

LOPERs General Education Assessment Report for Spring Semester 2022 through Spring Semester 2024*

(comprising the semesters spring 2022, fall 2022, spring 2023, fall 2023, and spring 2024)

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*please note that in spring 2024 the program name was approved to change from General Studies to General Education, hence General Education is used throughout this document when referring to the LOPERs General Education program

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Overview

The General Education program known as LOPERs – Learning Objectives/Program Essential Requirements - requires 30-31 credit hours of General Education classes. The LOPERs General Education program is organized into three main program areas, which are 1) Foundational Requirements (LOPERs 1-4), 2) Broad Knowledge Requirements (LOPERs 5-8), and 3) Dispositional Requirements (LOPERs 9-11). Within these program areas are ten required General Education categories (LOPERs 1-10) and one optional General Education category (Loper 11). The program objectives are:

- Foundational Requirements (LOPERs 1-4):
 - Program Objective: Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.
- Broad Knowledge Requirements (LOPERs 5-8):
 - Program Objective: Courses are designed for students to acquire broad knowledge in a variety of disciplines across the arts, humanities, social, and natural sciences.
- Dispositional Requirements (LOPERs 9-11):
 - Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

Each LOPER category then has four or five learning outcomes that meet the respective program objectives. All learning outcomes must be addressed within every course approved for the LOPERs General Education program (these learning outcomes are presented in the assessment results for each LOPER category).

The LOPERs General Education program was implemented in fall 2020 with provisionally approved courses. During the 2020-2021 academic year all courses were presented as a course proposal which was reviewed by the General Education Council (GEC). Between the course syllabus and supporting material the course proposal needed to demonstrate that the learning outcomes would be addressed in the course before the course was approved for inclusion in the LOPERs General Education program. Due to the process of reviewing over 200 course proposals during a single academic year no assessment data were collected during the 2020-2021 academic year.

The LOPERs General Education assessment plan was developed in summer 2021 based on information and feedback received by a subcommittee of the GEC during the 2021 American Association of Colleges and Universities (AAC&U) Conference on General Education, Pedagogy, and Assessment. The assessment plan was presented to the GEC in September 2021 and after some revisions suggested by members of the GEC, the assessment plan was approved by a vote of the GEC in November 2021. Data collection began in spring 2022.

Assessment in the LOPERs General Education program is meant to be formative, to help instructors identify strengths and weaknesses in their courses. The assessment data also helps the

GEC to identify strengths and weaknesses in the LOPERs General Education program and identify courses that are exceptional or courses that need improvement.

Starting in spring 2022, assessment reports from every section of every course in the LOPERs General Education program were requested from course instructors every spring and fall semester. The purpose of this assessment schedule was to rapidly develop normative numerical data for the assessment of the learning outcomes in the LOPERs General Education program. Based on suggestions received during AAC&U Conference on General Education, Pedagogy, and Assessment, course sections that are two standard deviations above or below the mean for their respective category may 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)

Course Score

A weighted score for each course 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). This results in a course score between 1-5, with 5 being the highest possible score.

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

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

Students who earn a score of zero are not included in the calculations.

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 course section for each learning outcome, and then an overall average course score was calculated for each course section.

Percent of Students Meeting or Exceeding Expectations

For each LOPER category for all course sections the percentage of students rated as 1 - 5 were also calculated.

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)

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

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

Students who earn a score of zero are not included in the calculations.

This would indicate 24 total students with 4.2% being rated a zero (1 out of 25 did not submit the assignment). Of the remaining 23 students 13.0% received a rating of 2, 4.4% received a rating of 3, 4.4% received a rating of 4, and 78.3% received a rating of 5. Overall, 86.7% of students in this example course were rated as 3-5 and would therefore be considered as meeting or exceeding expectations.

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?

Based on the responses provided to these reflective assessment prompts, themes were identified and summarized for each LOPER category.

Please note that for the purposes of this report course titles, section numbers, and instructor names were removed during data and comment analysis to maintain instructor anonymity. It will be necessary in future assessment data analysis to include course titles, section numbers, and instructor names during data analysis in case a course section is determined to be exceptional or in need of improvement

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:

Table 1a. Course Scores for LOPER 1 spring 2022 – spring 2024 (67 out of 81 course 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)	4.34 \pm 0.43
2. Can discern a source's argument or purpose and audience	4.42 \pm 0.43
3. Can summarize a source's main points accurately and fairly	4.36 \pm 0.31
4. Can evaluate and use sources appropriately and responsibly	4.12 \pm 0.56
5. Can integrate information from multiple sources and contrasting viewpoints	4.36 \pm 0.32
Overall score for all sections	4.32 \pm 0.31

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.69 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were two course sections in LOPER 1 during the assessed time period with overall course scores of 3.49 and 3.55, which would therefore warrant concern. The highest individual course score during this time period was 4.96.

For all assessed sections of LOPER 1, the following data for the percent of students being rated as 1-5 were obtained:

Table 1b. Percentage of Students Rated as 1-5 for LOPER 1 spring 2022 – spring 2024 (67 out of 81 course sections assessed)

LOPER 1 Learning Outcome	Percent of students assessed as 1-5					
	0	1	2	3	4	5
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)	4.1%	2.8%	4.3%	11.1%	16.5%	65.3%
2. Can discern a source's argument or purpose and audience	6.2%	2.2%	4.3%	7.7%	19.9%	65.9%
3. Can summarize a source's main points accurately and fairly	8.0%	2.7%	4.8%	8.1%	19.8%	64.5%
4. Can evaluate and use sources appropriately and responsibly	7.0%	4.9%	7.7%	13.2%	19.1%	55.1%

5. Can integrate information from multiple sources and contrasting viewpoints	7.0%	2.5%	4.1%	8.9%	23.8%	60.7%
Overall average	6.5%	3.0%	5.0%	9.8%	19.8%	62.4%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	92.4 \pm 6.2%					

(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%)

Based on these data, if fewer than 79.9% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There was one section of LOPER 1 during the assessed time period with 78.9% of students being evaluated as 3 or better. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

LOPER 1 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 1 course sections.

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?

Learning Outcomes and Assignments:

- The majority of students met learning outcomes with high engagement in discussions and collaborative work.
- Individual assignments were completed with slightly less enthusiasm than was desired.
- Students generally understood and applied course concepts well.
- Overall, students completed learning outcome assignments as expected across sessions.
- Grading adjustments were made to clarify expectations and improve outcomes.
- Adjustments in assignment points and scores helped maintain student motivation.

Class Participation and Engagement:

- Active participation correlated with better performance on assignments.
- Some students struggled with faking participation, affecting their performance.
- Sporadic attendance and low participation affected class dynamics.
- Efforts were needed to motivate less engaged students.

Course Challenges:

- Challenges included students' early focus on personal views rather than openness to new ideas.
- Challenges to success included technical issues and incomplete use of course materials.
- Challenges included late or incomplete submission of course materials.

Research Source Identification and Use:

- Students struggle with identifying and properly using research sources.
- Some improvements were noted when assignments were simplified.

Timeliness of Assignments:

- Students faced challenges in completing assignments on time, affecting grades.
- Soft skills and preparation for writing center visits were lacking in some students.

Digital Media and Critical Thinking:

- Most students gained insights into digital habits and media use.
- Students thought critically about digital media's impact on relationships.

Classroom Discussions and Knowledge Application:

- Students that showed strong engagement in discussions also demonstrated good understanding of course material.
- Effective use of resources and respectful discussion of differing viewpoints were noted.

Teaching Reflection and Improvement:

- Reflecting on teaching methods led to improvements in outcomes compared to previous semesters.
- Emphasis on proper sourcing of information identified as a future teaching focus.

Computer Skills and Knowledge:

- Initial unfamiliarity with commonly used academic software (e.g. Excel, Word, PowerPoint) was addressed, allowing smooth progression into research and application.

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

Challenges in Source Use:

- Students struggled with finding and using appropriate sources, often relying on the first result without thorough evaluation of its validity or reliability.
- It's difficult to teach comprehensive research skills in the short timeframe of a five-week course.

Course Adjustments for Research Skills:

- Consideration is being given to revising assignments to allow more time for teaching research and source integration.
- Emphasis on developing better research habits and ensuring students understand the importance of proper citation/use of sources.

Course Structure and Expectations:

- At the beginning of the semester, a comprehensive session with students clarified assignment expectations, course structure across sessions, and grading policies.
- The curriculum has been refined based on two years of experience to ensure that learning expectations are effectively met.

Student Engagement and Participation:

- Success in mastering course concepts correlates with active participation.
- Future adjustments include increasing participation through more extensive class discussions.

Final Project and Assignments:

- Plans are underway to expand the final project to better align with course objectives and provide more opportunities for detailed research and source integration.

Course Evolution and Feedback:

- Consideration of course evaluations to inform potential adjustments will be implemented, although overall student satisfaction suggests minimal changes are needed.

Future Course Improvements:

- Plan to enhance course content and assignments to better meet learning objectives, possibly through increased in-class activities and clearer assignment directions.

LOPER 2: Writing Skills.

LOPER 2 Quantitative Assessment

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

Table 2a. Course Scores for LOPER 2 spring 2022 – spring 2024 (105 out of 133 course sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a writer's argument or purpose	4.43 \pm 0.37
2. Can evaluate and use sources appropriately and responsibly	4.40 \pm 0.43
3. Can use context-appropriate conventions in writing	4.45 \pm 0.43
4. Can use context-appropriate conventions in writing	4.49 \pm 0.41
Overall score for all sections	4.44 \pm 0.34

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.77 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There was one course section in LOPER 2 during the assessed time period with an overall course score of 3.70, which would therefore warrant concern. The highest individual course score during this time period was 4.92.

For all assessed sections of LOPER 2, the following data for the percent of students being rated as 1-5 were obtained:

Table 2b. Percentage of Students Rated as 1-5 for LOPER 2 spring 2022 – spring 2024 (105 out of 133 course sections assessed)

LOPER 2 Learning Outcome	Percent of students assessed as 1-5					
	0	1	2	3	4	5
1. Can discern a writer's argument or purpose	10.3%	1.7%	2.4%	9.1%	25.4%	61.4%
2. Can evaluate and use sources appropriately and responsibly	9.7%	0.7%	3.3%	9.1%	25.5%	61.4%
3. Can use context-appropriate conventions in writing	8.9%	0.7%	2.9%	8.0%	25.6%	62.9%
4. Can use context-appropriate conventions in writing	9.8%	1.1%	1.8%	8.3%	23.6%	65.2%
Overall average	9.7%	1.0%	2.6%	8.6%	25.0%	62.7%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	96.0 \pm 5.1%					

(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%)

Based on these data if fewer than 85.8% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three sections of LOPER 2 during the assessed time period with 83.3%, 83.3% and 85.8% of students being evaluated as 3 or better. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

LOPER 2 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 2 course sections.

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?

Student Performance and Learning Objectives:

- Many students demonstrated above-average skill performance in meeting learning objectives.
- Most students met or exceeded expectations on the learning outcomes, with minor areas for improvement identified.
- The structure of assignments was effective, particularly with clear task lists.
- Meeting only twice a week (Tuesday and Thursday) seemed to have disadvantages for retaining concepts.

Success Factors:

- There's concern over the widening variation in student abilities in recent years.
- Students who consistently submitted assignments showed good performance and growth.
- Using music appreciation as a theme for assignments was highly successful.

Student Engagement and Success:

- Issues with student engagement and engagement with course resources persisted, affecting learning outcomes.
- Engaged and motivated students showed significant improvement in writing skills.
- Online sections were impaired by poor student engagement and motivation.

Skill Mastery:

- Strongest mastery was demonstrated in discerning a writer's argument, appropriate communication, and context-appropriate writing conventions.
- Continuing efforts to improve source evaluation skills were highlighted.

Specific Course Highlights:

- Courses focused on scientific and technical writing were particularly successful due to student interest.
- Students generally exceeded expectations in final projects, though some struggled with specific learning objectives like source evaluation and communication.
- Challenges included formatting requirements and APA style usage.

Feedback and Revision:

- Providing opportunities for revisions improved student learning and performance.
- Some students struggled with mechanical and grammar errors initially but showed improvement if they heeded grading comments.

Miscellaneous Observations:

- Some students had difficulty understanding the importance of certain learning objectives.

Differences were noted between ENG 101 and ENG 102 students' understanding of course expectations and outcomes. Course Evaluation:

- Overall, courses were deemed successful with highlights on AI-focused and disciplinary writing units.

Areas for Improvement:

- Assignments earlier in the semester were generally more successful than final assignments, possibly due to challenges with time management. Perhaps more direct instruction on time management is needed.

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

Develop Student-Led Research Activities and Writing Opportunities:

- Increase engagement through activities that involve students in leading research and writing tasks.
- Expand peer to peer writing labs to increase peer review and student engagement.

Enhance Source Evaluation and Usage:

- Revise annotated bibliography assignments to focus more on practical search skills and critical source evaluation.
- Integrate AI into assignments to explore its role in academic writing critically.

Improve Course Materials and Instructional Quality:

- Revise course materials, particularly focusing on improving the length and quality of instructional videos.
- Find innovative strategies to assist students who struggle with submitting work.
- Add more demonstration videos and provide clearer assignment instructions with detailed grading rubrics.
- Emphasize completion of assignments and incorporate weekly exercises on quoting, paraphrasing, and citation.
- Plan to include more video instruction to improve engagement and learning outcomes in online settings.

Enhance Student Engagement and Accountability:

- Address absences to reinforce course expectations.
- Implement mandatory conferences and regular emails to address student participation and engagement issues.
- Enhance learning by facilitating more in-class discussions, and require greater participation in discussions, of writing samples.
- Focus on reinforcing and reviewing skills from the previous week.
- Engage student support networks to address absences and non-participation effectively (e.g. Early Warning Referrals, Referrals to Student Counseling).

Evaluate and Restructure Assignments:

- Evaluate and restructure assignments to align more closely with General Education objectives.
- Stress the importance of credible sources and critical evaluation skills.

- Schedule more time for rough drafts and peer reviews to improve writing quality.
- Ensure students can access and understand feedback, possibly through recorded lectures.
- Provide more instructional time for final persuasive essays to enhance quality and understanding.
- Extend Revision Time for Writing Assignments:
- Explore ways to provide more time between peer review and final draft due dates to facilitate better revisions.
- Introduce smaller, incremental assignments (both written and oral) to enhance learning progression.
- Enhance opportunities for revisions and improve presentation aspects of projects.
- Provide proactive grading feedback and foster discussion in a low-stakes environment.

Focus on Specific Skills and Activities:

- Spend more time on source evaluation, APA formatting, and critical reading skills.
- Incorporate team-building exercises and revise due dates for online engagement accountability.

Diversify Course Themes and Assignments:

- Choose new themes and create individual response-driven assignments to increase student motivation and personal engagement.

LOPER 3: Oral Communications.

LOPER 3 Quantitative Assessment

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

Table 3a. Course Scores for LOPER 3 spring 2022 – spring 2024 (80 out of 83 course sections assessed)

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.23 \pm 0.57
2. Can evaluate and use sources appropriately and responsibly	4.18 \pm 0.52
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.31 \pm 0.45
4. Can form and support a coherent position	4.50 \pm 0.47
5. Can communicate in a manner appropriate to audience and context	4.47 \pm 0.45
Overall score for all sections	4.34 \pm 0.33

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.68 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were two course sections in LOPER 3 during the assessed time period with overall course scores of 3.27 and 3.64, which would therefore warrant concern. The highest individual overall course score during this time period was 4.92.

For all assessed sections of LOPER 3, the following data for the percent of students being rated as 1-5 were obtained:

Table 3b. Percentage of Students Rated as 1-5 for LOPER 3 spring 2022 – spring 2024 (80 out of 83 course sections assessed)

Learning Outcome	Percent of students assessed as 1-5					
	0	1	2	3	4	5
1. Can discern a speaker's argument or purpose	6.9%	3.2%	5.1%	12.1%	25.4%	54.2%
2. Can evaluate and use sources appropriately and responsibly	7.9%	2.3%	4.1%	16.5%	25.3%	51.9%
3. Can use context-appropriate conventions in speech and non-verbal expressions	7.0%	1.0%	2.4%	9.0%	38.5%	49.1%
4. Can form and support a coherent position	7.2%	0.7%	2.3%	7.6%	21.5%	67.8%
5. Can communicate in a manner appropriate to audience and context	6.7%	1.0%	1.8%	6.8%	25.5%	65.0%
Overall average	7.1%	1.7%	3.1%	10.4%	27.2%	57.6%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	95.1 \pm 5.1%					

(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%)

Based on these data if fewer than 84.9% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were two sections of LOPER 3 during the assessed time period with 80.0 and 82.9% of students being evaluated as 3 or better. The highest percentage of students evaluated as 3 or better for all learning outcomes was 100%.

LOPER 3 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 3 course sections.

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?

Student Performance and Learning Objectives:

- Concerns about Learning Outcome 2 due to issues with source inclusion and quality.
- Students generally met objectives at a level of 4 or 5, with emphasis on improving language, inflection, and citation skills.
- Mixed outcomes in performance due to factors like speech anxiety and absenteeism.
- Concerns about student performance on final tests and delivery skills.
- Overall, students showed growth in oral presentation skills, though they struggled with evaluating and citing sources.
- Improvement in public speaking was notable, with areas needing more focus on voice, inflection, and audience connection.
- Majority of students performed well in speech preparation and exams, with notable improvements in delivery and skills development.
- Significant progress observed in speech delivery and public speaking skills among most students.
- Mixed performance in final test and delivery skills assessment.
- Detailed assessment of learning outcomes, highlighting strengths and areas for improvement.

Speech Anxiety

- Continued progress seen in managing public speaking anxiety and mastering research skills.
- Emphasis on improving public speaking anxiety control and research skills.
- Varied student performance levels, with some struggling due to speech anxiety and other factors.

Specific Course Concerns:

- Challenges noted with sourcing and citation skills, with efforts made to support students in these areas.
- Issues noted with discerning speaker's argument and using non-verbal cues effectively.
- Focus on improvement in critical thinking and basic English skills among students.

- Challenges and successes noted in student engagement and personal issues affecting performance.
- Progress observed across all speech types, with ongoing focus needed on coherence in argument formation.

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

Incorporating More Activities and Resources for Source Evaluation:

- Include more in-class activities and library visits to teach students how to evaluate and use sources responsibly.
- Emphasize the importance of citations both in outlines and in speeches. Consider reinforcing this with specific activities that require students to identify and orally cite their sources.

Improving Speech Delivery:

- Provide more examples of speeches where inflection and word choice are used effectively.
- Encourage students to record their speeches for self-assessment, focusing on good speech practices discussed in class.
- Explore activities that promote hand and arm gestures during online speech delivery to enhance engagement.

Enhancing Attention to Homework Assignments:

- Consider increasing the point value of homework assignments to encourage students to pay closer attention to them.

Addressing Speech Anxiety:

- Continue to focus on managing public speaking anxiety through regular discussions and strategies throughout the course.
- Incorporate low-stakes speaking opportunities to help students practice without pressure.

Improving Assessments:

- Update assessment rubrics to include detailed expectations for visual aids, story building around data, and oral citations.
- Ensure that all speeches are assessed using a consistent rubric to maintain fairness and clarity in grading.

Refining Content and Delivery Focus:

- Narrow down content choices for speeches and allow students to choose their delivery methods to cater to individual strengths.
- Provide more concrete examples and peer feedback opportunities to enhance learning outcomes.

Technical and Learning Platform Utilization:

- Explore deeper functionalities of online platforms (like TEAMS and Zoom) for file sharing, peer reviews, and other interactive activities.
- Ensure students are familiar with using these platforms effectively for their presentations and peer interactions.

Citing Sources and Using Evidence:

- Refresh students on source citation guidelines, particularly focusing on APA style and the importance of credible sources.

- Implement assignments that specifically address and assess students' ability to cite sources properly.

Additional Notes:

- Consider breaking students' reliance on notecards during speeches by emphasizing preparation methods that reduce dependency on them.
- Allocate time for one-on-one sessions, especially with ESL students, to improve their presentation skills and reduce memorization tendencies.

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:

Table 4a. Course Scores for LOPER 4 spring 2022 – spring 2024 (106 out of 143 course sections assessed)

Learning outcome	means \pm standard deviation
1. Can describe problems using mathematical, statistical, or programming language	3.93 ± 0.64
2. Can solve problems using mathematical, statistical, or programming techniques	3.78 ± 0.66
3. Can construct logical arguments using mathematical, statistical, or programming concepts	3.82 ± 0.67
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	3.77 ± 0.71
Overall score for all sections	3.82 ± 0.50

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 2.82 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three course sections in LOPER 4 during the assessed time period with course scores of 2.37, 2.59, and 2.78 which would therefore warrant concern. The highest overall individual course score during this time period was 4.78.

For all assessed sections of LOPER 4, the following data for the percent of students being rated as 1-5 were obtained:

Table 4b. Percentage of Students Rated as 1-5 for LOPER 4 spring 2022 – spring 2024 (106 out of 143 course 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	6.7%	5.2%	12.9%	12.3%	28.2%	41.4%
2. Can solve problems using mathematical, statistical, or programming techniques	7.8%	9.2%	11.5%	10.3%	28.5%	40.4%
3. Can construct logical arguments using mathematical, statistical, or programming concepts	9.5%	8.3%	10.2%	9.0%	34.0%	38.6%
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	7.6%	7.7%	12.7%	10.0%	26.1%	43.5%

Overall average	7.9%	7.6%	11.9%	10.4%	29.1%	41.0%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	79.5 \pm 12.4%					

(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%)

Based on these data, if fewer than 54.7% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three course sections in LOPER 4 during the assessed time period with 42.6%, 53.1%, and 53.1% of students evaluated as 3 or better for all learning outcomes combined. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

LOPER 4 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 4 course sections.

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?

Student Performance and Behavior:

- Many students relied on online resources for quick solutions rather than engaging with the material.
- Small group work in class was effective, but independent work outside the classroom was less so.
- Students often struggled with complex problem-solving and logical reasoning tasks.

Course Outcomes and Assessments:

- Most students showed at least average mastery of learning objectives, with higher performance on graphical interpretation tasks (Outcome 4) and lower on problem-solving using mathematical techniques (Outcome 2).
- There were consistent patterns of performance across semesters, with similar challenges and achievements.
- Specific outcomes like interpreting graphs, constructing logical arguments, and applying mathematical techniques showed varied levels of student competence.

Teaching Methods and Adjustments:

- The use of online homework and blended formats (including Zoom sessions) had mixed effectiveness.
- Changes in course sequencing and additional practice finals were implemented to address specific learning challenges.
- Practical relevance and motivation played roles in student engagement and success.

Specific Observations and Recommendations:

- Greater mastery was needed in areas such as determining perpendicular lines, using algebraic notation, and understanding function properties.
- There was a desire for better retention of material, especially towards the final exams.

- Adjustments in teaching strategies, such as more focused reviews and practical applications, were suggested to improve student outcomes.

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

Class Structure and Practices:

- Increase class time for working on exercises and group activities.
- Enhance in-class examples and homework problems.
- More frequent reminders for students to complete and discuss all problems.
- Include pencil-paper assignments for visualization and problem-solving.
- Stress connections between mathematical operations and real-world applications.
- Provide more time on statistics topics.

Assessment and Feedback:

- Focus on early semester material, with spaced repetition and connections to subsequent topics.
- Review and classify the difficulty levels of problems in MyLab.
- Additional focus on real-life applications and logical arguments.
- Improve the timely grading of assignments.

Student Engagement:

- Encourage more office hours attendance.
- Promote collaborative learning and group work.
- Introduce more “real world” examples and practical problems.

Exams and Evaluation:

- Expand review sessions for the final exam.
- Consider changing the weight of final exams or replacing them with projects.
- Emphasize application problems in final assessments.

Teaching Methods:

- Balance flexibility with structure in assignment deadlines.
- Use of prepared notes and videos for online classes.
- Enhance student understanding of graphical data and proper notation.

Future Plans:

- Address specific learning objectives earlier in the semester.
- Continue using various teaching strategies and assessment methods based on strong assessment results.

Additional Notes:

- Emphasize the importance of understanding terms and definitions.
- Frequent practice with probability problems to retain principles.
- Possibly increase the focus on real-world applications in final projects.

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:

Table 5a. Course Scores for LOPER 5 spring 2022 – spring 2024 (79 out of 121 course sections assessed)

Learning outcome	means \pm standard deviation
1. Can interpret a work of art within its cultural or historical context	4.34 \pm 0.52
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	4.39 \pm 0.50
3. Can distinguish between works of art from various schools, time periods, and/or cultures	4.27 \pm 0.59
4. Can articulate the significance of the arts for themselves or for society	4.41 \pm 0.52
Overall score for all sections	4.35 \pm 0.41

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.53 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three course sections in LOPER 5 during the assessed time period with overall courses scores of 3.29, 3.45, and 3.48, which would therefore warrant concern. The highest individual course score during this time period was 5.00.

For all assessed sections of LOPER 5, the following data for the percent of students being rated as 1-5 were obtained:

Table 5b. Percentage of Students Rated as 1-5 for LOPER 5 spring 2022 – spring 2024 (79 out of 121 course 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	7.6%	2.1%	4.0%	10.5%	23.4%	60.0%
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	7.0%	3.0%	3.7%	9.7%	22.9%	60.7%
3. Can distinguish between works of art from various schools, time periods, and/or cultures	7.3%	3.5%	4.3%	14.0%	20.5%	57.7%
4. Can articulate the significance of the arts for themselves or for society	8.6%	2.5%	4.2%	9.9%	19.4%	64.0%
Overall average	7.6%	2.8%	4.1%	11.0%	21.5%	60.6%

Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	94.3 \pm 6.1%
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(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%)

Based on these data, if fewer than 82.1% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were two sections of LOPER 5 during the assessed time period with 70.0% and 79.9% of students evaluated as 3 or better. The highest percentage of students evaluated as 3 or better was 100%.

LOPER 5 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 5 course sections.

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?

Student Performance and Attendance:

- Students performed well on assignments and learning objectives, though there were difficulties with attendance, especially for evening classes or activities.
- Zoom attendance helped some students perform well.
- Students showed better performance in learning outcomes when materials were grouped by genre rather than time periods.
- Some assignments, like discussion boards, had low submission rates.
- Most students achieved high performance on learning outcomes, especially in practicum activities.
- External factors like illness affected participation.
- A significant percentage of students missed classes, impacting the quality of work.
- Students enjoyed the class, and attendance improved compared to previous semesters.

Challenges and Improvements:

- Some students struggled with terminology and writing skills, especially freshmen and sophomores.
- Some students had issues with grammar and mechanics.
- Regular reminders to proofread helped, and there was notable improvement in critical thinking and writing skills.

Success and Areas for Improvement:

- Quizzes and recorded video lectures improved engagement.
- Hands-on projects and final projects demonstrated understanding and application of learned principles.
- Overall, students achieved high performance in learning outcomes, with many performing exceptionally well.
- Collaborative projects sometimes resulted in students contributing unevenly.

Teaching Strategies:

- Building relationships and providing specific feedback in online courses were challenging but essential.
- Open and positive relationships, along with practice and resubmission opportunities, helped students gain mastery and get out of their comfort zones.

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

Performance and Attendance:

- Limit outside of class activities during the semester.
- Encourage more reading and reflection in class.
- Update assignments to reflect current trends.
- Create worksheets and require greater participation in class discussions.
- Strive for full attendance and passing rates, but acknowledge challenges.
- Increase individual participation in class discussions.
- Clearly communicate class attendance expectations.

Teaching Methods:

- Emphasize correct jargon and terminology use for the field.
- Plan to improve idea development in projects and include more history related activities.
- Use Zoom to engage students not in class.
- Consider more global art coverage, but students appreciated a focus on American artists.

Assessment and Assignments:

- Integrate more writing elements in final quizzes.
- Adjust class activity instructions for better student participation.
- Address plagiarism more vigorously.
- Reassess the number and pacing of assignments.
- Maintain or adjust weekly quizzes based on past experiences.

Course Effectiveness:

- Align final projects and grading rubrics with current learning outcomes.
- Plan to revise course objectives using Canvas.

Course Adjustments:

- Reintroduce history and cultural components.
- Break up learning outcomes regularly throughout the week.
- Set earlier deadlines and emphasize note-taking.
- Balance between quizzes and written analyses for student success.
- Use demonstrations and active engagements to enhance learning.
- Reduce time on pre-classical topics to focus on later eras.

Future Plans:

- Prefer in-person over online teaching for more interactive activities.
- Encourage participation in out of class activities.
- Plan to create new videos and support creative thinking and ideation.

LOPER 6: Humanities.

LOPER 6 Quantitative Assessment

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

Table 6a. Course Scores for LOPER 6 spring 2022 – spring 2024 (173 out of 237 course sections assessed)

Learning outcome	means \pm standard deviation
1. Can analyze primary sources appropriate to the humanities discipline	4.22 \pm 0.57
2. Can compare and contrast theories, narratives, or social/cultural conditions	4.23 \pm 0.56
3. Can make and support an argument about the human experience	4.32 \pm 0.59
4. Can articulate the significance of the humanities for themselves or for society	4.38 \pm 0.60
Overall score for all sections	4.29 \pm 0.54

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.21 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were five course sections in LOPER 6 during the assessed time period with course scores of 2.00, 2.86, 3.01, 3.01, and 3.21 which would therefore warrant concern. The highest individual course score during this time period was 5.00.

For all assessed sections of LOPER 6, the following data for the percent of students being rated as 1-5 were obtained:

Table 6b. Percentage of Students Rated as 1-5 for LOPER 6 spring 2022 – spring 2024 (173 out of 237 course 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	9.5%	3.3%	3.4%	10.9%	27.3%	55.0%
2. Can compare and contrast theories, narratives, or social/cultural conditions	9.4%	4.3%	5.1%	9.6%	22.3%	58.7%
3. Can make and support an argument about the human experience	9.3%	2.5%	3.3%	9.4%	25.2%	59.6%
4. Can articulate the significance of the humanities for themselves or for society	9.4%	3.0%	3.1%	7.4%	22.0%	64.5%
Overall average	9.4%	3.3%	3.7%	9.3%	24.2%	59.4%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	92.9 \pm 10.7%					

(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%)

Based on these data, if fewer than 71.5% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were seven course sections in LOPER 6 during the assessed time period with 45.8%, 57.1%, 62.1%, 70.6%, 70.6%, 71.4% and 71.4% of students evaluated as 3 or better. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

LOPER 6 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 6 course sections.

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?

Student Performance and Engagement:

- Above-average students utilized sources, critical thinking, and personal/group connections effectively.
- Most students showed excellent progress, performed well in activities like improvising scenes, and demonstrated high interest and analysis in their writing.
- Online format was successful, though more peer interaction was desired.
- Class discussions were generally positive, though some students were disengaged.
- Small class sizes fostered open discussions, while larger classes faced challenges in engagement.
- Participation and interaction were crucial for success in humanities courses.

Exams and Assignments:

- Students effectively compared texts and developed arguments in exams.
- Most book reviews were well articulated, and reading responses showed exceptional engagement.
- Students in shorter J-term courses performed impressively.
- Challenges included sustaining arguments on social/cultural conditions and maintaining engagement, especially in online courses.

Assessment and Learning Outcomes:

- Assignments aligned well with learning outcomes, though timing of due dates affected participation.
- Students in specialized courses developed dynamic skills and expanded inquiries in humanities and STEM.
- Project-based assessments and new teaching approaches were successful in language and literature courses.

Challenges and Areas for Improvement:

- Freshmen, especially those who completed high school during the pandemic, struggled with college expectations.
- Higher rates of plagiarism and difficulties in locating primary sources were noted.

- Some students did not complete assignments, leading to a bimodal grade distribution.
- Adjustments in teaching methods and course design were suggested to address challenges.

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

Course Changes:

- Several comments express no need for changes due to high student performance.
- Multiple instructors plan to enhance team presentations and logistics, offering more class time for planning and honing lecture materials.
- Some suggest updating and enhancing assignments, integrating new pedagogical materials, and incorporating more varied assignments.
- Plans to include a peer assignment, draft classroom discussion plans, and an online course success quiz.
- Emphasis on primary source training and incorporating primary source readings and research.
- Adjustments in course content, such as swapping texts or adding more discussion units.

Student Engagement and Learning:

- Encouraging students to expand research opportunities to facilitate improved discussions.
- Focusing on hands-on work and reducing explicit instruction.
- Implementing quizzes to ensure sustained reading and comprehension.

Assignment and Assessment Modifications:

- Providing specific guidance for better arguments in exams and essays.
- Developing a more robust rubric for reflective essays.
- Offering examples of student work to demonstrate mastery and reviewing assessment criteria.

Future Plans:

- Exploring new course materials and readings to improve student learning.
- Increasing out-of-class immersive speaking opportunities and group activities.
- Incorporating AI and social annotation tools for enhanced engagement and learning.

LOPER 7: Social Science.

LOPER 7 Quantitative Assessment

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

Table 7a. Course Scores for LOPER 7 spring 2022 – spring 2024 (138 out of 216 course 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	4.03 \pm 0.42
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	4.09 \pm 0.45
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	4.17 \pm 0.49
4. Can articulate the significance of social scientific knowledge for themselves or for society	4.26 \pm 0.53
Overall score for all sections	4.14 \pm 0.39

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.36 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three course sections in LOPER 7 during the assessed time period with course scores of 3.13, 3.25, and 3.25, which would therefore warrant concern. The highest individual course score during this time period was 4.78.

For all assessed sections of LOPER 7, the following data for the percent of students being rated as 1-5 were obtained:

Table 7b. Percentage of Students Rated as 1-5 for LOPER 7 spring 2022 – spring 2024 (138 out of 216 course 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	4.0%	6.5%	6.5%	14.7%	26.0%	46.3%
2. Can compare and contrast theories, narratives, or social/cultural conditions	4.9%	5.7%	6.5%	13.1%	23.8%	50.9%
3. Can make and support an argument about the human experience	5.3%	5.1%	6.3%	11.2%	22.9%	54.5%
4. Can articulate the significance of the humanities for themselves or for society	3.2%	5.3%	4.8%	9.7%	20.0%	60.3%
Overall average	4.4%	5.6%	6.0%	12.2%	23.2%	53.0%

Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	88.8 \pm 7.3%
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(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%)

Based on these data, if fewer than 74.2% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were four course sections in LOPER 7 during the assessed time period with 68.8%, 70.9%, 72.0%, and 74.2% of students evaluated as 3 or better, which would therefore warrant concern. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

LOPER 7 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 7 course sections.

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?

General Performance:

- Higher-performing students generally completed assignments and attended classes regularly.
- Lower-performing students had issues with missing assignments and unexcused absences.
- Despite some challenges, the overall student performance and engagement were satisfactory.
- Most students performed well relative to learning outcomes.
- Performance varied, with some excelling in writing assignments and group projects while struggling with quizzes and exams.

Engagement:

- Writing assignments and reflection tasks were effective in promoting critical thinking and engagement.
- Students appreciated the incorporation of current events and social interactions.

Challenges:

- There were issues with quiz performance, missing assignments, and online student engagement.
- Test anxiety and assignment completion rates were noted as areas needing improvement.

Course Structure and Materials:

- The use of Open Educational Resources was well-received, with students appreciating the cost savings and quality.
- The shift to chapter quizzes instead of unit exams was favored and seemed to enhance retention.
- Students generally responded positively to course formats, study guides, and assignments that required critical thinking.

Suggestions for Improvement:

- Enhance communication, provide more personal interaction (e.g., videos from in-person sections), and adjust assignment expectations.
- Increasing the integration of health sciences was suggested due to student interest.
- Emphasize the importance of consistent, regular course attendance and engagement

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

Project Options and Engagement:

- Experiment with diverse semester project options.
- Incorporate more writing, reflection assignments, and discussions to engage students with the social aspects the topic.
- Increase in-class activities to boost engagement.
- Use group projects to allow practical application of knowledge.
- Encourage reading assignments and class participation.
- Use guest speakers and formal engagement projects to encourage participation.
- Offer incentives for attendance and engagement.
- Focus on linking class assignments with learning outcomes.

Lecture and Quiz Adjustments:

- Slow down on difficult concepts and provide more practice assignments.
- Continuously reevaluate quiz questions for alignment with learning outcomes.

Student Support and Proactivity:

- Be proactive in reaching out to struggling students earlier in the semester.
- Replace recorded lectures with live recordings from in-person sections.

Assignment and Exam Modifications:

- Provide additional information on specific topics the students struggle with.
- Include more quantitative analyses and mix in more normative theory.
- Address quality of online discussion forums.
- Consult with other faculty on assignment tweaks, likely minor.
- Improved student learning with recent changes, continuing successful practices.
- Raise assignment point values to boost student submission rates.
- Walk through grading rubrics and create study tools.
- Reduce the number of papers and adjust quiz formats.

Resource and Content Updates:

- Move to open-source textbooks.
- Update course materials with current events and integrate new test banks.
- Expand video tutorial libraries and practice quizzes for exam prep.

LOPER 8: Natural Science.

LOPER 8 Quantitative Assessment

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

Table 8a. Course Scores for LOPER 8 spring 2022 – spring 2024 (272 out of 339 course sections assessed)*

Learning outcome	means \pm standard deviation
1. Can use the discipline's concepts and methods to explain natural or physical phenomena	3.93 ± 0.65
2. Can investigate problems and analyze evidence using appropriate scientific methodology	3.97 ± 0.64
3. Can make and support an argument based on sound scientific principles	4.02 ± 0.60
4. Can articulate the significance of scientific knowledge for themselves or for society	4.08 ± 0.56
Overall score for all sections	3.99 ± 0.57

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 2.85 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three course sections in LOPER 8 during the assessed time period with course scores of 2.25, 2.63, and 2.82 which would therefore warrant concern. The highest individual course score during this time period was 5.00.

For all assessed sections of LOPER 8, the following data for the percent of students being rated as 1-5 were obtained:

Table 8b. Percentage of Students Rated as 1-5 for LOPER 8 spring 2022 – spring 2024 (272 out of 339 course 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	3.5%	5.8%	8.1%	18.1%	25.7%	42.3%
2. Can investigate problems and analyze evidence using appropriate scientific methodology	3.4%	5.1%	8.5%	17.2%	26.8%	42.3%
3. Can make and support an argument based on sound scientific principles	4.1%	4.8%	7.1%	15.8%	28.0%	44.3%
4. Can articulate the significance of scientific knowledge for themselves or for society	5.1%	3.6%	5.6%	13.6%	29.4%	47.7%
Overall average	4.0%	4.8%	7.4%	16.2%	27.4%	44.1%

Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	88.2 \pm 12.1%
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(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%)

Based on these data, if fewer than 64.0% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were five sections of LOPER 8 during the assessed time period with 25.0%, 50.0%, 56.2%, 63.4%, and 63.6% of students evaluated as 3 or better for all learning outcomes combined, which would therefore warrant concern. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

* Please note that many courses in LOPER 8 have both lecture and laboratory sections, typically with a larger lecture section paired with several smaller lab sections (*for example*, in spring 2020 BIOLOGY 103 had 1 lecture section and 7 laboratory sections, which were counted as 8 course sections for the purpose of this assessment report. CHEMISTRY 145 had 1 lecture section and 4 laboratory sections which were counted as 5 course sections for this report, and so on). In some LOPER 8 courses assessment was performed in the lecture section, some it was performed in the lab section, and some assessment was performed in both. Furthermore, in some LOPER 8 courses only some learning outcomes are covered only in lecture or only in lab. In situations in which assessment was performed in both lecture and lab with only some learning outcomes addressed in one or the other, the unaddressed learning outcomes were left blank and therefore not included in the calculations. Furthermore, a course section in LOPER 8 that may warrant attention could represent a single lab section with very few students.

LOPER 8 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 8 course sections.

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?

Exceptional Performance:

- Several labs had exceptional performance with high participation in all aspects of scientific paper writing and experiment processes.
- These labs showed an increase in students achieving 'average mastery' of learning objectives compared to previous semesters, partly due to added preparatory assignments.

Good Understanding, Varied Writing Skills:

- Many students understood lab concepts well, participated actively, and demonstrated good scientific analysis.
- However, there was a wide range in the ability to write scientifically, with some struggling to make necessary edits and improvements from rough drafts.

Struggles and Areas for Improvement:

- Some labs faced challenges with students not utilizing feedback effectively or completing assignments, leading to lower scores.

- Issues like poor exam performance, difficulty in quantitative aspects, and inconsistencies in group project participation were noted.

Innovative Methods and Mixed Results:

- New teaching methods, such as flipped classrooms, pre-lab quizzes, and online homework systems, had mixed success.
- While some improvements were seen, challenges like high content volume and difficulty in mathematical rigor persisted.

Overall Satisfaction and Future Adjustments:

- Instructors were generally pleased with students' performance, especially in hands-on and critical thinking exercises.
- Future adjustments include emphasizing individual accountability in group projects, clearer communication of expectations, and more focused preparation for exams and assignments.

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

Assignments:

- Potentially having the writing assignment due a week earlier.
- Adding a competency-based grading component to flipped in-class assignments.
- Developing assignments with a greater emphasis on writing technique and critical thinking.
- Adding graded homework assignments to motivate students to seek help.
- Incorporating peer evaluation activities in research projects.
- Implementing more problems for students to work on during class.
- Overhauling assignments to focus on learning objectives.
- Better categorizing questions/activities according to learning outcomes.
- Tweaking lectures and assignments annually.
- Rethinking lab activities and grading methods.
- Revising the rubric for grading assignments and presentations.

Course Materials Review:

- Modifying the lab manual to clarify information.
- Annual review and updates of lab manuals to correct errors and improve clarity.
- Evaluating and emphasizing connection to specific outcomes in a new online textbook system.
- Reviewing pre-lab and post-lab questions to improve performance.
- Developing and encouraging the use of OER resources, including more applied information.
- Simplifying material and workload while maintaining effective learning methods.
- Revising lab materials to better handle measurement error and uncertainties.
- Tweaking lectures and assignments annually.
- Keeping course structure while revamping some content to address disconnects.
- Posting additional instructional videos to clarify content for online classes.
- Reviewing online problems.

Scientific Methodology:

- Focusing more on teaching appropriate scientific methodology.

- Improving assessment of scientific argumentation.
- Emphasizing the use of appropriate scientific methodology in problem investigation.

Critical Thinking and Math Skills:

- Integration of labs emphasizing critical thinking.
- Monitoring the class to address imbalances in math and critical thinking skills.
- Increased focus on data analysis and interpretation throughout the semester.

Attendance:

- Being stricter with attendance.
- Emphasizing staying in the lab for analysis and improving results.
- Assigning textbook problems for participation points before exams.

Grading/Assessment:

- Introducing variations in exams to better assess understanding.
- Combining in-class discussions with short topic papers and replacing lab projects with effective activities.
- Considering short pre-lecture quizzes to ensure lab preparation.

Writing:

- Plans to add an assignment to help students struggling with writing.
- Adding topics to writing assignments to relate content knowledge to real-world concepts.

Active Learning:

- Implementing active learning techniques for problem-solving.
- Providing hands-on portions before actual lab tasks.

Group Sizes and Revisions:

- Restricting group sizes and revising group-based activities.

Relating to Real World:

- Relating abstract topics to real-world examples.

Socratic Method:

- Encouraging students to discover concepts through Socratic questioning in labs.

Conceptual Steps:

- Teaching conceptual and logical steps for physical phenomena earlier.

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:

Table 9a. Course Scores for LOPER 9 spring 2022 – spring 2024 (69 out of 123 course 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 0.45
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 0.50
3. Can evaluate practices and decisions for their civic consequences	4.19 \pm 0.61
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	4.06 \pm 0.53
Overall score for all sections	4.15 \pm 0.45

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.25 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were two course sections in LOPER 9 during the assessed time period with overall course scores of 3.12 and 3.25, which would therefore warrant concern. The individual highest course score during this time period was 4.95.

For all assessed sections of LOPER 9, the following data for the percent of students being rated as 1-5 were obtained:

Table 9b. Percentage of Students Rated as 1-5 for LOPER 9 spring 2022 – spring 2024 (69 out of 123 course 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	5.9%	5.6%	5.5%	13.0%	26.8%	49.1%
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	6.8%	5.8%	4.0%	9.2%	22.7%	58.3%
3. Can evaluate practices and decisions for their civic consequences	9.1%	6.3%	4.6%	10.7%	21.3%	57.1%

4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	7.8%	6.4%	6.6%	13.8%	22.0%	51.2%
Overall average	7.4%	6.0%	5.2%	11.6%	23.2%	53.9%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	89.3 \pm 9.4%					

(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%)

Based on these data, if fewer than 70.4% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were three sections in LOPER 9 during the assessed time period with 64.7%, 68.8%, and 70.0% of students evaluated as 3 or better. The highest percentage of students evaluated as 3 or better was 100%.

LOPER 9 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 9 course sections.

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?

Participation and Engagement:

- Fewer students skipped assignments due to additional reminders.
- Discussion activity was higher compared to previous classes.
- Students who remained engaged performed well; disengaged students typically did poorly.

Assignments and Performance:

- Assignments have been consistent over multiple semesters, but performance varied.
- Final assignments often showed rushed work and missing information.
- Students showed strong initial engagement, but some burned out towards the end of the semester.

Discussion and Interaction:

- Students generally participated well in discussions, showing civility and unbiased critique.
- Success in discussions often hinged on responding to classmates, not just understanding material.
- Engagement in discussions helped overall performance, especially when the majority participated.

Learning Outcomes:

- Students met learning outcomes adequately, though some struggled with written work.
- Performance on discussions was not always reflective of material understanding due to lack of interaction.
- Improvements in course structure helped reduce low-performing students.

Challenges and Improvements:

- Some students lacked ambition in finding supporting sources for their arguments.
- Group projects had mixed results, with some failing to connect the paper with the larger class experience.
- More time dedicated to discussions and clearer final deadlines could help improve performance.

Specific Notes:

- Students developed skills related to community service, civic engagement, and public health.
- Online courses showed higher disengagement, particularly towards the end.
- The final exam/reflection essay helped students connect historical events to contemporary issues.
- Controversial assignments, like media ethics and freedom of speech, provoked thoughtful student reflections.

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

Instructional Improvements:

- Include videos and documents on basic writing tips to improve student writing.
- Improve lecture materials
- Plan to provide more video lectures and writings on current media issues.
- Emphasis on closer reading and passage analysis.
- Incorporation of perspectives based on student feedback.
- Add a debate unit and introduce reflection essay questions on the first day of class.
- Focus on directing student reflections towards civic competency and engagement.
- Plan to use breaking news stories and social media memes in write-ups and presentations.
- Use "mini-papers" to deepen student reflection.
- Emphasize note-taking and close reading to improve assignment quality.
- More detailed prompts and dedicated class time for group discussions.
- Develop strategies to make replies in online discussions more substantive and meaningful.
- Make online discussion posts more in-depth and rational.
- More dedicated time for weekly discussions on the common read.
- Be explicit about the link between historical decisions and their consequences.

Assignments and Quizzes:

- Develop reading study guides and instruction clarifications.
- Ensure students understand essay expectations better and consider updates due to rapidly changing media.
- Clarify assignment instructions.
- Plan to break papers into smaller assignments to encourage academic development.
- Assign short homework assignments and provide examples of integrating sources for essays.
- Critical Analysis Papers are useful for teaching students to evaluate information with an added focus on civic competency.
- Improve logistics and provide more class time for team presentations.

- Expand quizzes to focus on lecture content rather than textbook material.

Library Resources and Writing Skills:

- Emphasis on library resources, general writing style, academic research, and proper citation improved performance.
- Require librarian assistance for projects to teach students collaboration.
- Expand training to improve use of primary sources.

Student Engagement:

- Continue one-on-one meetings with students earlier in the semester for better engagement.
- Use of early academic alerts and other methods to engage struggling students.

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:

Table 10a. Course Scores for LOPER 10 spring 2022 – spring 2024 (144 out of 243 course sections assessed)

Learning outcome	means \pm standard deviation
1. Can describe the nature and consequences of human diversity	4.44 \pm 0.46
2. Can gather and evaluate information important for relating to diverse populations	4.35 \pm 0.43
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	4.34 \pm 0.45
4. Can articulate the significance of human diversity for themselves or for society	4.43 \pm 0.46
Overall score for all sections	4.39 \pm 0.39

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.61 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There was one course section in LOPER 10 during the assessed time period with an overall course score of 3.44, which would therefore warrant concern. The highest individual course score during this time period was 5.00.

For all assessed sections of LOPER 10, the following data for the percent of students being rated as 1-5 were obtained:

Table 10b. Percentage of Students Rated as 1-5 for LOPER 10 spring 2022 – spring 2024 (144 out of 243 course 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	7.2%	2.8%	2.9%	9.8%	21.9%	62.6%
2. Can gather and evaluate information important for relating to diverse populations	6.6%	3.5%	4.0%	8.4%	25.6%	58.4%
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	7.2%	3.2%	3.4%	10.5%	26.8%	56.2%
4. Can articulate the significance of human diversity for themselves or for society	6.7%	3.5%	2.6%	8.6%	24.5%	60.8%
Overall average	6.9%	3.2%	3.2%	9.3%	24.7%	59.5%

Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	94.4 \pm 6.8%
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(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%)

Based on these data, if fewer than 80.8% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. There were two course sections in LOPER 10 during the assessed time period with 68.8% and 79.5% of students evaluated as 3 or better. The highest percentage of students evaluated as 3 or better for all learning outcomes combined was 100%.

LOPER 10 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 10 course sections.

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?

Student Performance Improvement:

- Students showed significant improvement throughout the semester in their performances, presentations, research papers, and essays related to various cultures.
- Many students scored well on exams and met expectations.

Class Engagement and Participation:

- While about half the students attended regularly and were highly engaged in discussions and weekly posts, a few had irregular attendance due to personal problems or disabilities.
- Students that were engaged demonstrated effective critical thinking in their writing and discussions.

Learning Outcomes Achievement:

- The majority of students achieved learning outcomes at a high level, with improvements noted from the beginning to the end of the semester.
- Assignments and projects helped demonstrate understanding of human diversity, inclusivity, and social issues.

Challenges:

- Some students struggled with consistent attendance and timely submission of assignments.
- Student that did not attend or complete assignments had their performance negatively impacted.

Course Structure and Feedback:

- The course included diverse assessments like presentations, research papers, essays, and exams.
- There was a noted improvement in structure and outcomes in the second offering of the course.
- There is a need for more support in final projects and incorporating multimedia learning elements.

Class Size and Dynamics:

- Smaller class sizes really facilitated in-class discussions and peer support.
- Honors students, though initially unenthusiastic, eventually met or exceeded course objectives through hard work.

Online Learning and COVID-19 Impact:

- The online version of the course showed growth, but some students struggled with submitting assignments on time.
- Post-COVID, students sought more flexibility with deadlines.

Student Feedback and Inclusivity:

- Students appreciated the discussions on diversity, although more prompting was needed to broaden their understanding beyond skin color.
- The course fostered civility and respect in discussions, but some students were hesitant to voice opinions initially.
- Many students have effectively demonstrated their appreciation for different cultures through presentations and writings.

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

- Make minor adjustments, such as improving clarity in assignments, incorporating new learning tools, adapting for online learning, and increasing engagement through in-class discussions and diverse projects.
- Introducing more real-life scenarios, providing formative feedback, and focusing on diversity objectives.
- Overall, the emphasis is on continuous improvement, with modest changes to enhance student learning outcomes and engagement.

LOPER 11: Wellness.

LOPER 11 Quantitative Assessment

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

Table 11a. Course Scores for LOPER 11 spring 2022 – spring 2024 (47 out of 79 course 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).	4.58 \pm 0.37
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	4.68 \pm 0.34
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	4.63 \pm 0.35
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.61 \pm 0.38
Overall score for all sections	4.62 \pm 0.32

students who earned a score of zero were not included in the calculations.

Based on these data, an overall course score of 3.98 would be below expectations (2 standard deviations below the mean) and would warrant future attention. There was one course section in LOPER 11 during the assessed time period with an overall course score of 3.84, which would therefore warrant concern. The highest individual course score during this time period was 5.00.

For all assessed sections of LOPER 11, the following data for the percent of students being rated as 1-5 were obtained:

Table 11b. Percentage of Students Rated as 1-5 for LOPER 11 spring 2022 – spring 2024 (47 out of 79 course 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).	3.7%	1.4%	1.6%	6.3%	16.5%	74.1%
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	3.9%	1.2%	1.2%	4.9%	13.8%	78.8%

3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	4.1%	1.2%	1.4%	6.5%	14.7%	76.1%
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	3.7%	1.2%	1.0%	7.3%	13.0%	77.4%
Overall average	3.9%	1.3%	1.3%	6.3%	14.5%	76.6%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	97.5 \pm 2.5%					

(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%)

Based on these data, if fewer than 92.5% of students were evaluated as 3 or better for all learning outcomes combined, the section would be below expectations (2 standard deviations below the mean) and would warrant future attention. However, there were no assessed sections with fewer than 92.5% of students being evaluated as 3 or better, with the lowest overall being 93.0%. The highest percentage of students evaluated as 3 or better was 100%.

LOPER 11 Reflective Assessment

Below is a summary of reflective assessment comments for LOPER 10 course sections.

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?

Student Performance:

- Students found the course highly beneficial for improving their wellness knowledge, with practical, real-life applications they intend to use throughout their lives.
- Overall, students performed well, demonstrating the ability to explain information and apply it to personal behavior choices while recognizing impact factors.
- Students excelled in writing meaningful reflections and engaging in class discussions, although keeping discussions on task was sometimes difficult.
- The course content was made more relevant to their daily college life, although some students struggled with detailed work compared to reflection papers.
- Students performed well overall, excelling more in reflection papers than in detailed application tasks.
- Most students left the course with a better understanding of wellness principles, although some had difficulties discerning wellness dimensions.
- The class was engaged in daily discussions and assignments, with high quiz scores indicating learning across health dimensions.

Assignments:

- The delivery style and assignments that facilitated the application of knowledge were well-received.

- Group work in an online setting proved challenging, and there were concerns about the levels of effort and engagement from some students.
- Adjustments were made to the assignments to improve relevance, such as evaluating wellness information in media. The course layout needed updates, which were implemented for future semesters.
- The final assignment, though not perfectly aligned with assessment criteria, was well-articulated by students regarding impactful wellness dimensions, though some did not address all dimensions of wellness comprehensively.

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

Assignments:

- Continuation of improvement in assignment instructions is necessary.
- Experiment with individual final projects instead of group projects.
- Edit assignment directions for clarity and add smaller assignments for practical knowledge.
- Group projects can help students get to know each other better.
- Restructure assignment deadlines with respect to school breaks.
- Clarify instructions on reflections to cover all dimensions of wellness (when necessary).
- Ensure the final written assignment provides comprehensive feedback on all 8 Dimensions of Wellness and their impact on students' futures

Teaching

- Include videos to explain assignments along with the text on Canvas.
- Follow up on semester-end feedback from students to make improvements.
- Focus on themes rather than specific details to help students understand the “big picture”.
- Make the class more interactive.
- Emphasize the importance of attendance, turning assignment in on time and complete.

Summary

Foundational Requirements (LOPERs 1-4)

Program Objective: Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and Quantitative Reasoning

Course Scores

Table 12 a. Overall Course Scores for LOPERs 1-4, spring 2022-spring 2024

	Mean \pm standard deviation	2 standard deviations below the mean
Loper 1 Overall course score for all sections	4.32 \pm 0.31	3.69
Loper 2 Overall course score for all sections	4.44 \pm 0.34	3.77
Loper 3 Overall course score for all sections	4.34 \pm 0.33	3.68
Loper 4 Overall course score for all sections	3.82 \pm 0.50	2.82
Mean of Means	4.23	

Percent of Students Meeting or Exceeding Expectations

Table 12b. Overall Percentage of Students Rated as 3-5 for LOPERs 1-4, spring 2022-spring 2024

	Mean \pm standard deviation	2 standard deviations below the mean
Loper 1 Overall percent of students meeting or exceeding expectations for all sections	92.4 \pm 6.3%	79.9%
Loper 2 Overall percent of students meeting or exceeding expectations for all sections	96.0 \pm 5.1%	85.8%
Loper 3 Overall percent of students meeting or exceeding expectations for all sections	95.1 \pm 5.1%	84.9%
Loper 4 Overall percent of students meeting or exceeding expectations for all sections	79.5 \pm 12.4%	54.7%
Mean of Means	90.8%	

Whether the courses in the Foundational Requirements categories (LOPER 1 First-year Seminar, LOPER 2 Writing Skills, LOPER 3 Oral Communication Skills, and LOPER 4 Mathematics, Statistics and Quantitative Reasoning) are evaluated using the course scores, or the percent of students meeting or exceeding expectations, the vast majority of course sections demonstrate that the students are effectively meeting or exceeding expectations for the Foundational

Requirements learning outcomes. LOPER 4 is a notable low outlier in the Foundational Requirements, but that is not unexpected given the historical difficulty students have with mastering Mathematics, Statistics and Quantitative Reasoning and the average course still has 79.5% of students meeting or exceeding expectations on the learning outcomes.

The reflective responses from the instructors indicate that those teaching courses in the Foundational Requirements categories (LOPER 1 First-year Seminar, LOPER 2 Writing Skills, LOPER 3 Oral Communication Skills, and LOPER 4 Mathematics, Statistics and Quantitative Reasoning) are giving due consideration to the students understanding of the course concepts and General Education learning outcomes. The comments suggest that the instructors are aware of instructional strength and weaknesses, the students' strengths and weaknesses, and matters of course design that are effective and those which could use improvement.

Broad Knowledge Requirements (LOPERs 5-8)

Program Objective: Courses are designed for students to acquire broad knowledge in a variety of disciplines across the arts, humanities, social and natural sciences.

Course Scores

Table 12 c. Overall Course Scores for LOPERs 5-8, spring 2022-spring 2024

	Mean \pm standard deviation	2 standard deviations below the mean
LOper 5 Overall course score for all sections	4.35 \pm 0.41	3.53
LOper 6 Overall course score for all sections	4.29 \pm 0.54	3.21
LOper 7 Overall course score for all sections	4.14 \pm 0.39	3.36
LOper 8 Overall course score for all sections	3.99 \pm 0.57	2.85
Mean of Means	4.19	

Percent of Students Meeting or Exceeding Expectations

Table 12d. Overall Percentage of Students Rated as 3-5 for LOPERs 5-8, spring 2022-spring 2024

	Mean \pm standard deviation	2 standard deviations below the mean
LOper 5 Overall percent of students meeting or exceeding expectations for all sections	94.3 \pm 6.1%	82.1%
LOper 6 Overall percent of students meeting or exceeding expectations for all sections	92.9 \pm 10.7%	71.5%
LOper 7 Overall percent of students meeting or exceeding expectations for all sections	88.8 \pm 7.3%	74.2%
LOper 8 Overall percent of students meeting or exceeding expectations for all sections	88.2 \pm 12.1%	64.0%

Mean of Means	91.1%	
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Whether the courses in the Broad Knowledge Requirements categories (LOPER 5 Visual or Performing Arts, LOPER 6 Humanities, LOPER 7 Social Science, and LOPER 8 Natural Science) are evaluated using the course scores, or the percent of students meeting or exceeding expectations, the vast majority of course sections demonstrate that the students are effectively meeting or exceeding expectations for the Broad Knowledge Requirements learning outcomes.

The reflective responses from the instructors indicate that those teaching courses in the Broad Knowledge Requirements categories (LOPER 5 Visual or Performing Arts, LOPER 6 Humanities, LOPER 7 Social Science, and LOPER 8 Natural Science) emphasize a mix of engaging assignments, proactive student support, continuous content updates, and focus on practical application and alignment with learning outcomes, all of which are indicative of instructions that desire student earning and engagement through continuous improvement in pedagogy.

Dispositional Requirements (LOPERs 9-11)

Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

Course Scores

Table 12e. Overall Course Scores for LOPERs 9-11, spring 2022-spring 2024

	Mean \pm standard deviation	2 standard deviations below the mean
Loper 9 Overall course score for all sections	4.15 \pm 0.45	3.25
Loper 10 Overall course score for all sections	4.39 \pm 0.39	3.61
Loper 11 Overall course score for all sections	4.62 \pm 0.32	3.98
Mean of Means	4.39	

Percent of Students Meeting or Exceeding Expectations

Table 12f. Overall Percentage of Students Rated as 3-5 for LOPERs 9-11, spring 2022-spring 2024

	Mean \pm standard deviation	2 standard deviations below the mean
Loper 9 Overall percent of students meeting or exceeding expectations for all sections	89.3 \pm 9.4%	70.4%
Loper 10 Overall percent of students meeting or exceeding expectations for all sections	94.4 \pm 6.8%	80.8%

Loper 11 Overall percent of students meeting or exceeding expectations for all sections	97.5 ± 2 .5%	92.5%
Mean of Means	93.7%	

Whether the courses in the Dispositional Requirements categories (LOPER 9 Civic Competency and Engagement, LOPER 10 Respect for Human Diversity, and LOPER 11 Wellness) are evaluated using the course scores, or the percent of students meeting or exceeding expectations, are evaluated using the course scores, or the percent of students meeting or exceeding expectations, the vast majority of course sections demonstrate that the students are effectively meeting or exceeding expectations for the Dispositional Requirements learning outcomes.

The reflective responses from the instructors indicate that those teaching courses in the Dispositional Requirements categories (LOPER 9 Civic Competency and Engagement, LOPER 10 Respect for Human Diversity, and LOPER 11 Wellness) are contemplating the performance of the regarding course concepts and the General Education learning outcomes. The comments suggest that the instructors are continuously trying to make the courses better through improved instruction and assignments.

Conclusion, Limitations, and Strength:

Overall, the data summarized in this report indicates that most students met or exceeded expectations for the learning outcomes in the LOPERs General Education program during the spring 2022 - spring 2024 period. The reflective assessment comments suggest that the instructors are continuously striving to review student performance and course content with a willingness to revise courses as necessary to enhance student performance, maintain course relevance, and meet learning outcomes.

Furthermore, the data summarized in this report indicates that only a small minority of course sections would be considered in need of improvement. Out of 1280 course sections included in this analysis only 24 (1.9%) were two standard deviations below the mean within their respective LOPER category when based on course scores, and only 31 (2.4%) were two standard deviations below the mean when based on the percentage of students meeting or exceeding expectations. Collectively, the very small number of course sections that would be considered in need of improvement suggest systematic effective instruction on the LOPERs General Education learning outcomes.

However, there are some weaknesses to these data that need to be acknowledged. One weakness in these data was that there was not one hundred percent compliance with submitting assessment data for all course sections during the time period of data collection. No efforts were made to determine why assessment data were not submitted by all instructors for all course sections. Another weakness is that the data were self-reported by the course instructors, based on assignments, exams, or projects selected by the instructors. Given the nature of the LOPERs General Education program with many different courses and disciplines within each LOPER category it was decided that allowing each instructor to select the learning activity to assess and to self-report the data would allow for reporting of the most representative assessment data.

These data were then taken as reported at face value trusting the integrity of the instructors to accurately report their assessment data. Furthermore, the assessment data represents a single point assessment, rather than some form of pre-post assessment making it impossible to evaluate changes in student performance on the LOPERs earning outcomes.

A strength to the data in this report is that all LOPER categories were assessed for 5 consecutive semesters with 71% compliance in submitting assessment data. While 100% compliance was not attained, 71% compliance represents a majority of the LOPERs General Education course sections during the assessed time period and can reasonably be assumed to accurately represent LOPERs courses during the spring 2022- spring 2024 time period.

Future Directions for LOPERS Assessment

In March 2024, the General Education Council approved the following future assessment plan.

- a. Assessment data will still be collected on every LOPERS GS class every semester.
- b. LOPERS General Education classes be given an in-depth evaluation on a 3-year rotating basis. This evaluation will include a review of each course syllabus to ensure that it meets GS requirements. Also, the numbers from the quantitative assessment from the preceding semester will be reviewed and compared to the benchmarks for the courses in the LOPER category at this time. Courses that are not meeting benchmarks will then have the historical assessment data evaluated to determine if there is a trend of poor performance. If there is a trend of poor performance, then the Director of General Education will meet with the instructor(s) and Dept. Chair(s) of the courses of concern to discuss efforts to improve the course.
 - i. LOPER 2 and LOPER 3 – Fall 2025
 - ii. LOPER 4 and LOPER 5 – Spring 2026
 - iii. LOPER 6 – Fall 2026
 - iv. LOPER 7 and LOPER 8 – Spring 2027
 - v. LOPER 1, LOPER 9, and LOPER 11 – Fall 2027
 - vi. LOPER 10 – Spring 2028

What this means is that in spring 2025 it is imperative that all sections of LOPER 2 and LOPER 3 submit syllabi and submit assessment data. Then, during fall 2025 the course syllabi will be evaluated by the General Education Council for compliance with expectations, and the assessment data for each course will be reviewed and compared to the benchmarks.

Similarly, in Fall 2025, it is imperative that all sections of LOPER 4 and LOPER 5 submit syllabi and submit assessment data. Then, during spring 2026 the course syllabi will be evaluated by the General Education Council and the assessment data for each course will be reviewed and compared to the benchmarks.

And so on for each 3-year assessment cycle.

Recommendations for Action.

During fall 2024 the council needs to review the data contained in this report and determine benchmarks for acceptable learning outcome performance. As set forth at the time this assessment plan was developed, the benchmark is that courses that are two standard deviations above or below the mean will be considered exceptional or in need of improvement, respectively. Whether the benchmarks are based on course scores or the percentage of students meeting or exceeding expectations needs to be determined.

- It is the recommendation of this author that the percentage of students meeting or exceeding expectations is a more straightforward measurement to use, and the elimination of course scores is therefore warranted.

The council should also consider whether it is necessary to continue to collect assessment data on every class every semester, or only collect data during the specified assessment semesters.

- It is the recommendation of this author that data collection on every course every semester be discontinued. Instead, collecting assessment data only for the specified LOPER category once every three years should be sufficient provided there is nearly 100% compliance with submitting the assessment reports.
- It is also the recommendation of this author that if a specific course section does not meet the established benchmark, the specific course section should be evaluated every subsequent semester until such time as the General Education Council determines either the course is meeting expectations, or that some other action is necessary. Underperforming course sections also need to be evaluated to determine if there were very few students in the course section with a few poor performing students negatively influence the assessment data for that section.

The council also needs to consider changing the rotation plan so that during one cycle a LOPER category is evaluated based on fall data while the next cycle the category is evaluated based on spring data.

The possibility of harvesting the assessment data through Canvas has been explored. By harvesting the assessment data through Canvas the need to send spreadsheets to the director of General Education through email would be eliminated, which would make assessment data collection much easier and would likely enhance the collection of data from all LOPERS General Education courses and sections. In spring 2023 it was estimated that by spring 2025 it would be possible for Instructional Technology services at UNK to facilitate harvesting the assessment data through Canvas.

Appendix: Summary Tables of Course Scores and Percent of Students Meeting or Exceeding Expectations for spring 2022, Academic Year 2022-2023, and Academic Year 2023-2024

LOPER 1

Course Scores

LOPER 1 spring 2022

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

LOPER 1 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)	4.51 \pm 0.27
2. Can discern a source's argument or purpose and audience	4.56 \pm 0.31
3. Can summarize a source's main points accurately and fairly	4.51 \pm 0.30
4. Can evaluate and use sources appropriately and responsibly	4.15 \pm 0.56
5. Can integrate information from multiple sources and contrasting viewpoints	4.43 \pm 0.27
Overall score for all sections	4.44 \pm 0.22

LOPER 1 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)	4.38 \pm 0.30
2. Can discern a source's argument or purpose and audience	4.59 \pm 0.47
3. Can summarize a source's main points accurately and fairly	4.67 \pm 0.29
4. Can evaluate and use sources appropriately and responsibly	3.99 \pm 0.59
5. Can integrate information from multiple sources and contrasting viewpoints	4.39 \pm 0.30
Overall score for all sections	4.37 \pm 0.25

Percent of Students Meeting or Exceeding Expectations

LOPER 1 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	92.6 \pm 6.3%					

LOPER 1 fall 2022 spring 2023

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)	2.9%	1.5%	1.8%	8.9%	16.0%	71.8%
2. Can discern a source's argument or purpose and audience	4.0%	1.3%	2.6%	3.2%	26.0%	66.9%
3. Can summarize a source's main points accurately and fairly	5.9%	0.0%	5.3%	4.6%	19.9%	70.2%
4. Can evaluate and use sources appropriately and responsibly	6.2%	4.5%	7.7%	11.5%	24.5%	51.7%
5. Can integrate information from multiple sources and contrasting viewpoints	7.2%	1.4%	2.8%	8.9%	28.0%	58.9%
Overall average	5.2%	1.7%	4.0%	7.4%	22.6%	64.3%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	94.2 \pm 4.9%					

LOPER 1 fall 2023 spring 2024

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)	2.8%	5.1%	3.7%	10.3%	13.4%	67.4%
2. Can discern a source's argument or purpose and audience	3.7%	4.4%	2.9%	5.9%	12.4%	74.3%
3. Can summarize a source's main points accurately and fairly	9.7%	5.7%	4.4%	6.0%	18.9%	65.1%
4. Can evaluate and use sources appropriately and responsibly	8.0%	8.1%	8.1%	11.1%	15.0%	57.8%
5. Can integrate information from multiple sources and contrasting viewpoints	6.6%	4.5%	4.8%	5.8%	21.5%	63.5%
Overall average	6.1%	5.6%	4.8%	7.9%	16.1%	65.7%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	90.9 \pm 7.3%					

LOPER 2

Course Scores

LOPER 2 spring 2022

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

LOPER 2 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can discern a writer's argument or purpose	4.41 \pm 0.37
2. Can evaluate and use sources appropriately and responsibly	4.44 \pm 0.43
3. Can use context-appropriate conventions in writing	4.49 \pm 0.38
4. Can use context-appropriate conventions in writing	4.56 \pm 0.34
Overall score for all sections	4.48 \pm 0.30

LOPER 2 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can discern a writer's argument or purpose	4.47 \pm 0.35

2. Can evaluate and use sources appropriately and responsibly	4.32 ± 0.44
3. Can use context-appropriate conventions in writing	4.36 ± 0.55
4. Can use context-appropriate conventions in writing	4.34 ± 0.53
Overall score for all sections	4.37 ± 0.40

Percent of Students Meeting or Exceeding Expectations

LOPER 2 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	90.9 ± 7.3%					

LOPER 2 f 2022 spring 2023

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	10.7%	2.0%	2.7%	10.4%	21.6%	63.3%
2. Can evaluate and use sources appropriately and responsibly	9.6%	0.5%	3.5%	9.3%	21.7%	65.0%
3. Can use context-appropriate conventions in writing	9.8%	0.5%	2.2%	8.2%	23.3%	65.8%
4. Can use context-appropriate conventions in writing	10.6%	0.4%	1.5%	9.1%	18.3%	70.8%
Overall average	10.2%	0.9%	2.5%	9.3%	21.2%	66.2%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	96.5 ± 4.6%					

LOPER 2 f 2023 spring 2024

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	8.9%	1.4%	1.4%	5.1%	34.9%	57.2%

2. Can evaluate and use sources appropriately and responsibly	10.2%	0.9%	2.8%	8.5%	35.4%	52.4%
3. Can use context-appropriate conventions in writing	6.8%	0.9%	4.5%	7.3%	31.4%	55.9%
4. Can use context-appropriate conventions in writing	7.6%	2.8%	2.8%	6.4%	36.7%	51.4%
Overall average	8.4%	1.5%	2.9%	6.8%	34.6%	54.2%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	94.9 \pm 6.1%					

LOPER 3

Course Scores

LOPER 3 spring 2022

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

LOPER 3 fall spring 2023

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.16 \pm 0.64
2. Can evaluate and use sources appropriately and responsibly	4.26 \pm 0.54
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.28 \pm 0.51
4. Can form and support a coherent position	4.49 \pm 0.45
5. Can communicate in a manner appropriate to audience and context	4.45 \pm 0.43
Overall score for all sections	4.34 \pm 0.31

LOPER 3 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
1. Can discern a speaker's argument or purpose	4.31 \pm 0.39
2. Can evaluate and use sources appropriately and responsibly	4.17 \pm 0.50
3. Can use context-appropriate conventions in speech and non-verbal expressions	4.40 \pm 0.30
4. Can form and support a coherent position	4.68 \pm 0.30
5. Can communicate in a manner appropriate to audience and context	4.63 \pm 0.37
Overall score for all sections	4.44 \pm 0.23

Percent of Students Meeting or Exceeding Expectations

LOPER 3 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	93.9 \pm 4.6%					

LOPER 3 fall 2022 spring 2023

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	5.9%	3.7%	6.6%	13.3%	23.9%	52.6%
2. Can evaluate and use sources appropriately and responsibly	6.9%	1.2%	2.9%	17.7%	23.7%	54.4%
3. Can use context-appropriate conventions in speech and non-verbal expressions	6.3%	0.9%	2.7%	9.8%	38.7%	47.9%
4. Can form and support a coherent position	6.4%	0.2%	2.2%	8.9%	24.5%	64.2%
5. Can communicate in a manner appropriate to audience and context	6.0%	0.9%	1.5%	7.5%	28.1%	61.9%
Overall average	6.3%	1.4%	3.2%	11.4%	27.8%	56.2%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	95.8 \pm 5.0%					

LOPER 3 fall 2023 spring 2024

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	7.2%	2.6%	1.3%	12.1%	29.9%	54.1%
2. Can evaluate and use sources appropriately and responsibly	8.1%	3.1%	7.0%	12.3%	22.5%	55.1%
3. Can use context-appropriate conventions in speech and non-verbal expressions	7.4%	0.4%	2.2%	10.6%	31.0%	55.8%
4. Can form and support a coherent position	7.3%	0.4%	2.2%	4.4%	14.5%	78.5%

5. Can communicate in a manner appropriate to audience and context	7.2%	0.4%	1.7%	4.3%	19.3%	74.2%
Overall average	7.4%	1.4%	2.9%	8.7%	23.4%	63.6%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	95.4 \pm 4.0%					

LOPER 4

Course Scores

LOPER 4 spring 2022

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

LOPER 4 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can describe problems using mathematical, statistical, or programming language	3.94 \pm 0.36
2. Can solve problems using mathematical, statistical, or programming techniques	3.60 \pm 0.60
3. Can construct logical arguments using mathematical, statistical, or programming concepts	3.96 \pm 0.55
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	3.87 \pm 0.74
Overall score for all sections	3.84 \pm 0.40

LOPER 4 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
1. Can describe problems using mathematical, statistical, or programming language	4.03 \pm 0.68
2. Can solve problems using mathematical, statistical, or programming techniques	3.96 \pm 0.51
3. Can construct logical arguments using mathematical, statistical, or programming concepts	3.86 \pm 0.70
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	3.90 \pm 0.66
Overall score for all sections	3.94 \pm 0.44

Percent of Students Meeting or Exceeding Expectations

LOPER 4 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	78.2 \pm 13.3%					

LOPER 4 fall 2022 spring 2023

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	6.2%	5.3%	8.8%	13.3%	32.1%	40.6%
2. Can solve problems using mathematical, statistical, or programming techniques	7.5%	10.5%	13.1%	9.2%	31.4%	35.9%
3. Can construct logical arguments using mathematical, statistical, or programming concepts	11.6%	9.0%	7.6%	5.9%	34.7%	42.9%
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	9.2%	8.0%	11.7%	4.8%	24.8%	50.7%
Overall average	8.6%	8.2%	10.3%	8.3%	30.7%	42.5%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	79.6 \pm 10.2%					

LOPER 4 fall 2023 spring 2024

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	4.9%	3.2%	17.0%	9.3%	22.8%	47.8%

2. Can solve problems using mathematical, statistical, or programming techniques	7.6%	8.6%	9.9%	7.9%	24.8%	48.7%
3. Can construct logical arguments using mathematical, statistical, or programming concepts	7.3%	6.9%	11.2%	9.5%	28.0%	44.4%
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	5.2%	6.5%	10.0%	9.7%	27.7%	46.1%
Overall average	6.3%	6.3%	12.1%	9.1%	25.8%	46.7%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	81.1 \pm 13.5%					

LOPER 5

Course Scores

LOPER 5 spring 2022

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

LOPER 5 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can interpret a work of art within its cultural or historical context	4.50 \pm 0.45
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	4.46 \pm 0.55
3. Can distinguish between works of art from various schools, time periods, and/or cultures	4.20 \pm 0.57
4. Can articulate the significance of the arts for themselves or for society	4.41 \pm 0.63
Overall score for all sections	4.38 \pm 0.45

LOPER 5 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
1. Can interpret a work of art within its cultural or historical context	4.40 \pm 0.51
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	4.43 \pm 0.49
3. Can distinguish between works of art from various schools, time periods, and/or cultures	4.44 \pm 0.50
4. Can articulate the significance of the arts for themselves or for society	4.44 \pm 0.49
Overall score for all sections	4.42 \pm 0.48

Percent of Students Meeting or Exceeding Expectations

LOPER 5 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	94.0 \pm 5.9%					

LOPER 5 fall 2022 spring 2023

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	7.5%	1.4%	2.5%	9.5%	14.1%	72.4%
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	7.3%	5.0%	4.4%	9.9%	13.1%	67.6%
3. Can distinguish between works of art from various schools, time periods, and/or cultures	8.1%	5.5%	6.7%	10.0%	21.6%	56.2%
4. Can articulate the significance of the arts for themselves or for society	9.5%	4.2%	6.0%	9.0%	14.7%	66.2%
Overall average	8.1%	4.1%	5.0%	9.6%	15.9%	65.4%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	93.6 \pm 7.6%					

LOPER 5 fall 2023 spring 2024

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	5.6%	1.6%	4.9%	7.6%	25.9%	60.0%
2. Can characterize and evaluate a work of art using concepts appropriate to its medium	5.4%	0.5%	4.1%	8.3%	26.4%	60.6%
3. Can distinguish between works of art from various schools, time periods, and/or cultures	6.4%	1.6%	2.6%	9.5%	27.5%	58.7%
4. Can articulate the significance of the arts for themselves or for society	4.0%	0.5%	3.1%	8.8%	26.8%	60.8%
Overall average	4.0%	0.5%	3.1%	8.8%	26.8%	60.8%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	96.8 \pm 4.9%					

LOPER 6

Course Scores

LOPER 6 spring 2022

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

LOPER 6 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can analyze primary sources appropriate to the humanities discipline	4.29 \pm 0.47
2. Can compare and contrast theories, narratives, or social/cultural conditions	4.28 \pm 0.54
3. Can make and support an argument about the human experience	4.33 \pm 0.55
4. Can articulate the significance of the humanities for themselves or for society	4.42 \pm 0.56
Overall score for all sections	4.33 \pm 0.48

LOPER 6 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
1. Can analyze primary sources appropriate to the humanities discipline	4.15 \pm 0.76
2. Can compare and contrast theories, narratives, or social/cultural conditions	4.16 \pm 0.73
3. Can make and support an argument about the human experience	4.28 \pm 0.81
4. Can articulate the significance of the humanities for themselves or for society	4.32 \pm 0.81

Overall score for all sections	4.22 ± 0.76
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Percent of Students Meeting or Exceeding Expectations

LOPER 6 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	95.3 ± 7.5%					

LOPER 6 fall 2022 spring 2023

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	8.3%	3.4%	2.8%	10.3%	27.6%	56.0%
2. Can compare and contrast theories, narratives, or social/cultural conditions	10.0%	6.0%	4.6%	7.7%	19.0%	62.7%
3. Can make and support an argument about the human experience	7.6%	2.7%	3.7%	8.2%	26.1%	59.3%
4. Can articulate the significance of the humanities for themselves or for society	6.9%	3.5%	3.1%	6.6%	21.3%	65.5%
Overall average	8.2%	3.9%	3.5%	8.2%	23.5%	60.9%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	93.6 ± 10.1%					

LOPER 6 fall 2023 spring 2024

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	8.3%	5.2%	4.5%	9.3%	25.3%	55.7%
2. Can compare and contrast theories, narratives, or social/cultural conditions	7.6%	4.8%	6.5%	11.3%	21.6%	55.8%

3. Can make and support an argument about the human experience	9.3%	4.1%	3.8%	7.2%	22.5%	62.5%
4. Can articulate the significance of the humanities for themselves or for society	9.0%	4.4%	3.7%	8.2%	17.3%	66.3%
Overall average	8.5%	4.6%	4.6%	9.0%	21.7%	60.1%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	87.8 \pm 14.7%					

LOPER 7

Course Scores

LOPER 7 spring 2022

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

LOPER 7 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can use the discipline's concepts and methods to explain human behavior and/or social systems	4.01 \pm 0.38
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	4.16 \pm 0.48
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	4.15 \pm 0.48
4. Can articulate the significance of social scientific knowledge for themselves or for society	4.22 \pm 0.49
Overall score for all sections	4.14 \pm 0.38

LOPER 7 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
1. Can use the discipline's concepts and methods to explain human behavior and/or social systems	3.96 \pm 0.31
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	4.01 \pm 0.40
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	3.96 \pm 0.30

4. Can articulate the significance of social scientific knowledge for themselves or for society	4.21 ± 0.40
Overall score for all sections	4.05 ± 0.22

Percent of Students Meeting or Exceeding Expectations

LOPER 7 spring 2022

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 human behavior and/or social systems	6.4%	5.8%	5.5%	15.5%	21.6%	51.5%
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	5.1%	6.6%	7.0%	13.1%	21.1%	52.2%
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	8.3%	5.3%	5.1%	8.0%	16.4%	65.1%
4. Can articulate the significance of social scientific knowledge 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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	88.7 ± 7.9%					

LOPER 7 fall 2022 spring 2023

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 human behavior and/or social systems	2.2%	7.2%	5.8%	12.5%	27.8%	46.8%
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	3.5%	5.2%	4.8%	12.0%	22.6%	55.4%
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	4.2%	4.9%	5.5%	11.1%	23.6%	54.9%
4. Can articulate the significance of social scientific knowledge for themselves or for society	2.5%	5.6%	4.2%	8.6%	21.4%	60.1%
Overall average	3.1%	5.7%	5.1%	11.0%	23.8%	54.3%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	88.9 ± 7.2%					

LOPER 7 fall 2023 spring 2024

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 human behavior and/or social systems	2.5%	3.6%	8.8%	16.6%	29.7%	41.3%
2. Can investigate problems and analyze evidence using the discipline's concepts and methods	6.0%	3.2%	8.1%	16.3%	32.0%	40.4%
3. Can make and support an argument about human behavior or social systems using social-scientific evidence	2.5%	3.1%	9.0%	15.4%	32.9%	39.7%
4. Can articulate the significance of social scientific knowledge for themselves or for society	1.4%	3.3%	5.2%	11.0%	25.5%	55.0%
Overall average	3.1%	3.3%	7.8%	14.8%	30.0%	44.1%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	88.7 \pm 5.1%					

LOPER 8

Course Scores

LOPER 8 spring 2022

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

LOPER 8 fall 2022 spring 2023

Learning outcome	means \pm standard deviation
1. Can use the discipline's concepts and methods to explain natural or physical phenomena	3.95 \pm 0.55
2. Can investigate problems and analyze evidence using appropriate scientific methodology	3.98 \pm 0.57
3. Can make and support an argument based on sound scientific principles	4.05 \pm 0.51
4. Can articulate the significance of scientific knowledge for themselves or for society	4.10 \pm 0.44
Overall score for all sections	4.02 \pm 0.48

LOPER 8 fall 2023 spring 2024

Learning outcome	means \pm standard deviation
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1. Can use the discipline's concepts and methods to explain natural or physical phenomena	4.01 ± 0.61
2. Can investigate problems and analyze evidence using appropriate scientific methodology	4.14 ± 0.54
3. Can make and support an argument based on sound scientific principles	4.19 ± 0.55
4. Can articulate the significance of scientific knowledge for themselves or for society	4.16 ± 0.45
Overall score for all sections	4.12 ± 0.45

Percent of Students Meeting or Exceeding Expectations

LOPER 8 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	$86.6 \pm 14.6\%$					

LOPER 8 fall 2022 spring 2023

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	1.7%	5.7%	7.8%	18.2%	27.5%	40.8%
2. Can investigate problems and analyze evidence using appropriate scientific methodology	1.4%	4.7%	8.4%	17.4%	26.8%	42.6%
3. Can make and support an argument based on sound scientific principles	1.8%	3.2%	7.2%	16.2%	28.8%	44.5%
4. Can articulate the significance of scientific knowledge for themselves or for society	1.6%	3.1%	5.9%	13.1%	32.1%	45.8%
Overall average	1.6%	4.2%	7.3%	16.2%	28.8%	43.4%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	$89.2 \pm 9.4\%$					

LOPER 8 fall 2023 spring 2024

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	3.1%	8.3%	8.0%	16.7%	24.5%	42.4%
2. Can investigate problems and analyze evidence using appropriate scientific methodology	3.1%	6.9%	8.3%	14.0%	25.9%	45.0%
3. Can make and support an argument based on sound scientific principles	4.9%	7.0%	7.4%	13.5%	25.8%	46.3%
4. Can articulate the significance of scientific knowledge for themselves or for society	3.1%	4.8%	4.5%	11.3%	26.5%	52.8%
Overall average	3.5%	6.7%	7.1%	13.9%	25.7%	46.6%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	89.4 \pm 10.7%					

LOPER 9

Course Scores

LOPER 9 spring 2022

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

LOPER 9 fall 2022 spring 2023

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	4.03 \pm 0.42
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	4.21 \pm 0.49
3. Can evaluate practices and decisions for their civic consequences	3.98 \pm 0.75
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	3.96 \pm 0.70
Overall score for all sections	4.04 \pm 0.52

LOPER 9 fall 2023 spring 2024

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	4.17 \pm 0.35
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	4.31 \pm 0.43
3. Can evaluate practices and decisions for their civic consequences	4.28 \pm 0.45
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	4.11 \pm 0.36
Overall score for all sections	4.22 \pm 0.36

Percent of Students Meeting or Exceeding Expectations

LOPER 9 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	89.1 \pm 10.3%					

LOPER 9 fall 2022 spring 2023

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	5.3%	3.5%	7.1%	16.7%	28.8%	43.9%
2. Can gather and evaluate sufficient and reliable information about issues of public concern and	5.5%	4.3%	4.8%	9.7%	23.2%	58.0%

have the knowledge and skills to make reasonable judgements and decisions about them						
3. Can evaluate practices and decisions for their civic consequences	7.4%	6.6%	6.6%	13.2%	19.8%	53.8%
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	7.8%	6.9%	7.9%	15.3%	22.2%	47.6%
Overall average	6.5%	5.3%	6.6%	13.6%	23.4%	51.0%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	87.3 \pm 11.5%					

LOPER 9 fall 2023 spring 2024

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	6.9%	6.2%	2.5%	9.9%	31.4%	50.0%
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	7.3%	5.8%	3.3%	7.0%	25.5%	58.4%
3. Can evaluate practices and decisions for their civic consequences	10.5%	5.9%	2.9%	8.4%	26.8%	56.1%
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern	7.3%	5.4%	5.4%	11.6%	27.3%	50.4%
Overall average	8.0%	5.8%	3.5%	9.2%	27.7%	53.7%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	91.3 \pm 6.2%					

LOPER 10

Course Scores

LOPER 10 spring 2022

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 ± 0.49
Overall score for all sections	4.39 ± 0.44

LOPER 10 fall 2022 spring 2023

Learning outcome	means ± standard deviation
1. Can describe the nature and consequences of human diversity	4.44 ± 0.50
2. Can gather and evaluate information important for relating to diverse populations	4.33 ± 0.53
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	4.32 ± 0.52
4. Can articulate the significance of human diversity for themselves or for society	4.47 ± 0.44
Overall score for all sections	4.39 ± 0.44

LOPER 10 fall 2023 spring 2024

Learning outcome	means ± standard deviation
1. Can describe the nature and consequences of human diversity	4.43 ± 0.47
2. Can gather and evaluate information important for relating to diverse populations	4.31 ± 0.27
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	4.26 ± 0.36
4. Can articulate the significance of human diversity for themselves or for society	4.48 ± 0.41
Overall score for all sections	4.37 ± 0.32

Percent of Students Meeting or Exceeding Expectations

LOPER 10 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean ± standard deviation)	94.8 ± 7.3%					

LOPER 10 fall 2022 spring 2023

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	5.8%	3.0%	1.7%	10.1%	19.5%	65.7%
2. Can gather and evaluate information important for relating to diverse populations	5.4%	4.7%	4.2%	7.9%	21.4%	61.8%
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	5.8%	5.7%	3.4%	5.7%	23.6%	61.6%
4. Can articulate the significance of human diversity for themselves or for society	4.9%	3.4%	3.0%	6.7%	20.7%	66.3%
Overall average	5.5%	4.2%	3.1%	7.6%	21.3%	63.8%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	93.4 \pm 6.9%					

LOPER 10 fall 2023 spring 2024

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	4.6%	2.0%	4.4%	13.1%	23.1%	57.4%
2. Can gather and evaluate information important for relating to diverse populations	7.4%	1.2%	4.8%	9.5%	34.9%	49.6%
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity	4.4%	1.5%	5.7%	15.7%	29.1%	47.9%
4. Can articulate the significance of human diversity for themselves or for society	5.1%	2.3%	1.2%	10.1%	29.5%	57.0%
Overall average	5.4%	1.8%	4.0%	12.1%	29.2%	52.9%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	95.3 \pm 5.5%					

LOPER 11

Course Scores

LOPER 11 spring 2022

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 ± 0.38
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.51 ± 0.41
Overall score for all sections	4.60 ± 0.38

LOPER 11 fall 2022 spring 2023

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).	4.58 ± 0.32
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	4.74 ± 0.26
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	4.77 ± 0.27
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.73 ± 0.29
Overall score for all sections	4.70 ± 0.25

LOPER 11 fall 2023 spring 2024

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).	4.64 ± 0.45
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	4.71 ± 0.51
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	4.26 ± 0.14
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.71 ± 0.51
Overall score for all sections	4.58 ± 0.40

Percent of Students Meeting or Exceeding Expectations

LOPER 11 spring 2022

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%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	98.0 \pm 2.3%					

LOPER 11 fall 2022 spring 2023

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).	4.9%	1.9%	0.0%	5.2%	17.5%	75.3%
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	4.3%	1.3%	1.9%	0.6%	9.0%	87.1%
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	6.2%	1.3%	1.3%	1.3%	5.9%	90.1%
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.3%	0.6%	0.6%	3.2%	8.4%	87.1%
Overall average	4.9%	1.3%	1.0%	2.6%	10.2%	84.9%
Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	97.4 \pm 2.5%					

LOPER 11 fall 2023 spring 2024

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).	2.2%	2.2%	1.1%	7.8%	20.0%	68.9%
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	3.3%	2.2%	1.1%	7.9%	14.6%	74.2%
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	2.2%	3.3%	1.1%	14.4%	31.1%	50.0%
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.	4.3%	2.3%	1.1%	8.0%	14.8%	73.9%
Overall average	3.0%	2.5%	1.1%	9.5%	20.2%	66.7%

Overall Percent of Students Meeting or Exceeding Expectations (3-5) (mean \pm standard deviation)	97.4 \pm 3.8%
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