



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA



GENERAL EDUCATION ASSESSMENT REPORT

2019-2020

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General Education Assessment Report for 2019-2020 AY

Background Information

In summer of 2019, the University of Oklahoma (OU) completed the development of a comprehensive plan for assessing the General Education (GE) curriculum per recommendations by the Higher Learning Commission (HLC). The plan included six newly articulated student learning outcomes (SLOs) along with specific performance indicators for each SLO, a detailed curriculum map indicating systematic alignment of selected GE courses with specific SLOs and performance indicators, and the initial timeline of the implementation of the plan. Though the plan was meant to be implemented from Fall of 2020 per HLC recommendations, members of the General Education Assessment Subcommittee (GEAS), a Provost-appointed faculty-led group charged with overseeing the implementation of the plan, determined that the implementation could begin as early as Fall 2019 given that several large GE courses had well-developed assessment processes in place. GEAS determined that four SLOs would be assessed per semester, with each SLO assessed in two or three selected GE courses. This report provides results of fall 2019 and spring 2020 implementation of the GE assessment plan.

General Education Assessment at OU – An Overview

OU uses multiple measures to assess the effectiveness of its General Education program. Central to the process is a course-based assessment of student learning in which faculty members across academic departments assess the extent to which students meet various performance indicators articulated for each SLO in their respective general education courses.

Student performance data (direct assessment) is measured using a four-point rubric that categorizes the performance indicators for each SLO as “exceeds expectations,” “meets expectations,” “partially meets expectations,” and “does not meet expectations.” Individual faculty members teaching the targeted general education courses submit to the Office of Academic Assessment either (a) reports of student performance in the “signature” assignments or course projects of their choice and/or (b) data from an examination or a series of examinations whose questions are aligned with the general education SLOs.

Indirect assessment data are gathered using the *General Education Student Survey*, which is deployed at the end of the semester in each targeted course. Data from the process are analyzed by the Office of Academic Assessment and returned to each faculty member to use for the continuous enhancement of teaching and learning in their courses. At the conclusion of this process, reports for both the direct and indirect assessments are discussed at the faculty-led General Education Assessment Subcommittee (GEAS) meetings held twice each semester. A synthesis of the recommendations for continuous improvement are then forwarded to the Provost’s Advisory Committee for General Education Oversight (PACGEO) to discuss and determine University-wide action plans for continuous improvement of the general education curriculum.

Going forward, student perceptions gathered via OU institutional surveys will be incorporated into the annual General Education Assessment report along with the course-based assessments discussed previously. For example, the *National Survey of Student Engagement* (NSSE) includes questions that relate directly to OU's General Education SLOs, and it is a valuable source of information about student perceptions. To supplement NSSE, OU conducts its own OU Student Satisfaction Survey (SSS) which includes questions related to various aspects of students' educational experience.

General Education Assessment Procedures and Results

Of the six newly articulated General Education SLOs, the GEAS suggested assessment of the following four SLOs in fall 2019 and spring 2020.

1. Communication skills (fall 2019)
2. Quantitative and Numerical Analysis skills (fall 2019)
3. Community, Culture and Diversity (spring 2020)
4. Critical Analysis and Scientific Reasoning (spring 2020)

The course-level reports from individual courses assessed in fall 2019 and spring 2020 provide ample evidence that, generally, OU students met or exceeded the four SLOs addressed during this cycle. The following section provides detailed results of assessment by semester.

Fall 2019

SLO 1: Communication Skills - Students will clearly and effectively communicate knowledge and ideas in written, oral, and visual/spatial forms appropriate to the general education subject area. They will engage with their audiences by actively reading, listening, reflecting, and responding to and delivering messages using a variety of formats.

Communication Skills Performance Indicators

At the conclusion of the general education curriculum/program, the student should be able to:

- a) Demonstrate proficiency in listening, speaking, writing, and reading.
- b) Explain how the context in which a message is communicated influences its interpretation.
- c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.
- d) Write using a multi-step process of planning, critiquing, editing, and revising.

Courses Assessed: ENGL 1113, ENGL 1213 and COMM 1113

Direct and Indirect Assessment Mechanisms: The university relies heavily on required First Year Composition (FYC) and Communication courses for its assessment of student success in developing and demonstrating the above performance indicators. In the two FYC English courses, a total of 591 student artifacts (i.e., 436 artifacts in ENGL 1113 and 166 artifacts in ENGL 1213) were

gathered and assessed by instructors using a well-developed department rubric for English Composition. The rubric criteria were systematically aligned with each of the performance indicators, and the student artifacts data were reported for each performance indicator using the standard four-point rubric that was discussed previously.

In Communication, a team of faculty rated a total of 622 student projects using a department rubric. Similarly, criteria in the department rubric were systematically aligned with each of the performance indicators for the communication skills SLO, and student artifacts data were reported for each performance indicator using the same standard four-point rubric.

Results of Communication Skills

Analysis of direct assessment of student work (Figure 1, below) show that, on average, more than four-fifths (>80%) of students in the three courses met or exceeded expectations in *demonstrating proficiency in listening, speaking, writing, and reading* (performance indicator “a”), *explaining how the context in which a message is communicated influences its interpretation* (performance indicator “b”), and *writing using a multi-step process of planning, critiquing, editing, and revising* (performance indicator “d”). While three out of every four students (78%) met or exceeded expectations regarding their ability to *apply appropriate form and style to effectively and respectfully engage audiences using a variety of media* (performance indicator “c”), analysis of data shows that one-tenth (10%) of students did not meet expectations in that performance indicator.

Figure 1
Combined Report of Student Performance for Communication Skills
performance indicators assessed in
ENGL 1113 (*n* = 436), ENLG 1213 (*n* = 155) and COMM 1113 (*n* = 622)
 [Total Number of artifacts assessed = 1,213]

Performance Indicators for Communication Skills	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
a) Demonstrate proficiency in listening, speaking, writing, and reading.	66	5%	131	11%	611	50%	405	33%
b) Explain how the context in which a message is communicated influences its interpretation.	70	6%	154	13%	568	47%	421	35%
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	116	10%	154	13%	585	48%	358	30%
d) Write using a multi-step process of planning, critiquing, editing, and revising.	89	7%	137	11%	536	44%	451	37%

As an indirect assessment, students in each course were given the General Education Student Survey that was discussed previously. The survey asked students to rate their agreement or disagreement

with the extent to which the course they took equipped them with the ability to achieve each of the performance indicators for communication skills. Figure 2 below shows how they responded.

Figure 2
**Combined Frequency Distributions regarding Communication Skills
 performance indicators.**
 ENGL 1113, ENLG 1213 and COMM 1113
 ($n = 903$)

This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
a) Demonstrate proficiency in listening, speaking, writing, and reading.	62	7%	25	3%	100	11%	440	49%	276	31%
b) Explain how the context in which a message is communicated influences its interpretation.	56	6%	21	2%	105	12%	470	52%	251	28%
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	56	6%	29	3%	111	12%	466	52%	241	27%
d) Write using a multi-step process of planning, critiquing, editing, and revising.	64	7%	36	4%	120	13%	381	42%	302	33%

Of the 903 students who responded to the above items, on average, 80% reported that they agree or strongly agree that the courses equipped them with the ability to *demonstrate proficiency in listening, speaking, writing, and reading* (performance indicator “a”), and the ability to *explain how the context in which a message is communicated influences its interpretation* (performance indicator “b”). Close to four-fifths (79%) of students agreed or strongly agreed that the courses equipped them with the ability to *apply appropriate form and style to effectively and respectfully engage audiences using a variety of media* (performance indicator “c”) compared to about one-tenth (9%) who disagreed or strongly disagreed. See Appendix A for a complete report of the fall 2019 and spring 2020 General Education Student Survey.

Recommendations for Continuous Improvement for Communication Skills

Figure 3 below highlights key course level recommendations for continuous improvement vis-à-vis each performance indicator in the communication skills SLO. These recommendations are drawn from a combination of faculty assessment of student work in ENGL 1113, ENLG 1213 and COMM 1113 as well as analysis of students’ own perceptions from the General Education Student Survey.

For detailed/specific information on recommendations for continuous improvement, please see Appendix B.

Figure 3
**Key recommendations for continuous improvement for
Communication Skills SLO**

Performance Indicators	Key recommendations for continuous improvement
a) Demonstrate proficiency in listening, speaking, writing, and reading.	• Connect COMM 1113 students with university resources (e.g., Writing Center) to help students improve their writing skills. • Professional development opportunities for FYC instructors and Graduate Teaching Assistants should include annual orientation for new instructors, workshops for pedagogical practices, assessment methods, and ways to deliver practical writing/speaking/reading/listening skills during class. • Review reported issues with the new textbook for FYC (instructor survey & course evaluations) and address ways to use textbooks in the classroom (orientation, workshops, and professional development).
b) Explain how the context in which a message is communicated influences its interpretation.	• Conduct a calibration session to help develop a common understanding among FYC instructors regarding assessment of various constructs reflected in the performance indicators.
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	• Utilize FYC Archives by providing more practical and diverse samples of form and style. • Creation of a more detailed APA writing style module (with practice examples) that COMM 1113 Teaching Assistants (TA) teach on. Further, encourage students to utilize the APA resources such as the OWL at Purdue University.
d) Write using a multi-step process of planning, critiquing, editing, and revising.	• Emphasize the “process over product” method of writing and encourage instructors to find ways to engage students in each step (e.g. innovating on planning and editing through professional development workshops). • Improve the quality of the feedback in COMM 1113 – provide TAs with skills to give detailed and helpful feedback for student growth in their assignments and performance.

SLO 2: Quantitative and Numerical Analysis - Students will apply principles and methods of quantitative and numerical analysis to solve problems and draw logical inferences. They will evaluate and interpret quantitative and numerical information across a broad range of scientific disciplines using methods appropriate for the general education subject area.

Quantitative and Numerical Analysis Performance Indicators

At the conclusion of the general education curriculum/program, the student should be able to:

- a) analyze and interpret quantitative information from formulas, graphs, and tables.
- b) apply appropriate strategies of quantitative problem solving.

- c) express the relationship between mathematical representation and real-world application.

Courses Assessed: MATH 1473, ECON 1113 and PSY 1113

Direct and Indirect Assessment Mechanisms: In MATH 1473, students were required to develop a math research project that involved selecting a survey question, gathering and analyzing data, and finally, submitting their projects in Canvas. A total of 239 student projects from one section of MATH 1473 were gathered and assessed by instructors using a detailed and well-developed rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Quantitative and Numerical Analysis SLO, and data were reported for each performance indicator based on the number of student artifacts that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

In ECON 1113, faculty selected a signature multiple-choice assignment to be used for addressing performance indicators in the above SLO. Given that the course includes four equally weighted examinations that each cover roughly four weeks of material, instructors determined that the third exam (Exam #3) would be the “Signature” test/examination as it gave students three months of engagement in the course to improve their quantitative skills prior to the assessment taking place. Additionally, exam 3 already covers a block of material that is heavily grounded in quantitative and numerical analysis. Faculty selected 45 specific items that were aligned well with and reflected students’ mastery in the area of quantitative and numerical analysis. Of the 529 students enrolled in the course, 506 students (roughly 95.6% of the class) participated in the examination that contained the 15 selected test questions directly aligned with each of the above performance indicators. Though students receive letter grades to indicate their performance in each of the examinations, it was determined that the final letter grades would be systematically aligned with the standard GE reporting scales (i.e., **A** and **B**=“exceeded expectations,” **C**=“met expectations,” **D**=“partially met expectations,” and **F**=“did not meet expectations”).

In PSY 1113, faculty reviewed test items in the major multiple-choice examinations that are given to all students ($n = 871$) throughout the semester. The intent of the review was to determine the extent to which the examination items adequately addressed knowledge and/or skills and abilities reflected in the above performance indicators. In the end, it was determined that a majority of the examination items focused on indicators (b) and (c) only. Though students receive letter grades to indicate their performance in each of the examinations, it was determined that the final letter grades would be systematically aligned with the standard GE reporting scales (i.e., “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations”).

Results of Quantitative and Numerical Analysis SLO

Results (Figure 4) show that 64% of students in the three courses met or exceeded expectations for the first performance indicator (ability to analyze and interpret quantitative information from formulas, graphs, and tables). However, data for the second and third performance indicator showed that less than half of students (45%) demonstrated the ability to “apply appropriate strategies of quantitative problem solving” and close to half (49%) demonstrated their ability to “express the relationship between mathematical representation and real-world application.” Further, although more than a quarter of students (27%) *partially demonstrated* the ability to “apply appropriate strategies

of quantitative problem solving,” a similar proportion (28%) did not meet the expectations regarding the same performance indicator. Finally, close to one-third (31%) of students failed to demonstrate the ability to “express the relationship between mathematical representation and real-world application.”

Figure 4
Combined Report of Student Performance for Quantitative and Numerical Analysis assessed in
MATH 1473 (*n* = 239), ECON 1113 (*n* = 506) and PSY 1113 (*n* = 871)
 [Total Number of students assessed = 1,616]

Performance Indicators for Quantitative and Numerical Analysis	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
a) Analyze and interpret quantitative information from formulas, graphs, and tables.	128	17%	145	19%	244	33%	228	31%
b) Apply appropriate strategies of quantitative problem solving.	451	28%	429	27%	393	24%	343	21%
c) Express the relationship between mathematical representation and real-world application.	500	31%	331	20%	518	32%	267	17%

In addition to the above direct assessments, students in each course were asked to respond to the General Education Student Survey intended to gather their perceptions (level of agreement or disagreement) regarding the extent to which the course they took equipped them with the ability to achieve each of the performance indicators for Quantitative and Numerical Analysis. Figure 5 below shows details of student responses.

Figure 5
Combined Frequency Distributions regarding Quantitative and Numerical Analysis performance indicators.
MATH 1473, ECON 1113 and PSY 1113
 (*n* = 431)

This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
a) Analyze and interpret quantitative information from formulas, graphs, and tables.	28	6%	23	5%	71	16%	200	46%	109	25%
b) Apply appropriate strategies of quantitative problem solving.	24	6%	32	7%	69	16%	202	47%	104	24%
c) Express the relationship between mathematical representation and real-world application.	26	6%	33	8%	59	14%	192	45%	121	28%

As indicated above, of the 431 students who responded to the General Education Survey, on average, 70% reported that they *agree* or *strongly agree* that the courses equipped them with each of the above performance indicators compared to slightly more than 10%, on average, who disagree or strongly disagree that the courses equipped them with each of the above performance indicators. See Appendix A for complete report of the fall 2019 and spring 2020 General Education Student Survey.

Recommendations for Continuous Improvement for Quantitative and Numerical Analysis SLO

Figure 6 below highlights key course level recommendations for continuous improvement of each performance indicator in the Quantitative and Numerical Analysis SLO. These recommendations are drawn from a combination of faculty assessment of student work in MATH 1473, ECON 1113 and PSY 1113 as well as analysis of students' own perceptions from the General Education Student Survey. For detailed/specific information on recommendations for continuous improvement, please see Appendix B.

Figure 6
**Key recommendations for continuous improvement for
Quantitative and Numerical Analysis SLO**

Performance Indicators	Key recommendations for continuous improvement
a) Analyze and interpret quantitative information from formulas, graphs, and tables.	• Provide more low-risk assessments to check actual student understanding, which should lead to more accurate analysis and interpretation of quantitative elements. • Continue to encourage students to ask questions via course discussion boards and participate in the optional review sessions held prior to each exam.
b) Apply appropriate strategies of quantitative problem solving.	• Gather better or more robust data longitudinally across multiple projects to help determine the extent of actual growth. • Frame course content differently to help students understand the ties to quantitative analysis. • Continue to foster student engagement with problem solving techniques by asking them to practice multiple applied problems prior to be tested over the material.
a) Express the relationship between mathematical representation and real-world application.	• Enhance course curriculum (content and materials). For instance, provide more opportunities for reflection and develop a mechanism to address grading challenges due to high enrollment. • Provide additional practice applying information to real-world examples. • Continue to foster student engagement with real-world application by asking them to discuss how their own experiences relate to the course material.

Spring 2020

Due to disruptions and challenges surrounding the COVID-19 virus and the abrupt shift from face-to-face and blended course delivery formats to 100% online instruction, it was impossible for faculty to implement the originally-planned assessments in the general education courses. This is partly because most of the planned assessments were intended for delivery in face-to-face and/or blended teaching and learning formats. As a result, some faculty members adjusted assessment procedures in their courses to fit the 100% online teaching and learning, while others opted to have their courses re-scheduled to later semesters as that would give them time to develop appropriate assessments. See Figure 7 below for details.

Figure 7
Status of GE assessment for spring 2020

General Education Student Learning Outcomes (SLOs)	Courses where SLOs were assessed	Comments
Community, Culture and Diversity	▪ ENGL 1113 ▪ ENGL 1213 ▪ COMM 2003* ▪ PSY 1113	Assessment data/reports were submitted for ENGL 1113, ENGL 1213 and PSY 1113 by the end of June 2020.
Critical Analysis and Scientific Reasoning	▪ GEOG 1114* ▪ SOC 1113*	

*The COVID-19 disruptions/challenges made it impossible for faculty to implement assessments planned in **COMM 2003**, **GEOG 1114** and **SOC 1113**. These courses will be assessed in Spring 2021.

In light of the above, this section provides assessment information based on the data faculty were able to gather and report.

SLO 1: Community, Culture, and Diversity - Students will demonstrate an understanding of the complexities of human culture, past and present, including an awareness of economic, environmental, political, ethical, and social issues facing both the local and global community. They will develop an understanding of the forces that contribute to the shaping of our cultural identities.

Community, Culture and Diversity Performance Indicators

At the conclusion of the general education curriculum/program, the student should be able to:

- Describe the role of geographic and environmental factors in shaping today's world.
- Summarize the process of value formation, transmission, and modification across cultures.
- Compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.

- d) Explain the factors that contribute to the development of cultural identities.
- e) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.

Courses Assessed: ENGL 1113, ENGL 1213 and PSY 1113

Direct and Indirect Assessment Mechanisms: To assess the above SLOs, two First Year Composition (FYC) courses as well as the Elements of Psychology course were used.

The two FYC courses (ENGL 1113 and ENGL 1213) addressed performance indicators (d) and (e). Instead of selecting a specific signature assignment/project, faculty determined student acquisition of performance indicators (d) and (e) using all projects required in each course. Of the 268 students enrolled in ENGL 1113, projects from 112 students (42% of the total number of enrolled students) were assessed by applying the department rubric to the values reflection and analysis essay, rhetorical listening essay, group values analysis essay, and speech projects. Criteria in the department rubric were then systematically and directly aligned with performance indicators (d) and (e), and data were reported for each performance indicator in terms of the number of student artifacts that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

Similarly, of the 1,818 students enrolled in ENGL 1213, projects from 437 students (24% of the total number of enrolled students) were assessed by applying the department rubric to the values reflection and analysis essay, rhetorical listening essay, group values analysis essay, and speech projects. Criteria in the department rubric were then systematically and directly aligned with performance indicators (d) and (e), and data were reported for each performance indicator in terms of the number of student artifacts that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

In PSY 1113, a new and more challenging multiple-choice final examination was developed and administered fully online to 419 students due to COVID-19 disruptions. Items were then systematically aligned with performance indicators (b) and (e). Though students received letter grades to indicate their performance on the final examination, their final letter grades were systematically aligned with the standard GE reporting scales (i.e., **A** and **B**=“exceeded expectations,” **C**=“met expectations,” **D**=“partially met expectations,” and **F**=“did not meet expectations”).

Results of Quantitative and Numerical Analysis SLO

Analysis of direct assessment of student work (Figure 8) shows that more than three-quarters of students (77%) met or exceeded expectations in “explaining the factors that contribute to the development of cultural identities;” while, on average, 69% of students were able to both “summarize the process of value formation, transmission, and modification across cultures” and “demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.” While these are signs of good performance in the above indicators, data indicate that close to a quarter of students (21%) failed to meet the expectations regarding their ability to “summarize the process of value formation, transmission, and modification across cultures.”

Figure 8
**Combined Report of Student Performance for Community, Culture
and Diversity assessed in**
ENGL 1113 (*n* = 112), ENGL 1213 (*n* = 437) and PSY 1113 (*n* = 419)
[Total Number of students assessed = 968]

Performance Indicators for Community, Culture and Diversity	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
Summarize the process of value formation, transmission, and modification across cultures.	85	21%	82	20%	130	32%	112	27%
Explain the factors that contribute to the development of cultural identities.	30	6%	86	17%	199	39%	194	38%
Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	140	15%	152	16%	384	41%	262	28%

In addition to the above direct assessments, an enhanced version of the General Education Students Survey was designed to gather students' perceptions regarding performance indicators in the Community, Culture and Diversity SLO addressed in their courses. Additionally, the updated survey sought feedback regarding their experiences taking classes fully online due to COVID-19 pandemic as well as information on what thought made the courses effective or ineffective in the 100% online learning environment.

The survey was deployed at the end of the spring 2020 semester to a total of 2,086 students enrolled in the FYC courses (ENGL 1113 and ENGL 1213). One-tenth (*n* = 225) of the enrolled students responded to survey (Figure 9). More than four-fifths (81%) of the respondents reported that they *agreed* or *strongly agreed* that the FYC courses equipped them with the ability to “demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own” while slightly more than half (53%) reported that the courses equipped them with the ability to “explain the factors that contribute to the development of cultural identities.”

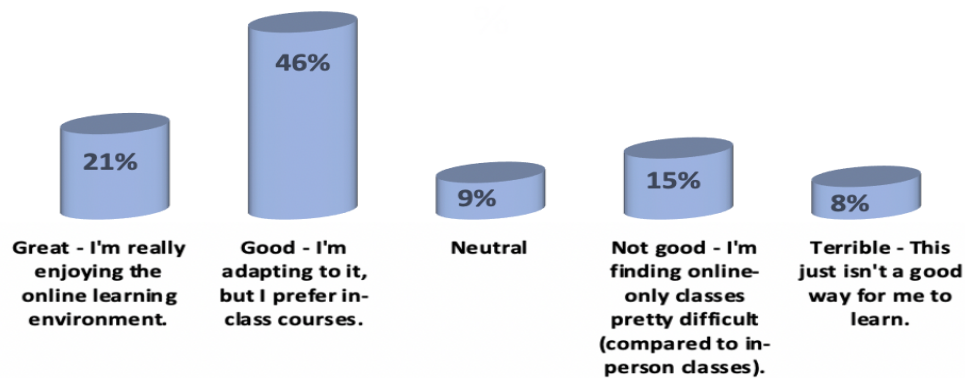
Although students enrolled in PSY 1113 in spring 2020 did not participate in the main General Education Student Survey due to a timing issue, student feedback on the transition to 100% online learning was collected in the form of a survey. 385 students responded to the survey, and a review of their feedback revealed that students felt overwhelmed by both the number of messages received during the transition period and the number of online platforms used in the class. For example, students reported losing track of action items and due dates across platforms such as Canvas, TopHat, Packback, and Connect. Suggestions for helping with these concerns included regular reminder emails, clearer instructions on actionable steps, and a central repository for organizing information. See Appendix A for complete report.

Figure 9
**Combined Frequency Distributions regarding Community, Culture and Diversity
 performance indicators.**
 ENGL 1113 and ENGL 1213
 (n = 225)

This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Explain the factors that contribute to the development of cultural identities.	25	11%	16	7%	65	29%	88	39%	31	14%
Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	24	11%	4	2%	15	7%	107	48%	75	33%

Students were asked how they would describe their adjustments to online learning in the above courses as all courses transitioned to 100% online learning. As shown in Figure 10 (below), one-fifth of students (21%) regarded the experience as “great” and commented that they were really enjoying the online learning environment, while close to half (46%) termed their experiences as “good” and indicated that they were adapting to the situation though they preferred in-class courses. In contrast, 15% of respondents regarded the online learning experience as “not good” and reported that they found it “difficult” compared to in-person classes. Finally, about one-tenth (8%) of respondents regarded the online learning as “terrible – not a good way to learn.”

Figure 10
**Perceptions of students in ENGL 113 and ENGL 1213 regarding their adjustments to fully online
 learning environments (n = 225)**

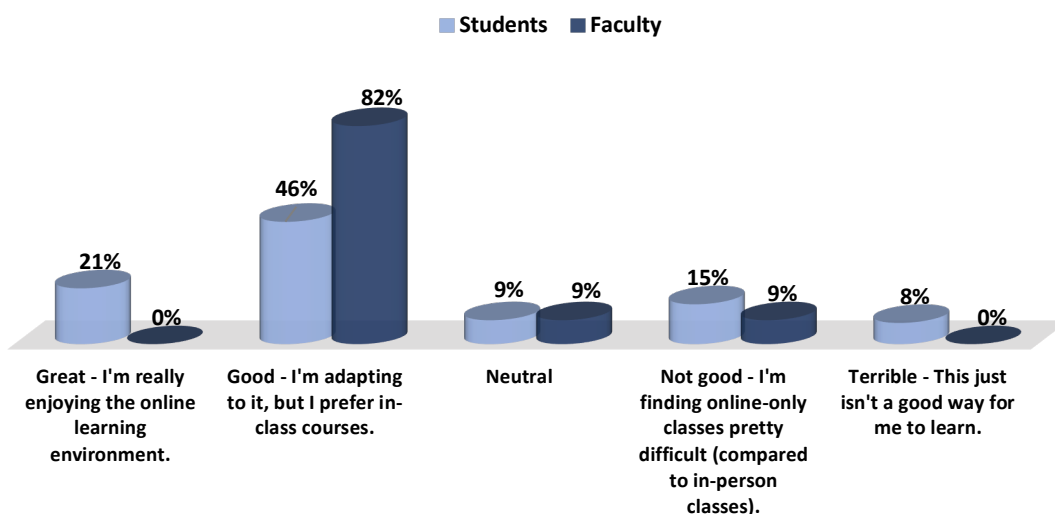


One of the open-ended survey items asked students to share positive experiences regarding various aspects of the course after the online transition. An analysis of their comments revealed that

students were happy about course content, assignments, organization, and the rich in-person virtual interaction among students and between students and their instructors. Other comments pointed to the ease with which students were able to obtain course materials via Canvas. See Appendix A for a complete report of the fall 2019 and spring 2020 General Education Student Survey.

In addition to the General Education Student Survey, a General Education Faculty Survey was developed and deployed at the same time as the student survey to the 11 faculty and instructors teaching courses or sections of courses that had been scheduled to assess various General Education SLOs in spring 2020. Though this was a very small sample, it was deemed necessary to gather their perceptions regarding their teaching experiences - especially with regard to the abrupt shift to 100% online instruction and the impact of the change to the assessments of their respective general education courses.

Figure 11
Comparison of Perceptions of Faculty and Students in ENGL 1113 and ENGL 1213 regarding their adjustments to fully online learning environments (n = 225)



Similar to the students' survey, faculty were asked to rate their adjustment to online teaching. Though, as shown above, none of the instructors regarded teaching online as "great" compared to 21% of students who reported that their learning experiences were "great," opinions of a majority of instructors (82%) was that teaching fully online was "good" and they did adapt to it though they preferred face-to-face and/or blended teaching format.

Faculty were also asked to share comments about what worked well during the transition from face-to-face or blended format to fully online teaching. An analysis of comments revealed positive teaching experiences using zoom and incorporating videos in their courses, or sections of the courses, to enhance student learning. Others were happy about the possibility of having interactive teaching and learning experiences with their students and the ability to record their classes. Most instructors made use of assessments in Canvas (e.g., Canvas Quizzing).

Challenges associated with online teaching included difficulty getting used to using zoom, low student motivation and engagement, time-consuming teaching and prep, and maintaining equity in

assessment. See Appendix E for a complete report of the spring 2020 General Education Faculty Survey.

SLO 2: Critical Analysis and Scientific Reasoning - Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.

Critical Analysis and Scientific Reasoning Performance Indicators

At the conclusion of the general education curriculum/program, the student should be able to:

- a) demonstrate reasoning by deduction, induction, and analogy.
- b) apply scientific methods as appropriate for the general education subject area.
- c) differentiate between scientific and non-scientific explanations.
- d) compare alternative explanations and their implications.
- e) summarize evidence presented in an argument.
- f) identify examples of the interaction between science and societal change.
- g) explain how the social and historical context in which a theory emerged influenced its development.

As mentioned at the beginning of this section, due to disruptions and challenges caused by COVID-19 virus, and the sudden transition to 100% online teaching, it was impossible for faculty to implement initially planned assessments in COMM 2003, GEOG 1114 and SOC 1113. Therefore, assessment of the above SLO will be conducted in Spring 2021.

Recommendations for Continuous Improvement for Community, Culture and Diversity SLO

Figure 12 below highlights key course-level recommendations for continuous improvement on each performance indicator in the communication skills SLO. These recommendations are drawn from a combination of faculty assessment of student work in ENGL 1113, ENGL 1213 and PSY 1113 as well as analysis of students' own perceptions from the General Education Student Survey. For detailed/specific information on recommendations for continuous improvement, please see Appendix B.

Figure 12
**Key recommendations for continuous improvement based on
 Community, Culture and Diversity SLO**

Performance Indicators	Key recommendations for continuous improvement
a) Summarize the process of value formation, transmission, and modification across cultures.	● For future assessment of indicators in the above SLO, a different assignment will be selected (e.g., a blog post on mental illness) as it might yield data that directly addresses and is more appropriate for one or more performance indicators in the Community, Culture and Diversity SLO.
b) Explain the factors that contribute to the development of cultural identities.	● Develop activities and resources for classroom use that demonstrate the role of cultural identities in ethical argumentation. ● Diversify readings and other resources to give students more opportunities to learn about cultural identities. ● Make additions to the FYC Archives and diversify examples provided to instructors. ● Focus professional development workshops on ways to teach these ideas in our courses, activities to include in the classroom, and building online materials.
c) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	● Develop activities and resources for classroom use that demonstrate the role of cultural identities in ethical argumentation. ● Diversify readings and other resources to give students more opportunities to learn about cultural identities. ● Make additions to the FYC Archives and diversify examples provided to instructors. ● Focus professional development workshops on ways to teach these ideas in our courses, activities to include in the classroom, and building online materials. ● For future assessment of indicators in the above SLO, a different assignment will be selected (e.g., a blog post on mental illness) as it might yield better data.

Appendix A

General Education Students Survey

Aggregated Reports for Fall 2019 and Spring 2020

Frequency Distributions

Communication Skills: ENGL 1113, ENGL 1213 and COMM 1113

This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
a) demonstrate proficiency in listening, speaking, writing, and reading.	7%	62	3%	25	11%	100	49%	440	31%	276	100%	903
b) explain how the context in which a message is communicated influences its interpretation.	6%	56	2%	21	12%	105	52%	470	28%	251	100%	903
c) apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	6%	56	3%	29	12%	111	52%	466	27%	241	100%	903
d) write using a multi-step process of planning, critiquing, editing, and revising.	7%	64	4%	36	13%	120	42%	381	33%	302	100%	903

Quantitative and Numerical Skills: MATH 1473, ECON 1113 and PSY 1113

This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
a) analyze and interpret quantitative information from formulas, graphs, and tables.	6%	28	5%	23	16%	71	46%	200	25%	109	100%	431
b) apply appropriate strategies of quantitative problem solving.	6%	24	7%	32	16%	69	47%	202	24%	104	100%	431
c) express the relationship between mathematical representation and real-world application.	6%	26	8%	33	14%	59	45%	192	28%	121	100%	431

Comments

Communication Skills (COMM1113, ENGL1113, ENGL1213)

Category: Class Environment

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
- I like that there is a discussion section with the lecture so we can talk about everything in more detail in a smaller environment. - Interactive, does a good job of keeping people engaged - A strength of this course includes good and solid content that is easily explained by the professors and when explained, is not hard to comprehend. In addition, another strength of this course was the discussion section as I LOVED my professor and I/we as a class, were able to dive into the subject matter in greater depth in an educational and learning yet relaxed environment.	- The mass lecture setting can be somewhat difficult to maintain attention, so perhaps cutting down chatter and usage of phones during class could help. - Less calling out students in lecture. - Don't treat university students like middle schoolers.

Category: Course Content

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• The information we learn is very interesting so it helps me stay engaged. • The lectures are interesting and influence you to participate. • The teacher is really great with giving examples with new information. I definitely learned more in this class than I ever have because it was not memorization but real learning.	• The lectures are a little too fast paced for me. Anything with math and numbers and graphs is not my forte, so I need to break it down more and take it slow • I believe this course should have less emphasis on the process of communication (as in the models and modes of communication) and focus more on how we can become more proficient at communicating effectively and how to better apply the communication skills we learn in the course. • I think it is not a very productive use of my time, as it is very basic and surface level topics. I do not feel like this class has enriched my knowledge much, and obviously this should be changed as it is supposed to be a “skill” all students acquire.

Category: Course Materials

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• Doing partial drafts and rough drafts with peer and teacher review for every essay because it really helped me edit and improve my writing. • There’s a lot of extra credit opportunities and previous material is always brought back. • A lot of ways to study material, active homework to retain information, and application assignments	• Some better study guides for the tests so we have a better way of studying. • I feel that if the class used clickers to have in-class quizzes, that would keep the students in active listening as there would be a quiz at the end of each class so students would pay attention more. • In the future, this class can address topics that will be on the exam in lectures, rather than various studies and pieces of information that do not relate much to the exam and course content.

Category: Course Structure/Organization

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• The discussion section helps reinforce what you learn in mass lecture. The information is taught in an organized manner that is easy to understand • The structure and organization of the class was easy to follow. • The course's structure, i.e. continually researching a topic, was enjoyable and helpful.	• This class could use more student involvement/interaction during lectures. • not be as big of a lecture class have smaller class sizes • I would recommend finding either a more efficient way to involve the class in lecture or just not asking the class questions because our lecture class was very quiet.

Category: Difficulty

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• There weren't too many reading which helped to even out the work load with the papers and projects. • good amount of workload, teacher feedback, i was never stressed • Making everything that is being taught very clear. The professors make the content very easy to understand	• I truly think that some parts of this course were too hard for what we were learning. The tests were such an adjustment for me and I still do not do well on them. Although, I adore my TA, my friends were in discussion classes where their TA made everything a completion grade. INCLUDING their speeches and final papers. Which I just find completely unfair, due to my TA following the grading rubric exact. • Slow down on constant workload • Sometimes it felt a bit too easy, not complaining but if it was more challenging it might prepare us for comp 2 which I have heard is very challenging.

Category: Professor

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• The course improved the students communication skills with the teaching of writing, reading, and interpreting essays and works. The teacher also gave great advise on what to improve within the essays to make them stronger. • Great instructor, and the class was effective and well organized.	• Mass lecture instructor is way to strict. Phone usage should be allowed, since we are paying for the course. Plus the instructor has a mega melt down if not all 300 students are staring at her the entirety of the class, and she calls people out for not paying attention and will wait for an answer for minutes from someone

• The professor is super smart, and you can tell she wants us to succeed	she randomly calls on in class which makes me uncomfortable and is a waste of my time. • It was a very interesting class to take and one that I have been able to apply outside of class. Communication is not my major, however it was a positive experience with a professor who is passionate about the field. I wouldn't have a specific recommendation to better the course. • As with many courses at OU, the professors need to be more carefully selected, as this university is considered to be elite. My professor was extremely rude and made it her daily goal to stress out the students and would frequently yell/threaten to make the whole class with quizzes for just a few people forgetting their text books. I understand this is a quite frustrating ordeal, but it is most certainly not the end of the world, and should not be reacted to like it is.
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Category: Relevance

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• Very informative, and interesting, and it demonstrates the real world application so it's not a drag to go to. • The strengths of this course are the real-world application and use of the information taught within the course. I feel as though I can apply the general knowledge learned not only further in my education but in the real-world past the classroom. I also feel another strength is how the real-world is connected through the curriculum and teaching, to make the course work in both directions: learning to use and receiving to learn. • My strengths in this course being able to apply the knowledge I have learned to the real world situations. This course may contain topics that are self-explanatory, but applying it to scenarios helped me a lot.	• I would recommend that the course focus more on communication in real world scenarios. This seem to be what are on the test, but the lecture and discussion only talk about the material and never how to apply it. This gives off the illusion that we only need to memory the material making the test very difficult. I would also make sure that the TAs are good communicators. I know that a lot of them are foreign which can make for a very difficult language barrier. It also makes grading frustrating, because the student doesn't know if the TA doesn't understand or if they truly did something wrong. • Choose more relevant literature to today's society. • The lectures don't always seem to relate to the discussions and vice versa. Sometimes it felt like we were wasting time by doing silly activities in discussion that didn't really help to prepare us for the actual exams.

Quantitative and Numerical Skills: MATH 1473, ECON 1113 and PSY 1113

Category: Skill Development

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• The weekly readings and assignments helped develop my writing skill for an argument. • It allows you to research a topic you have a vested interest in and helps to hone your writing skills. • It improved my argumentative writing skills.	• More practice of public speaking before speech is given. • Spend more time on writing techniques and writing skills.

Category: Class Environment

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• Freedom to express your opinion. • It allows for independent thought and collaboration, and it broke high school traditional structures • how its a class that allows you to speak your mind, where other parts of campus if I say anything that I personally believe in, I usually get a weird look because I am a far right conservative where most of this campus is moderate to the more liberal side	None.

Category: Course Content

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• This course presents economic principles in a way that is easy to understand. I like the homework and exam set up of the class. It makes me engage with the content of the class. • The course is very straight forward and is presented in a way that is easy to understand and apply what is learned.	• There were projects that needed some more explanation. I was in the math center with pretty much my whole class and no one knew what was going on. • I felt some of the math we learned was utterly and completely pointless.

Category: Course Materials

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• A strength of this course is how the connect and online textbook is blended with in-class lectures. • The curriculum lines up perfectly with the test grades as the essays. • I like the prompts given you can do alot with them and I like how you engage with your other classmates alot.	• I believe the projects should have better instructions. • Please teach or go through things not talked about in MyOpenMath. And one project that was not discussed.

Category: Course Structure/Organization

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• I believe the strengths of this course is how it's paced. Each day is different but done in a timely manner. • Structured schedule and organization of assignments • The professor is really well organized and well mannered and knows the material.	• In the math center, there needs to be more tutors available for this math section. • The canvas page could be improved, it was very difficult to navigate and an assignments tab could also greatly benefit students. The directions on projects were also rather confusing.

Category: Difficulty

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• I think the strengths of this course are the challenges that it brings to the students, it challenged us to think about other people's perspectives and to learn about other people's beliefs. • Very relaxed, not very stressful, nothing feels weighted too heavily • It was easy to understand and there was a lot of grades so it was easy to bring your grade up.	• I think that the work load could be lightened. • The quizzes are a little difficult, it would be better to have one or two tests.

Category: Professor

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• Instructor has a strong sense of realness and effectiveness. Fun and challenging course overall. • The energy the professor gives to her students and the passion she has for teaching. I became a better writer because of her help along the way. I also found my style of writing and got away from the typical high school 5 paragraph writing. • I really enjoyed my teacher and I think she played a big role of helping me understand my values, other peoples values, digging deeper in to topics, and looking at topics from other people's perspective.	• The feedback being a mix of from the professor and peers. • yes! she could slow down while teaching and be able to recognize that her students are confused and do not understand the material.

Category: Relevance

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• It seem like a practical math course for my degree program, and not wasted time learning more algebra that I won't use in life. • Some real world applications. Interesting content. • Its involves real life situation which is very useful for a math class	• Do more application questions in class so we're better prepared for the test

Category: Skill Development

What are the strengths of this course?	Do you have any specific recommendations about the course that could be improved to better student learning?
• Wide variety of necessary knowledge regarding critical thinking, logic, and reasoning in realistic situations • This course allows an individual to garner strength in thinking fully about application problems. • It teaches you how to self study	• well thought-out, structured course. helped me grow as a student and adult. • study skills and note taking

General Education Student Survey Results (Spring 2020)

COMMUNITY, CULTURE AND DIVERSITY

Part 1: Please rate your agreement with each of the statements.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
<i>This course equipped me with the ability to...</i>												
a) explain the factors that contribute to the development of cultural identities.	11%	25	7%	16	29%	65	39%	88	14%	31	100%	225
b) demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	11%	24	2%	4	7%	15	48%	107	33%	75	100%	225

Part 2: Please respond to the following section based on your experience in this course.

Q2-1. In what ways was this course effective or ineffective in addressing statements (a) and (b) above?

Themes from open-ended question:

CLASS ENVIRONMENT

We had the freedom to express our own opinions and viewpoints on our preferred topic.
Students would often make offensive comments in class, and since we were often in small groups they would go unmediated and unchecked. I often felt alienated and uncomfortable in class when talking about controversial or political topics. The lack of diversity in my classmates and in my instructors made me feel alone and discouraged. Because we focus on open listening in our class and not arguing with someone else, when someone said something that was offensive to me I felt like I wasn't allowed to stand up for myself. Conversations would always be cut short because small group discussions are cut off after a certain amount of time. I felt like the opportunity for students to be racist without consequence was so high that I did not feel safe expressing myself in peer review situations. I felt like an outcast because of my identity, especially in peer reviews. I often left class feeling frustrated and discouraged at the low expectations for behavior that OU puts on their community.
I think there could have been better communication between the student and professors with faster response

COURSE ASSIGNMENTS

The last assignment we did helped me to learn these concepts, through understanding a common group identity and goal, as well as understanding why people were in a certain situation.
The assignments helped me to better analyze the worldviews of others and look into how those worldviews are enacted.
The assignments where we identified our stakeholders and found ways to persuade them helped me in both statements (a) and (b)

COURSE CONTENT

The course was effective in doing both things listed above by stating how these differences affect society, creates meaning in people's lives, and further introduced new ideas into my academic life.
The course was helpful because it helped students address an issue step-wise: by developing a general understanding of the topics and arguments surrounding it (Project 1), recognizing stakeholders and important players within the issue (Project 2), identifying big-picture ways to address an issue (Project 3), and finally, recognizing personal or smaller actions that college students can take to address the issue (Project 4). The step-wise research on an issue allowed for the time to build upon a foundation and be able to relate other perspectives and cultural identities to one's own understanding of the issue.
a: The course does explain developments of cultural identities a bit, but I wouldn't say that it was a centerstone in the course. b: The course does a great job at going into the third person view and being able to see things in ways that would help you to better understand other individuals situations.

PERSONAL GROWTH

From the essays we had to write, they helped me to appreciate my own values and beliefs and how to discuss certain topics with people in a respectful manner.
The course made explore our own ideas and the ideas of others that we might not agree with.
This course allowed me to look at many different sides of an issue and ultimately evaluate the issue. I was able to learn and understand how where a person comes from can affect what they believe and how different people have different values and needs. I was able to develop new ideas and understanding by learning about the multiple people instead of just a few.

PROFESSOR

Effective by improving my writing from the feedback from professor Snyder. Was really good explaining things
the teacher's effectiveness on teaching the subject was good, her ability to engage us and teach us the importance of research and being open about other opinions made those statements effective.
My teacher, Ms. Burris, was really great at speaking with the mindset of having an open mind to other people's opinions.

SKILL DEVELOPMENT

It helped me better understand how to properly formulate my essays and speeches.
The course gave a lot of experience researching people and organizations to better know their beliefs and values through their writing.
Taking Comp I and Comp II at OU has allowed me to formulate productive arguments.

Q2-2. How would you describe your adjustment to online learning in this course during this transition, so far?

Response	%	n
Great - I'm really enjoying the online learning environment.	21%	47
Good - I'm adapting to it, but I prefer in-class courses.	46%	103
Neutral	9%	21
Not good - I'm finding online-only classes pretty difficult (compared to in-person classes).	15%	34
Terrible - This just isn't a good way for me to learn.	8%	19
Total	100%	224

Themes from open-ended questions:

COURSE ASSIGNMENTS

Q2-3. What is working well so far in this online learning transition in terms of this course?	Q2-4. Given that you've only been engaged in exclusive online learning for a brief period of time in this course, what else do you need that would make this experience better?
Being able to navigate and make a plan on when to do assignments is nice	less workload, so less stress on students
Being online has cut down on the pointless busywork which we would do in class	Having more freedom when it came to our writing assignments. We always were told we had freedom but when it came to our rubric, it did not seem like we had much.
The biggest thing for me is the section on canvas that outlines the assignments that need to be completed. I think that for future situations, the best thing would to have a specific outline that list the assignments and due dates as well as a place to find information about the assignment all in one location, rather than have to search through canvas to find the information.	I would like more engaging assignments as well as a schedule structure so I can manage my time better. This past month felt like I was not focusing well enough.

COURSE CONTENT

Q2-3. What is working well so far in this online learning transition in terms of this course?	Q2-4. Given that you've only been engaged in exclusive online learning for a brief period of time in this course, what else do you need that would make this experience better?
The teacher made videos which was helpful.	I like to have recorded lectures or visual help a little more, since I am a very strong visual learner.
Everything was all pretty much online for this class anyway so it was a simple transition. My professor is also doing a great job by doing little video clips and daily lesson plans.	I think the recorded lectures have been really helpful because it keeps the structure in online learning. I think recorded lectures for all online classes are very beneficial. I was already taking one online class this semester and lectures were not provided for the class and it has made it difficult for me to learn the material since I have to teach it to myself.
Some classes like English are easy to transition online because for the most part the curriculum is simply writing essays and learning what research tools are effective for us. We had a plan of everything we were going to do for the rest of the semester everyday laid out for us.	If I had had this all year, I would need more of the lectures explained videos, but she posted enough necessary for this period. But yes, I would need more of those lecture and notes videos.

COURSE STRUCTURE/ORGANIZATION

Q2-3. What is working well so far in this online learning transition in terms of this course?	Q2-4. Given that you've only been engaged in exclusive online learning for a brief period of time in this course, what else do you need that would make this experience better?
I think that the videos that the professor is posting is working well so far. I replaces the 50 minute lectures we used to have and cuts them down to 3-5 minutes which is great.	More structure, it kind of felt like that all online classes could have benefited from more structure
Expectations are generally consistent and deadlines are clear.	I need a better way of laying out a routine. The freedom of not having required lectures has also made it hard to focus, and I am not learning as efficiently as I would hope.
The module system was perfect, it laid out everything on a week by week basis.	I know some students where unable to do online class meetings, but it would have been nice to have an optional online meeting to have someone to bounce off ideas.

IN-PERSON INTERACTION

Q2-3. What is working well so far in this online learning transition in terms of this course?	Q2-4. Given that you've only been engaged in exclusive online learning for a brief period of time in this course, what else do you need that would make this experience better?
More freedom and the flexibility of everyone's schedule.	I think if we had a zoom class once a week, it would have been a little better, I am one who learns better with face-to-face action rather than reading all of my assignments online.
Being on my own schedule, being able to accomplish more.	I need more engagement with my classmates and with my instructor. Shifting everything online felt like lots of busy work and zero learning. I felt challenged because of the course load but bored and strung out intellectually. I do not think my writing or my ability to give a speech improved at all after Spring Break.
I have more time to work on things throughout the day without having to walk to each class.	In person learning cannot be supplemented equally, and therefore this question is not easy to answer.

PROFESSOR

Q2-3. What is working well so far in this online learning transition in terms of this course?	Q2-4. Given that you've only been engaged in exclusive online learning for a brief period of time in this course, what else do you need that would make this experience better?
My professor has made herself available as usual during this whole pandemic. Whenever I have any questions she responds relatively fast and is posting very informative voice recorded slide shows so it's like I'm still in class without seeing her physically.	I need professors to be accessible
I find that my instructor is very detailed in his emails and is quick at replying to my questions via canvas and email. I also appreciate that my instructor emails everyday of the week and not just on class days or class hours.	I would appreciate if my instructor had zoom meetings with everyone in class on class days even if it were to be for a couple of minutes and explain the assignments face to face to say and answer questions hands on.
The professor is very understanding of my circumstances and openly allows us to communicate with them if we are having issues.	a lot more teacher one on one

TECHNOLOGY

Q2-3. What is working well so far in this online learning transition in terms of this course?	Q2-4. Given that you've only been engaged in exclusive online learning for a brief period of time in this course, what else do you need that would make this experience better?
What really works for me is when the professors/ TA post the assignments on canvas dashboard, it just helps me keep track of when things are due. I had two professors not really post anything. Another thing that helped the transition was the email reminders of when things were due.	I think I would have needed zoom lectures because I tend to learn better face-to-face as opposed to through Canvas announcements or emails.
The biggest thing for me is the section on canvas that outlines the assignments that need to be completed. I think that for future situations, the best thing would to have a specific outline that list the assignments and due dates as well as a place to find information about the assignment all in one location, rather than have to search through canvas to find the information.	More interactive learning materials
This class was fairly easy to do online because most of what we do is on our own anyway. I can get on a zoom call if I need help and my instructor was good at giving feedback just as fast as when we were on campus.	I would say more zoom or online calls. I think that these help further learning and understanding and make things a little more clear than when you are learning by yourself.

General Education Student Survey Results (Spring 2020)

PSY 1113: Comments

Undergraduate students (n = 385) enrolled in PSY 1113 answered a pair of open-ended questions regarding the online transition due to COVID-19. The following report is a curated sample of responses to each question, organized by emerging themes. Three responses were reported per theme.

After reviewing the complete set of responses, one theme was especially apparent:

- Students reported feeling overwhelmed by the number of communications and online platforms to keep track of. Among the inboxes in Canvas, Tophat, Packback, email etc., students reported losing track of which items need to be acted on, such as knowing when assignments are due.
- Suggestions for helping with this concern included regular reminder emails, clearer instructions on actionable steps, and a central repository for organizing everything.

Question 1

I understand that the transition to online learning is going to be difficult, and that this is already a really stressful time. What can I do to help make this easier?

Communication

Be as clear and concise as possible. The major key is communication and we can't get anything done if we end up confused about what we are doing. Just get straight to the point with things and keep it simple.
--

Be as clear as possible about what is due and when and how you want it to be presented.

Consistent, simple communication will be greatly helpful. Sometimes we get so many messages from this class and it can feel overwhelming. Streamlining messages to essential information would be beneficial.

Course Materials

The only thing I can think is maybe record lectures, but even then, I feel like I already have a lot of lectures to go through already. I am not sure.
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Possibly have video lectures over certain hard to understand topics. Having someone explain it plainly is very helpful to me which is why I rated lectures as my top choice in question 1. I usually read the textbook before attending lecture and I feel that you clarify a lot of the information that is hard to understand in the textbook and cover the discrepancies that arise between the content in the textbook and your lectures.

Referrals to reliable and reputable sources would be really helpful for those who have trouble understanding the more difficult concepts. I do understand that the Packback does help in that somewhat, but it doesn't happen all that often.

Difficulty

Making sure we know what to expect on upcoming tests/assignments so that we don't get behind on what we need to do.
I feel as if some of the top hat questions are not answered in the text provided. When answering questions, let there be a percentage we can get wrong and still make 100%. Also, provide why the answers are wrong/right as we could normally ask this in class. To help ease tension about grades, add in some additional extra credit.
I don't understand why you would make the tests harder. Doesn't us not being able to be in class already put us at a disadvantage when it comes to exams. Also I don't understand increasing the pack back requirements. Seems like youre just going to get quantity over quality when it comes to the questions and answers.

Reminders

You've already done a great job keeping us informed for this class and how online learning will work, especially compared to some of my other classes! I would just ask for continued reminders for turning things in!
The more you update us, the better I feel, so I'd say just keep up the beginning-of-the-week emails.
Sending out a lot of announcements and reminders would be the most helpful. I'm assuming like me, many people are still trying to figure out a system to do things, so reminders would be helpful.

Schedule

Personally, I would enjoy finishing the course at my own pace instead of having to wait each week to do modules because I may be moving back home soon, and there's some uncertainty to when that will be happening, so it would be easier for me if I could do everything at once.
Lowering the packback weekly requirements back to what they previously were would be somewhat helpful
it is being managed well so far but deadlines should really be more flexible as we are now home caring for our families.

Technology

Open Office Hours on Zoom one of my teachers for my MIS classes has already done this and it has helped tremendously.
Offer a bit more leniency with assignments. Technology is still not completely reliable unfortunately.
I feel like a lot of professors are adding more to compensate for the missed class time, but honestly only adds to stress. I understand we need to create more tophat questions, and that's no problem! I hope we will not have to download new software and learn a ton of new things #stresstrain.

Workload

Do not overload us with a ton of work, just enough work that is important to what we are learning about.
Go easy on the workload because my other classes are piling work on me.

This class seems to have the highest online workload out of all of my classes, and since packback has never been a helpful tool for me maybe going back to it's original 1 question and 2 responses might help.

Question 2

What would help you better understand all the requirements and expectations in this class? Consider the instructions and resources that are available in Canvas, GA/Dr.C's office hours, action tutoring, etc...What can we do to make the class easier to navigate?

Assignments

I felt like the application assignment number two would be better to be a presentation of some sort rather than just a written paper. I understood the conditioning concepts, but writing them out was not easy given what I view as conditioning someone else may not have seen.

I find it very hard to know exactly what is being looked for on the Application Assignments and my over explanations I believe have hurt my grade.

The class is easier to navigate but big assignments such as the application assignments, I had a hard time understand what to do.

Communication

I would like the emails to be more concise with things that need to be done.

I would recommend adding an explicit warning on how big of a role attendance plays into one's final grade. I feel that it was touched on briefly during the beginning of the semester, and is currently the sole reason I am not doing as well I would like to be--not because of me not knowing the material, doing well on tests, or completing ALL assignments, but solely due to me missing a few classes. I came down with the Flu the week before our first round of midterms, and have cumulatively missed about 3-4 weeks of classes (approx 8 classes) and it has absolutely tanked my grade. Coming from the perspective of a driven, hard working premed student with a strong desire for success, I feel this is unfair. To accommodate this, I would recommend being more explicit regarding attendance, and the overarching role that it plays in final grade determination.

The only thing I would say that needs to be more evident is how to do better on the application assignments and truly meet the requirements of the rubric. I have done poorly on the past two application assignments and that is what is harming my grade the most, so I would say clarification on my work before submitting it would be helpful.

Organization

Have everything at one place. For this class, I have to keep looking at canvas & tophat considering I have 4 other classes to keep up with at the same time.

Centralized list of all online platforms updated weekly. Just like a google doc with a link to that doc on the front page of canvas.

I honestly think this class is very well-organized. I can pretty much always find information on canvas, and if I can't, I can simply message my TA. (I meant to answer "yes, all of the information is there if you look for it" on the question above)

Research Requirements

I did not fully understand the research summaries or the research credit, a bit more instruction and information would have been very helpful. Besides that, nothing!
I would say it is all there for the most part, the research summaries are just a little too much
Generally it has been fantastic, however, there was a little confusion understanding what the research requirements were.

Reminders

I think you guys are doing a great job keeping us updated! I think weekly, maybe even every other day reminders would aid in completing assignments as we saw you twice a week where we received reminders every lecture period.
Just more reminders because of the increased work load being placed on us. My other teachers are just throwing work at me and it is hard to keep track of it all.
Send out weekly reminders of what homework is due that week, including tophat homework cuz I WILL forget

Technology

I feel like there are too many applications like homework on connect, canvas, tophat, and packsack... it is alot to keep track of.
I find it extremely helpful when my TA sends an overview for what is due for the week in our GroupMe.
I have enough assignments to keep up with, if there were like a plugin that could be added to the home page of each canvas student for this class to make sure everything for the week is completed, and with each completed (checked by canvas) assignment, the progress bar would go up a little more would be SOOOO helpful. I don't know if you have resources for this, but who knows!

Appendix B

General Education Assessment Results for Communication Skills

Semester: **Fall 2019**
 Course: **ENGL 1113**
 Learning Outcome: **Communication Skills**

For each of the following performance indicators, state **the number of students** at the end of **ENGL 1113** that **do not meet, partially meet, meet** and **exceed expectations**. This should be based on **students' overall performance in a "major" or "signature" assignment(s)/project(s) in the course**.

Communication Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement.
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
a) Demonstrate proficiency in listening, speaking, writing, and reading.	436	15	45	224	152	• Continue improving yearly orientation training for new instructors. • Continue updating and delivering returning instructor workshop. • Continue professional development workshops for faculty (including pedagogical practices, assessment methods, and ways to deliver practical writing/speaking/reading/listening skills during class). • Maintain current course arc, pending minor revisions to project prompts.

						• Implement more mini-presentations and find ways to connect readings into class periods. • Will work toward student retention by training instructors on academic hygiene, especially in spring ENGL 1113 sections. • Look at reported issues with the new textbook (instructor survey and course evaluations) and address ways to use textbooks in the classroom (orientation, workshops, and professional development).
b) Explain how the context in which a message is communicated influences its interpretation.	436	21	69	200	146	• Continue training instructors on teaching textual analysis and developing more connections between project 2 and project 3. FYC assessment data shows this semester we had some gains in student learning for project 3 but lost some gains in project 2. Continue to tweak the prompts for projects 2 and 3 so that both indicate student gains next semester. • Continue to improve new GTA training in textual analysis (in ENGL 5113 "Teaching College Composition" graduate course). • Implement curricular revisions regarding prompt terminology (ex. worldview) to enhance students' understanding of context. • Make additions to the FYC Archives and diversify examples provided to instructors. • Offer professional development sessions on context and interpretation and bringing these concepts to life for

						students in the classroom (e.g. mock scenarios, using real-life examples).
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	436	38	43	236	119	• For this indicator, we think that a calibration session will be helpful to our instructors, so they know how best to evaluate students. Instructors struggled with evaluating four variables in this question. • Form and style are addressed in major projects and instructors are given strategies on how to teach this material. Provide more samples in FYC Archives especially in relation to form and style samples. • Effective and respectful engagement with audiences are addressed but improve the bridge between ENGL 1113 and ENGL 1213 and providing instructor support for making these connections. • Once question is broken out, we may be able to look at the “variety of media” aspect of our projects and curriculum and address those changes and related instructor support/training.
d) Write using a multi-step process of planning, critiquing, editing, and revising.	436	29	49	198	160	• Make additions to the FYC Archives that provide instructors more and varied revision activities for students including peer review. • Suggest that remaining 20% of final grade calculation can include assessing and rewarding the multiple phases of writing in our classes. • Continue to offer instructor support and training for hosting drafting periods,

						conferences (in and out of class), and phasic writing. • The entire curriculum is built around a multi-step process of planning, critiquing, editing, and revising work. The challenge is getting students to engage in each step of this process-focus on including more of this work into our professional development workshops each semester. • Continue to implement multi-step modeling in orientation for new instructors. • Emphasize the “process over product” method of writing and encourage instructors to find ways to engage students in each step (e.g. innovating on planning and editing through professional development workshops). • Suggest during the Returning Instructor Workshop that instructors emphasize their revision policies and the rationale behind their chosen policy.
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Semester: **Fall 2019**
 Course: **ENGL 1213**
 Learning Outcome: **Communication Skills**

Communication Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement.
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
e) Demonstrate proficiency in listening, speaking, writing, and reading.	155	6	13	92	44	• Continue improving yearly orientation training for new instructors based on attendees' feedback. • Continue updating and delivering returning instructor workshop. • Continue professional development workshops for faculty (including pedagogical practices, assessment methods, and ways to deliver practical writing/speaking/reading/listening skills during class). • Implement more mini-presentations and find ways to connect readings into class periods. • Work on adopting new ENGL 1213 pilot format for curriculum and adjust based on Spring 2020 performance (the pilot grows out prior assessment within FYC). The new ENGL 1213 pilot curriculum suggests major gains in this performance indicator from previous semesters per FYC assessment data.

						• Look at reported issues with the new textbook (instructor survey and course evaluations) and address ways to use textbooks in the classroom (orientation, workshops, and professional development).
f) Explain how the context in which a message is communicated influences its interpretation.	155	10	19	82	44	• Piloting a new project that requires students to conduct in-depth analysis of chosen audience member, developing an understanding of tone, style, use of evidence, etc. • Make additions to the FYC Archives and diversify examples provided to instructors. • Offer and continue to improve the professional development workshops that look at context, interpretation, etc. • Work on the development of the course arc beginning with rants, moving into written research projects, and ending with speeches. • Work on adopting new ENGL 1213 pilot format for curriculum and adjust based on Spring 2020 performance (the pilot grows out prior assessment within FYC). The new ENGL 1213 pilot curriculum suggests major gains in this performance indicator from previous semesters per FYC assessment data. • Offer professional development sessions on context and interpretation and bringing these concepts to life for students in the classroom (e.g. mock scenarios, using real-life examples). Emphasize role of stakeholders in this process and use that information to drive analysis.
g) Apply appropriate	155	12	25	75	43	• New ENGL 1213 pilot addresses a more in-depth approach to form, style,

form and style to effectively and respectfully engage audiences using a variety of media.						and effective and respectful engagement. • Work on adopting new ENGL 1213 pilot format for curriculum and adjust based on Spring 2020 performance (the pilot grows out prior assessment within FYC). The new ENGL 1213 pilot curriculum suggests major gains in this performance indicator from previous semesters per FYC assessment data. • Variety of media decisions have been focused on more specifically in the ENGL 1213 pilot version (continue to assess and make changes to prompts once piloting has commenced in Spring 2020). More rhetorical choices allowed, but look at providing more samples in the FYC Archives, especially in relation to form and style samples. • For this indicator, we think that a calibration session will be helpful to our instructors so they know how best to evaluate students. Instructors struggled with evaluating four variables in this question.
h) Write using a multi-step process of planning, critiquing, editing, and revising.	155	13	19	69	54	• The ENGL 1213 pilot asks students to come up with argumentative strategies prior to writing the argument essay, requiring them to engage in planning more thoroughly than in the current 1213 curriculum. • Work on adopting new ENGL 1213 pilot format for curriculum and adjust based on Spring 2020 performance (the pilot grows out prior assessment within FYC). The new ENGL 1213 pilot curriculum suggests major gains in this

						performance indicator from previous semesters per FYC assessment data. • Make additions to the FYC Archives that provide instructors more and varied revision activities for students including peer review. • Suggest that remaining 20% of final grade calculation can include assessing and rewarding the multiple phases of writing in our classes. • Offer instructor support and training for hosting drafting periods, conferences (in and out of class), and phasic writing. • Work on improving and revising project prompts and course arc that encourages the use of one topic throughout the semester and allows for depth and breadth in writing and research skill development. • Emphasize the “process over product” method of writing and encourage instructors to find ways to engage students in each step (e.g. innovating on planning and editing through professional development workshops). • Suggest during the Returning Instructor Workshop that instructors emphasize their revision policies and the rationale behind their chosen policy.
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Semester: **Fall 2019**
 Course: **COMM 1113**
 Learning Outcome: **Communication Skills**

Communication Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement.
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
a) Demonstrate proficiency in listening, speaking, writing, and reading.	622	45	73	295	209	The vast majority of students can meet these expectations. Less than 10% of students failed to do so, and this may be due to differential skills and competencies coming in as first year students at the university. We can stress to students to come to our office hours regularly to get help and use university resources (e.g., Writing Center) to improve on these aspects.
b) Explain how the context in which a message is communicated influences its interpretation.	622	39	66	286	231	Once again, most students have demonstrated they understand and can apply knowledge about contextual communication. The few who did not meet this goal may need additional help (see suggestions above).

c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	622	66	86	274	196	This is the major area in which almost 25% of the students in our performance assessment did not meet expectations fully. Knowledge of APA and effective formatting is the major area in which students needed improvement. One potential solution is the creation of a more detailed module that TAs teach on this issue, including more practice examples. However, students also need to be more invested in learning and following APA directions and models provided to them on useful websites such as the OWL at Purdue. TAs can further stress this matter and encourage students to take ownership over learning formatting.
d) Write using a multi-step process of planning, critiquing, editing, and revising.	622	47	69	269	237	Most students were able to progress throughout the course and revise their work based on feedback received. One of the aspects that can always be improved is the quality of the feedback; we can strive to have TAs provide detailed and helpful feedback for student growth in their assignments and performance.

The overall assessment and student perception feedback have revealed that the course deals adequately with teaching students' fundamental aspects about Communication that they can apply further. Students have learned several important skills and the course assignments help achieve these skills. One of the main questions is always how to help the few who score in the lowest percentiles.

Based on students' feedback about the course, there are two aspects that could be modified to enhance student learning: 1) coordination with teaching assistants leading the course's discussion sections about the material to be covered (while at the same time respecting their independence to focus on certain things they deem important during discussions) and 2) more hands-on applications of course content learned through more practice quizzes, i>clicker activities, etc. especially as it relates to tests in the course.

To enhance students' learning and performance further, some of them may need more assistance with writing, time management for assignment completion, understanding college level expectations for work, and study skills. While instructors can undertake some of these tasks, it would also be helpful if students made use of university resources more. Adding COMM 1113 to the action centers tutoring subjects may also help some of the students.

In terms of assessment for the course, please note that assessment was conducted based on the core project in the course, whereas student perceptions were gathered about the course overall. Most student recommendations pertained to instructional or organizational aspects of the course and not necessarily the course project, which appears to have worked well for them.

Appendix C

General Education Assessment Results for Quantitative & Numerical Analysis

OU General Education Assessment Reporting Template for **MATH 1473**
Quantitative & Numerical Analysis
Fall 2019

For each of the following performance indicators, state **the number of students** at the end of **MATH 1473** that **do not meet, partially meet, meet** and **exceed expectations**. The estimate should be based on either **students' overall performance in the course** OR **students' overall performance in a "signature" assignment/project in that course**.

Quantitative & Numerical Analysis Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance <i>(based on your judgement of their work)</i> and student perception <i>(based on the survey they completed)</i> will be used for continuous improvement
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
a) Analyze and interpret quantitative information from formulas, graphs, and tables.	239	22	39	112	66	Students appear to perceive a greater understanding of the quantitative information given in graphs than they show in assessments. I suspect it is because they believe that the familiarity they have with the types of graphs and tables translates to an ability to read and create these graphs. It is possible that more low-risk assessments need to be employed to check actual student understanding, which should lead to more accurate analysis and interpretation of quantitative elements.

Quantitative & Numerical Analysis Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
b) Apply appropriate strategies of quantitative problem solving.	239	56	54	101	28	• When students are given a limited set of strategies to choose from, they can apply the strategies in a mimicking fashion. However, when asked to choose from a larger set of strategies, very often students cannot identify which tools are relevant to the problem at hand. • Because of the size of the sections, it is very difficult to assess ability to apply appropriate strategies with small mistakes versus inability to identify correct strategy. Alternative assessments will have to be created or curated to identify the difference between the two subsets of students. • This is data collected on a signature assignment. I think the data would be more robust if it were longitudinal. Since the course had been recently redesigned, this was the only large assignment that was out of the developmental stages of creation and revision. This semester or in following

Quantitative & Numerical Analysis Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator, please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
						semesters, I can gather data across multiple projects for each student to determine if there is growth.
c) Express the relationship between mathematical representation and real-world application.	239	25	15	187	12	• Since the course had been redesigned with this express learning objective in mind, it is very disappointing that students had not developed a more robust ability to do this by the end of the semester. The signature assignment is the last project before finals and the hope was that the other projects would lead to more students exceeding expectations. However, the students do not seem any more or less able to do this than in previous semesters. • A larger emphasis on this learning objective will be built into the course materials and curriculum. More reflections would be ideal, but grading resources continue to be an issue with sections of enrollment over 100. The balance between meaningful

Quantitative & Numerical Analysis Skills Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance <i>(based on your judgement of their work)</i> and student perception <i>(based on the survey they completed)</i> will be used for continuous improvement
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
						assignments and feedback and available time on the part of the instructors will have to be taken into consideration.

*This may include information on strengths and challenges regarding student performance, changes in the curriculum and/or teaching strategies, resources sought to improve the program and provide faculty and student support, modifications in the assessment process, etc.

Below are some of the crucial questions that can help in documenting Continuous Improvement:

- 1) *What do the findings or data on student performance suggest?*
- 2) *Were there gains in student learning?*
- 3) *What are the strengths and challenges based on student performance?*
- 4) *What are the next steps in enhancing student learning and teaching strategies?*
- 5) *What modifications need to be made in terms of the curriculum or assessment process?*
- 6) *What resources are needed to enhance student learning and pedagogy?*

OU General Education Assessment Reporting Template for PSY 1113
Quantitative & Numerical Analysis
Fall 2019

For each of the following performance indicators, state **the number of students** at the end of **PSY 1113** whose performance match the stated letter grades. The estimate should be based on **students' performance in a "signature" or "major" multiple-choice examination**.

	Quantitative & Numerical Analysis Skills Performance Indicators	Total number of Students Assessed	GRADE Please note that this is the grade awarded on the examination whose scores are reported for General Education assessment purposes. This should <u>not</u> be the final course letter grade.					Continuous Improvement* This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement.
			A	B	C	D	F	
b)	Apply appropriate strategies of quantitative problem solving.	871	153	160	269	90	199	<u>Assessment Challenges:</u> - Data were pulled from four major exams throughout the semester. Many of the F's reported here weren't "earned F's"; they were missing data because they dropped or did not complete all four exams. How to deal with this in the future? - Exam data reported from TopHat makes it impossible to determine missing vs. incorrect; for future assessment on this SLO I would work with TH to get a better report or create a different end-of-semester quiz specifically for assessment. <u>Curriculum Improvement:</u> - Students may not connect our class content (experimental methods, correlations, etc.) with quantitative problem solving because I frame learning in terms of understanding research and
c)	Express the relationship between mathematical representation and real-world application.	871	93	199	210	167	202	

								being a critical consumer of information; this is more practical, and students hear “math” or “quantitative” and tend to shut off. ○ In the future, course content could be framed differently to help students understand the ties to quantitative analysis. ○ Student performance was generally good; additional practice applying information to real-world examples would help students be more successful.
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* This may include information on strengths and challenges regarding student performance, changes in the curriculum and/or teaching strategies, resources sought to improve the program and provide faculty and student support, modifications in the assessment process, etc.

***Below are some of the crucial questions that can help in documenting Continuous Improvement:**

1. *What do the findings or data on student performance suggest?*
2. *Were there gains in student learning?*
3. *What are the strengths and challenges based on student performance?*
4. *What are the next steps in enhancing student learning and teaching strategies?*
5. *What modifications need to be made in terms of the curriculum or assessment process?*
6. *What resources are needed to enhance student learning and pedagogy?*

General Education Survey of Student Performance Report

Academic semester of GESSP Assessment: Fall 2019

Report drafted by: Gregory S. Burge, Professor of Economics, University of Oklahoma

Course used for assessment: ECON 1113 (Section 001); Principles of Macroeconomics

GESSP Overview

During the early portions of 2019, I was contacted by Dr. Felix Wao, Director of the Office of Academic Assessment at the University of Oklahoma, with an inquiry regarding the possibility that my General Education Survey course ECON 1113: Principles of Macroeconomics might be a good match for participation in the 2019 General Education Assessment Cycle. I was happy to make this match.

Specifically, Dr. Wao and I decided the course was an appropriate match for the **quantitative and numerical analysis** portion of the General Education Student Learning Outcomes (SLOs).

These SLO performance indicators were collected over the course of the semester and the student learning outcomes are presented in this report.

General Course Details

My fall 2019 section of Principles of Macroeconomics had 529 students enrolled. A majority of these students are freshmen at OU. Of those 529 students, 508 students – or roughly 96% of the class – earned an overall course grade of C or better. From the start, student engagement was extremely strong. For example, more than 92% of students in the class earned an average of 70% or higher on the weekly on-line homework assignments for the course, with 85% of students scoring an average of 80% or better. Attendance and other active engagement outcomes were strong over the course of the term, even with no formal attendance policy/grades.

Description of the “Signature” Test/Examination Containing the Performance Indicators

The course administers four equally weighted examinations, each testing roughly four weeks of material. The third exam (Exam #3) was selected as the “Signature” test/examination for several reasons. First, it gave students three months of engagement in the course to improve their quantitative skills, prior to the assessment taking place. Second, Exam 3 covers a block of material that is heavily grounded in quantitative and numerical analysis. Third, the date of administration (November 1st) gave me time to analyze the student performance outcomes while the course was still active. Hence, I was able to address any identified deficiencies in the students’ mastery of the targeted skills during the last few weeks of classes.

Description of Assessed SLOs and Performance Indicators

Entering the Fall 2019 term, I selected 15 specific items that would later be used as “performance indicators.” Each of the 15 performance indicators reflected students’ mastery in the area of quantitative

and numerical analysis.

Specifically, the 15 performance indicators were aligned closely with student learning outcomes (SLOs) showing their ability to:

- Analyze and interpret quantitative information from formulas, graphs, and tables.
- Apply appropriate strategies of quantitative problem solving.
- Express the relationship between mathematical representation and real-world application.

Student Engagement in the “Signature” test/examination

Of the 529 students enrolled, 506 students (so roughly 95.6% of the class) participated in the examination that contained the 15 selected performance indicators. Since students often have University excused absences and/or illnesses that keep them from taking a particular exam, it is not feasible to have 100% participation in any given exam. For this reason, students have an optional make-up exam at the end of the term that can replace a missed exam score. I decided to use Exam #3 as the testing instrument since it covered a block of material that was mostly closely linked to quantitative and numerical analysis.

Definition of Assessment Outcome Criteria

The University GESSP guidelines suggested a categorization of students into four distinct groups regarding their level of mastery of the SLOs. These were “Exceeded Expectations”, “Met Expectations”, “Partially Met Expectations”, and “Did Not Meet Expectations”.

Each performance indicator was a multiple-choice question that involved numerical calculations, interpretation of numerical information from graphs/tables/figures, real-world applications of theoretical equations (mathematical representations), or a combination of more than one of these areas. For each of the four distinct SLO mastery levels, we defined a specific range of successful outcomes as qualifying for that category:

- The category “Exceeded expectations” was assigned to students who answered 13 or more of the 15 performance indicator questions correctly.
- The category “Met expectations” was assigned to students who correctly answered 11 or 12 of the 15 performance indicators.
- The category “Partially met expectations” was assigned to students who correctly answered 9 or 10 of the 15 performance indicators.
- The category “Did not meet expectations” was assigned to students who correctly answered 8 or fewer of the performance indicators.

SLO Performance Indicator Assessment Outcomes

Using the above criteria, the SLO categorical outcomes were:

- 162 students (32.02% of assessed students) “Exceeded expectations”
- 132 students (26.09% of assessed students) “Met expectations”
- 106 students (20.95% of assessed students) “Partially met expectations”
- 106 students (20.95% of assessed students) “Did not meet expectations”

Again, the 15 performance indicators generating these levels of assessment designation were aligned with students showing their ability to:

- Analyze and interpret quantitative information from formulas, graphs, and tables.
- Apply appropriate strategies of quantitative problem solving.
- Express the relationship between mathematical representation and real-world application.

Collectively, this means 400 of the 506 students (79.05%) at least partially met the expectations regarding mastery of quantitative and numerical analysis according to their performance on the 15 selected performance indicators. Following the higher standard, 294 out of the 506 students (58.1%) fully met or exceeded expectations. Since the quantitative elements of Exam #3 were not the only questions on that Exam, the following Section shows the aggregate performance on the overall examination – which contained both quantitative and qualitative questions.

Overall Student Letter Grade Performance on Exam #3

Overall letter grades awarded on Exam 3 [which are NOT the final overall course grades] were as follows:

- 197 students earned an A.
- 122 students earned a B.
- 87 students earned a C.
- 71 students earned a D.
- 29 students earned an F.

Student Learning Outcome #1:

Analyze and interpret information from formulas, graphs, and tables

From the survey conducted by the University of Oklahoma, 100 students completed the self-assessment element. Students were asked to “Please rate your level of agreement with each of the following statements”. Regarding the statement: “This course equipped me with the ability to “analyze and interpret quantitative information from formulas, graphs, and tables”:

- 34 students (34%) reported “Strongly Agree”
- 48 students (48%) reported “Agree”
- 11 students (11%) reported “Neutral”
- 4 students (4%) reported “Disagree”
- 3 students (3%) reported “Strongly disagree”

Recall that my assessment criteria outcomes from the 15 performance indicator items produced the following categorizations regarding this same SLO:

- 162 students (32.02% of assessed students) “Exceeded expectations”
- 132 students (26.09% of assessed students) “Met expectations”
- 106 students (20.95% of assessed students) “Partially met expectations”
- 106 students (20.95% of assessed students) “Did not meet expectations”

Areas for Continuous Improvement regarding SLO #1:

Based on the provided student feedback and on my own assessments, my plan to strive for continuous

improvement in this area involves several strategies:

1. Continue to present daily lectures containing many tables, graphs, figures, and formulas.
2. Continue to ensure that any data presented is as up to date as possible.
3. Continue to foster student engagement with the tables/figures/graphs/formulas by asking them to practice multiple applied problems prior to be tested over the material.
4. Continue to encourage students to ask their questions via course discussions boards that have been very successful.
5. Continue to encourage students to come to optional Exam review sessions that I hold prior to each exam.
6. Continue to encourage students to regularly make use of office hours. Along with my TAs, we are able to offer two distinct office hour windows every Monday-Thursday.
7. Continue to connect the quantitative material covered in the course to real-world events. For example, one student commented “The strengths of this course include being able to make connections with mathematical problem solving and real-world applications”. Another student remarked that one strength of the course was that “we discuss real life examples of the concepts that we learn in class”.

Student Learning Outcome #2:
Apply appropriate strategies of quantitative problem solving

From the survey conducted by the University of Oklahoma, 100 students completed the self-assessment element. Students were asked to “Please rate your level of agreement with each of the following statements”. Regarding the statement: “This course equipped me with the ability to “analyze and interpret quantitative information from formulas, graphs, and tables”:

- 29 students (29%) reported “Strongly Agree”
- 49 students (49%) reported “Agree”
- 17 students (17%) reported “Neutral”
- 2 students (2%) reported “Disagree”
- 3 students (3%) reported “Strongly disagree”

Recall that my assessment criteria outcomes from the 15 performance indicator items produced the following categorizations regarding this same SLO:

- 162 students (32.02% of assessed students) “Exceeded expectations”
- 132 students (26.09% of assessed students) “Met expectations”
- 106 students (20.95% of assessed students) “Partially met expectations”
- 106 students (20.95% of assessed students) “Did not meet expectations”

Areas for Continuous Improvement regarding SLO #2:

Based on the provided student feedback and on my own assessments, my plan to strive for continuous improvement in this area involves several strategies:

1. Continue to actively discuss and explain quantitative problem-solving strategies during class.
2. Continue to provide lots of examples through on-line homework, in-class examples, and exam review sessions.
3. Continue to foster student engagement with problem solving techniques by asking them to practice multiple applied problems prior to be tested over the material.

4. Continue to encourage students to ask their questions via course discussions boards that have been very successful.
5. Continue to encourage students to come to optional Exam review sessions that I hold prior to each exam.
6. Continue to encourage students to regularly make use of office hours. Along with my TAs, we are able to offer two distinct office hour windows every Monday-Thursday.
7. Continue to connect the quantitative material covered in the course to real-world problems.

Student Learning Outcome #3:

Express the relationship between mathematical representation and real-world application

From the survey conducted by the University of Oklahoma, 100 students completed the self-assessment element. Students were asked to “Please rate your level of agreement with each of the following statements”. Regarding the statement: “This course equipped me with the ability to “analyze and interpret quantitative information from formulas, graphs, and tables”:

- 39 students (39%) reported “Strongly Agree”
- 50 students (50%) reported “Agree”
- 5 students (5%) reported “Neutral”
- 3 students (3%) reported “Disagree”
- 3 students (3%) reported “Strongly disagree”

Recall that my assessment criteria outcomes from the 15 performance indicator items produced the following categorizations regarding this same SLO:

- 162 students (32.02% of assessed students) “Exceeded expectations”
- 132 students (26.09% of assessed students) “Met expectations”
- 106 students (20.95% of assessed students) “Partially met expectations”
- 106 students (20.95% of assessed students) “Did not meet expectations”

Areas for Continuous Improvement regarding SLO #2:

Based on the provided student feedback and on my own assessments, my plan to strive for continuous improvement in this area involves several strategies:

1. Continue to actively discuss and explain the connections between each covered equation (mathematical relationship) and the real-world outcomes it relates to.
2. Continue to provide lots of chances to display a working knowledge of these connections through on-line homework, in-class examples, and exam review sessions.
3. Continue to foster student engagement with applications to the real-world by asking them to discuss how their own experiences relate to the course material.
4. Continue to encourage students to ask their questions via course discussions boards that have been very successful.
5. Continue to encourage students to come to optional Exam review sessions that I hold prior to each exam.
6. Continue to encourage students to regularly make use of office hours. Along with my TAs, we are able to offer two distinct office hour windows every Monday-Thursday.
7. Continue to connect the quantitative material covered in the course to real-world problems.

Critical Questions Relating to Continuous Improvement

1. What do the findings or data on student performance suggest?
 - The survey findings and my assessment outcomes both suggest the students in ECON 1113 possess certain quantitative skills by the time they are assessed (at Exam #3).
2. Were there gains in student learning?
 - While I do not have any baseline (pre-course engagement) indicators of students' performance in these areas, the student assessment survey indicates that roughly 78% to 89% (depending on which of the 3 quantitative SLO indicators are selected) either "agreed" or "strongly agreed" that the course equipped them with the quantitative abilities. This would suggest they believe their quantitative skills are improving due to their experience in the course. I would add that I generally see student performance on quantitative measures improve over the course of the term, moving from Exam 1 to Exam 2, from Exam 2 to Exam 3, and so on.
3. What are the strengths and challenges based on student performance?
 - This one is simple. The biggest strength of my students is they are smart and hard working. They generally want to succeed. They care about learning. The biggest challenge is that many students do not bring a high level of quantitative skills into the course. At least a large fraction of my students will tell me they dislike math and self-assess their math/quantitative ability as being poor.
4. What are the next steps in enhancing student learning and teaching strategies?
 - I can always do better when it comes to enhancing student learning. I want to continue to hold onto the aspects of the course that are working and expand/refine in ways that move it even further. If possible, it would be nice to find a way to observe the students that are gaining the most from the course – possibly by identifying those cases where performances rise the most dramatically from Exam 1 up through Exam 4 (the final). Those students could relate what it was about their experience with the course that facilitated such remarkable gains. Common strategies/choices that were prevalent among this group could be more generally encouraged to all students.
5. What modifications need to be made in terms of the curriculum or assessment process?
 - My perspective is that this assessment process worked pretty well. I do not see any obvious problems.
6. What resources are needed to enhance student learning and pedagogy?
 - My students have successfully used the "Action Tutoring" services along with the LearnSmart on-line eBook/homework application – both to great success.

Appendix D

General Education Assessment Results for Community, Culture and Diversity

Semester: **Spring 2020**

Course: **ENGL 1113**

Learning Outcome: **Community, Culture and Diversity**

For each of the following performance indicators, state **the number of students** at the end of **ENGL 1113** that **do not meet, partially meet, meet** and **exceed expectations**. This should be based on **students' overall performance in a "major" or "signature" assignment(s)/project(s) in the course**.

Community, Culture and Diversity Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator, please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement.
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
d) Explain the factors that contribute to the development of cultural identities.	112	8	16	60	28	- Assessment based on entire course rather than one main assignment. Projects include values reflection and analysis essay, rhetorical listening essay, group values analysis essay, and speech projects - Total # of students enrolled in ENGL 1113 in Spring 2020: 268. Students assessed: 112 - Based on student responses, it seems that students may have been confused by the terminology of the

						question, thinking either that the question referred to an understanding of a broad culture or people's identities as formed by those cultures; clarification on this question may help to improve numbers ● Offer instructor training on the overlap between “worldviews”—as used by our prompts—and “cultural identities” ● Develop activities and resources for classroom use that demonstrate the ways worldviews represent the formation of cultural identities. ● Diversify readings and other resources to give students more opportunities to learn about cultural identities
e) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	112	12	23	54	23	● Assessment based on entire course rather than one main assignment. Projects include values reflection and analysis essay, rhetorical listening essay, group values analysis essay, and speech projects. ● Total # of students enrolled in ENGL 1113 in Spring 2020: 268. Students assessed: 112 ● Students generally seemed to understand this question and 71% of our students agreed that the course equipped them to meet this indicator—even during an online transition and pandemic—yet the

						number can be made better by continuing curricular improvement • Continue training instructors on teaching textual analysis, particularly of texts that offer differing perspectives for students • Maintain current language of “values,” “beliefs,” and “worldview” in the prompts • Provide additional training and resources for how to explain “worldview” to students—including how worldviews are composed of ideas, values, and beliefs • Continue to improve new GTA training in textual analysis and worldview (in ENGL 5113 “Teaching College Composition” graduate course). • Make additions to the FYC Archives and diversify examples provided to instructors • Focus professional development workshops on ways to teach these ideas in our courses, activities to include in the classroom, and building online materials • Encourage and facilitate group work in and out of the classroom (especially online)
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* This may include information on strengths and challenges regarding student performance, changes in the curriculum and/or teaching strategies, resources sought to improve the program and provide faculty and student support, modifications in the assessment process, etc.

Semester: **Spring 2020**
 Course: **ENGL 1213**
 Learning Outcome: **Community, Culture and Diversity**

For each of the following performance indicators, state **the number of students** at the end of **ENGL 1213** that **do not meet, partially meet, meet** and **exceed expectations**. This should be based on **students' overall performance in a "major" or "signature" assignment(s)/project(s) in the course.**

Community, Culture and Diversity Performance Indicators	Total number of Students Assessed	Scale				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator, please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perception (based on the survey they completed) will be used for continuous improvement.
		Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
d) Explain the factors that contribute to the development of cultural identities.	437	22	70	179	166	• Assessment based on all projects in entire course rather than one signature assignment. Projects include stakeholders and arguments analysis on one social/political issue essay, audience analysis and proposal essay, persuasive argument essay, and persuasive argument speech • Total # of students enrolled in ENGL 1213 in Spring 2020: 1818. Students assessed: 437 • Based on student responses, it seems students may be confused by the terminology of the question, thinking either that the question referred to an understanding of a broad culture or people's identities as

						formed by those cultures; clarification on this question may help to improve numbers • Address ways to make the textbook meaningful for students in the classroom through orientation training, workshops, instructor resources, and professional development • Offer instructor training on ways to connect stakeholders (who students analyze throughout the semester) to their cultural identities • In Project 2, provide resources that prompt students to research the formation of the selected stakeholder's cultural identity • Develop activities and resources for classroom use that demonstrate the role of cultural identities in ethical argumentation • Diversify readings and other resources to give students more opportunities to learn about cultural identities •
e) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	437	16	62	186	173	• Assessment based on all projects in entire course rather than one signature assignment. Projects include stakeholders and arguments analysis on one social/political issue essay, audience analysis and proposal essay, persuasive argument essay, and persuasive argument speech

						• Total # of students enrolled in ENGL 1213 in Spring 2020: 1818. Students assessed: 437 • Because 85% of our students agreed that the course helped them to meet this indicator, we believe we're going in the right direction with the pilot program we've introduced for ENGL 1213 • Provide training on the new essay introduced by the pilot curriculum, which asks students to analyze a stakeholder's values, beliefs, and arguments • Continue training instructors on teaching textual analysis and stasis theory • Maintain current language of "values," "beliefs," and "worldview" in the pilot curriculum • Make additions to the FYC Archives and diversify examples provided to instructors • Address ways to make the textbook meaningful for students in the classroom through orientation training, workshops, instructor resources, and professional development • Focus professional development workshops on ways to teach these ideas in our courses, activities to include in the classroom, and building online materials
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						• Encourage and facilitate group work in and out of the classroom (especially online) • Continue to focus holistic scoring assessment on Project 3
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* This may include information on strengths and challenges regarding student performance, changes in the curriculum and/or teaching strategies, resources sought to improve the program and provide faculty and student support, modifications in the assessment process, etc.

Semester: **Spring 2020**
 Course: **PSY 1113**
 Learning Outcome: **Community, Culture and Diversity**

For each of the following performance indicators, state **the number of students** at the end of **PSY 1113** that **do not meet, partially meet, meet** and **exceed expectations**. This should be based on **students' performance in a "major" or "signature" multiple-choice examination in the course**.

Community, Culture and Diversity Performance Indicators	Total number of Students Assessed	GRADE Please note that this is the grade awarded on the examination whose scores are reported for General Education assessment purposes. This should <u>not</u> be the final course letter grade.					Continuous Improvement This is the most important part of the assessment process. For each performance indicator , please describe briefly (in bullet form) how results of student performance (based on your judgement of their work) and student perceptions (based on the survey they completed) will be used for continuous improvement.
		A	B	C	D	F	
b) Summarize the process of value formation, transmission, and modification across cultures.	419	122	130	82	52	33	- This semester's assessment was particularly challenging because I used the course's final exam, which was moved online because of COVID. - I opted to make the exam open book/notes rather than trying to use a proctoring service because I think it makes students feel like we're already treating them like cheaters. As such, I wrote all entirely new exam questions. - I wrote them to be more challenging so that students couldn't just look up information and get an easy A, but they hadn't been pilot tested, as my previous exam questions had been.
e) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	419	66	144	87	67	55	

- The exam average as a whole dropped considerably from past semesters, indicating that some of the questions were confusing or too difficult. Because the questions for these performance indicators are drawn from those questions, I would expect performance to also be low for these relative to non-COVID testing.
- Additionally, the majority of the section covered by this learning outcome is taught during the last unit of the class, which was of course moved online. Many students had also stopped doing high-level work knowing that the pass/fail grading option existed.
- Still, I am encouraged by the relatively low number of F's relative to A's and B's. The vast majority of students performed adequately on these performance indicators, which is excellent under the circumstances.
- In future semesters, I want to better tie the course concepts to these performance indicators so that the students think about it in this specific context. Also, if asked to assess this particular learning outcome again, I think I would choose a different assignment (a blog post about mental illness) as it might give better information than a multiple-choice exam.
- Generally speaking, I am hesitant to draw firm conclusions from this data because it has been such an unusual semester, but I think that these results are encouraging regarding our ability to improve from here.

Appendix E

General Education Faculty Survey – Spring 2020

General Education Faculty Survey Results (Spring 2020)

1. How would you describe your adjustment to teaching this course (or a section of it) 100% online during this transition?

	General Education Outcomes			
	COMMUNITY, CULTURE AND DIVERSITY		CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
	%	n	%	n
Great – I really enjoyed teaching online.	0%	0	0%	0
Good – I adapted to it, but I prefer in-class (face-to-face) and/or blended approach.	82%	9	83%	5
Neutral	9%	1	0%	0
Not good – I found online-only classes pretty difficult to teach (compared to in-person or blended classes).	9%	1	17%	1
Terrible – This just wasn't a good way for me to teach.	0%	0	0%	0
Total	100%	11	0%	6

2. What worked well in this online teaching transition in terms of this course or a section of it you're charged with teaching? Please share your opinions regarding each of the following:

a. Teaching:

COMMUNITY, CULTURE AND DIVERSITY	
1	I actually liked making small, quick videos updating students on things; it made the class feel more personal than it typically would. I also asked lots of questions about how things were going for students, which helped.
2	Using Canvas mostly and the modules and assignment/discussions there helped with teaching and with student engagement. Students seemed to appreciate that much of the class was done through Canvas.
3	I already knew what information I needed to get across to my students, so I wasn't scrambling to develop activities or lessons.
4	Given that they were the most doable option, I was able to make video lectures for my classes, which some of my students responded to a lot better than normal class, obviously. It also meant I could duplicate work a lot easier among my classes, but that has obvious pitfalls, as well.
5	Zoom access and making lecture videos, Canvas access and putting everything online prior to this situation, having a background in online education
6	Implementing PowerPoint presentations into each week to supplement in class teaching.
7	Follow up responses to individual student's emailed questions.
8	I learned how to make and upload videos, which I found really helped the students understand the assignments.
9	I had recently learned how to create narrated PowerPoint lectures, so the transition was easier than it could have been.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	Easy to transition to posting lectures and having conversations online
2	I enjoyed being more easily able to meet with students one-on-one. Some students who wouldn't normally come to office hours seemed more willing to contact me for a Zoom meeting since they could work it around their schedule.
3	Not much teaching going on, just monitoring assignments
4	Could record lectures for later view.
5	Having remote individual conferences with students about their essays

b. Choosing and implementing classroom activities:

COMMUNITY, CULTURE AND DIVERSITY	
1	I could have done a lot less work by just recording me lecturing, but I created interactive lectures that are going to be useful for online classes & future semesters as well. It's actually prompted me to evaluate the tools I'm using as a whole and make changes. Good experience!
2	Using the discussion boards in Canvas helped a lot to get student interaction while also having them accomplish a task. Students indicated they preferred this over Zoom because so many of their other classes were requiring Zoom and they were feeling stressed about it.
3	I asked my students before we left about their accessibility to the internet, and it was spotty across all sections, so I stuck with simple video lectures and discussion boards. The flexibility made my students more successful and eased their stress.
4	I don't have many positive things to say in terms of classroom activities, except that the ability to respond to discussion boards is nice.
5	Departmental archives for FYC, FYC team help
6	I was able to include the audience participation activity; this time, focusing on how to develop Zoom etiquette for the speech final.
7	I was already using Canvas for some of their homework, so it was easier to transition entirely to the platform than it could have been.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	Having fewer activities that really focused on the core elements of the class major projects helped them to stay on target for Unit 3.
2	Completing assignments was easy
3	Labs were adapted to online format
4	The fact that I already used Canvas to submit everything beforehand

c. Choosing and implementing assessments:

COMMUNITY, CULTURE AND DIVERSITY	
1	This part hasn't been so good. Giving online exams has been difficult because of the cheating aspect; trying to write all new questions took FOREVER and students didn't do nearly as well as they thought they would. I'd like to improve this part of the class.
2	Discussions and assignments in Canvas seemed best for assessment and provided an easier medium for students.
3	My assessments remained the same, overall, as when we were in class, so there weren't changes to be made.
4	We have 3 paper projects over the course of the semester and a public speech, so all of these were able to be facilitated via the internet, more or less.
5	FYC team, online teaching experience
6	I found that the first PowerPoint presentation (PPp) was received well by the students, and they participated in the first Zoom session. The next week, followed with low participation via Zoom (maybe 6 participated). I wondered if it was because most of the information was covered in the PPp. The following week I held Zoom first (again, around 6 students) and put up the PPp last. The following week, students participated in the Zoom session at a higher rate--I believe they realized the end was nearing and both Zoom and PPp were essential to obtaining the best grade possible.
7	The assessments largely stayed the same, apart from more leeway with assignment deadlines
8	Low-stakes writing assignments were helpful
9	I already used Canvas tools to comment on and score essays, so that function continued to work well.
10	Individual assignments tended to work better than discussion assignments.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	Papers remained the primary assessment.
2	Assessment was difficult with diminished personal contact
3	evaluation was done through Canvas Quizzing and Clicker questions
4	Canvas quizzes

3. What challenges did you face in this online teaching transition in terms of this course or a section of it you're charged with teaching? Please share your opinions regarding each of the following:

a. Teaching:

COMMUNITY, CULTURE AND DIVERSITY	
1	Finding a system that worked for me to be able to not just give up on the semester but to continue to have the same level of learning throughout. Student motivation was the #1 issue I heard; comfort levels with the online environment varied drastically, which makes teaching more of a challenge.
2	Moving online without much notice was time-consuming and a bit stressful. Teaching has been challenging because some students don't have good wifi or internet/technology access. Trying to make instruction as fair and equitable as possible was difficult. Some things like group work, peer review, and discussions just aren't the same online. I was glad we had the first part of the course f2f so students and I already knew each other well before moving online.
3	Keeping it simple so my students weren't overwhelmed with work at the last minute
4	I'm ambivalent about teaching online. I think it's fine, but I would have obviously liked time to prepare for an online curriculum, which I am doing for this fall regardless of the university's decision.
5	Taking over courses for other instructors and not knowing what had been covered
6	My biggest hurdle was teaching from home with two dogs and two kids, which my 5th grader required daily instruction that last for four or more hours. Thanks COVID-19!! I had to figure out quickly how to juggle my work obligations and social obligation to help continue my children's education. That was the roughest part about teaching.
7	It was difficult to adapt my usual discussion-based approach into a lecture format
8	While I offered Zoom calls to ensure in-person/verbal contact with students, I was surprised how few of them wanted to participate.
9	Difficulty engaging with my students and encouraging them to engage with me and each other.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	I struggled to balance teaching with graduate coursework; just because I use Canvas regularly does not mean I could quickly make everything into a good online lecture/activity. Time was a real struggle.
2	Students began to lose interest during the public speaking section of the course since that section is at the end of the semester and is best conducted in person.
3	Getting the feel of the class on a topic
4	Not being able to student's faces or reactions is hard.
5	Connecting with those who didn't sign up for conferences
6	Students we less likely to engage

b. Choosing and implementing classroom activities:

COMMUNITY, CULTURE AND DIVERSITY	
1	Most students were happy with the system I implemented, but it took them a week or two to get what I was trying to do. They were prepared to just sit and watch several hours a week of lectures, and they were pretty nervous at first that I wasn't doing that. Lots of communication helped.
2	Equity and fairness were also issues with implementation of classroom activities. I struggled with balancing activities that would be effective for students with those that would be accessible for students.
3	Determining an approach that didn't rely on Zoom classroom meetings was challenging. There aren't many options that benefit students and work with their schedules and internet access
4	I felt really limited in the kinds of activities I could do. Being in class meant a lot more was possible to collaborate, whereas it felt like there were a bunch of hoops to jump through with students having various levels of internet access. An assignment that would take 25 minutes in a group in class now required 2-3 days minimum for everyone to see they were assigned something and actually perform the task.
5	Not knowing how much work students can handle right now, managing time for students
6	I did my best to keep it simple: only resources, readings from the book and videos, that would get my students successfully to the end of the semester. I did ask for weekly discussions to cultivate community. I didn't want my students to feel like they were alone in this global pandemic. This situation has taken both a mental and emotional toll on everyone. I did not want my students to get into a mental state of despair and not finish. . Therefore, we discussed there work ideas via Zoom on through discussion board.
7	While we did a few discussion boards, it was difficult to create the same sense of collaborative learning we have in face-to-face courses
8	Hard to do in-class activities.
9	The traditional model of assigning a reading and a discussion board post is incredibly banal and ineffective. I was disappointed that students consistently treated it as busy work rather than engaging with the material.
10	Difficulty balancing quality with quantity to avoid assigning more work than my students were willing or able to do, while ensuring the point values remained low-stakes.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	While I maintained asynchronous learning, some students began to stop watching the videos that provided instructions for their homework since it wasn't face-to-face or live.
2	Seemed non existent
3	Laboratory sessions lack the enthusiasm of presenting formatting
4	Getting students to actually read announcements about what to do each week

c. Choosing and implementing assessments:

COMMUNITY, CULTURE AND DIVERSITY	
1	This is an ongoing challenge. I don't love the testing options we have available, as I don't want to proctor students online, but they are having difficulty adapting to the harder test questions written for an open book/open note format. I'll need to come up with some better way of doing this.
2	Trying to give students options while also maintaining fair assessment and equity was a challenge but I think I was successful.
3	None
4	I wasn't really challenged in this way, although having conferences, (being part of the drafting process), was a nightmare to do from home.
5	Videos instead of live speeches-adapting methods and using Canvas
6	I would ask reliable students during Zoom what I could improve and did it. Fun fact: I could never figure out how to put various PP screens up for everyone to view; so, a student would help assist with this task. I loved that we were working together. What was a challenge for me because an opportunity for our class to pull together.
7	We have a speech at the end of our curriculum, and the process of asking students to video themselves and upload the video was a nightmare.
8	Motivating students to consistently do their work was difficult.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	Some students opted to simply skip the final project if their grade was decent enough for them to choose the pass/fail option.
2	Very impersonal with diminished feedback
3	Evaluation is a bit cold and lack of human interaction or feedback tends to dominate
4	Making Canvas quizzes is somewhat laborious

4. Given that you've only been engaged in exclusive (or 100%) online teaching for a portion of the spring semester in this course (or a section of it), what else would you have needed that would have made this experience better?

COMMUNITY, CULTURE AND DIVERSITY	
1	Given the time restraints (how suddenly this all occurred), I don't think there's much else that could have improved the situation. If we had more advance notice, I think really emphasizing that the students need some sort of standardization would have made a difference. Many mentioned that their profs were all over the place, doing a million different things. That's hard in normal semesters, but there's always that physical landing place when you show up in class. Now, we've lost that. So I think it's more important to really circle back to the LMS and make sure they know they can always find some sort of guide there, regardless of what other tools or sites profs choose to use. That should be mandatory (or as mandatory as you can get in higher ed).
2	I did fine but I imagine that less experienced instructors would have benefited from some online instruction training. I also wish students had a better idea of how to take an online class. I don't think some of them were going through the modules or all of the materials provided even though they were instructed to do so. It would help for students and instructors to have a better sense of how all this should work.
3	Knowing at the beginning of the semester that there will be a transition to online would be immensely helpful. I am preparing for the fall as if this will be the case, so that instruction remains as rigorous and students are getting the information they need while not being dependent upon a set and inflexible schedule. It was really the last minute transition with little to no time to prepare that was frustrating. It takes more than a week to adjust to online classes, especially if we want quality content. Developing an online class takes time and creativity, which many did not have in the face of the pandemic and social distancing requirements. The atmosphere was stressful, and coupled with a quick change in teaching platforms, it was incredibly difficult and challenging.
4	I would like to have had time to make a schedule that represents the kind of work and ability that I and my students are capable of during the semester. In confiding with me, my students have been having a hard time and I've had the same. I've felt as though I've had to throw most expectations of the window in terms of due dates and things like that, often extending them several days out to accommodate students who've not had internet access or who have had deaths in the family.
5	More information on how students were managing so that we could adapt to their needs
6	Honestly, nothing. The FYC department was on it the week before instructing us all to be understanding and flexible. I made that my golden rule and asked for my students to extend the same to me. I was concerned about how the final speech would go, but a caring student supplied other techniques, which we didn't utilized because everyone participated via Zoom. There were moments of doubt, but everything fell into place. I am grateful for the leadership of FYC.
7	Time to plan. I've created and taught online courses before, and while once they are up and running, the time needed to maintain them *during* the course perhaps a bit less than a f2f course, they take way more time to prep on the front end -- preparing and recording video lectures, planning discussion boards activities, predicting obstacles for students, etc.
8	Preparation on how to use Zoom.
9	More time to prepare, which of course we could not have been given. I thought the university did good work providing training opportunities and continued support.
10	Better communication from the University to the student body to help reduce confusion about general expectations and to alleviate some of the responsibility to make sure everyone thinks of everything the

COMMUNITY, CULTURE AND DIVERSITY	
	students might need to remember/consider when vacating campus, along with a better way to know what students are being told by the university, so I can reinforce what they are already hearing.
CRITICAL ANALYSIS AND SCIENTIFIC REASONING SKILLS	
1	Extending spring break by 1 week would have given me the extra prep time I needed. Yes, we had break to move everything online, but that also meant that we as instructors did not have a break. We were also dealing with the pandemic and our self-care/health did not seem to be factored in.
2	Honestly, given the circumstances, I think OU has done an excellent job of providing faculty with resources, especially after I've begun communicating with another university (where I'll be pursuing a PhD) that seems much less helpful to faculty and students. That being said, perhaps having more ideas for how to engage students in public speaking activities would have been helpful. And maybe having more tips for avoiding burnout. I have been developing carpal-tunnel like symptoms from sitting in front of a computer screen for longer periods.
3	Not much, it is not something I liked because much of my teaching is class environment, security in student comments, and trust in the interchange between myself and my students. Lost that classroom climate of learning through contact in class.
4	Better class recording software and more memory in Canvas to store large files. Right now Canvas seems limited in memory storage for my lectures and additional resources for complete online teaching.
5	Fewer emails from Mark Morvant, honestly. They were impossible to keep up with.