incentivize a more sustained reading throughout the semester, as this is the only way to continue getting anything out of the course, and this would only improve all other aspects of the course.
- I plan to be more patient when asking for responses to questions, giving the students more time to reflect.
- Provide examples of student work that demonstrate mastery and review assessment criteria with students.

LOPER 7: Social Science.

LOPER 7 Quantitative Assessment

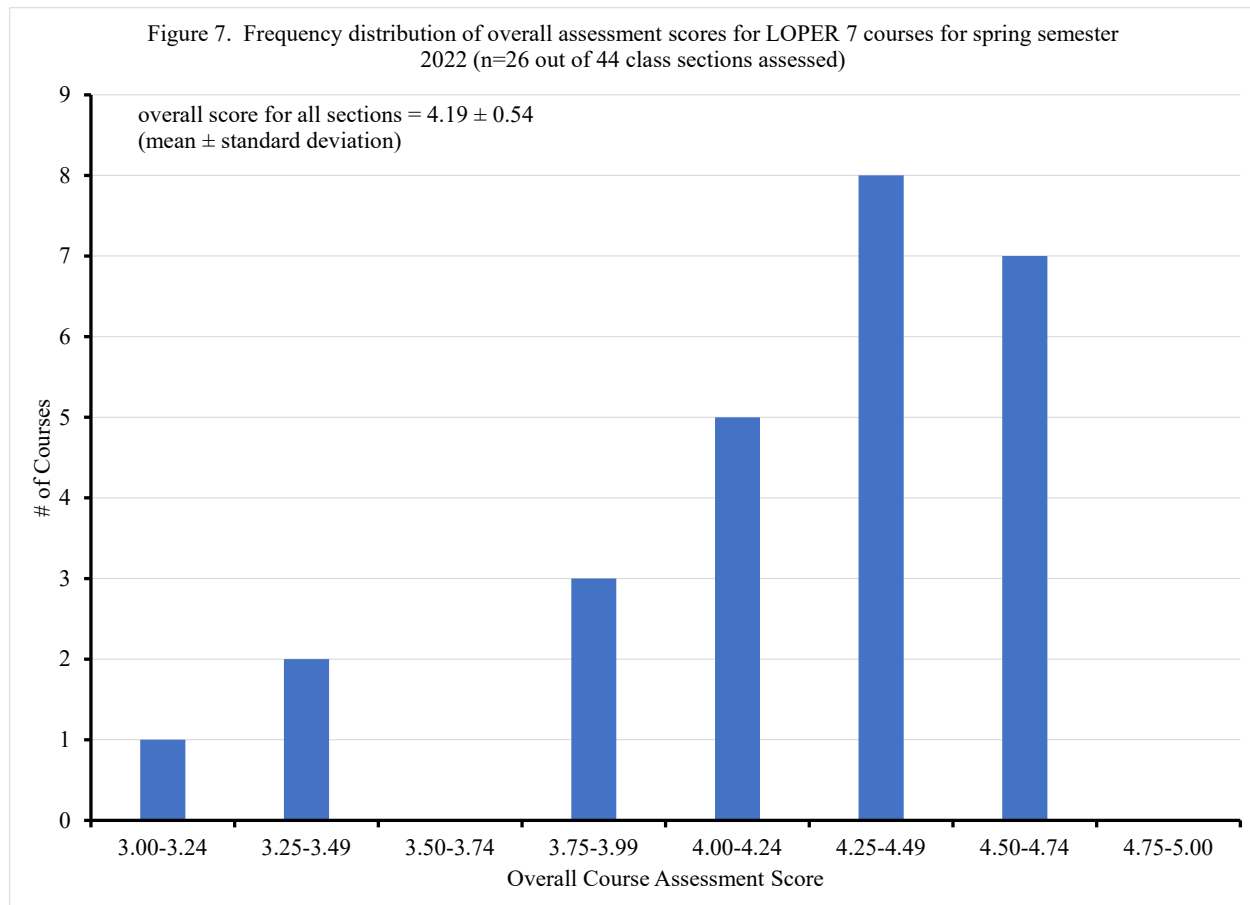
For all assessed sections of LOPER 7, the following data for each learning outcome were obtained:

LOPER 7 spring 2022 (26 out of 44 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can use the discipline's concepts and methods to explain human behavior and/or social systems	4.07 \pm 0.49
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	4.05 \pm 0.45
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	4.31 \pm 0.54
4. Can articulate the significance of social scientific knowledge for themselves or for society	4.32 \pm 0.63
Overall score for all sections	4.19 \pm 0.54

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there were zero courses/sections that would be considered in need of improvement for learning outcome 1, two courses/sections that would be considered in need of improvement for learning outcome 2, one course/section that would be considered in need of improvement for learning outcome 3, and zero courses/sections that would be considered in need of improvement for learning outcome 4 (one course/section is in need of improvement for both learning outcomes 2 and 3). Based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 7 courses is shown in figure 7.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 7 spring 2022 (26 out of 44 class sections assessed)

LOPER 7 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can analyze primary sources appropriate to the humanities discipline	6.4%	5.8%	5.5%	15.5%	21.6%	51.5%
2. Can compare and contrast theories, narratives, or social/cultural conditions	5.1%	6.6%	7.0%	13.1%	21.1%	52.2%
3. Can make and support an argument about the human experience	8.3%	5.3%	5.1%	8.0%	16.4%	65.1%
4. Can articulate the significance of the humanities for themselves or for society	5.1%	5.0%	4.6%	9.2%	15.5%	65.6%
Overall average	6.2%	5.7%	5.6%	11.5%	18.7%	58.6%

LOPER 7 Reflective Assessment

Representative reflective assessment comments for LOPER 7 classes.

- Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
 - Students who fully completed the assignments mostly did so satisfactorily. Having both self-reflection AND discussion components worked well. Assignments that were completed online outside of class did not always work as well because many students would forget to complete them.
 - Students performed about as expected. Closer examination of the students scoring in the 0 and 1 category revealed that multiple missing assignments over the semester. Given the course is taught online, it is not uncommon for students to miss assignments (not submit) which can skew the averages.
 - I think I needed to extend more time to the readings and reduce my overall reading expectations.
- What improvements do you plan to make to this course to improve student learning?
 - I am continually updating assignments, lectures, etc. for this course
 - I will also encourage more in class discussions that lend towards engagements in the social aspects of the discipline.
 - I think I could be more intentional about the learning outcomes
 - I plan to work on different strategies to make the replies more substantive and meaningful advancements of the discussion, rather than repeating the same basic points or just agreeing with or complementing each other.

LOPER 8: Natural Science.

LOPER 8 Quantitative Assessment

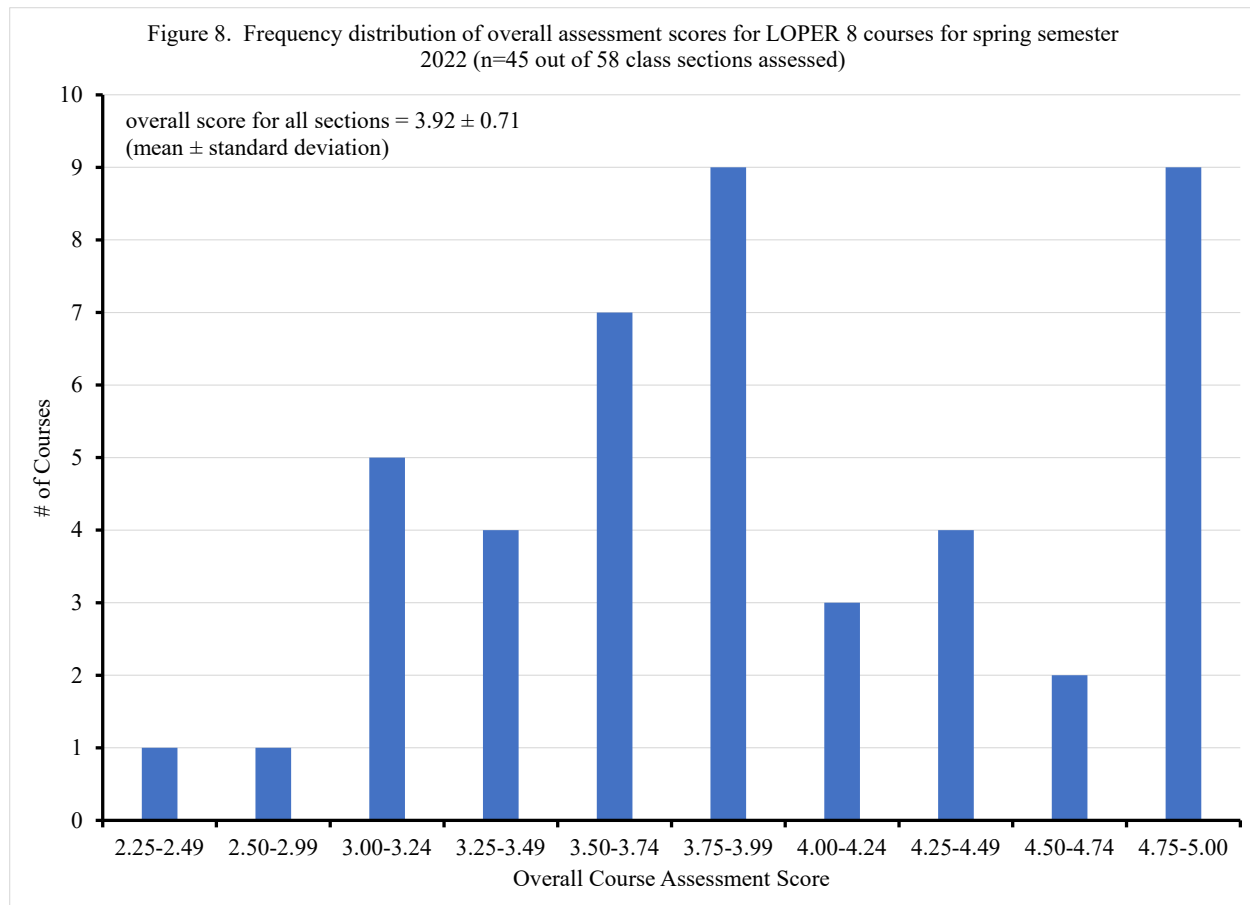
For all assessed sections of LOPER 8, the following data for each learning outcome were obtained:

LOPER 8 spring 2022 (45 out of 58 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can use the discipline's concepts and methods to explain natural or physical phenomena	3.88 ± 0.75
2. Can investigate problems and analyze evidence using appropriate scientific methodology	3.86 ± 0.73
3. Can make and support an argument based on sound scientific principles	3.92 ± 0.68
4. Can articulate the significance of scientific knowledge for themselves or for society	4.02 ± 0.70
Overall score for all sections	3.92 ± 0.71

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there was one course/section that would be considered in need of improvement for learning outcome 1, one course/section that would be considered in need of improvement for learning outcome 2, zero courses/sections that would be considered in need of improvement for learning outcome 3, and one course/section that would be considered in need of improvement for learning outcome 4 (one course/section is in need of improvement for learning outcomes 1, 2 and 4). Based on spring 2022 alone, one course/section overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 8 courses is shown in figure 8.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 8 spring 2022 (45 out of 58 class sections assessed)

LOPER 8 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can use the discipline's concepts and methods to explain natural or physical phenomena	5.2%	4.9%	9.5%	19.8%	23.8%	41.9%
2. Can investigate problems and analyze evidence using appropriate scientific methodology	5.4%	4.8%	9.6%	20.0%	25.7%	39.9%
3. Can make and support an argument based on sound scientific principles	5.8%	5.7%	6.5%	19.6%	27.1%	41.2%
4. Can articulate the significance of scientific knowledge for themselves or for society	8.0%	3.8%	8.4%	15.5%	26.6%	45.7%
Overall average	6.1%	4.8%	8.5%	18.8%	25.8%	42.1%

LOPER 8 Reflective Assessment

Representative reflective assessment comments for LOPER 8 classes.

- Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
 - Students that were fully engaged in the discussion and other class aspects did well; those who were disengaged struggled much more.
 - Students seem to understand the concepts of the lab but there is a wide variety of ability to write scientifically at this level.
 - They did well relative to the learning outcomes. Science classes are challenging and the scores represent how challenging the material is.
- What improvements do you plan to make to this course to improve student learning?
 - In the future, we may add another assignment to help them prepare for writing. Some of the students in the course seem to struggle with writing.
 - Integrate additional labs that emphasize critical thinking skills.
 - We are working toward developing post-lab assignments that have a greater emphasis on writing technique and conveying critical thinking in a more open writing format than what we currently have.
 - Will try to better categorize questions/activities according to learning outcomes.
 - I am always looking to tweak the questions in the lab manual and improve my lecture introductions.
 - I've noticed students are increasingly reluctant to get help when struggling with concepts. I would like to identify ways to motivate them to get more help and come visit me with questions.

LOPER 9: Civic Competency and Engagement.

LOPER 9 Quantitative Assessment

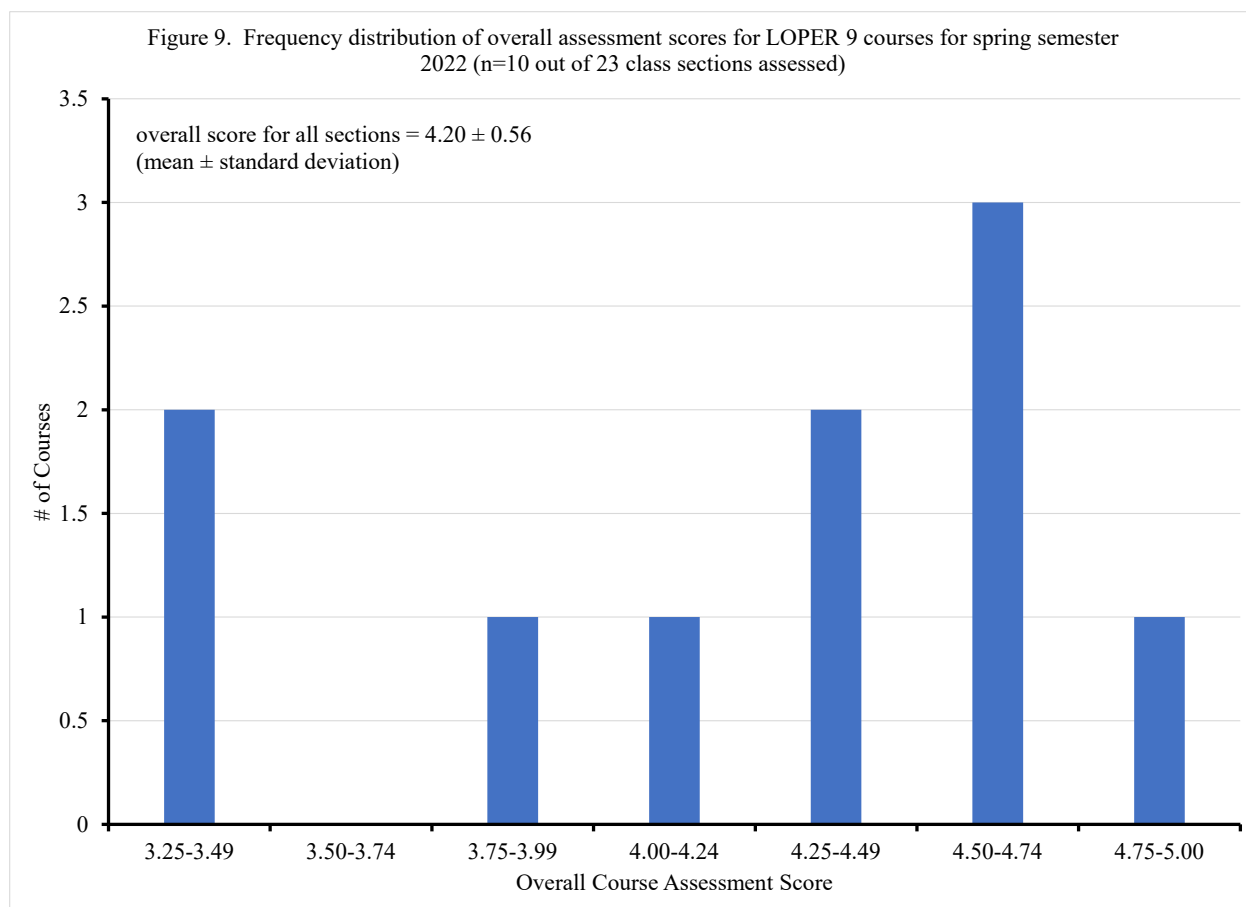
For all assessed sections of LOPER 9, the following data for each learning outcome were obtained:

LOPER 9 spring 2022 (10 out of 23 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement	4.10 \pm 0.61
2. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them	4.26 \pm 0.63
3. Can evaluate practices and decisions for their civic consequences	4.34 \pm 0.57
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	4.12 \pm 0.47
Overall score for all sections	4.20 \pm 0.56

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there were no courses/sections that would be considered in need of improvement for any individual learning outcomes. Based on spring 2022 alone, no courses/sections overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 9 courses is shown in figure 9.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 9 spring 2022 (10 out of 23 class sections assessed)

LOPER 9 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement	4.5%	4.8%	8.3%	12.8%	20.5%	53.5%
2. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them	7.0%	4.9%	4.5%	10.9%	19.5%	60.2%
3. Can evaluate practices and decisions for their civic consequences	8.3%	3.8%	4.8%	10.3%	15.7%	65.4%
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	8.1%	4.8%	7.5%	15.1%	15.4%	57.1%
Overall average	7.0%	4.6%	6.3%	12.3%	17.8%	59.0%

LOPER 9 Reflective Assessment

Representative reflective assessment comments for LOPER 9 classes.

- Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?
 - I have been very pleased with my students' performance on qualitative measure of content mastery. My primary concerns are centered not on their understanding of the material or their analysis of the issues, but on their generation of written work. Students are prompted to support their views with research and data, and many struggle to adequately support their arguments.
 - While over two-thirds of the class did very well in making the connections between course content and the LOPER 9 outcomes, it was a challenge to get a handful of students to include the required components within the assignments used to evaluate the outcomes.
 - Students were either engaged or not in this particular section, and the number who would regularly engage in class at least were limited.
- What improvements do you plan to make to this course to improve student learning?
 - I would like to introduce additional opportunities for students to write.
 - More detailed class discussion prompts. I will assign students to groups early in the semester and will dedicate class time for groups to meet and prepare individual responses for in-class discussions.
 - Make the discussion assessments a little more in-depth as most of it is done through class discussion.

LOPER 10: Respect for Human Diversity.

LOPER 10 Quantitative Assessment

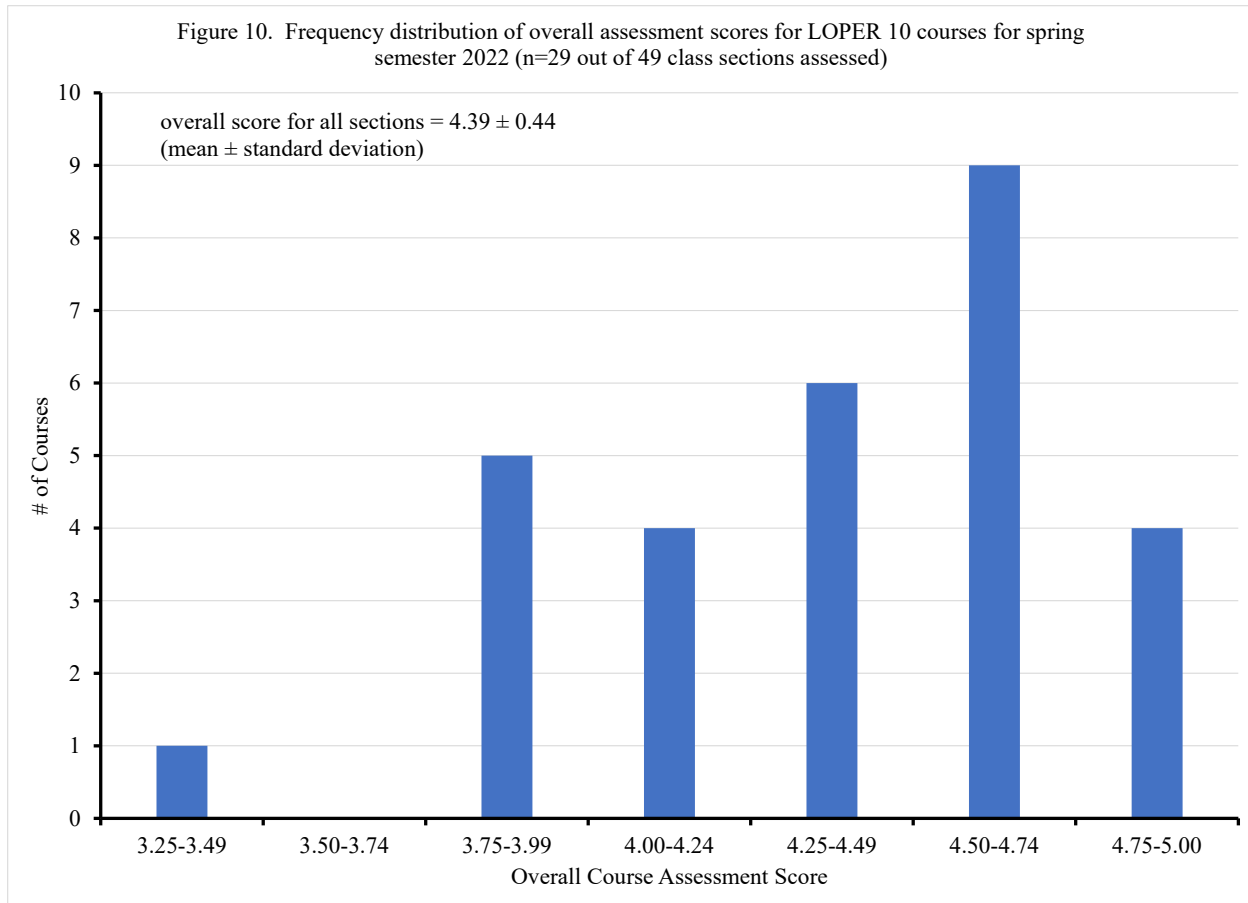
For all assessed sections of LOPER 10, the following data for each learning outcome were obtained:

LOPER 10 spring 2022 (29 out of 49 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can describe the nature and consequences of human diversity	4.43 \pm 0.44
2. Can gather and evaluate information important for relating to diverse populations	4.37 \pm 0.41
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	4.38 \pm 0.43
4. Can articulate the significance of human diversity for themselves or for society	4.38 \pm 0.49
Overall score for all sections	4.39 \pm 0.44

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there was 1 course/section in need of improvement for learning outcome 1, there was 1 course/section in need of improvement for learning outcome 2, there was 2 courses/sections in need of improvement for learning outcome 3, and there was 1 course/section in need of improvement for learning outcome 4 (one course/section would be considered in need of improvement for learning outcome 1, 2, and 3). Based on spring 2022 alone, one course/section overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 10 courses is shown in figure 10.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 10 spring 2022 (29 out of 49 class sections assessed)

LOPER 10 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can describe the nature and consequences of human diversity	8.7%	2.4%	2.8%	8.1%	22.6%	64.1%
2. Can gather and evaluate information important for relating to diverse populations	7.0%	3.0%	2.8%	9.1%	24.0%	61.1%
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	8.8%	1.9%	2.0%	11.0%	25.9%	59.1%
4. Can articulate the significance of human diversity for themselves or for society	8.3%	3.4%	2.3%	9.4%	23.2%	61.7%
Overall average	8.2%	2.7%	2.5%	9.4%	23.9%	61.5%

LOPER 10 Reflective Assessment

Representative reflective assessment comments for LOPER 10 classes.

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

- Some students were hesitant at first to voice opinions, but once it was clear that I wasn't grading based on their opinion, only wishing to forward the conversation about these social issues, their participation was much more confident. The discussions became lively. I was very pleased with how this went.
- It is hard to assess changes in perspective or attitude based solely upon classroom assignments! I had many students remark in writing or orally about how much they learned this semester. Even the three students who failed told me that they learned a lot; they simply did not submit many of their weekly logs even when given an opportunity to submit late.
- Students gained great amounts of information, resources, and discussion regarding human diversity, the importance of inclusivity, and the negative societal impacts of inequality.
- The students read several articles related to human diversity and viewed film clips about cultural and ethnic diversity. Students had opportunities to reflect on the articles and films. In addition, we were able to engage in conversations related to diversity.

2. What improvements do you plan to make to this course to improve student learning?

- It appears the written analysis had a higher level of success for students in terms of demonstrating their mastery of learning outcomes. I will consider/integrate more writing elements in the final quiz in the future.
- Update and enhance assignments and projects that have shown success and review new pedagogical products for application.
- I would like to use a rubric for the class discussion that allow my students to see what expectations I have for each discussion session. In that way I hope to foster better discussion participation.

- In upcoming semesters, I will explore including other source materials or readings to improve student learning.
- Instructor will stress the importance of submitting assignments.

LOPER 11: Wellness.

LOPER 11 Quantitative Assessment

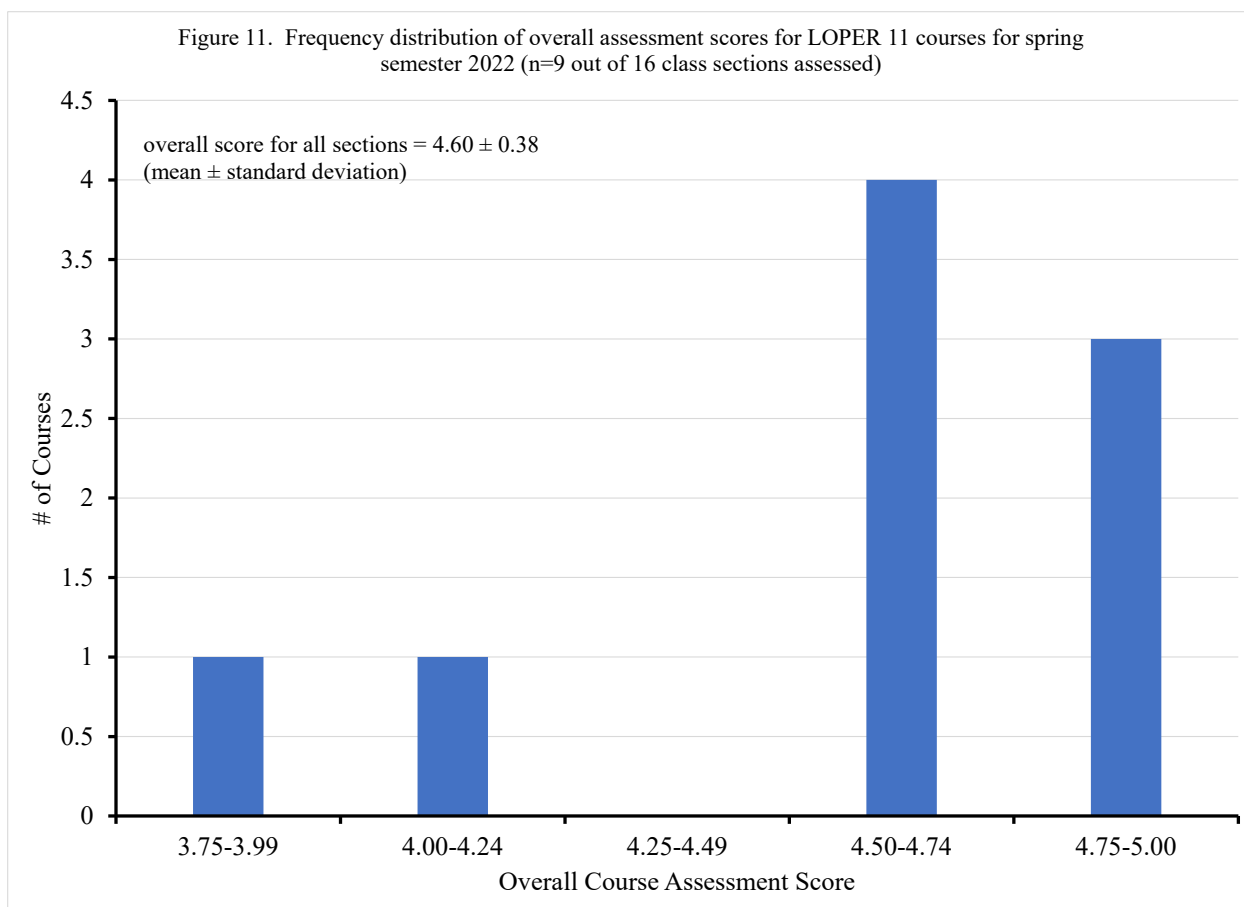
For all assessed sections of LOPER 11, the following data for each learning outcome were obtained:

LOPER 11 spring 2022 (9 out of 16 class sections assessed)

Learning outcome	means \pm standard deviation
1. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).	4.56 \pm 0.41
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	4.64 \pm 0.36
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	4.67 \pm 0.38
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.51 \pm 0.41
Overall score for all sections	4.60 \pm 0.38

Courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Based on spring 2022 alone, there were zero courses/sections in need of improvement for learning outcome 1, there was 1 course/section in need of improvement for learning outcome 2, there was 1 course/section in need of improvement for learning outcome 3, and there were zero courses/sections in need of improvement for learning outcome 4 (one course/section would be considered in need of improvement for learning outcome 2 and 3). Based on spring 2022 alone, one course/section overall score met the criteria to be considered in need of improvement.

A frequency distribution for the overall assessment scores for all assessed LOPER 11 courses is shown in figure 11.



The overall percent of students from all courses assessed for meeting the learning outcomes using the following scale was calculated (please note that students rated as zero were not included in the percentage calculation for students rated 1-5, thus the total of 0-5 will exceed 100%)

- 0 – Student did not complete assignment (For example, student received a grade of 0)
- 1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)
- 2 – Student completed assignment and performance was below average. (For example, student received a grade of D)
- 3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)
- 4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)
- 5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

LOPER 11 spring 2022 (9 out of 16 class sections assessed)

LOPER 11 Learning Outcome	Percent of students assessed as 1-5 (0 not included in calculations)					
	0	1	2	3	4	5
1. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).	3.8%	0.5%	3.6%	7.2%	17.0%	71.6%
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	4.8%	0.5%	0.7%	7.0%	17.4%	74.3%
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	3.8%	0.4%	1.3%	7.4%	12.5%	78.4%
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	3.4%	1.1%	1.3%	13.3%	13.6%	70.7%
Overall average	3.9%	0.6%	1.7%	8.7%	15.1%	73.8%

LOPER 11 Reflective Assessment

Representative reflective assessment comments for LOPER 11 classes.

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

- The final paper assignment was well done by the majority of the students. Those that struggled in the lower percentile struggled all semester long in the same areas.
- The students did a good job of understanding basic wellness principles, but I think the challenge for our staff is to make it relevant to the modern student
- Students felt it was one of the best courses in improving their knowledge, and is very practical. Students liked the real-life application of assignments and will continue to use what they've learned throughout their lifetime. What didn't go well: Levels of effort and engagement put forth by some of the students.

2. What improvements do you plan to make to this course to improve student learning?

- I am still working on adjusting this class to make it more interactive.
- For the future, I will make sure that the Final Written Assignment provides feedback on all 8 of the Dimensions of Wellness and how the students believe they impact their academic and personal futures.