2024-2025 UNK General Education Assessment Report

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Introduction

All General Education (GE) course instructors were tasked to complete an assessment rubric for each applicable LOPER GE category on MS Excel spreadsheets. For each learning objective within a LOPER category, instructors reported the number of students who reached each level of achievement:

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)

These data constitute the **quantitative assessment**.

Additionally, instructors were asked to indicate the assignment(s) used to assess each learning objective and respond to two reflective questions:

1. Briefly discuss how your students performed relative to these learning objectives.
2. What Improvements do you plan to make to this course to improve student learning?

These responses constitute the **qualitative assessment**.

Report Format

This report is presented with the following sections:

- Results Summary and Recommendations for 2025-26 Assessment
- Quantitative Assessment Results
- Qualitative Assessment Results
  (LOPERS 2-11 only because the LOPER 1 course and assessment criteria have fundamentally changed)
- APPENDIX – 2024-25 General Education Program Learning Objectives

Results Summary and Recommendations for 2025-26 Assessment

Assessment Participation. Current policy is every semester, every GE course report assessment data. In the 2024-25 academic year, data were reported from only 241 of 648 (37.2%) sections for 5,211 of 15,085 students. (Note: In this method of counting, students can be duplicated several times.) A positive outlier was LOPER 3 (Oral Communication) in which 34 of 35 sections reported data and accounted for 87.1% of those students. These overall participation rates are much too low to glean meaningful conclusions from assessment data analysis. The rates may also be a sign that faculty are overtaxed from the requirement to report on every class every semester, or there may not be sufficient faculty buy-in for the current assessment plan. One LOPER 8 instructor remarked in the qualitative assessment that he is "hoping that more realistic learning objectives come soon."

Quantitative Data. Generally, mean scores for learning objectives across the LOPER categories indicated above average mastery (4 points on the 5-point scale), ranging from 3.75-4.05 for the four LOPER 8 (Natural Science) objectives to 4.58-4.81 for the four LOPER 11 (Wellness) objectives. Current policy has two standard deviations below the mean score for each objective as the benchmark for satisfactory learning achievement. However, this results in changing benchmarks from year to year, so learning achievement is not really measured in an absolute sense. Additionally, there is no standardization in the assessment tools within each LOPER category as each individual instructor chooses their own. I must conclude that the quantitative assessment data are not reliable for meaningful analysis.

Qualitative Data. Based on the responses received, it is very clear that these GE course instructors care about student success and regularly review and update their courses. In every LOPER category, a wide variety of assessment tools are used, including exams, quizzes, papers, presentations, discussions (boards), and research projects. Most instructors commented that, overall, students performed well. However, several struggles with specific aspects of courses and learning objectives, such as researching and citing sources and using AI, were noted. While many comments referred to fundamental academic skills that are now being addressed in the new LOPR 101 (First-Year Seminar) course, there were no other distinctive patterns in the responses to warrant further conclusions.

Concerns with the current assessment plan. In November 2024, I along with SVCAA Julie Shaffer, AVCASA Nita Unruh, Director of Assessment Scott Unruh, and GEC Assessment Subcommittee Chair Frank Tenkorang attended a four-day Higher Learning Commission (HLC) workshop on assessing general education. This revealed that our current assessment plan falls short of best practices in a number of ways:

1. ***Too many learning objectives.*** As seen in the Appendix, there are 47 learning objectives in the GE program. <u>According to HLC, the best practice is to have 4-6 for the entire program</u>.

2. ***Oversampling for assessment data.*** While it is not unusual for institutions to frequently assess every course, this tends to result in data collection and analysis fatigue among faculty and administrators. Additionally, this approach does not allow for the other important phases of an effective assessment plan.

3. ***Failure to incorporate all phases of assessment.*** While collecting and analyzing assessment data are the core of an assessment plan, it is also necessary to allow time for design, revision, training, and communication phases. The HLC-recommended assessment cycle consists of the following stages: Design → Pilot → Revise (if needed) → Train → Assess (collect data) → Analyze → Share (data/results) → Intervene (make course changes in response) → circle back to the most appropriate earlier step.

Recommendations for future assessment. <u>I recommend a thorough review and revision of the GE assessment plan to bring it more in line with HLC best practices</u>. Some of this work has begun for LOPER 1.

1. ***Decrease number of learning objectives.*** A preliminary analysis by the GEC Assessment Subcommittee showed that the majority of what are now considered learning objectives are actually performance indicators. I recommend reviewing the current objectives, revising if desired by the faculty, and decreasing the number of objectives to 1 or 2 per LOPER category while developing specific performance indicators that would be assessed. Last year, the GEC adopted this approach for LOPER 1, which now has one learning objective and six performance indicators that are assessed:

LOPER 1 LEARNING OBJECTIVE - *Students should be able to employ academic and career strategies. Performance indicators are:*

a. Apply at least two academic strategies tailored to course assignments or projects
b. Identify and use two strategies to manage time and identify academic resources
c. Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration
d. Engage in at least two collaborative activities with peers, staff, or faculty, or utilize campus resources and/or participate in campus activities
e. Identify one area of growth in communicating across diverse perspectives
f. Apply two well-being practices and document their impact on academic and personal success

2. ***Develop common assessment tools within each LOPER category.*** This will no doubt be a challenging exercise, but the credibility of our current assessment plan is severely hampered by the lack of consistency within each LOPER category. HLC stresses that learning evidence credibility correlates with assessment exercise complexity and standardization level. However, it is understood that this should be balanced by the plan's sustainability in terms of time, effort, and cost.

3. ***Design assessment data input to be made through Canvas.*** This would be easier for instructors and greatly enhance assessment plan sustainability. Using the Learning Outcomes feature in Canvas, assessment rubrics that are separate from individual course assignment rubrics can be inserted into specific course Canvas shells administratively. Once the assessment data has been recorded, it can be accessed by the GEC Assessment Subcommittee and me for analysis. Also, Scott Unruh is exploring the institutional purchase of third-party software that can interface between Canvas and our Student Information System, analyze the assessment data, and generate reports, including longitudinal data, for a wide variety of student groupings (class standing, learning communities, major, etc.). This input method is being piloted this year for LOPER 1.

4. ***Establish assessment cycles and stagger stage commencements for different LOPER categories.*** Cycle stages are described on the previous page. To allow the necessary time for each stage, I recommend establishing a two- or three-year cycle in which courses from each LOPER category are assessed once in that cycle.

Recommendations for Assessment Plan Review/Revision Process. The first priority is for the faculty who teach LOPER classes to collectively review and revise the learning objectives, preferably in the single objective plus performance indicators format. Below is a proposed Fall semester timeline for that:

- **September 2025 –** Release draft of current learning objectives in new format to the faculty. Collect preliminary feedback through individual faculty, departments, and colleges.

- **October –** GEC Assessment Subcommittee in conjunction with faculty working groups and/or forums refine objectives and performance indicators for presentation at November GEC meeting

- **November –** Discuss progress at GEC meeting. Objectives and performance indicators can be finalized at the meeting or by the Assessment Subcommittee in time for campus comments prior to the December GEC meeting.

- **December –** If ready, final approval by GEC. If further work is needed, a February 2026 approval should not delay the next steps.

In January 2026, work on developing standardized assessment tools within each LOPER category can begin through faculty work groups that can include both GEC members and non-members. (Even if final approval on the learning objectives and performance indicators does not come until February, we should have a good idea of what they will look like.) As these tools are developed, work on designing data input through Canvas can proceed.

Quantitative Assessment Results

LOPER 1 – First-Year Seminar

Assessment completion: 12 of 31 (39%) sections, 317 of 883 (35.9%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can locate and select appropriate sources of information (to include information important to academic and professional success)	24	6	9	26	52	222	**4.51**	0.90	315
b. Can discern a source's argument or purpose and audience	21	3	6	33	80	198	**4.45**	0.82	320
c. Can summarize a source's main points accurately and fairly	23	15	11	33	60	200	**4.31**	1.09	319
d. Can evaluate and use sources appropriately and responsibly	27	13	16	43	79	163	**4.16**	1.10	314
e. Can integrate information from multiple sources and contrasting viewpoints	21	7	9	29	76	198	**4.41**	0.93	319

LOPER 2 – Writing Skills

Assessment completion: 9 of 45 (20%) sections, 129 of 599 (21.5%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can discern a writer's argument or purpose	10	2	6	12	38	72	**4.32**	0.93	130
b. Can evaluate and use sources appropriately and responsibly	12	8	7	21	39	56	**3.98**	1.16	131
c. Can use context-appropriate conventions in writing	11	2	5	15	27	7	**4.30**	0.93	129
d. Can communicate in a manner appropriate to audience and context	12	2	8	12	26	80	**4.36**	0.99	128

LOPER 3 – Writing Skills

Assessment completion: 34 of 35 (97%) sections, 561 of 644 (87.1%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can discern a speaker's argument or purpose	35	5	15	48	125	373	**4.49**	0.83	566
b. Can evaluate and use sources appropriately and responsibly	38	15	8	58	166	312	**4.35**	0.92	559
c. Can use context-appropriate conventions in speech and non-verbal expressions	35	7	7	37	183	327	**4.45**	0.78	561
d. Can form and support a coherent position	37	0	10	31	138	376	**4.59**	0.68	555
e. Can communicate in a manner appropriate to audience and context	36	4	10	41	125	383	**4.55**	0.76	563

LOPER 4 – Mathematics, Statistics, and Quantitative Reasoning

Assessment completion: 16 of 55 (29%) sections, 392 of 1499 (26.1%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can describe problems using mathematical, statistical, or programming language	13	16	23	59	78	218	**4.16**	1.13	394
b. Can solve problems using mathematical, statistical, or programming techniques	10	13	24	31	77	252	**4.34**	1.07	397
c. Can construct logical arguments using mathematical, statistical, or programming concepts	17	18	34	40	93	202	**4.10**	1.18	387
d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods	15	23	14	45	78	230	**4.23**	1.15	390

LOPER 5 – Visual & Performing Arts

Assessment completion: 12 of 39 (31%) sections, 330 of 994 (33.2%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can interpret a work of art within its cultural or historical context	11	3	7	11	30	283	**4.75**	0.70	334
b. Can characterize and evaluate a work of art using concepts appropriate to its medium	16	0	5	17	37	271	**4.74**	0.62	330
c. Can distinguish between works of art from various schools, time periods, and/or cultures	11	1	3	8	41	281	**4.79**	0.55	334
d. Can articulate the significance of the arts for themselves or for society	22	0	4	18	22	279	**4.78**	0.60	323

LOPER 6 – Humanities

Assessment completion: 35 of 94 (37%) sections, 629 of 1757 (35.8%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can analyze primary sources appropriate to the humanities discipline	36	20	27	48	126	412	**4.39**	1.01	633
b. Can compare and contrast theories, narratives, or social/cultural conditions	31	19	30	51	156	384	**4.34**	1.01	640
c. Can make and support an argument about the human experience	47	19	22	45	138	397	**4.40**	0.98	621
d. Can articulate the significance of the humanities for themselves or for society	47	22	24	44	139	393	**4.38**	1.02	622
e.									

LOPER 7 – Social Science

Assessment completion: 28 of 87 (32%) sections, 798 of 2657 (30.0%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can use the discipline's concepts and methods to explain human behavior and/or social systems	26	42	42	122	224	377	**4.06**	1.14	807
b. Can investigate problems and analyze evidence using the discipline's concepts and methods	41	40	38	108	193	408	**4.13**	1.14	787
c. Can make and support an argument about human behavior or social systems using social-scientific evidence	43	37	44	86	232	392	**4.14**	1.11	791
d. Can articulate the significance of social scientific knowledge for themselves or for society	26	48	33	91	247	386	**4.11**	1.13	805

LOPER 8 –Natural Science

Assessment completion: 42 of 118 (36%) sections, 987 of 2813 (35.1%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can use the discipline's concepts and methods to explain natural or physical phenomena	39	71	103	187	270	360	**3.75**	1.25	991
b. Can investigate problems and analyze evidence using appropriate scientific methodology	46	71	83	193	233	409	**3.84**	1.25	989
c. Can make and support an argument based on sound scientific principles	46	80	91	176	250	388	**3.79**	1.28	985
d. Can articulate the significance of scientific knowledge for themselves or for society	57	45	56	163	263	456	**4.05**	1.13	983

LOPER 9 – Civic Competency & Engagement

Assessment completion: 17 of 50 (34%) sections, 312 of 1162 (26.9%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.	17	14	12	40	95	157	**4.16**	1.07	318
b. 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	18	20	12	36	68	156	**4.12**	1.19	292
c. Can evaluate practices and decisions for their civic consequences	18	19	16	45	78	162	**4.09**	1.17	320
d. Can articulate the importance of community service and civic engagement to address issues of public or community concern	17	14	17	29	96	162	**4.18**	1.09	318

LOPER 10 – Respect for Human Diversity

Assessment completion: 29 of 60 (48%) sections, 533 of 1091 (48.9%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can describe the nature and consequences of human diversity	31	11	20	51	122	329	**4.38**	0.95	533
b. Can gather and evaluate information important for relating to diverse populations	35	10	27	53	139	302	**4.31**	0.97	531
c. Can evaluate practices and decisions for their impacts on inequality or inclusivity	32	11	26	57	148	289	**4.28**	0.98	531
d. Can articulate the significance of human diversity for themselves or for society	29	17	19	50	128	322	**4.34**	1.00	536

LOPER 11 – Wellness

Assessment completion: 7 of 34 sections (21%), 213 of 986 (21.6%) students

Std = standard deviation, n = number of students

Learning Objective	0	1	2	3	4	5	Mean	Std	n
a. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).	6	1	1	8	37	170	**4.72**	0.60	217
b. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.	10	0	1	6	25	182	**4.81**	0.49	214
c. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.	9	2	3	13	47	149	**4.58**	0.75	214
d. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness	15	0	1	7	29	171	**4.78**	0.52	208

Qualitative Assessment

LOPER 2 Assessment Qualitative Data Summary (2024-25)

Assignments Used

a. **Can discern a writer's argument or purpose**

Literary Analysis Essay - 2
Summary - 2
Advertisement Comparison – 2
Profile of a Person

b. **Can evaluate and use sources appropriately and responsibly**

Rhetorical Analysis - 3
Public Service Announcement and Annotated Bibliography - 2
Guide to Your Major or Career Field
Annotated Bibliography

c. **Can use context-appropriate conventions in writing**

Informative Essay -3
Pop Culture Essay - 2
Discourse Community Analysis
Persuasive Essay

d. **Can communicate in a manner appropriate to audience and context**

Persuasive Essay - 3
Public Service Announcement and Annotated Bibliography - 2
Final Revision and Reflection
Informative Presentation

Performance Observations:

- Strong overall but struggled with secondary sources (citations) - 2
- Less innate interest than usual – would like more vigorous discussion
- Did well on in-class assignments, longer-term formal writing assignments were more difficult
- Biggest struggle was misuse of AI tools
- Wide spread of writing talent and effort among students

Planned Improvements:

- Replace last peer review with extra week to focus on scope and organization
- Create more developmental low-stakes writing assignments
- Add more in-class writing exercises and incorporate AI tools
- Break down annotated bibliography assignment into stages

LOPER 3 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can discern a speaker's argument or purpose**

Final Exam - 20
Persuasive Speech - 8
Exam - 3
Individual Speech (type not specified)
Peer Review

b. **Can evaluate and use sources appropriately and responsibly**

Persuasive Speech - 27
Informative Speech – 7
Final Individual Speech - 2
Source Identification & Delivery

c. **Can use context-appropriate conventions in speech and non-verbal expressions**

Persuasive Speech - 21
Based on all speeches given in class - 5
Ceremonial Speech - 3
Individual Speech (type not specified) - 2
Final Group Speech
Final Individual Speech

d. **Can form and support a coherent position**

Persuasive Speech - 23
Special Occasion Speech - 5
Individual Speech (type not specified) - 2
Final Individual Speech - 2
Group Speech

e. **Can communicate in a manner appropriate to audience and context**

Persuasive Speech - 20
Group presentation on resolving a social issue/problem - 5
Final Individual Speech - 2
Individual Speech (type not specified) - 2
Group Speech - 2
Final Exam
Mock Job Interview

Performance Observations (unduplicated):

- Strong overall
- Struggles with analyzing sources and reading too much from notecards
- Struggles with citing sources
- Attendance and attention spans were lacking
- Struggled with making deep connections in supporting a coherent position
- Struggled with assignments in Feedback Fruits

Planned Improvements (unduplicated):

- Harsher deadline enforcement
- Provide more practice opportunities for speeches
- Will encourage students to record their own speeches and do personal critiques
- Rearrange class period agendas to engage shorter attention spans
- Put more emphasis on citing sources
- Move ceremonial speech to end of semester, add recorded speech
- Reinforce activities that identify a speaker's argument

LOPER 4 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can describe problems using mathematical, statistical, or programming language**

Based on all assignments from semester - 4
Null Hypotheses Creation - 3
Video Explanation of standard subtraction algorithm - 3
Question from lab, exam or assignment - 3
Lab experiment – 2
Coding assignment

b. **Can solve problems using mathematical, statistical, or programming techniques**

Question from lab, exam or assignment - 4
Based on all assignments from semester - 4
Test Statistic Calculation - 3
Problem solving exercise with video explanation - 3
Modulo math and programming exercise
Lab experiment

c. **Can construct logical arguments using mathematical, statistical, or programming concepts**

Question from lab, exam or assignment - 4
Based on all assignments from semester - 4
SLR Interval Components - 3
Problem solving exercise with video explanation - 3
Coding assignment
Lab experiment

d. **Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods**

Based on all assignments from semester - 4

Hypothesis Test Interpretation - 3
Homework assignment - 3
Question from lab, exam or assignment - 3

Use Numpy to build data arrays and carry out numerical analysis
Lab experiment
Final Project

Performance Observations (unduplicated):

- Students performed well overall
- Success correlated with lab attendance

Planned Improvements (unduplicated):

- Enhanced in-class examples
- Add in-class graded activities
- Even out lab activities' levels of difficulty
- Increase discussion opportunities
- Assign more practice problems
- Add more team-oriented programming assignments

LOPER 5 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can interpret a work of art within its cultural or historical context**

Art project - 4
Listening assignment - 2
Concert attendance & reports - 2
Assignment (type not specified) - 2
Quiz
Study of performance play

b. **Can characterize and evaluate a work of art using concepts appropriate to its medium**

Assignment (type not specified) - 3
Persuasive Essay - 2
Self-analysis - 2
Listening assignment
Quiz
Exam
Theatre production attendance & report
Discussion board assignment

c. **Can distinguish between works of art from various schools, time periods, and/or cultures**

Research project - 4
Based on all quizzes/tests - 2
Assignment (type not specified) - 2
Presentation – 2
Final Exam
Quiz

d. **Can articulate the significance of the arts for themselves or for society**

Course Relevancy Statement - 5
Assignment (type not specified) - 2
Discussion Board assignment
Presentation discussion
Portfolio review
Written assignment
Research project

Performance Observations (unduplicated):

- Students did very well
- Would like to see more participation in presentation discussion
- Some students went off-topic on reflections

Planned Improvements (unduplicated):

- Provide more opportunities for students to be artistically creative
- Incorporate more art history into project assignments

LOPER 6 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can analyze primary sources appropriate to the humanities discipline**

Final Term Paper/Project - 9
Primary Source Analysis in one or more assignments – 6
Argumentative Essay - 3
Exam Project - 3
Reading/analysis of literature - 3
Class Discussion – 3
Discussion Board - 2
Essay exams
Poem analysis

b. **Can compare and contrast theories, narratives, or social/cultural conditions**

Final Exam - 7
Assignments based on readings - 5
Final Term Paper/Project – 3
Ethical case scenarios - 2
Various assignments throughout the semester - 2
Exam Project - 2
Essays - 2
Primary Source Analysis throughout all assignments – 2
Research Paper/Project
Quiz
Essay exams
Video presentation
Argumentative Essay
Essay Exam
Class Discussion

c. **Can make and support an argument about the human experience**

Essay(s) - 8
Argumentative Essay – 3
Essay Exam – 3
Final Term Paper/Project - 2
Ethical case scenarios - 2
Discussion Board assignments - 2
Research Paper/Project - 2
Writing assignment - 2
Journal assignment
Various assignments throughout the semester
Video presentation
Class Discussion
Reading/analysis of literature
Exam Project
Exam

d. **Can articulate the significance of the humanities for themselves or for society**

Final Research Paper - 11
Discussion Board assignments - 3
Research Paper/Project/Reflection - 3
Assignment based on readings – 3
Essay Exam – 3
Group Presentation - 2
History Scavenger Hunt activity
Writing assignment
Poem analysis
Class Discussion
Reading/analysis of literature
Exam Project

Performance Observations (unduplicated):

- Class participation was strong
- Becoming more difficult for students to understand original philosophy works
- Struggled with articulating significance of humanities
- Struggled with be prepared enough to write argumentative essays
- Struggled with basic concepts of research and analysis
- Disconnect between course grades and skills mastery

Planned Improvements (unduplicated):

- Improve logistics around group presentations
- Additional primary source analysis
- Explore other source materials
- Focus more on (foreign language) speaking
- Be more mindful of tailoring interactive activities to the size of the group
- Bring in more authentic source materials
- Focus more on articulating significance of humanities
- Emphasize primary sources in midterm and final exams
- Expand instruction on AI
- Find additional online tools to assist students in learning the Chicago Style for research papers
- Introduce new platforms (e.g., Wiki Edu, Feedback Fruits)

LOPER 7 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can use the discipline's concepts and methods to explain human behavior and/or social systems**

Multiple Quizzes/Exams - 11
Multiple Assignments – 7
Assignment - 2
Class Discussion/Debate – 2
Research Proposal
Essay
Exam

b. **Can investigate problems and analyze evidence using the discipline's concepts and methods**

Multiple Quizzes/Exams - 7
Multiple Assignments - 5
Assignment - 4
Applied Activity/Analysis – 3
Essay – 3
Class Discussion - 2
Research assignment

c. **Can make and support an argument about human behavior or social systems using social-scientific evidence**

Multiple Exams/Quizzes – 7
Multiple Assignments - 4
Essay - 3
Class Discussion/Discussion Board - 3
Assignment - 2
Applied Activity – 2
Exam
Exam Essay
Policy Report

d. **Can articulate the significance of social scientific knowledge for themselves or for society**

Multiple Assignments - 6
Multiple Exam/Quizzes – 5
Applied Activity – 3
Exam - 2
Journal/Reflection - 2
Class Discussion/Discussion Board - 2
Final Exam

Performance Observations (unduplicated):

- Strong performance overall
- Poor attendance, maybe facilitated by materials availability on Canvas
- Bifurcation in class – half of the students were really involved, the other half not
- More than half of the students did not turn in final assignment
- Recorded lectures seemed to help students be better prepared for assignments

Planned Improvements (unduplicated):

- Tailor assignments more toward specific goals
- Review learning objectives to be more intentional in reading and analysis assignments
- Make class more “AI-proof”
- Alter attendance policy
- Add short writing assignments to align with learning objectives
- Change to open-source textbook
- Reach out more to students who are struggling

LOPER 8 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can use the discipline's concepts and methods to explain natural or physical phenomena**

Paper – 9
Lab Experiment(s) - 5
Final Exam – 5
Specific Exam/Quiz Question(s) - 4
Exam – 3
Lab Final – 3
Course Grade - 3
Multiple Assignments of at least two types - 2
Multiple Exams - 2
Assignment - 2
Quiz

b. **Can investigate problems and analyze evidence using appropriate scientific methodology**

Paper – 9
Specific Exam/Quiz Question(s) - 7
Lab Experiment(s) - 5
Final Exam – 5
Lab Final - 4
Assignment - 3
Course Grade - 3
Multiple Exams
Quiz
Multiple Assignments of at least two types

c. **Can make and support an argument based on sound scientific principles**

Paper – 9
Lab Experiment(s) - 7
Multiple Assignments of at least two types - 2
Exam - 5
Assignment - 2
Specific Exam/Quiz Question(s) - 4
Final Exam - 4
Course Grade - 3
Article/Book Report – 2
Quiz

d. **Can articulate the significance of scientific knowledge for themselves or for society**

Paper – 9
Lab Experiment(s) - 8
Quiz - 5
Specific Exam/Quiz Question(s) - 5
Multiple Assignments of at least two types - 4
Course Grade - 3
Presentation – 2
Assignment - 2
Article/Book Report – 2
Final Exam

Performance Observations (unduplicated):

- Above average performance overall, some sections noted “OK” performance
- Struggled with solving problems, may have used AI
- Participation points helped some students
- Noticed improved scientific writing

Planned Improvements (unduplicated):

- Revise lab manuals and rubric to enhance writing skills
- Customize online homework system
- Revise presentation rubric
- ***Hoping that more realistic learning objectives come soon***
- Improve motivation
- Revise participation point system
- Incorporate more examples that are personally relevant to students
- Integrate additional labs that are larger in scope
- Implement additional in-class problems
- Focus on pros/cons of AI
- Add a current events assignment
- Design online course to be more interactive

LOPER 9 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.**

Assignment - 7
Multiple Assignments/Activities - 3
Specific Question(s) from Exam/Quiz/Assignment - 2
Paper - 2
Multiple Exams/Quizzes
Project

b. **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**

Discussion - 7
Multiple Assignments/Activities - 4
Specific Question(s) from Exam/Quiz/Assignment
Paper
Project

c. **Can evaluate practices and decisions for their civic consequences**

Assignment - 5
Discussion - 3
Multiple Assignments/Activities - 3
Specific Question(s) from Exam/Quiz/Assignment - 2
Project

d.

Can articulate the importance of community service and civic engagement to address issues of public or community concern

Assignment - 8
Multiple Assignments/Activities - 3
Presentation(s)
Project

Performance Observations (unduplicated):

- Concerns about cheating with AI
- Performed better on average than in the past

Planned Improvements (unduplicated):

- Review learning objectives for class
- Incorporate more media, video lectures
- Continue mid-term one-on-one student meetings
- Add supplemental material on writing
- Work with Library to update course in conjunction with new textbook
- Expand training on primary sources
- Update project topics
- Increase training on library resources

LOPER 10 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can describe the nature and consequences of human diversity**

Presentation - 7
Course grade - 5
Multiple Assignments of at least two types - 5
Discussion - 3
Assignment - 2
Project – 2
Exam

b. **Can gather and evaluate information important for relating to diverse populations**

Final Exam - 7
Paper - 6
Assignment – 3
Multiple Essays - 2
Project – 2
Reflection
Multiple Assignments of one type
Multiple Assignments of at least two types
Exam
Course Grade

c. **Can evaluate practices and decisions for their impacts on inequality or inclusivity**

Final Exam - 7
Course grade - 5
Multiple Assignments of at least two types - 4
Assignment - 3
Project - 2
Exam - 2
Research Project
Discussion

d. **Can articulate the significance of human diversity for themselves or for society**

Essay - 7
Course grade - 5
Project – 3
Research Paper - 2
Multiple Assignments of at least two types - 2
Multiple Assignments of one type – 2
Discussion
Exam

Performance Observations (unduplicated):

- Performed well overall
- Attendance was very spotty
- Struggled with gathering additional materials for reading assignments

Planned Improvements (unduplicated):

- Expand use of UDL practices
- Update source materials and readings
- Restructure lectures to cover more material
- Revise weekly assignments to be more applied in nature
- Revise position paper
- Bring in more authentic materials
- Incorporate blog assignment
- Incorporate additional online tools to enhance research paper Chicago Style learning
- Add class discussion groups
- Replace some discussion boards with additional reading assignments

LOPER 11 Assessment Qualitative Data (2024-25)

Assignments Used

a. **Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).**

Exam - 2
Final Grade
Final Reflection Journal Entry
Final Written Paper - Reflection on course
“Life Happens” financial situation activity

b. **Can describe the impact of social factors, and personal decisions and behaviors, on wellness.**

Death by Alcohol Reflection - 2
Final Grade
PHP Survey and Reflection
Final Written Paper - Reflection on course
Big Purchases Assignment

c. **Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.**

Individual Nutrition Assessment - 2
Final Grade
Final Reflection Journal Entry
Final Written Paper - Reflection on course
Expense Tracking

d. **Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.**

Coconut Oil Reflection Paper - 2
Final Grade
Final Reflection Journal Entry
Final Written Paper - Reflection on course
Case Study Analysis

Performance Observations:

- Strong overall
- Not everyone completed final paper
- Biggest factor in grade-lowering was missed assignments

Planned Improvements:

- More reflections, check-ins on progress
- More outside professionals as speakers
- Add some smaller assignments
- Updating textbook
- Replace multiple-choice quizzes & exams with short answer format

APPENDIX - LOPERs General Studies Program Purpose, Categories, & Learning Objectives

NOTE: Courses must meet all learning objectives in their category

The LOPERs General Studies Program is designed to provide students with a solid foundation for advanced study with fewer hours (30-31 versus the previous 45-hour program). The Program thus provides greater flexibility for students to add a second major or additional minor to their degree or explore their interests with more unrestricted elective credits. The Program also seeks to ease transfer for students from community colleges.

Credit Hours: 30-31 hours in total. Students must complete one 3 credit-hour course that satisfies each learning objective/program essential requirement (LOPER) for LOPERs 1 through 10. LOPER 11 is optional. LOPER 8 (Natural Science) may be satisfied with a 3- or 4-credit hour course.

Implementation: The Program goes into effect for students enrolling at or transferring to UNK in the 2020-21 academic year or later. Students who enrolled earlier than 2020-21 should consult their undergraduate catalog for their General Studies Program requirements.

Transfers with Completed Associates or Bachelor's Degree: Students admitted to UNK with an Associate of Arts (AA) or Associate of Science (AS), or Bachelor's degree from a regionally accredited institution will have fulfilled UNK's General Studies program requirements. Such students must still complete any GS requirements specified within their program of study.

Selecting Courses: The full list of approved courses for each LOPER is available on the UNK website at: https://catalog.unk.edu/undergraduate/general-studies/new-general-studies-program/

Program Requirements within General Studies: Departments are permitted to require that their majors complete particular courses for LOPERs 2-11. Students should consult the program requirements in their intended major to choose appropriate GS courses.

Purpose of General Studies: The UNK LOPERs General Studies Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

Learning Objectives/Program Essential Requirements (LOPERs):

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.

LOPER 1 (First-Year Seminar) Learning Objectives

a. Can locate and select appropriate sources of information (to include information important to academic and professional success)

b. Can discern a source's argument or purpose and audience
c. Can summarize a source's main points accurately and fairly
d. Can evaluate and use sources appropriately and responsibly
e. Can integrate information from multiple sources and contrasting viewpoints

LOPER 2 (Writing Skills) Learning Objectives

a. Can discern a writer's argument or purpose
b. Can evaluate and use sources appropriately and responsibly
c. Can use context-appropriate conventions in writing
d. Can communicate in a manner appropriate to audience and context

LOPER 3 (Oral Communication Skills) Learning Objectives a.

a. Can discern a speaker's argument or purpose
b. Can evaluate and use sources appropriately and responsibly
c. Can use context-appropriate conventions in speech and non-verbal expressions
d. Can form and support a coherent position
e. Can communicate in a manner appropriate to audience and context

LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning) Learning Objectives

a. Can describe problems using mathematical, statistical, or programming language
b. Can solve problems using mathematical, statistical, or programming techniques
c. Can construct logical arguments using mathematical, statistical, or programming concepts
d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods

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.

LOPER 5 (Visual or Performing Arts) Learning Objectives

Students can: Evaluate and/or create cultural products in a discipline of the visual or performing arts

a. Can interpret a work of art within its cultural or historical context
b. Can characterize and evaluate a work of art using concepts appropriate to its medium
c. Can distinguish between works of art from various schools, time periods, and/or cultures
d. Can articulate the significance of the arts for themselves or for society

LOPER 6 (Humanities) Learning Objectives

Students can: Explain and evaluate ideas and/or social and cultural conditions using the concepts and methods in a humanities discipline

a. Can analyze primary sources appropriate to the humanities discipline
b. Can compare and contrast theories, narratives, or social/cultural conditions
c. Can make and support an argument about the human experience
d. Can articulate the significance of the humanities for themselves or for society

LOPER 7 (Social Science) Learning Objectives

Students can: Explain and evaluate human behavior and/or social systems using the concepts and methods in a social science discipline

a. Can use the discipline's concepts and methods to explain human behavior and/or social systems
b. Can investigate problems and analyze evidence using the discipline's concepts and methods
c. Can make and support an argument about human behavior or social systems using social-scientific evidence
d. Can articulate the significance of social scientific knowledge for themselves or for society

LOPER 8 (Natural Science) Learning Objectives

Students can: Solve problems and evaluate conclusions using the concepts and methods in a natural science discipline (may include a lab component)

a. Can use the discipline's concepts and methods to explain natural or physical phenomena
b. Can investigate problems and analyze evidence using appropriate scientific methodology
c. Can make and support an argument based on sound scientific principles
d. Can articulate the significance of scientific knowledge for themselves or for society

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.

LOPER 9 (Civic Competency & Engagement) Learning Objectives

a. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.
b. 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
c. Can evaluate practices and decisions for their civic consequences
d. Can articulate the importance of community service and civic engagement to address issues of public or community concern

LOPER 10 (Respect for Human Diversity) Learning Objectives

a. Can describe the nature and consequences of human diversity
b. Can gather and evaluate information important for relating to diverse populations
c. Can evaluate practices and decisions for their impacts on inequality or inclusivity
d. Can articulate the significance of human diversity for themselves or for society

LOPER 11 (Wellness) Learning Objectives

a. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).
b. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.
c. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.
d. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.