



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA



GENERAL EDUCATION ASSESSMENT REPORT

2020-2021

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General Education Assessment Report for 2020-21 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. As part of the implementation process, the General Education Assessment Subcommittee (GEAS), a Provost-appointed faculty-led group, determined that four SLOs would be assessed per academic year, with each SLO assessed in two or three selected GE courses. This report provides results of fall 2020 and spring 2021 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 indicators¹ articulated for each SLO in their respective general education courses.

Student performance data (direct assessment) is measured using a four-point generic rubric that categorizes the performance indicators for each SLO as “exceeds expectations,” “meets expectations,” “partially meets expectations,” and “does not meet expectations” (see a sample *General Education Assessment Reporting Template* in Appendix A). Individual faculty members teaching the selected general education courses or sections of courses complete and submit a General Education Reporting Template to the Office of Academic Assessment based on the outcome of formative and/or summative assessments conducted in the context of:

- a) One or more “signature” assignments or course projects of their choice.
- b) An examination or a series of examinations whose questions are aligned with the general education SLOs.
- c) A combination of (A) and (B).

Indirect assessment data are gathered using the *General Education Student Survey*, which is deployed at the end of the semester in each selected course (See Appendix B for a sample survey). Data from the process are analyzed by the Office of Academic Assessment and shared with each faculty member to incorporate in generating recommendations for continuous enhancement of various aspects of the teaching and learning process 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

¹ Performance Indicators (PI's) refer to specific knowledge, skills/abilities students are expected to demonstrate upon successful completion of a general education course or courses.

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.

General Education Assessment Procedures and Results

The following SLOs were assessed in fall 2020 and spring 2021.

1. Technology and Information Literacy skills (fall 2020)
2. Arts and Humanities (fall 2020)
3. Communication Skills (spring 2021)
4. Quantitative and Numerical Analysis skills (spring 2021)²
5. Critical Analysis and Scientific Reasoning (spring 2021)

The course-level reports from individual courses assessed in 2020-2021 academic year provide ample evidence that, generally, OU students met or exceeded the five SLOs addressed during this cycle. The following section provides detailed results of assessment by semester.

Fall 2020

Technology and Information Literacy skills

Learning Outcome: Students will demonstrate effective use of technology for communicating, researching, organizing, storing, accessing, and presenting information. They will locate, evaluate, organize, and use research material from a variety of sources, and will format and document material in a manner appropriate for the general education subject area.

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

- a) Apply technology as appropriate for the general education subject area.
- b) Describe unethical and illegal use of information, including copyright and privacy issues.
- c) Identify appropriate sources of information for academic work.
- d) Accurately cite a variety of sources, including electronic, visual, and print media.
- e) Cite information to support ideas, hypotheses, and conclusions.

Courses Assessed: BIOL 1124 and PSC 1113

Direct and Indirect Assessment Mechanisms: In BIOL 1124, assessment was based on laboratory reports and projects. A total of 1,029 students' lab projects and reports were assessed by instructors using a well-developed rubric whose criteria and scales were systematically aligned with

² The Quantitative and Numerical Analysis Skills SLO was scheduled for assessment during Spring 2020. However, due to the abrupt pivot to 100% online teaching and learning, as well as additional challenges/disruptions associated with the COVID-19 pandemic, it was impossible to proceed with previously planned assessments. Therefore, assessment of the SLO was postponed to fall of 2021.

each of the performance indicators for the Technology and Information Literacy Skills SLO, and data were reported for each performance indicator based on the number of student projects and reports that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

In PSC 1113, faculty relied on a pre-post major project to assess the progress of student achievement of performance indicators (a), (c), (d), and (e) for the *Technology and Information Literacy Skills* SLO. Evaluation of the 449 student artifacts were based on a rubric whose criteria and scales were systematically aligned with each of the performance indicators for the Technology and Information Literacy Skills SLO, and data were reported for each performance indicator based on the number of student projects and reports that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

Results for Technology and Information Literacy 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 Technology and Information Literacy Skills
 performance indicators assessed in
 BIOL 1124 (*n* = 1,029) and PSC 1113 (*n* = 449)
 [Total Number of artifacts assessed = 1,478]

Performance Indicators for Technology and Information Literacy Skills	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
a) Apply technology as appropriate for the general education subject area.	15	1%	37	32%	452	32%	924	65%
b) Describe unethical and illegal use of information, including copyright and privacy issues. ³								
c) Identify appropriate sources of information for academic work.	45	3%	70	22%	328	22%	1035	70%
d) Accurately cite a variety of sources, including electronic, visual, and print media.	45	3%	76	23%	333	23%	1024	70%
e) Cite information to support ideas, hypotheses, and conclusions.	45	3%	101	28%	411	28%	921	62%

³ This performance indicator was not assessed this year. It will be assessed in the next round of assessment of this SLO.

As an indirect assessment, students in each course were asked to respond to the *General Education Student Survey* that sought their agreement or disagreement with the extent to which the courses equipped them with the ability to achieve each of the performance indicators for **Technology and Information Literacy** skills SLO. Figure 2 below shows how they responded.

Figure 2
**Combined Frequency Distributions for
 Technology and Information Literacy Skills
 performance indicators.**
 BIOL 1124 and PSC 1113
 [*n* = 1,338]

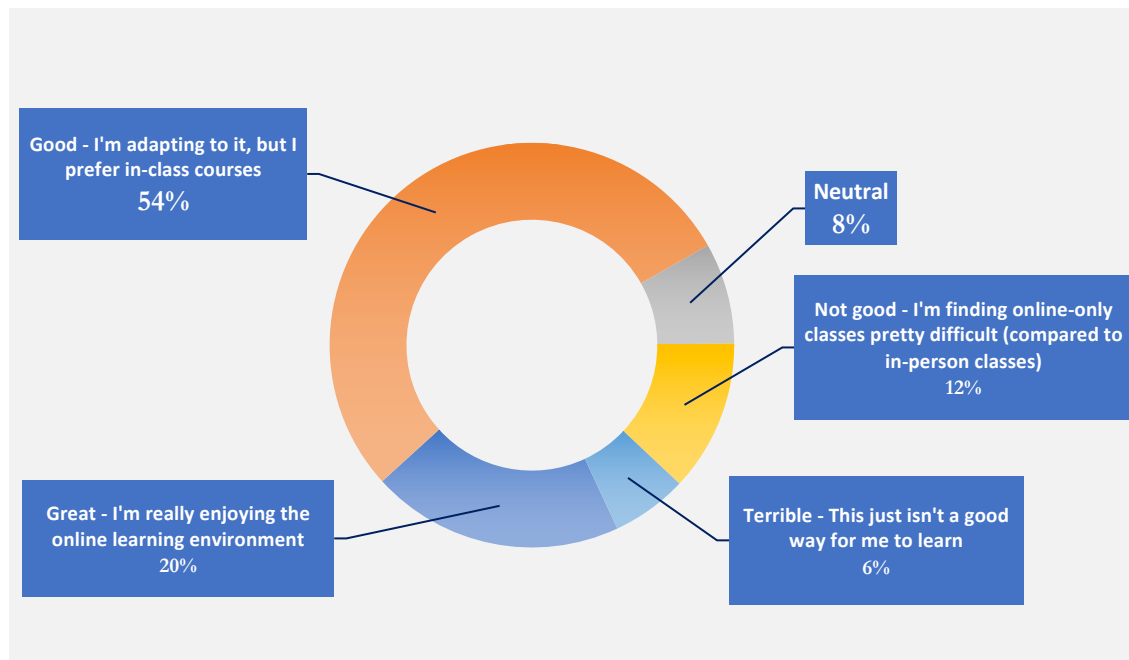
This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
a) Apply technology as appropriate for the general education subject area.	13	1%	24	2%	122	9%	618	46%	561	42%
b) Describe unethical and illegal use of information, including copyright and privacy issues.*										
c) Identify appropriate sources of information for academic work.	11	5%	12	6%	40	20%	80	39%	60	30%
d) Accurately cite a variety of sources, including electronic, visual, and print media.	15	1%	27	2%	133	10%	599	45%	564	42%
e) Cite information to support ideas, hypotheses, and conclusions.	23	2%	68	5%	209	16%	560	42%	478	36%

* This PI was not assessed this year. It will be assessed in the next round of assessment of this SLO.

Of the 1,338 students who responded to the above items, on average, more than 80% reported that they agree or strongly agree that the courses equipped them with the ability to Apply technology as appropriate for the general education subject area (performance indicator “a”), and the ability to Identify appropriate sources of information for academic work (performance indicator “d”), and Accurately cite a variety of sources, including electronic, visual, and print media (performance indicator “e”). Close to seventy percent (69%) of students agreed or strongly agreed that the courses equipped them with the ability to Identify appropriate sources of information for academic work (performance indicator “c”) compared to one-tenth (11%) who disagreed or strongly disagreed. See pages 33-39 in Appendix C for a complete report of the fall 2020 and spring 2021 General Education Student Survey.

In addition to the above, students were also asked to how they would describe their learning given that all courses had to abruptly pivot to online learning during the COVID-19 pandemic. Figure 3 below shows how students responded to the question.

Figure 3
How would you describe your learning experiences so far?
 BIOL 1124 and PSC 1113
 [*n* = 1,338]



As shown above, a fifth of the students (20%) in both courses reported that they are enjoying the online environment while half (54%) indicated that they were adapting to online learning though they prefer in-class learning. Close to a fifth of students (18%) found online learning to be “terrible” and “not good” compared to in-person learning.

Recommendations for Continuous Improvement for Technology and Information Literacy Skills

Figure 4 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 BIOL 1124 and PSC 1113 as well as analysis of students’ own perceptions from the General Education Student Survey.

Figure 4
**Key recommendations for continuous improvement for
 Technology and Information Literacy Skills SLO**

Performance Indicators	Key recommendations for continuous improvement
a) Apply technology as appropriate for the general education subject area.	PSC 1113 • Assignments centered students' ability to post papers, including dynamic text and cite using databases. This was good in the first paper, but great on in second. • Instructor will spend more time prior to first paper aiding students in gaining tech savvy. BIOL 1124 • Overall data suggests that the majority of students are meeting expectations. • Student survey data and comments are helpful in identifying weaknesses and specific strategies for improvement moving forward. • Increase the number of in-person laboratory assignments, which directly addresses this performance indicator. • Continue to implement online learning tools that were implemented during the pivot to online lecture delivery due to Covid19.
b) Describe unethical and illegal use of information, including copyright and privacy issues.	
c) Identify appropriate sources of information for academic work.	PSC 1113 • Significant time was spent in lecture and lab addressing this performance indicator which yielded high performance in the second paper. • Consider asking students to provide sources prior to first paper. BIOL 1124 • Overall data suggests that students are performing well despite the fact that many assessments had to be moved online during the latter half of the semester. Based on survey data and comments from students, increase in (1) the quality and frequency of direct instructions for students to follow, (2) number of in-person laboratory reports and projects, and (3) frequency of interactions between teaching assistants and students may be implemented for continuous improvement for this performance indicator.
d) Accurately cite a variety of sources, including electronic, visual, and print media.	PSC 1113 • Their citation was passable and improved. • New guide was created to as part of class information to boost student performance. BIOL 1124 • Overall data suggests that students are performing well despite the fact that many assessments had to be moved online during the latter half of the semester. Based on survey data and comments from students, increase in (1) the quality and frequency of direct instructions for students to follow, (2) number of in-person laboratory reports and projects, and (3) frequency of interactions between teaching assistants and students may be implemented for continuous improvement for this performance indicator.

Figure 4 (cont.)

**Key recommendations for continuous improvement for
Technology and Information Literacy Skills SLO**

Performance Indicators	Key recommendations for continuous improvement
e) Cite information to support ideas, hypotheses, and conclusions.	PSC 1113 • This is the area that showed the most improvement, with critical thinking skills really surging. • Incorporate more examples early in the class to help with the first paper. BIOL1124 • Overall data suggests that students are performing well despite the fact that many assessments had to be moved online during the latter half of the semester. Based on survey data and comments from students, increase in (1) the quality and frequency of direct instructions for students to follow, (2) number of in-person laboratory reports and projects, and (3) frequency of interactions between teaching assistants and students may be implemented for continuous improvement for this performance indicator.

Arts and Humanities

Learning Outcome: Students will explore a variety of creative works in the humanities and the arts, with an emphasis on the historical, cultural, and social contexts in which the works are created.

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

- Summarize the creative process that underlies at least one major form of artistic expression.
- Describe how the social and cultural environment influences the interpretation of works of art.
- Identify influential and representative scholarly, literary, and artistic achievements of the past.
- Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.
- Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.

Courses Assessed: DRAM 1713 and MTHR 1713

Direct and Indirect Assessment Mechanisms: Due to COVID-19 challenges, DRAM 1713 had its lecture portion completely online, asynchronous. In previous years, lecture was 2 days a week for 50 minutes each. The instructor was able to cover more material (and some material in more depth) via the in-person format, but the results from fall 2020 show that the course was still very successful. According to the instructor, it was an enjoyable challenge to transform in-person lectures to online and adjust the course so that students could be engaged and successful while, at the same time, not being overburdened. Assessment of all the performance indicators in the above SLO [except for performance indicator (c)], were based on various assigned readings, analysis of videos both from the professor and YouTube, Lecture Guests and studying work of various artists. Assessment of

performance of the 133 students who took the course was done using well-developed rubrics whose criteria and scales were systematically aligned with each of the performance indicators for the Technology and Information Literacy Skills SLO, and data were reported for each performance indicator based on the number of student projects and reports that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

While student responses to the General Education Survey revealed an even split where with students preferring online to in-person learning, they all agreed that the synchronous discussion sections are an important part of the course.

In MTHR 1713, faculty relied on a variety of student projects/performances of the 80 students enrolled in the course to assess their progress in achievement of performance indicators for the above SLO. Evaluation of student work was based on a rubric whose criteria and scales were systematically aligned with each of the performance indicators for the Arts and Humanities SLO, and data were reported for each performance indicator based on the number of student projects and performances that “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations” per instructors’ ratings.

Results for Arts and Humanities SLO

Analysis of direct assessment of student work (Figure 5, below) show that, on average, nine out of every ten students in both courses (90%), met or exceeded expectations in *summarizing the creative process that underlies at least one major form of artistic expression* (performance indicator “a”) and *describing how the social and cultural environment influences the interpretation of works of art* (performance indicator “b”), while, on average, four out of every five (>80%) met or exceeded expectations in (performance indicator “c” [assessed in DRAM 1713 only]) and *critically analyzing texts or cultural artifacts that reflect on perennial questions concerning the human experience* (performance indicator “d”). Additionally, data shows that close to three-quarter of students in both courses (74%) met or exceeded expectations in (performance indicator “e”) with more than one-tenth (16%) not meeting expectations in that same performance indicator.

Figure 5
Combined Report of Student Performance for Arts and Humanities
performance indicators assessed in
DRAM 1713 (*n* = 133) and MTHR 1713 (*n* = 80)
 [Total Number of artifacts assessed = 213]

Performance Indicators for Arts and Humanities	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
a) Summarize the creative process that underlies at least one major form of artistic expression.	8	4%	13	6%	55	26%	137	64%
b) Describe how the social and cultural environment influences the interpretation of works of art.	10	5%	11	5%	45	21%	147	69%

Figure 5 (cont.)

Combined Report of Student Performance for Arts and Humanities
performance indicators assessed in
DRAM 1713 (*n* = 133) and MTHR 1713 (*n* = 80)
 [Total Number of artifacts assessed = 213]

Performance Indicators for Arts and Humanities	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
c) Identify influential and representative scholarly, literary, and artistic achievements of the past. *	2	3%	8	10%	28	35%	42	53%
d) Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms	18	8%	12	6%	36	17%	147	69%
e) Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	35	16%	20	9%	38	18%	120	56%

* This performance indicator was not assessed in MTHR 1713.

As an indirect assessment, students in DRAM 1713⁴ were asked to rate their agreement or disagreement with the extent to which the course equipped them with the ability to achieve each of the performance indicators for Arts and Humanity. Figure 6 below shows how they responded.

Figure 6
Combined Frequency Distributions regarding Arts and Humanities
performance indicators.
DRAM 1713
 [*n* = 92]

This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
a) Summarize the creative process that underlies at least one major form of artistic expression.	1	1%	1	1%	7	8%	41	45%	42	46%
b) Describe how the social and cultural environment influences the interpretation of works of art.	1	1%	0	0%	8	9%	54	59%	29	33%
c) Identify influential and representative scholarly, literary, and artistic achievements of the past.	1	1%	5	5%	15	16%	43	47%	28	30%
d) Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms	1	1%	1	1%	7	8%	35	38%	48	52%
e) Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	1	1%	12	11%	12	13%	36	39%	32	35%

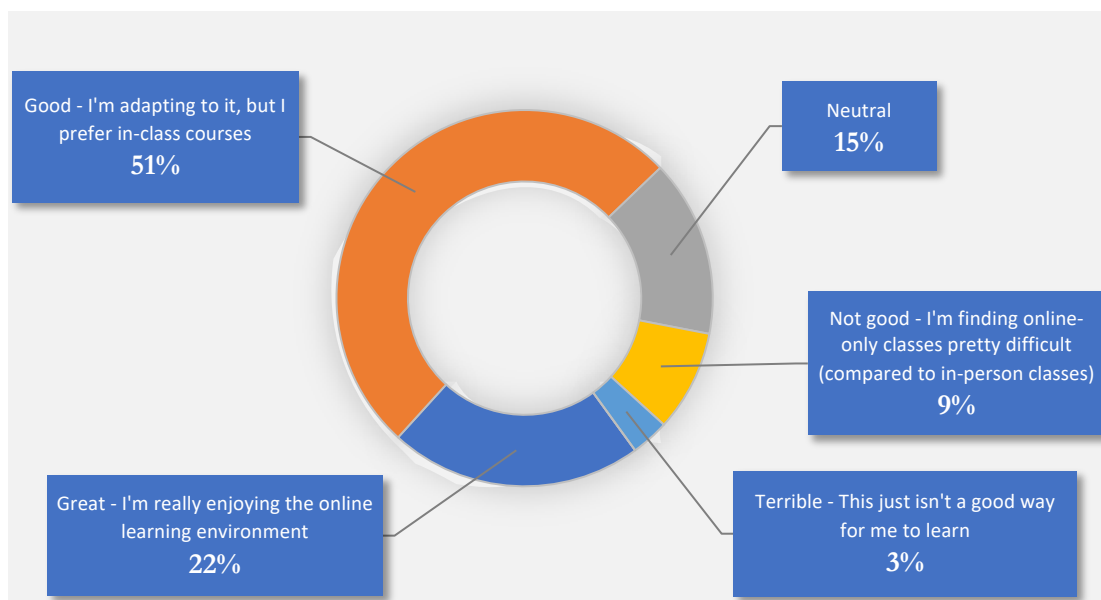
*The *General Education Student Survey* was not deployed in MTHR 1713 due to technical difficulties.

⁴ The *General Education Student Survey* was not deployed in MTHR 1713 due to technical difficulties.

Of the 92 students who responded to the above items, on average, more than 90% reported that they agree or strongly agree that the course equipped them with the ability to Summarize the creative process that underlies at least one major form of artistic expression (performance indicator “a”), and the ability to Describe how the social and cultural environment influences the interpretation of works of art (performance indicator “b”), and the ability to Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms (performance indicator “d”). More than three-quarters of the respondents (77%) agreed or strongly agreed that the course equipped them with the ability to Identify influential and representative scholarly, literary, and artistic achievements of the past (performance indicator “c”) while almost a similar proportion reported that the course equipped them with the ability to Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience (performance indicator “e”). See pages 40-44 in Appendix C for a complete report of the fall 2020 and spring 2021 General Education Student Survey.

In addition to the above, students were also asked to how they would describe their learning given that all courses had to abruptly pivot to online learning during the COVID-19 pandemic. Figure 7 below shows how students responded to the question.

Figure 7
How would you describe your learning experiences so far?
DRAM 1713
 [*n* = 92]



As shown above, a fifth of the students (22%) reported that they are enjoying the online environment while half (51%) indicated that they were adapting to online learning though they prefer in-class learning. More than one-tenth (12%) found online learning to be “terrible” and “not good” compared to in-person learning.

Recommendations for Continuous Improvement for Arts and Humanities

Figure 8 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 DRAM 1713 and MTHR 1713 as well as analysis of students' own perceptions from the General Education Student Survey.

Figure 8
**Key recommendations for continuous improvement for
Arts and Humanities SLO**

Performance Indicators	Key recommendations for continuous improvement
a) Summarize the creative process that underlies at least one major form of artistic expression.	DRAM 1713 - Keep the mix of readings and videos from instructor and YouTube but hope to expand materials so students hear from a variety of voices. For in-person learning, this is also accomplished with lecture guests. - Students' responses show that most of them achieved a real understanding of how theatre is created. MTHR 1713 The findings suggest that students feel most engaged when they can draw conclusions from multiple sources like written text, history, and the art form. - Adding more information about the creative process. - Utilize the University Theatre rehearsals open to class members to come and observe.
b) Describe how the social and cultural environment influences the interpretation of works of art.	DRAM 1713 - Studying a work of a BIPOC artist. - Changed the Spring the module title from "Theatre of Diversity" to "Theatre & Identity" to better reflect the module's content. MTHR 1713 - Continue to discuss the origins of the art forms. - Include African, Cuban, European and American influences in the content.
c) Identify influential and representative scholarly, literary, and artistic achievements of the past.	MTHR 1713 The course already addresses this quite well. Make connections between the art form and world history to deepen the content.

Figure 8 (cont.)
**Key recommendations for continuous improvement for
 Arts and Humanities SLO**

Performance Indicators	Key recommendations for continuous improvement
d) Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.	DRAM 1713 • Develop a structured rubric for the reviews. • Continue play watching & review writing as they are essential to the course. • Adjusted assignments so that the practice review writing assignment is not so far away in time from the review assignment. MTHR 1713 • The course requires that students look critically at live and recorded theatre. Add a component that examines past theatre through the lens of today to boost students' engagement.
e) Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	DRAM 1713 • Adjusted the second play we read to incorporate a BIPOC writer and feedback showed that that was successful and appropriate. MTHR 1713 • Add more opportunities for students to discuss their findings and speak with other artists in a question-and-answer format. • Greater access to musical theatre on film. • Explore ways of engaging students in the creative process. • Add more opportunities for the students to speak with other artists in a question-and-answer format.

Spring 2021

Communication Skills

Learning Outcome: 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:

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

Courses Assessed: ENGL 1113 and ENGL 1213

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 462 student artifacts (i.e., 130 artifacts in ENGL 1113 and 332 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.

Results of Communication Skills

Analysis of direct assessment of student work (Figure 9, 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 78% of students 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 10% of students did not meet expectations in that performance indicator.

Figure 9
Combined Report of Student Performance for Communication Skills
performance indicators assessed in
ENGL 1113 (*n* = 130), ENGL 1213 (*n* = 332) and COMM 1113 (*n* = 462)
 [Total Number of artifacts assessed = 462]

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.	33	7%	11	2%	250	54%	147	32%
b) Explain how the context in which a message is communicated influences its interpretation.	33	7%	36	8%	253	55%	141	31%
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	47	10%	46	10%	220	48%	149	32%
d) Write using a multi-step process of planning, critiquing, editing, and revising.	49	11%	81	18%	194	42%	151	33%

As an indirect assessment, students were invited to respond to 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 courses they took equipped them with the ability to achieve each of the performance indicators for communication skills. Figure 10 below shows how they responded.

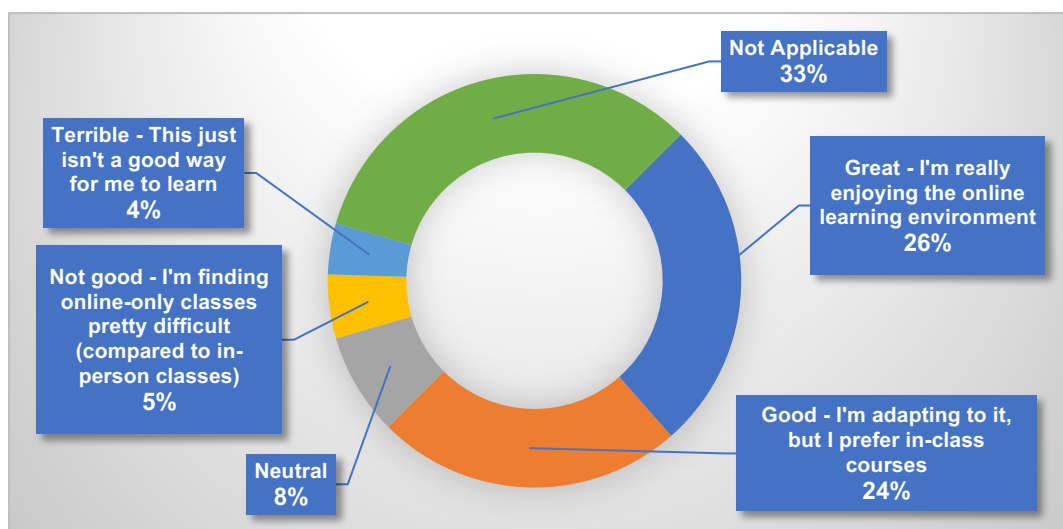
Figure 10
**Combined Frequency Distributions regarding Communication Skills
 performance indicators.**
 ENGL 1113 and ENGL 1213
 (n = 364)

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.	2	1%	8	2%	33	9%	144	40%	177	49%
b) Explain how the context in which a message is communicated influences its interpretation.	2	1%	7	2%	25	7%	158	43%	172	47%
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	2	1%	8	2%	25	7%	154	42%	175	48%
d) Write using a multi-step process of planning, critiquing, editing, and revising.	4	1%	7	2%	25	7%	133	37%	195	54%

Of the 364 students who responded to the above items, on average, almost 90% reported that they agree or strongly agree that the courses equipped them with each of the four performance indicators while, on average, 3% of respondents reported that they disagree or strongly disagree that the courses equipped them with each of the four performance indicators. See pages 45-50 in Appendix C for a complete report of the fall 2020 and spring 2021 General Education Student Survey.

In addition to the above, students were also asked to how they would describe their learning given that all courses had to abruptly pivot to online learning during the COVID-19 pandemic. Figure 11 below shows how students responded to the question.

Figure 11
How would you describe your learning experiences so far?
 ENGL 1113 and ENGL 1213



Recommendations for Continuous Improvement for Communication Skills

Figure 12 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 and ENLG 1213, analysis of students' own perceptions from the General Education Student Survey and practical actions undertaken by faculty in the English Department to enhance student learning since the previous assessment of the same SLO in both courses.

Figure 12
**Key recommendations for continuous improvement for
Communication Skills SLO**

General Recommendations

- Student responses in both ENGL 1113 and ENGL 1213 indicate, on average, that close to 90% of students agreed or strongly agreed that they mastered proficiency in each of the four performance indicators. Comments were largely positive, with negative points largely focused on pandemic-related issues with teaching, like online learning or using breakout rooms in Zoom, rather than on the curriculum. Many students report enjoying the online environment, too, so it seems to depend on student preferences.
- FYC believes the number of “Do Not Meet Expectations” in both courses (in comparison with fall 2019 when we last assessed for communication skills) is largely due to the pandemic and students not attending class or completing work. Instructors were teaching WEBX, VIDC, and blended/hybrid. As we return to face-to-face classes, we may find more students excelling in this indicator.
- Continue improving yearly orientation training for new instructors with an emphasis on the connections between daily work and larger projects. (Revamped orientation after F19 assessment, added online components, focused more on teaching and learning aspects relevant to the daily teaching process and moved pedagogical and theoretical work to ENGL 5113 course).
- Continue updating and delivering returning instructor workshop with an emphasis on our course arc.
- Innovate on ways to address the scheduling of the new ENGL 1213.

Performance Indicators	Key recommendations for continuous improvement
a) Demonstrate proficiency in listening, speaking, writing, and reading.	• Continue training ENGL 1113 instructors on teaching textual analysis and developing more connections between project 2 and project 3. Assess where these two projects are at when it comes to feasibility and research methods in light of Fall 2021 and COVID-19. • Continue professional development workshops for faculty (including pedagogical practices, assessment methods, and ways to deliver practical writing/speaking/reading/listening skills during class). Pair workshops with the course schedule so that instructors are prepared beforehand with the necessary material. Tailored workshops more toward teaching units and skills after F19 assessment). Course arc revamped with F19 assessment in mind, made ENGL 1213 changes permanent by adopting the pilot).

Figure 12 (*cont.*)
**Key recommendations for continuous improvement for
 Communication Skills SLO**

Performance Indicators	Specific Recommendations for Continuous Improvement
a) Demonstrate proficiency in listening, speaking, writing, and reading. (<i>continued</i>)	• Maintain current course arc with the exception of revamping the practical side of teaching the Project 3 paper. • Implement more mini presentations with students and student groups. • The newly adopted ENGL 1213 pilot curriculum (noted in F19 assessment) suggests major gains in this performance indicator from previous semesters per FYC assessment data. This was the first full year that the new ENGL 1213 was taught across all sections and by all instructors. Continue to provide instructors training and support on the new 1213 curriculum. • Maintain continuity of instruction between all sections and instructors through sample materials such as the syllabus, calendar, and course shells. Developed in response to F19 assessment information across sections, created course Canvas shells in light of pandemic. • Implemented a new integrated ebook version of the textbook for Fall 2021 to address some of the student-reported textbook issues. (Textbook issues noted in F19 assessment, addressed partially in 2020/2021, fully address for F21).
b) Explain how the context in which a message is communicated influences its interpretation.	• For ENGL 1113: Continue training instructors on teaching textual analysis and developing more connections between project 2 and project 3. Assess where these two projects are at when it comes to feasibility and research methods in light of Fall 2021 and COVID-19. • Continue to improve new GTA training in textual analysis (in ENGL 5113 “Teaching College Composition” graduate course). • For ENGL 1213: Continue to develop training materials around Project 2 that requires students to conduct in-depth analysis of chosen audience member, developing an understanding of tone, style, use of evidence, etc. Utilize more samples of this project to help students. • 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). (Began this process in 2020/2021 based on F19 assessment information, plan to expand in F21). Began offering professional development sessions in 2020-21 cycle 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. • Revamp the Curriculum Committee to include Pedagogy as a focus. • Connect the new Curriculum and Pedagogy Committee with the Archives Committee and the Professional Development Workshop Committee so that training materials are cohesive and reflect major curricular movements. Developed a model for connecting the new Curriculum and Pedagogy Committee with the Archives Committee and the Professional Development Workshop Committee so that training materials are cohesive and reflect major curricular movements. This was done in response to F19 assessment, pandemic presented challenges, but returning in F21 should mean for a more cohesive and collaborative approach to this plan. • Archived additions & diversifying samples from F19 allowed substantial growth in this category. FYC plans to continue updating these spaces to maintain improved marks. • Continue to improve new GTA training in textual analysis (in ENGL 5113 “Teaching College Composition” graduate course). (Moved theoretical work and pedagogical development to ENGL 5113 due to F19 assessment, successful for F20, will continue this plan for F21).

Figure 12 (*cont.*)
**Key recommendations for continuous improvement for
 Communication Skills SLO**

Performance Indicators	Specific Recommendations for Continuous Improvement
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	• Form and style are addressed in major projects and instructors are given strategies on how to teach this material. Sample projects and real-world projects were created/found for the previous academic year in response to F19 assessment, growth in this area is still needed, larger committee work will also focus on this area. Consideration of this improvement was first noted in F19 assessment, pandemic needs allowed us to rethink the process and begin to change our approach, we will now continue to work on developing these forms and channels and improve our trainings on how to use them. • Newly adopted ENGL 1213 addresses a more in-depth approach to form, style, and effective and respectful engagement. (Noted in F19 assessment, fully addressed in subsequent semesters to create and adopt this current iteration of ENGL 1213). • Collaborative committee work to create more cohesive and explanatory teaching and learning materials. • 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. Reflect on the solid work done online this past year during COVID-19. (Arc changes made that were in F19 assessment, 1213 changes solidified in F20, strengthening 1113 arc is now the main focus). • In light of COVID-19, instructors began to use more forms and channels of media, which brought in more conversations and practice around this skill set. Maintain and grow these materials (e.g. incorporate them into the Archives, sample materials, etc.) from instructors. Sample projects and real-world projects were created/found for the previous academic year in response to F19 assessment, growth in this area is still needed, larger committee work will also focus on this area. • FYC started publishing a student writing journal with sample essays this past year. This journal will be distributed to all FYC instructors for teaching purposes and provides motivation for students in our courses. Secure funding to continue the student writing journal. • Revamped the rant into a pitch to emphasize rhetorical listening from the start of the course. • Slowed down argumentation even more and added more in-depth research work through the new Project 2. (Noted in F19 assessment, made changes to ENGL 1213 arc to address issues and improve).
d) Write using a multi-step process of planning, critiquing, editing, and revising.	• Provide more professional development workshops around assessment, revising, conferencing, feedback, and rubrics. Provide sample materials for all of the above in the Archives and heavily review these materials in the Summer Orientation. (Built out from F19 assessment ideas, successful so far for the previous academic year). • The new ENGL 1213 arc provides more consideration, research, and slowed argumentation for students as they approach the pinnacle Project 3 to demonstrate their argumentation skills. (Based on F19 assessment notes and internal assessment projects such as holistic scoring). • Continue to offer instructor support and training for hosting drafting periods, conferences (in and out of class), and phasic writing. This includes meeting the needs of a hybrid model in light of COVID-19 with conferencing space and scheduling.

Figure 12 (*cont.*)
**Key recommendations for continuous improvement for
 Communication Skills SLO**

Performance Indicators	Specific Recommendations for Continuous Improvement
d) Write using a multi-step process of planning, critiquing, editing, and revising. (<i>continued</i>)	• 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 practical ways that instructors and students can address these issues. Offer more check-ins for students throughout the semester (this tracks with the current Canvas course shell). (This was the main focus of our previous academic year with the piloting of a new ENGL 1213 per the F19 assessment. We successfully adopted the new model of this course, which allows for ENGL 1113 to flow into the subsequent course in terms of these skills). • Offer instructor support and training for hosting drafting periods, conferences (in and out of class), and phasic writing. This includes meeting the needs of a hybrid model in light of COVID-19 with conferencing space and scheduling. • 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)-focus on practical ways that instructors and students can address these issues. Offer more check-ins for students throughout the semester (this tracks with the current Canvas course shell). (This was noted in F19 assessment and is a continued area of improvement for our ENGL 5113 course, orientation, and the returning instructor workshop). • Orientation has now been revamped based on F19 assessment notes and includes more multi-phase work in an online format (Canvas) and in a synchronous format (Zoom/in-person).

Quantitative and Numerical Analysis Skills

Learning Outcome: 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.

At the conclusion of the general education curriculum/program, students 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: CHEM 1415 and ECON 2843

Direct and Indirect Assessment Mechanisms: In both ECON 2843 and CHEM 1415, assessment of the above performance indicators was based on a major multiple-choice examination taken towards the end of the semester. A total of 591 students (i.e., 489 students in ECON 2843 and

102 CHEM 1415) were assessed. In both courses, final data on student performance were systematically translated to determine the percent of students who “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations”.

Quantitative and Numerical Analysis Skills Results

Results (Figure 13) show that 64% of students in the two 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 13
Quantitative and Numerical Analysis Skills assessed in
CHEM 1415 and ECON 2843
[Total Number of students assessed = 591]

Performance Indicators for Quantitative and Numerical Analysis Skills	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.	58	10%	141	24%	267	45%	125	21%
b) Apply appropriate strategies of quantitative problem solving.	90	15%	124	21%	226	38%	149	25%
c) Express the relationship between mathematical representation and real-world application.	77	13%	122	21%	269	46%	122	21%

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 skills. Figure 14 below shows details of student responses.

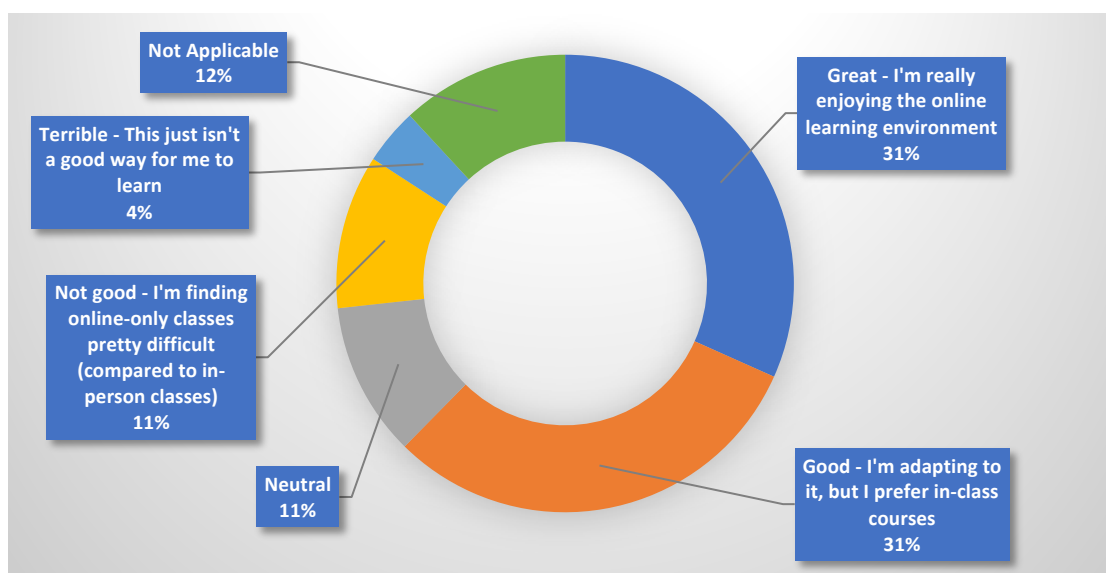
Figure 14
**Combined Frequency Distributions regarding
 Quantitative and Numerical Analysis Skills assessed in
 performance indicators.
 CHEM 1415 and ECON 2843
 ($n = 82$)**

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.	0	0%	2	2%	12	12%	49	40%	37	30%
b) Apply appropriate strategies of quantitative problem solving.	0	0%	1	1%	11	9%	93	34%	46	38%
c) Express the relationship between mathematical representation and real-world application.	1	1%	4	3%	11	9%	84	40%	35	29%

As indicated above, of the 82 students who responded to the General Education Survey, on average, close to 70% reported that they *agree* or *strongly agree* that the courses equipped them with each of the above performance indicators compared to less than 5%, on average, who *disagree* or *strongly disagree* that the courses equipped them with each of the above performance indicators. See pages 51-56 in Appendix C for complete report of the fall 2020 and spring 2021 General Education Student Survey.

In addition to the above, students were also asked to how they would describe their learning given that all courses had to abruptly pivot to online learning during the COVID-19 pandemic. Figure 15 below shows how students responded to the question.

Figure 15
**How would you describe your learning experiences so far?
 CHEM 1415 and ECON 2843
 ($n = 82$)**



Recommendations for Continuous Improvement for Quantitative and Numerical Analysis Skills SLO

Figure 16 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 ECON 2843 and CHEM 1415 as well as analysis of students' own perceptions from the General Education Student Survey.

Figure 16
**Key recommendations for continuous improvement for
Quantitative and Numerical Analysis Skills SLO**

Performance Indicators	Specific Recommendations for Continuous Improvement
a) Analyze and interpret quantitative information from formulas, graphs, and tables.	ECON 2843 • Outcome: More than 75% of students (Spring 2021) received a letter grade of A or B, indicating a proper performance. Also, the mean response to this question in the survey is 1.63 (scale: 1 to 3). • Improvement Strategy: Encouraging greater interaction between students at the bottom of performance distribution and graduate teaching assistants may help between 14 and 19 percent of students. This is not as easy as it may sound, however. There are two problems: ○ Classes are too large and GTA hours are more limited. (Active peer-engagement may help with this resource limitations). ○ Providing incentives to those at the bottom of performance distribution is always a tricky task. CHEM 1415 • Most respondents agreed or strongly agreed with this statement. • Embed more graphs and tables in the course curriculum.
b) Apply appropriate strategies of quantitative problem solving.	ECON 2843 • Outcome: More than 75% of students (Spring 2021) received a letter grade of A or B, indicating a proper performance. Also, the mean response to this question in the survey is 1.5 (scale: 1 to 3). • Improvement Strategy: Students are increasingly using MS Excel in class and for their assignments. They also have free access to other statistical packages (e.g., Stata). These are both excellent developments. Despite having access to LinkedIn Learning, however, many students do not have enough incentives to start learning how to use these tools effectively. A set of pre-recorded videos could be an excellent help to many students who are interested in using such tools but do not know where to start and how.

Figure 16 (*cont.*)
**Key recommendations for continuous improvement for
 Quantitative and Numerical Analysis Skills SLO**

Performance Indicators	Key recommendations for continuous improvement
b) Apply appropriate strategies of quantitative problem solving. (<i>continued</i>)	CHEM 1415 - Students' exam averages were high Ds/low Cs, which is not bad, but can definitely be better. - A few students struggled with matching the correct strategy/equation to solve problems - Use more diverse assessment methods (formative) to help students practice and be comfortable using critical thinking skills to solve problems.
c) Express the relationship between mathematical representation and real-world application.	ECON 2843 - Outcome: More than 75% of students (Spring 2021) received a letter grade of A or B, indicating a proper performance. Also, the mean response to this question in the survey is 1.67 (scale: 1 to 3). - Improvement Strategy: Introductory courses in statistics involve learning about some theory-based tools and procedures. They are often new to students. Many students are familiar with description tools. However, a majority of students do not know much about probability topics and inference. Considering time limitations, a faster review of description and even probability topics may provide greater time for the instructor to engage in more real-life examples that relate to inference topics (e.g., real-life applications of confidence interval estimation and hypothesis testing). This requires a careful time management. CHEM 1415 - Instructor is looking into ways of bridging this gap by bringing real world examples to the lectures. - Introducing a mini project would be helpful in assessing this performance indicator though time is limited. - Use questions to investigate students' abilities to tie what they've learnt in class to real-world applications. - Begin to implement type of problems that are not just mathematical questions but are more application problems.

Critical Analysis and Scientific Reasoning Skills

Learning Outcome: 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 Skills Performance Indicators

At the conclusion of the general education curriculum/program, students 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.

Courses Assessed: SOC 1113 and GEOG 1114

Direct and Indirect Assessment Mechanisms: In SOC 1113, assessment was based on an examination whose contents addressed various performance indicators. A total of 189 student sat for the examination. Final results were systematically translated to determine the percent of students who “exceeded expectations,” “met expectations,” “partially met expectations,” and “did not meet expectations”.

In GEOG 1114, five specific indicators were assessed, and faculty created individual assignments for each one. The number of students assessed for each indicator ranged from 222-252, depending on how many students completed the particular assignment.

An assignment that had students examine bacteria and mold growth on a simulated petri dish was used to assess the *application of scientific methods*. Another assignment had students read a National Geographic article and *differentiate whether specific statements were scientific or nonscientific*. Another assignment that assessed the *comparison of alternate explanations and their implications* had students explain different processes that could affect the path or flow of rivers. To assess the *summation of evidence presented in an argument*, students watched a video and summarized individual segments. Finally, an assignment where students had to explain different actions people can take to reduce atmospheric carbon dioxide assessed *identifying examples of the interaction between science and societal change*.

The percentage of students who exceeded expectations ranged between 93-97% for each indicator, and 100% of students at least partially met expectations on four of the five indicators. Additionally, 215 students (85%) completed an optional survey for the assessment office to provide feedback from their perspective. To maintain continuous improvement for each performance indicator, the assessment assignments will continue to be used, more depth and time will be devoted to some course content, and all assignments will be updated as necessary to remain current and relevant.

Critical Analysis and Scientific Reasoning Skills Results

Results in Figure 17 show that an overwhelming majority of students (92%) met or exceeded expectations in terms of their *ability to apply scientific methods to their subject area* (performance indicator [b] which was assessed in both SOC 1113 and GEOG 1114. Additionally, data shows that, on average, more than 85% met or exceeded expectations regarding the rest of the performance indicators.

Figure 17
Critical Analysis and Scientific Reasoning Skills assessed in
SOC 1113 and GEOG 1114
[Total Number of students assessed = 441]

Performance Indicators for Quantitative and Numerical Analysis*	Do Not Meet Expectations		Partially Meet Expectations		Meet Expectations		Exceed Expectations	
	n	%	n	%	n	%	n	%
a) Demonstrate reasoning by deduction, induction, and analogy.	7	4%	17	9%	96	51%	69	37%
b) Apply scientific methods as appropriate for the general education subject area.	10	2%	25	6%	112	25%	294	67%
c) Differentiate between scientific and non-scientific explanations.	2	1%	0	0%	16	8%	219	92%
d) Compare alternative explanations and their implications.	0	0%	6	3%	5	2%	211	95%
e) Summarize evidence presented in an argument.	0	0%	2	1%	8	4%	215	97%
f) Identify examples of the interaction between science and societal change.	14	3%	38	9%	90	21%	280	66%
g) Explain how the social and historical context in which a theory emerged influenced its development.	15	8%	19	10%	85	45%	70	37%

* SOC 1113 assessed performance indicators **a**, **b**, **f**, and **g**, while GEOG 1114 assessed performance indicators **b**, **c**, **d**, **e** and **f**.

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 18 below shows details of student responses.

Figure 18
**Combined Frequency Distributions regarding
Critical Analysis and Scientific Reasoning Skills assessed in
performance indicators.
SOC 1113 and GEOG 1114
(*n* = 215)**

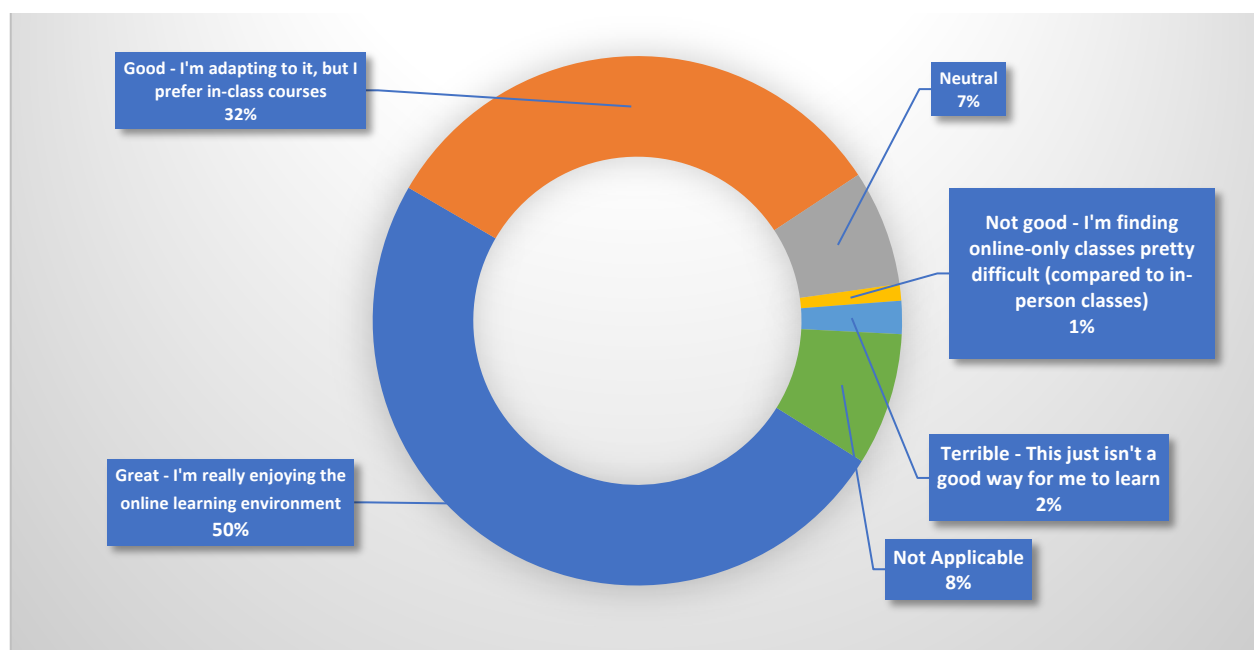
This course equipped me with the ability to...	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
a) Demonstrate reasoning by deduction, induction, and analogy. *										
b) Apply scientific methods as appropriate for the general education subject area.	1	0.5%	2	0.9%	6	2.8%	100	46.5%	106	49.3%
c) Differentiate between scientific and non-scientific explanations.	1	0.5%	1	0.5%	11	5.1%	102	44.4%	100	46.5%
d) Compare alternative explanations and their implications.	1	0.5%	1	0.5%	25	11.6%	89	41.4%	99	46.1%
e) Summarize evidence presented in an argument.	1	0.5%	3	0.4%	14	6.5%	93	43.3%	100	48.4%
f) Identify examples of the interaction between science and societal change.	1	0.5%	2	0.9%	16	7.4%	84	39.1%	112	52.1%
g) Explain how the social and historical context in which a theory emerged influenced its development.*										

*Due to very small number of respondents in SOC 1113, survey data was excluded in the above table.

As indicated above, of the 215 students who responded to the General Education Survey, on average, more than 85% reported that they *agree* or *strongly agree* that the courses equipped them with each of the above performance indicators compared to less than 2%, on average, who disagree or strongly disagree that the courses equipped them with each of the above performance indicators. See pages 57-62 in Appendix C for complete report of the fall 2020 and spring 2021 General Education Student Survey.

In addition to the above, students were also asked to how they would describe their learning given that all courses had to abruptly pivot to online learning during the COVID-19 pandemic. Figure 19 below shows how students responded to the question.

Figure 19
How would you describe your learning experiences so far?
GEOG 1114
 [*n* = 212]



Recommendations for Continuous Improvement for Critical Analysis and Scientific Reasoning Skills SLO

Figure 20 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 SOC 1113 and GEOG 1114 as well as analysis of students' own perceptions from the General Education Student Survey.

Figure 20
**Key recommendations for continuous improvement for
 Critical Analysis and Scientific Reasoning Skills SLO**

Performance Indicators	Key recommendations for continuous improvement
a) demonstrate reasoning by deduction, induction, and analogy.	• Discussion questions solicit reasoning, • Provide more direct feedback
b) apply scientific methods as appropriate for the general education subject area.	• Expand in class application exercises
c) differentiate between scientific and non-scientific explanations.	• Keep assignment • Also include another assignment comparing a peer reviewed scientific research article with an article that isn't in a peer reviewed source

Figure 20 *(continued)*
**Key recommendations for continuous improvement for
 Critical Analysis and Scientific Reasoning Skills SLO**

Performance Indicators	Key recommendations for continuous improvement
d) compare alternative explanations and their implications.	• Keep assignment but link to this concept more specifically and frequently in class • Add another assignment that addresses this concept
e) summarize evidence presented in an argument.	• Update lesson as necessary to keep the material and examples current and relevant
f) identify examples of the interaction between science and societal change.	• Look for current examples that make connections clearer for students • Expand lectures to discuss more on social change. • Keep assignment • Incorporate more examples for this concept • Add a more elaborate assignment towards the end
g) explain how the social and historical context in which a theory emerged influenced its development.	• Theoretical basis for history of social movements and social problems can be better addressed through lecture and readings

Appendix A

General Education Assessment Reporting Template

OU General Education Assessment Reporting Template [SAMPLE]

Semester: **Fall 2021**

Course: **COMM 2003**

Learning Outcome: **Critical Analysis and Scientific Reasoning**

For each of the following performance indicators, state the **number of students** at the end of **COMM 2003** 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**.

Critical Analysis and Scientific Reasoning Performance Indicators	Total number of Students Assessed	State or brief describe the means used to assess the performance indicator (e.g., major assignment, term paper, examination, presentation, portfolio, etc.)	Scale <i>State the percent of students in terms of how they performed based on the selected assessment(s).</i>				Continuous Improvement* This is the most important part of the assessment process. For each performance indicator, describe briefly (in bullet form) how information regarding student performance and student perceptions (from students' survey) will be used for continuous improvement.
			Do Not Meet Expectations	Partially Meet Expectations	Meet Expectations	Exceed Expectations	
a) Describe the role of geographic and environmental factors in shaping today's world.							
b) Summarize the process of value formation, transmission, and modification across cultures.							
c) 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.							

* Below are some of the crucial questions that can help in documenting Continuous Improvement. Questions 4, 5 and 6 are particularly helpful in determining how to use results to enhance student learning and instruction:

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?

Appendix B

Sample General Education Student Survey

GENERAL EDUCATION STUDENT SURVEY [SAMPLE]

COMM 2003

Dear OU Student:

We know that the current health crisis poses ongoing challenges to you as students. The University continues to support and help all OU students adjust and have as little disruption as possible in their education, and as they take courses in the General Education curriculum, which is at the heart of OU's mission, and is designed to ensure that graduating Sooners have breadth and depth - the fundamental knowledge and skills they need to flourish as individuals and as citizens.

To help support the above mission and to enhance your educational experience at OU, we are seeking your opinions about your learning experiences in the above general education course. Please respond to all items in the short questionnaire below. Your responses are extremely important to the University and will be used to improve the general education curriculum and your educational experiences.

Please contact Dr. Xiaolan Liao at xliao@ou.edu if you have any questions regarding the survey or if you experience technical difficulties.

COMM 2003 is part of OU General Education courses designed to address the **COMMUNITY, DIVERSITY AND CULTURE** learning outcome in the context of the statements in the table below.

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>This course equipped me with the ability to...</i>					
a) Describe the role of geographic and environmental factors in shaping today's world.					
b) Summarize the process of value formation, transmission, and modification across cultures					
c) 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.					

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

- a) In what ways was this course effective or ineffective in addressing the above statements?
- b) Is there any other feedback or comment you would like to share?

Appendix C

General Education Student Survey

Aggregated Reports for Fall 2020 and Spring 2021

Technology and Information Literacy skills

BIOL 1124 & PSC 1113

Please rate your level of agreement with each of the statements.

<i>This course equipped me with the ability to...</i>	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
a) apply technology as appropriate for the general education subject area.	1%	13	2%	24	9%	122	46%	618	42%	561	100%	1338
b) describe unethical and illegal use of information including copyright and privacy issues.	5%	11	6%	12	20%	40	39%	80	30%	60	100%	203
c) identify appropriate sources of information for academic work.	1%	15	2%	27	10%	133	45%	599	42%	564	100%	1338
d) accurately cite a variety of sources, including electronic, visual, and print media.	2%	23	5%	68	16%	209	42%	560	36%	478	100%	1338
e) cite information to support ideas, hypotheses, and conclusions.	1%	15	4%	47	13%	175	43%	582	39%	519	100%	1338

How would you describe your learning experience so far?

#	Answer	%	Count
1	Great - I'm really enjoying the online learning environment	20%	274
2	Good - I'm adapting to it, but I prefer in-class courses	53%	715
3	Neutral	8%	104
4	Not good - I'm finding online-only classes pretty difficult (compared to in-person classes)	12%	164
5	Terrible - This just isn't a good way for me to learn	6%	80
6	Not Applicable	0%	0
	Total	100%	1337

Student Comments and Theme Categories

Category: Class Environment

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
397	42.5%	359	42.7%	124	12.5%
- the zoom classes have easy to follow along with. - Having a set time to meet for class. If I am in a completely online environment, I feel I struggle more. - Being interactive while on zoom		- In person classes. - a better learning environment - It's hard for to learn online and stay focused. In person interaction would've made learning easier to pay attention.		- I think if it were in person, then we would have learned how to cite better, but online learning made it difficult. - I feel like my teacher really took the time during lecture to explain things and I had no trouble during this course. I just believe that it would be 10 times better in person. - Since this course was only online, it taught me how to use technology more effectively when learning about this subject area. Citation was not a large part of this course.	

Category: Course Content

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
25	2.6%	17	2%	154	15.5%
- How the lectures are so intriguing. - The lectures were engaging and rarely had any serious malfunctions. - Discussion sections were fun and interesting.		- Better information and clearer assignments. - Have more times where I could go and ask a teacher a question and have them explain a concept in a different way. - A more detailed, personal explanation of some of the concepts.		- During zoom meetings, he would always give examples out of the book and give additional resources. - I felt that the course didn't prepare me to fully cite sources, it was very brief in covering this information. It did a pretty good job in using technology within this course. - Course work was in-depth, hands-on, and clearly explained and guided	

Category: Course Material

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
142	15.2%	114	13.5%	187	18.9%
• Having the lectures recorded where you can still go back and see them. • The action centers were very helpful and Dr. Lee also posts the lecture slides to go along with our zoom lectures. • I liked the smart books; they were somewhat useful.		• Maybe a little more organization on canvas, it tended to be a little cluttered. • Links to extra learning resources perhaps • I believe a little bit more videos.		• The course gave all materials needed or possibly wanted to help succeed within itself. • Shaw kept the class interesting and made sure we had access to his lectures and our TAs when needed. • This course was very helpful and accommodating with technology. The resources used were very helpful with subjects and learning, as well as media.	

Category: Course Structure

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
196	21%	222	26.4%	374	37.8%
• The lectures in combination with the smartbook helped me to learn and reinforce concepts very easily. I believe that I honestly learned better than I would have in a massive lecture hall as I was able to focus on what the professor was saying much better. • The assignments and lectures actually helped me understand the material better. • Biology was the best online course I had this semester, it managed to remain organized despite the situations.		• More time for work, and to fully grasp the concepts being taught from a screen. • More review time • maybe a russation to go over homework and in-class assignments if we are confused. Maybe even a study guide or fill in the blank review.		• The course was well planned. • The only part of the course that was ineffective is that the lab part of the class was not good at listing assignments on canvas or being clear with what is due when. • Most of it is a weird mix since everyone no matter if a freshman or not is learning everything as everything goes on. In all, I think it's just difficult to learn everything because of the new format that nobody has tried yet and I would say I feel as if most of the projects we did were walked through fairly in depth.	

Category: Difficulty

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
12	1.2%	26	3%	50	5%
- It was easy to keep up with bio homework - The workload is manageable - Dr. Lee was amazing and made the class engaging and easy		- Less work with more reward per assignment could help - More review documents and guidance would have been nice, the exams are complex and sometimes we are not adequately prepared. - I would like professors to lighten the workload they put on students because just because we are online and at home doesn't mean we don't have other classes to attend to.		- it was very difficult doing labs and learning in lecture with online learning. - The lab graphs were hard to complete individually. - Dr. Shaw was an amazing teacher, it was just hard to try to comprehend everything into the tests.	

Category: Professor

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
187	20%	55	6.5%	173	17.4%
- My professor was very good about finding ways to try and make the material interesting and engaging, which was extremely helpful given that being online typically results in increased difficulty for students to pay attention. - Dr. Lee is extremely engaging and a good professor to have. I'm lucky I got him. He takes questions, stays after class for extra help, makes sure we have all the extra resources we need to study, etc. I enjoy the freedoms that I have while taking online classes. I can work more, study more, and be with my dogs more. - The professor and TA's positive towards the class and always being ready to teach and help in case we are struggling.		- better communication from the teachers, and TA's. - I think teachers are still getting used to technical errors and using online resources for class, I would like every teacher to be trained on how to use canvas so that all of our work is in one place with due dates and is very specific. - Better teacher to student interaction. For me, the teachers never address their students, even in small classes. I would like if it was a little more personal.		- Mr. Shaw did his best to make this semester as understandable as possible. - The teaching was very clear and to the point. There were TA's that helped us tremendously when the Professor couldn't and it was amazing. I gained a lot of knowledge from this class about just how to organize my thoughts and ideas, as well as thinking critically. - The professors and TA's were really helpful in identifying different things.	

Category: Relevance

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	12	1.4%	24	2.4%
I am enjoying the labs on Fridays that get us to apply what we've learned into real-life scenarios and also get to work with peers.		- More ways to apply to real-life - More ways to apply the information to real-life - In order to improve my overall learning experience, I would need a much more in-depth explanation of the materials being taught as we are learning more definitions rather than applying the definitions into real-life scenarios which are what our tests are like. I think I found it most difficult because the class is online and professors think we are going to cheat so they make the tests extremely difficult.		- This course was effective by having in-person labs, case studies that applied concepts, and offering an action center. I think this course would have been more effective if we had an in-person lecture. - The professor made the coursework easy to understand on a real life basis, which made it easier for me to comprehend the material. - This class did not just teach me specific terms to know, it taught me how to apply those terms in real world situations. I think this was better for my learning and also for the career field I would like to go into.	

Category: Skill Development

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
22	2.3%	18	2.1%	50	5%
- My improved ability to study on my own. - balancing my online courses alongside my in-person classes. learning to manage study time for certain subjects that require more understanding and critical thinking. - I feel like I am taking good notes over course material.		- finding new ways to take notes. - More studying tactics - Probably my note taking ability.		- It was effective in helping me find scientific databases and the incorporation of sources to support my hypothesis. - The course was effective in all aspects mentioned above. We were able to hone our skills in all these areas. - This course was effective in demonstrating and teaching me how to properly use lab machinery and equipment. It also provided assignments that I could use to learn how to find and use scholarly articles.	

Category: Technology

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
165	17.7%	79	9.4%	281	28.4%
• Having lectures posted was nice and I didn't mind zoom and top hat, it all worked pretty well. • Smartbook assignments • Adding apps to the coursework		• I feel like we need to have the smartbooks after the days of lectures. • Sometimes the zoom feed was blurry. • Beside the occasional messed up top hats not much		• Course relied heavily on integrating technology into the learning experience so it aptly prepared me for that. We did not incorporate citing sourcing very much into the course however, only in the final project for lab. • Didn't work too much on applying use of technology. • It was effective because it provided me with lots of resources such as tophat, smartbook and action centers that made it a lot easier to study later on.	

Category: Fairness

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
8	<1%	23	2.7%	13	1.3%
• the accommodations professors are making for online coursed • It's all very easy to adapt to and there isn't anything out of this world that is being asked of students. • So far, zoom classes and online materials are working generally well in terms of my learning experience. The professor and TAs for this course especially did all they could to provide an engaging, accommodating, and inclusive environment for us under the present circumstances.		• More lenience for lecture attendance and increased availability of resources outside of lecture. • I think that some professors need to be a little more understanding about personal situations and mishaps that come up in the semester. Furthermore, this doesn't apply to myself but the workload of some classes despite the current state we are in is extremely unacceptable. • I feel like people in lab who talked far more than most students but may have missed a day or two should still be rewarded for participation. There are some students who spoke once per class and got full credit. Whereas others drove the conversation during times of silence but happened to miss a day and were punished significantly grade wise.		• The course was very effective in adapting to the corona virus. They gave leeway on assignments as well as had virtual ones to make up for in person absences due to sickness. Additionally, the teachers emphasized the action center which helped me better understand the topics. In making lab reports, I learned how to cite information that supported my hypothesis and conclusions. • The course deadlines and organization felt sporadic and wasn't well communicated. Lab expectations also did not include citations until the lab final, which set us up to feel frustrated with having no experience with the project. • The course was effective in the way that the lectures were interesting and amusing-which helped keep the focus on the participation and tophat questions. It was ineffective with the lab mostly. First half of the semester- my lab was graded unfairly and more harsh than I've been graded in an in-person lab. Perhaps the TA was grading but that area needs to be checked.	

Category: Feedback

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
7	<1%	18	2.1%	8	<1%
• feedback from teachers It's a great help. They always seem to respond to any questions I have. • I really enjoy zoom lectures instead of being fully online in order to still receive some level of teaching. I also like when professors/TA's give feedback on our assignments so we know how to improve next time. • I am able to better tailor to my need with online courses and am adapting to contacting/ asking questions to my professor virtually.		• I wish that the students would be able to see the answers to case studies and quizzes after they are submitted so that we can see what we missed and better prepare for the exams. • Access to my exams so that I can look over what I did and didn't do correctly. • Feedback after exams!!		• By giving feedback on proper APA citation and quality sources. • I think over the course was effective, but I think that the lab TA's should tell us what exactly we missed on the lab reports in order to do better next time. • We had weekly homework's due online and used TopHat technology during class to get immediate feedback of how we were understanding the material. Our final lab project we were encouraged to find scholarly articles and properly cite them on the poster.	

Category: Groupwork

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
38	4%	46	5.4%	9	<1%
• Doing case study groups in groups of 4 allowed students to interact and learn with each other. • Collaboration with other students. • Study groups are working very well in terms of the learning experience.		• more interactions w students • less group projects, hard to meet with others. • More access to people in my class for study groups.		• I feel as if I learn more in person and in small groups and felt that the in person labs were very helpful for me. It was great for individualized help and applied the concepts very well. • This class allowed us to not only utilize technology, but to work in groups with our peers even though it was online. We were always provided with a variety of sources to find more information and enhance our learning. There was also very helpful office hours and Action Center. • This course was very helpful, but was a little too fast paced at times. The case studies also put a lot of stress on me since the majority of the groups I was placed in everyone had their cameras off leaving me to do all the work. Since case studies were worth more this semester it took a toll on my grades when my test grades are very good and the rest of the work I completed have been A's.	

Arts and Humanities

DRAM 1713 & MTHR 1713

Please rate your level of agreement with each of the statements.

<i>This course equipped me with the ability to...</i>	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
a) summarize the creative process that underlies at least one major form of artistic expression.	1%	1	1%	1	8%	7	45%	41	45%	42	100%	92
b) describe how the social and cultural environment influences the interpretation of works of art.	1%	1	0%	0	9%	8	59%	54	32%	29	100%	92
c) identify influential and representative scholarly, literary, and artistic achievements of the past.	1%	1	5%	5	16%	15	47%	43	30%	28	100%	92
d) critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.	1%	1	1%	1	8%	7	38%	35	52%	48	100%	92
e) critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	1%	1	12%	11	13%	12	39%	36	35%	32	100%	92

How would you describe your learning experience so far?

#	Answer	%	Count
1	Great - I'm really enjoying the online learning environment	22%	20
2	Good - I'm adapting to it, but I prefer in-class courses	51%	47
3	Neutral	15%	14
4	Not good - I'm finding online-only classes pretty difficult (compared to in-person classes)	9%	8
5	Terrible - This just isn't a good way for me to learn	3%	3
6	Not Applicable	0%	0
	Total	100%	92

Student Comments and Theme Categories

Category: Class Environment

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
41	53.2%	27	49%	5	6.6%
- I have flexibility because of the online access to do assignments around my own schedule. - I am a hands on type of learner, so having in person class helped me out a lot for this class. - Having in person meetings and discussion based classes was very helpful. I liked the learning process and enjoyed my in class experience very much.		- I think being able to have more in person, and learn more in person would help my learning experience. - I wish we could be in person for more of the class so we could ask questions as we watch the lectures. - I really enjoy in person learning, if there were a way to offer more next semester I believe that could help a lot of students.		- This course was effective in addressing these statements because we had the opportunity to attend and discuss plays. I was able to gain a deeper appreciation for the theatre and learn from an expert on the topic. - Even being online kept students engaged and learning. - Overall it was very fast pace, lecture was mainly online and that was difficult to understand and keep up with. Once showing up to class, it was also fast paced and hard to follow.	

Category: Course Content

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
7	9%	4	7.2%	33	44%
- Simply just reading the assigned chapters and watching weekly videos was very beneficial and helped me be successful in this class. - I really enjoyed going to the discussion portion of this course. It was fun to hear all the different perspectives on what others saw through theater, and it helped me understand the concepts more, after going and hearing what everyone had to say. - The discussion class is keeping me afloat currently		- Getting tour the theatre space or see more plays. - probably more guest speakers - interactive activities are how i learn the best		- Very effective. The text was clear for information and the reviews we did helped implement skills from the texts and draw upon all of our knowledge. - This course taught me to look at theater in a new way. It showed me to not only notice but appreciate all the tiny details that make up a play. It has taught me how to write critiques of not only plays but also tv shows. - This course was really informative. I felt I got a solid understanding of the topics during each lesson. I learned a lot in both the lecture and in discussion.	

Category: Course Material

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
10	12.9%	9	16.3%	11	14.6%
- I think the course material is interesting it is just with everything going on it is really hard for many people-- including myself-- to focus. I have so much work and no breaks. - The readings- some are long, but the material is good so it's not bad. The text book is also well written for the most part and is actually interesting. However, I wish some in-person aspects could have happened to the main lecture or a live video conference situation. - I have enjoyed the videos a lot.		- I wouldn't really need anything for this class specifically, it's been good so far. There's nothing glaring that I can immediately point out to be fixed. More resources on learning online would be great, as well as advice on how to help headaches after spending hours online :) - More engaging assignments, less reading. - I liked the lecture videos where I could take notes more than the YouTube playlists.		- The modules were easy to follow and had great supplemental information as well. - The reading and videos were helpful - The textbook has lots of good information. The discussions we have in class are informative and interactive.	

Category: Course Structure

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
32	41.5%	20	36.3%	42	56%
- Having lectures online and seeing all the material I needed for the week, including quizzes, videos, and readings, all in one space, ready for me to work with whenever I could manage, was very nice. I also really enjoyed the discussion section, as it furthered my ideas, and likely made me better at analysis, as I could hear differing perspectives. - I liked having the quizzes each week and being able to go in for discussions on Fridays. I also took a lot away from being able to go to the plays. - I think the blended style where the lecture portion of the class is completely web based but the discussions are in person is one thing that is working well. I think for me if the discussions were online in any way, I wouldn't be learning as well as I am. I also like how the web section is set up because it makes the course work extremely flexible which is really nice with my schedule.		- Teachers NEED to have a more consistent set up. Every teacher does things totally differently and it makes it hard to find assignments where there's no modules tab (for example). Also, lectures need to be online and the work asynchronous. If I could still hear a lecture for most classes it would help, but I only have one where the teacher actually lectures. - Consistency. I never know if class will be like a "filler" day where I don't learn much or a big group day. - I feel like if we had more homework with this class, it might help with my learning experience. The readings and quizzes help, but I think with more work it would have helped engrain the material into my mind.		- I think the work and examples Professor Sadler gave us was good and helped a lot, but when it came to zooming with the TA I felt like it was more of her wanting us to answer everything and she just listened. - The way this course is set up, with weekly textbook reading assignments but also outside videos helps get an overall well rounded source of information. This paired with our discussions helps me learn and understand each week's topic in a deeper sense. - My attendance was not the best, but there was a lack of history (I personally like that).	

Category: Professor

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
8	10%	5	9%	11	14.6%
- The prof. are very understanding and flexible. They are doing great. - I really enjoy having discussions with instructor Wilson. She explains things extremely well and makes things easy to understand, especially for those of us who have not ever been around theatre before. - Having the discussion period has been super helpful in terms of understanding. My TA has done a great job of leading class by highlighting main takeaways and answer questions thoroughly. She has also been very helpful, workable and easy to reach.		- It would help if I had a different type of class or different professor. I just feel like the way he explains or teaches is too fast pace and I don't understand. - Having professors or TA's that answer emails fast when the course is online. - Possibly more personal encounters with the professors and perhaps better communication from their end		- I think this class was effective in the material provided and the experience of the professor. When recorded lectures were available, I found them much more helpful than just the readings and YouTube playlists. HOWEVER, the addition of YouTube playlists was nice. It was cool to see a different perspective from people around the world/us. I would've rather had a video conference main lecture instead of recorded lectures or just readings. I feel like Professor Saddler had a lot of insight to subjects that we didn't fully get to experience due to less access to him. - I felt like I learned a lot from the videos professor Sadler posted as well as my discussion section with Caleb. - It was effective in a-e because my professor was very knowledgeable about the subject matter. We talked a lot about past artistic works and analyzed plays/other relevant texts.	

Category: Relevance

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	0	0%	2	2.6%
				- I enjoyed how the curriculum covered the basics of theatre while also diving into the impact that theatre has on the world, and how what is happening in the world impacts theatre. - It covered them it was just not effective because there is too much going on in other classes that are relevant to what I want to do in life.	

Category: Skill Development

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	0	0%	1	1.3%
				This course taught me to look at theater in a new way. It showed me to not only notice but appreciate all the tiny details that make up a play. It has taught me how to write critiques of not only plays but also tv shows.	

Category: Technology

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
2	2.5%	0	0%	0	0%
- I think that having a good sense of how to use technology has made my learning experience work throughout these times. - Having zoom courses that require the camera to be on because it makes me focus.					

Category: Feedback

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	1	1.8%	0	0%
		Maybe dedicating a day to read over previously submitted student reviews so we could get a better idea of what to do/what not to do.			

Category: Groupwork

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
2	2.5%	1	1.8%	1	1.3%
- The in-class interactions and discussions. - I feel that working with other people is what helps me most. When I am working with others I am forced to stay engaged and put forth effort.		I think what would improve my learning experience would be more interactive learning besides what we read prior to class. Learning as a group is helpful to me as it helps me get a more thorough understanding.		The course did a good job through discussion sections, as it allowed us to learn from others, along with challenging us to do thinking based on information we watched or read.	

Communication Skills

ENGL 1113 & 1213

Please rate your level of agreement with each of the statements.

<i>This course equipped me with the ability to...</i>	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
a) Demonstrate proficiency in listening, speaking, writing, and reading.	0.55%	2	2.20%	8	9.07%	33	39.56%	144	48.63%	177	100%	364
b) Explain how the context in which a message is communicated influences its interpretation.	0.55%	2	1.92%	7	6.87%	25	43.41%	158	47.25%	172	100%	364
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	0.55%	2	2.20%	8	6.87%	25	42.31%	154	48.08%	175	100%	364
d) Write using a multi-step process of planning, critiquing, editing, and revising.	1.10%	4	1.92%	7	6.87%	25	36.54%	133	53.57%	195	100%	364

How would you describe your learning experience so far?

#	Answer	%	Count
1	Great - I'm really enjoying the online learning environment	26.12%	93
2	Good - I'm adapting to it, but I prefer in-class courses	23.88%	85
3	Neutral	8.15%	29
4	Not good - I'm finding online-only classes pretty difficult (compared to in-person classes)	5.34%	19
5	Terrible - This just isn't a good way for me to learn	3.65%	13
6	Not Applicable	32.87%	117
	Total	100%	356

Student Comments and Theme Categories

Category: Class Environment

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
107	40%	79	53%	20	7.9%
- Being on time to zoom in the comfort of my dorm. - I think having parts that were online and in person were both good in adding to my learning experience. - I believe I am more productive in an online environment		- In person classes - I would rather take this class in person - thanks COVID. - I think being over zoom was easy, but nothing like being in a classroom. I think if i was in that environment I would have done better.		- I believe this course was partially effective when the class was more engaged which was usually when the class was in-person rather than meeting on Zoom. Meeting with and conversing with peers over assignments helped develop these abilities. - I liked the online format, it helped with my anxiety, but I feel like it didn't keep students engaged or off of their phones like an in person class would. - The course was ineffective in the way it was fully online. In-person classes better equip me with the skills I need to succeed.	

Category: Course Content

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	1	<1%	24	9.5%
		I'm not sure maybe more content lectures.		- I really enjoyed this course and found its contents to be engaging, interesting, and helped develop my argumentative skills. My instructor was especially considerate, thoughtful, and effective and I felt that this course and the progression of essays and discussions was able to invoke a new level of writing and critical thinking that I will definitely apply in future endeavors. - Didn't really teach about how to do it more effectively. - Stasis was a new point to me that will be helpful in future discussions to make my audience more perceptive.	

Category: Course Material

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
15	5.6%	9	6%	30	11.9%
• Ability to communicate to professors and classmates and be given material to help me learn the topics I need to learn. • Having a list and having access to everything. Being told the agenda and given the assignments in a timely matter. • Canvas modules		• More engaging activities • Maybe more visuals, but it's hard over zoom • slightly more examples and working through ideas before		• I enjoyed the YouTube videos they were very informative and helped me understand the material • All-around relatively easy material to understand • Looking at sample essays to help effectively structure your own.	

Category: Course Structure

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
93	34.8%	51	34.2%	102	40.4%
• The time frame, working online, my professor was very good at keeping me informed • I think the amount of work in this course is perfect actually. It is not too overwhelming but it kept me engaged throughout the entire semester which I appreciated in the end. • Students can chose one topic , and study about it through whole semester, which is great!		• I think that there is a lot of emphasis on things that do not improve our writing ability. I think that it is important to argue in the same way in regards to stasis, although I think that we go way into detail and put it above all else in this class and I think that it is very unnecessary and it feels like it is only there to challenge you rather than teach you. • Instead of a canvas day. Just have another zoom class day. • It would be easier if there were a more standard way of how teachers use canvas. In the beginning it is hard to figure out where homework is because each of them does it a little differently.		• The time length was just too long for me. I had a hard time focusing after the 45min-1h time line. • He was very organized in his assignments and they improved my writing. • The course plan with each unit elaborating on the previous one	

Category: Difficulty

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	1	<1%	4	1.5%
		A more explanatory grading system, when receiving a rubric five points would be knocked off for two misplaced commas. If that is truly how the teacher would like to grade please provide a more in-depth rubric so that students can see that. For example: There is a column for clarity write in the rubric 5-very clear on the subject and easy to follow, 4-clear on the subject but difficult to follow, etc..		- I thought they accomplished all of these. The only thing I would say is that you got out what you put in, and this was a little hard when online. - I was pushed on my writing skills. Things like peer reviews really helped. - The proficiency of my writing either stayed the same or possibly could have decreased. Planning, critiquing, editing, and revising were hard to do when my peers won't talk to me and all we did was write essays.	

Category: Professor

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
62	23.2%	9	6%	60	23.8%
- I liked how inviting Professor Feltz was for every class period. It made the process of online learning much more enjoyable to be able to feel comfortable to engage in discussion. - I have a wonderful teacher who explains everything thoroughly - My Teacher was a big part of my learning experience. Mrs. Hubbard did a great job at teaching over zoom.		- Having a consistent teacher - Better teacher. - Just having the teachers full support, and them communicating with us what needs to be done in the class.		- I really enjoyed how Dr. Kelly did his class. He was a great instructor through zoom. - Mr. Witt taught in a very comprehensive way to understand how to communicate messages through my writing. He taught how to effectively analyze and understand different types of media while also presenting an effective way to write about this information. - Dr. Feltz was amazing in providing feedback throughout writing essays. She offered plenty of options for source searching and in using tone effectively.	

Category: Relevance

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	2	1.3%	6	2.3%
Being able to choose topics we are passionate about. Doing so allows us to learn more about these topics and keeps us engaged.		- Some classes make it difficult to be able to apply what we learn before being tested. - In personal classes More assignments where we integrate our research slowly and effectively turning it into an essay.		- Made us think of real world applications - The course was very excellent in proficiency, speaking, writing, listening, reading. It also explained everything that was questioned. It applied to real life and it helped with branching out on how to successfully write at a college level. - I liked that we were able to use our skills and apply them to a significant real-world issue.	

Category: Skill Development

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
16	5.9%	0	0%	77	30.5%
- I have been able to contact my professor for any issues I was encountering. I also learned how to write better. - Learning how to write for specific audiences. - I feel like my writing improved as well as my speech structure.				- I feel like my speaking still needs a lot of work but my writing has greatly benefitted from this class - This course was effective because, I actually remembered what I learned and it just stuck with me. I was able to tell by how my writing has improved. - This course helped improve my writing skills by always challenging me to do better.	

Category: Technology

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	1	<1%	2	<1%
		Sometimes there were issues with Canvas, but I think those issues were solely related to the website. It can be difficult to know when things are due and not and sometimes certain assignments won't show up in the modules but will in the calendar. This can be confusing and stressful at times when you aren't sure if you have completed all of the required work for a class or not.		- very effective by using canvas to its abilities - It was effective in addressing via zoom and canvas.	

Category: Fairness

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	3	2%	0	0%
I have a job in Oklahoma City and it is difficult for me to make it to class every day. Dr. Malone understands and works with me so that I can be as successful as his other students. Another aspect that is working well is how essays are graded and addressed. Each essay is graded....FAIRLY and Dr. Malone gives us the opportunity in and out of class to make changes and better our essays and assignments.		- I think the revision process was fine, but every time I got it revised by Ms. Feiner it always felt like there was always something new to fix that came up in the final draft. - With this professor everything is great but with other courses, there are a lot of things that need to be addressed. The professors should be flexible with deadlines because some people are going through a lot which might affect their efficiency and performance in the class. - A more explanatory grading system, when receiving a rubric five points would be knocked off for two misplaced commas. If that is truly how the teacher would like to grade please provide a more in-depth rubric so that students can see that. For example: There is a column for clarity write in the rubric 5-very clear on the subject and easy to follow, 4-clear on the subject but difficult to follow, etc.			

Category: Feedback

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
21	7.8%	6	4%	18	7.1%
- Teacher feedback - Hands on work is the most effective way I learn. As well as critique of work helps improve. - The professor edits on my essay.		- for feedback in conferences - More in-depth feedback from our peers - Feedback from professors we already have a lot but more could be better.		- I got some good constructive criticism however with zoom it is just so hard to focus - Harder to get feedback when everything's online. - I was pushed on my writing skills. Things like peer reviews really helped.	

Category: Groupwork

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
17	6.3%	11	7.3%	21	8.3%
- Talking to peers - Peer reviews - I like the peer-review process. I love commenting on Canvas and being able to see what I need to fix!		- the only thing I had trouble with at times was group projects or activities. as can be expected, there were times where not all classmates cooperated. - Partner-projects - Probably more group projects. I like working together and meeting my peers.		- Group activities are great! - By using group projects to keep us engaged. - The discussions and lectures in class were always helpful, the peer review was well done, our class was always very involved with each other, and we all got to share our thoughts and critiques in kind and educational ways.	

Quantitative and Numerical Analysis

CHEM 1415 & ECON 2843

Please rate your level of agreement with each of the statements.

<i>This course equipped me with the ability to...</i>	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.	0%	0	2 %	2	12%	10	49%	40	37%	30	100%	82
b) Apply appropriate strategies of quantitative problem-solving including analytics and use of software.	0%	0	1%	1	11%	9	41%	34	46%	38	100%	82
c) Express the relationship between mathematical representation and real-world application.	1%	1	4%	3	11%	9	49%	40	35%	29	100%	82

How would you describe your learning experience so far?

#	Answer	%	Count
1	Great - I'm really enjoying the online learning environment	32%	26
2	Good - I'm adapting to it, but I prefer in-class courses	30 %	25
3	Neutral	11%	9
4	Not good - I'm finding online-only classes pretty difficult (compared to in-person classes)	11%	9
5	Terrible - This just isn't a good way for me to learn	4%	3
6	Not Applicable	12%	10
	Total	100.00%	82

Student Comments and Theme Categories

Category: Class Environment

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
26	48.1%	23	48.9%	6	13.5%
- The elements of sharing the screen on Zoom and having opportunities to ask questions during the lecture really helped master concepts on Excel. - It is much more simple to learn for me in the comfort of my home than in person. - Zoom is working fairly well so far in terms of my learning experiencing, specifically during this course. I think this course specifically needs to be learned at least through Zoom in order to understand it. I think the effectiveness of Zoom also varies depending on how the professor takes advantage of polls, chat section, etc. I like how my specific professor utilized polls to make the class more interactive. This helped me learn better.		- I wish it could be in-person. - In person classes - If its video conferencing, please make a video mandatory for all students. It is easy to not listen when video is off.		- It was hard to learn online. - It can be difficult to understand information online because there are way more distractions. - While the course did have a good setup for teaching the topics, the professor and online environment did not make the learning easy or effective.	

Category: Course Content

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	1	2.1%	7	11.8%
		More description of what is happening on the molecular level		- We used graphs a lot & math to connect a lot of things in lab. We also were taught in lecture strategies for problem solving. - I feel that our lab experience played a big role as we gathered data, used it, and have to analyze it. B) During our lessons we were given opportunities to use what we've learned to solve quantitative problems. C) In our lectures we were give a some real world examples as well as our experiences in the lab. - Needed better explanation of quantitative analysis. Real world applications need better explanations.	

Category: Course Material

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
15	27.7%	4	10.8%	8	13.5%
• Having plenty of class examples to help prepare for exams without it being too excessive. The homework is also very useful for learning • Quizzes drew my engagement, and having the recorded lectures is great to go over, after class hours! • I am a visual learner, so having the PowerPoint slides provided by my professor right in front of me was very helpful. These slides are easy to follow and organize the vital information in a clear way. Also, all of the Zoom lectures were recorded and posted online. I went back to access these recorded lectures many times in preparation for the midterm exams.		• Being able to view the old homework and quizzes. • I do not know. Better tools to help us understand topics we do not know or struggle with. ALEKS is good for this but needs to be more. • I think it would be helpful for there to be extra practice problems available on Canvas that break down (step by step) how to solve some of the more challenging ideas present in the chapters. Even if it is just one question per topic. For example, I watched every recorded lecture, went through the PowerPoint slides, went through the textbook, AND did a Google search... and still had difficulties figuring out how to find the upper and lower Z-score of a given probability. I'm sure I could've emailed my professor or his GTA's, but it just didn't feel convenient. I desired an easier way to solve my questions/problems.		• The course was well taught with many examples and practice materials provided to help me learn. The course was effective in presenting the materials but it can be a bit hard to grasp. • The course was very effective and every resource was given to the students and ample opportunities for learning and success were present. This motivates and encourages learning without stress. • Most of the graphs I would make were based on the lab data that I retrieved myself. They were basic and did not involve much interpretation. ALEKS helped with problem solving. Lab helped with application to the real world.	

Category: Course Structure

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
12	22.2%	21	44.6%	10	16.9%
• Working on my own schedule for assignments and having a longer period to complete assignments. Also, in class quizzes are a good learning tool to walk through examples together. • I think the organization of the class has helped my learning experience. • I appreciate the flexibility and adjustments my professor has made throughout the course.		• The class seem slowly paced, which was helpful when students did not understand concepts, however, it got frustrating at times when we would spend multiple days on a concept. • I think it would be helpful for there to be extra practice problems available on Canvas that break down (step by step) how to solve some of the more challenging ideas present in the chapters. Even if it is just one question per topic. For example, I watched every recorded lecture, went through the PowerPoint slides, went through the textbook, AND did a Google search... and still had difficulties figuring out how to find the upper and lower Z-score of a given probability. I'm sure I could've emailed my professor or his GTA's, but it just didn't feel convenient. I desired an easier way to solve my questions/problems. • A more organized schedule. Sometimes labs would cover topics we had not yet covered in class making them much more difficult to complete.		• Great Professor. And all around a great guy. But lectures and exams or lectures and homework have no correlation. That is the only downfall. The examples he gives do not correlate with our homework. • This course was effective in addressing statement (a), especially during the lab sections. The course did this by consistently presenting the class with graphs and having students create their own graphs, formulas, and tables for labs. The course was also effective in addressing statement (c) by providing real-world application during background information of labs. This course also allowed students to apply mathematical formulas to concepts learned in class and apply it to the real world. • I feel like the course gives students the necessary knowledge to figure out how to analyze statistical information rather well. I did find that the course seemed slow, as in the professor took too much time for each new topic. I had taken AP stats in high school which may be why I felt the class was slow.	

Category: Professor

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
12	22.2%	4	8.5%	21	35.5%
- The way Professor Saleh explains things is great - Professor S is one of the best professors I've had - My teacher is very straightforward & makes things really easy to understand.		- More hands on teaching - Just in person learning and more hands on from an instructor/TA - Student interaction. - Professor interaction. While there are chances outside of class for this, it is hard to work around schedule conflicts with other classes. I miss the feeling of collaborating with my classmates and also being able to interact directly with a professor when I am unsure of a topic.		- Saleh is very thorough with his explanations - Professor Tabrizy did an excellent job of teaching and answering questions when individuals did not understand a concept. - Professor Saleh is a great professor his teaching practices are very beneficial	

Category: Relevance

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	1	2.1%	11	18.6%
		Not much, just more examples of real-world use cases of the thing that we are doing in class.		- I learned how to approach a set of data using real world examples, and how to analyze and render statistics from that set of data. I also learned how to visualize that data. Excel was a great tool to use. - Effective in teaching application of material. - Looks at real life data and uses concepts from STATS to see how the two correlate.	

Category: Skill Development

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	0	0%	11	18.6%
				- The course has equipped me with the necessary statistical skills to solve analyze and solve problems using mathematical and graphical methods. - I learned how to approach a set of data using real world examples, and how to analyze and render statistics from that set of data. I also learned how to visualize that data. Excel was a great tool to use. - It was effective in helping me learn how to make graphs in excel. It also helped me interpret trends in data. In regards to quantitative problem solving, I was often confused on where to start when handed a problem. Finally, doing labs has helped me understand how to connect math to real world chemistry.	

Category: Technology

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
3	5.5%	2	4.2%	11	18.6%
- The zoom meetings are helpful and also the use of software such as excel is also very useful. - The elements of sharing the screen on Zoom and having opportunities to ask questions during the lecture really helped master concepts on Excel. - The homework and assignments that have been done online have been enhanced by the ability for McGraw Hill to assist you and walk you through a problem.		- How to use excel to solve the stats problems. - More information on how to use the data with my calculator--while I am able to use excel I have a calculator that can provide an answer in a faster manner.		- I believe it was effective in teaching excel commands to solve the math involved in statistics. I believe it was in effective in ways of tying the steps together on how the relate to real world problem. Not a bad showcase of how to relate but it would get confusing and relating certain commands to certain products asked for by questions. - This course really taught me how to use Excel to my advantage. I had some knowledge of Excel before taking ECON 2843, but it doesn't even compare to what I know now. The command sheets that were given before exams were life savers. I am very confident in my abilities to look at a table, insert the data into Excel, and quickly solve whatever is being asked. For part C, I said neutral because I am not a business major; however, if I was I'm sure I would easily be able to make real-world connections. - It was easy to understand and clear for the class by using excel and power-points through Zoom for step by steps instructions.	

Category: Feedback

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	2	4.2%	0	0%
		• Being able to view the old homework and quizzes. • going over our homework or homework like problems			

Category: Groupwork

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	0	0%	1	1.6%
				• working through practice problems together then doing Aleks by myself	

Critical Analysis and Scientific Reasoning

GEOG 1114 & SOC 1113

Please rate your level of agreement with each of the statements.

<i>This course equipped me with the ability to...</i>	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	%	n	%	n	%	n	%	n	%	n	%	n
a) Apply scientific methods as appropriate for the general education subject area.	0.47%	1	0.93%	2	2.79%	6	46.51%	100	49.30%	106	100%	215
b) Differentiate between scientific and non-scientific explanations.	0.47%	1	0.47%	1	5.12%	11	47.44%	102	46.51%	100	100%	215
c) Compare alternative explanations and their implications.	0.47%	1	0.47%	1	11.63%	25	41.40%	89	46.05%	99	100%	215
d) Summarize evidence presented in an argument.	0.47%	1	1.40%	3	6.51%	14	43.26%	93	48.37%	104	100%	215
e) Identify examples of the interaction between science and societal change.	0.47%	1	0.93%	2	7.44%	16	39.07%	84	52.09%	112	100%	215

How would you describe your learning experience so far?

#	Answer	%	Count
1	Great - I'm really enjoying the online learning environment	49.06%	104
2	Good - I'm adapting to it, but I prefer in-class courses	32.08%	68
3	Neutral	6.60%	14
4	Not good - I'm finding online-only classes pretty difficult (compared to in-person classes)	1.42%	3
5	Terrible - This just isn't a good way for me to learn	2.36%	5
6	Not Applicable	8.49%	18
	Total	100%	212

Student Comments and Theme Categories

Category: Class Environment

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
84	48.5%	60	51.7%	14	8.7%
- I enjoy online because I don't notice too much of a difference when compared to in-person. - I really enjoyed fully online learning! It was very adaptable to my work schedule, and I still had a way to connect with my professor if I had any questions. - While this course was online, I liked how we had lab in person to help explain the concepts more in depth.		- In person classes - I was sick a few class periods where a zoom class would have been helpful, but I was able to turn in labs online and the PowerPoints were updated to canvas. - Personally, to have all in person classes however I realize that would be unrealistic with the ongoing pandemic.		- it was effective in teaching different topics however class was hard to follow on zoom - I just thought that the online portion of this course was great overall - really great class!! very nice to have an in-person option	

Category: Course Content

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
3	1.7%	4	3.4%	34	21.2%
- the lectures that we do. - In terms of differentiating between scientific and non-scientific explanations. - Being all online I was worried about how well I would understand the material. Professor Hall was wonderful in going into depth in her lectures and creating assignments that furthered that education of the material.		- Make the power points more organized and more informational - The only thing I would say would help with the improvement of this course is if Dr. Hall had a little video or audio segment explaining her notes each week. Yes, we have the textbook, but it can be a little confusing at times. Dr. Hall's notes were mostly bullet points. I feel like an explanation of the notes would help a lot. - Maybe making the labs more appealing		- Each lab was effective in showing different explanations and identifying interactions between science and societal change but the rest were mostly just implied - The course covered all these subjects and I feel they were explained well. - It was effective through the labs we completed, since they thoroughly explained it's concepts.	

Category: Course Material

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
28	16.1%	28	24.1%	39	24.3%
• The clarity of my assignments and locations of learning tools • The course materials and the labs. • The materials are really easy to learn, and the labs corresponded directly with the material so overall the experience was awesome.		• Maybe a couple of videos to further explain the information! • more guided lectures with videos • More accurate study material		• The notes were effective in addressing those things • I think the course was effective in addressing these statements through the various videos and assignments we had to watch and complete, as well as with the lecture videos and lab. • There was extensive information provided that allowed me to have any resources that I needed	

Category: Course Structure

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
56	32.3%	34	29.3%	83	51.8%
• The clarity of my assignments and locations of learning tools and assistance • The lectures are structured well. • The speed of the course being online.		• Easier navigations of canvas. • I think having a meeting time to watch a zoom lecture would have been helpful for me personally. A live lecture just peaks my interest more. • The multiple assignments on the subject we are learning at the time, really helps a lot so I'm not really sure what else would improve my overall learning experience.		• All of the assignments helped me with these things like identifying no scientific and scientific statements and much more. • This course was effective in that we learned many real-world implications of the topics we were discussing. I would say there was not too much discussion about scientific vs non-scientific explanations and methods. • The first assignment in the class had an online lab simulation. It was to make sure we fully understood the scientific method before we even started talking about physical geography.	

Category: Difficulty

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	1	<1%	4	2.5%
The labs are pretty easy		I can't easily ask questions as I could in person.		- I learned things I didn't know about geography while at the same time I felt that the difficulty of the subject was consistent with the instruction. - This course was effective in addressing the statements because the course materials were taught in a way that I could easily understand and apply. - It was very effective in all elements and the work load was not overbearing and very clear.	

Category: Professor

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
24	8%	4	3.4%	15	9.3%
- The teachers willingness to help. - My teachers and TAs have been very helpful by staying in contact - Dr. Hall was very forthcoming with information about assignments, expectations and grading policies. She was always available if there was a question about anything course related.		- More interaction with the professor would help. - teachers be more active in emails - More interaction with the professor		- I think our professor and TA did a great job a about making the information simple and to the point. While they obviously went into detail, they explained everything in a way that did not confuse me which could be difficult considering I could only ask questions via email and office hours. - The main teacher and TA would make sure we had a good grasp of the information. - The teacher responded to all assignments and helped me understand what I didn't know/where I went wrong and was great overall.	

Category: Relevance

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	1	<1%	15	9.3%
I like that I can apply some of the things I learn in the class to the real world.		Probably more practical or field meetings.		- Everything we studied in class was thoroughly explained. Also, the assignments were relevant and engaging towards each topic. - In this course the scientific method was used when we were doing our labs and it was helpful to successfully complete the labs. This course was effective in addressing interaction between science and societal changes when we discussed concepts like climate change. - The class backed learning objectives with real world learning discussions.	

Category: Skill Development

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	0	0%	5	3.1%
				- This course did a good job during labs to equip me with the abilities stated in (b) through (f) above. As well as reading the textbook and watching videos in which we did written assignments for, I learned a lot more about the environment. - GOEG 1114 was such a great class. I feel like I definitely improved on my studying skills and understanding material further. - This course was highly effective in working on my critical analysis skills.	

Category: Technology

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	1	<1%	0	0%
I have to prepare a lot more for tests. My technology helps me adapt.		We would watch lab videos so that we could do start our lab with the correct information and these videos were amazing and super helpful. Sometimes canvas would have technical difficulties though which would cause them to be delayed from uploading which would cause us to rush doing our labs.			

Category: Fairness

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
2	<1%	1	<1%	2	<1%
- The professor's flexibility with covid - Dr. Hall was very forthcoming with information about assignments, expectations and grading policies. She was always available if there was a question about anything course related.		Flexibility from teachers.		- Most of the assignments were specifically designed to make us students apply these skills. We were given clear guidelines and examples of what each of the statements should look like. - This course was very effective in the fact that all the assignments were due the same time and day every week so there was no confusion. And the option for the lab to be online was very helpful for days that I could not make it to in person and was not penalized because of it.	

Category: Feedback

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
1	<1%	1	<1%	1	<1%
The quick feedback from professor and TA.		increased feedback from TAs/instructors		The teacher responded to all assignments and helped me understand what I didn't know/where I went wrong and was great overall.	

Category: Groupwork

What is working well so far in terms of your learning experience?		What else do you need that would improve your overall learning experience?		In what ways was this course effective or ineffective in addressing statements (a) to (d) above?	
n	% of total comments	n	% of total comments	n	% of total comments
0	0%	4	3.4%	0	0%
		- Something that could maybe improve my learning experience is more interaction with the classmates. - more discussions to just talk with classmates about subjects and interests - More assignments that involve our other classmates such as discussion posts, though not ones that would make our grade depend entirely on other people.			