OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY *of* OKLAHOMA

GENERAL EDUCATION ASSESSMENT REPORT

2023-2024

Revised

October 2024

Table of Contents

General Education Assessment Report for the 2023-24 Academic Year

Background Information

As part of the assessment process for the institutional general education (GE) curriculum, faculty at the University of Oklahoma (OU) articulated six student learning outcomes (SLOs) along with specific performance indicators (or sub-SLOs) for each SLO in Summer of 2019. A schedule was subsequently developed to include the assessment of at least two SLOs per semester in one or two high-enrollment GE courses across the university.

This report provides the results of the GE assessment plan for the 2023-24 academic year. The figures reflect combined results from quantitative and qualitative analyses conducted in Fall 2023 and Spring 2024, including data from direct and indirect assessments, along with key recommendations for continuous improvement. This report is divided into four major sections, one for each SLO assessed. Each section defines the SLO, lists the courses that assessed the SLO, presents a brief narrative of direct and indirect assessment data, and offers key recommendations for continuous improvement.

General Education Assessment at OU – An Overview

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

Faculty members typically assess student achievement using a generic four-scale rubric that indicates the proportion of students who "exceeded expectations," "met expectations," "partially met expectations," and "did not meet expectations." Faculty then submit a report of student performance in the "signature" assignments or course projects of their choice, and/or data from examinations aligned with the general education SLOs to the Office of Academic Assessment.

Indirect assessment data are gathered using the General Education Student Survey, which is administered toward the end of each semester in each GE course scheduled for assessment. The Office of Academic Assessment analyzes this data and returns it to faculty members to use for the continuous enhancement of teaching and learning in their courses. At the conclusion of this process, reports for both direct and indirect assessments are discussed at the faculty-led General Education Assessment Committee (GEAC) meetings held twice each semester. A synthesis of the recommendations for continuous improvement is 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 2023 and Spring 2024.

1. Communication Skills (Fall 2023 and Spring 2024)
2. Quantitative and Numerical Analysis Skills (Fall 2023)
3. Technology and Information Literacy (Fall 2023 and Spring 2024)
4. Arts and Humanities (Fall 2023 and Spring 2024)

The course-level reports from individual courses assessed in Fall 2023 and Spring 2024 provide ample evidence that, generally, OU students met or exceeded the SLOs addressed during this cycle. The following sections provide detailed results of assessment for each SLO.

SLO 1: Communication Skills

Overarching Definition of the SLO: *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, students should be able to:

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

Participating Courses

ENGL 1113 (Fall & Spring), ENGL 1213 (Fall & Spring)

Direct and Indirect Assessment Mechanisms

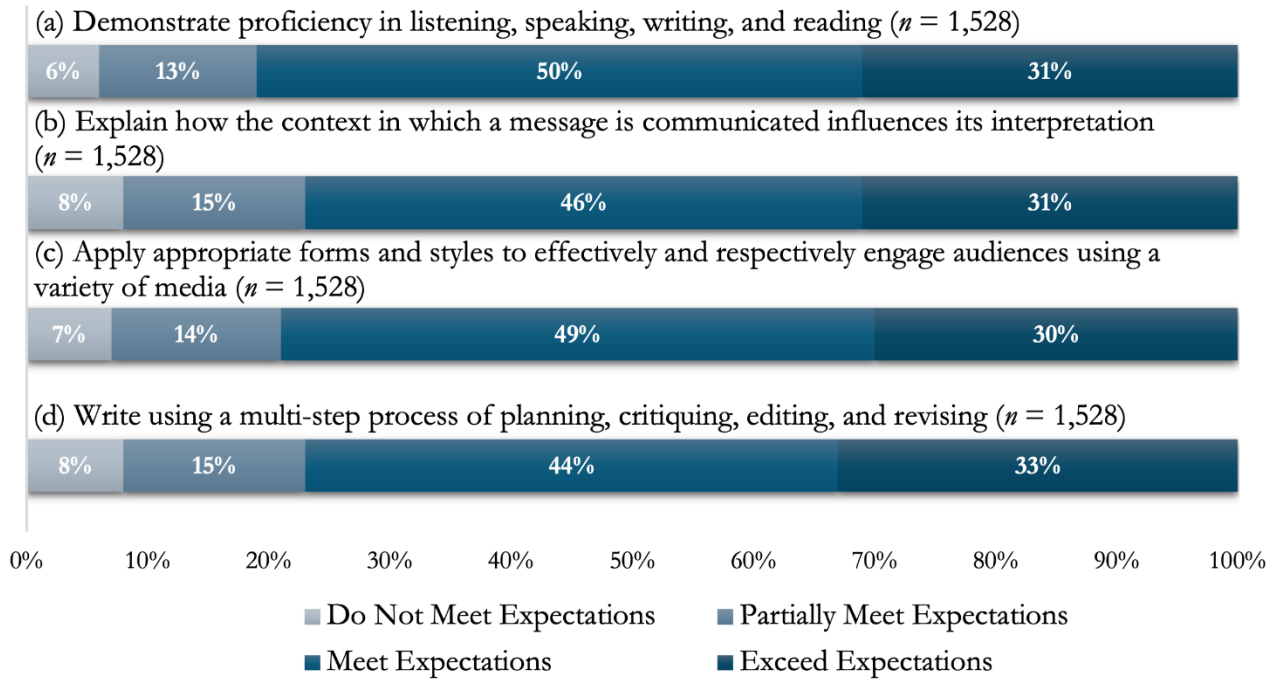
Direct assessment data were gathered **[*N*=1,528]** by instructors using a detailed and well-developed rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Communication Skills SLO, and data were reported for each performance indicator based on the number of student artifacts that "exceeded expectations," "met expectations," "partially met expectations," and "did not meet expectations" per instructors' ratings. Faculty in both ENGL 1113 and ENGL 1213 utilized essay and speech assignments to address performance indicators in the above SLO. Combined results of the direct assessment are presented below in Figure 1.

Indirect assessment data were gathered **[*N*=1,905]** using the *General Education Student Survey,* which was deployed at the end of the semester in each targeted course. Students were asked to rate their level of agreement with the extent to which they felt the course equipped them with the ability to achieve each of the performance indicators for communication skills. The scale ranged from "strongly disagree" to "strongly agree" with "neutral" serving as the midpoint. Combined student response data from this indirect assessment is presented below in Figure 2.

Results

Direct Assessment

Figure 1
Combined Report for Communication Skills Performance Indicators
assessed in
ENGL 1113 (*n* = 758) and ENGL 1213 (*n* = 770)
[*N*=1,528]

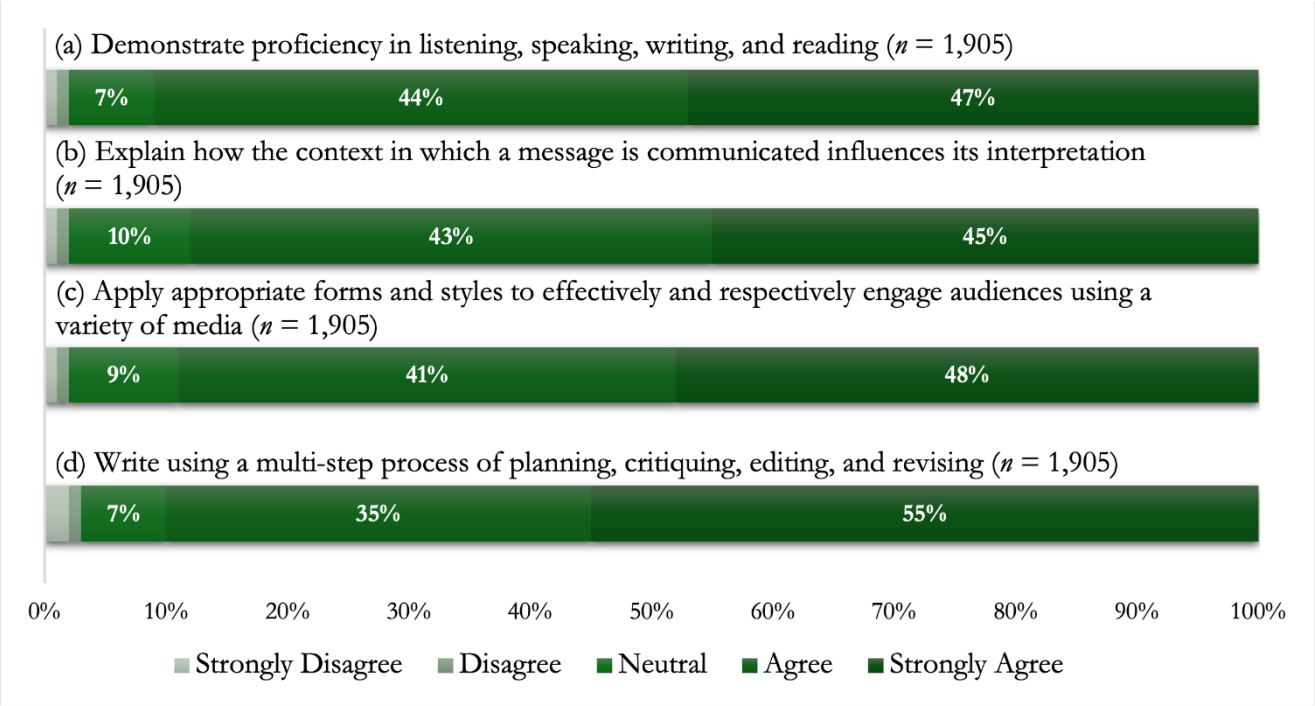


Analysis of student performance data (Figure 1, above) revealed that, on average, more than 75% of students either met or exceeded expectations for most performance indicators. Notably, very few students did not meet expectations for any of the performance indicators (7% on average).

Indirect Assessment

Figure 2
Combined Frequency Distributions for Communication Skills Performance Indicators assessed in:
ENGL 1113 (*n* = 966) and ENGL 1213 (*n* = 939)
[*N*= 1,905][1]

This course equipped me with the ability to:



Of the 1,905 students who responded to the above items (see Figure 2), on average, about 90% reported that they agree or strongly agree that the courses equipped them with each of the performance indicators compared to very few students who reported that they strongly disagree or disagree that the courses equipped them with each of the performance indicators. Less than 10% of students, on average, reported their level of agreement as neutral for most performance indicators.

[1] The reason this number surpasses the total enrollment of 1,528 students in the ENGL 1113 and ENGL 1213 sections, which participated in the Gen Ed assessment during Fall 2023 and Spring 2024, is due to the Gen Ed Student Survey being mistakenly administered in additional sections of both courses.

Use of Results

Figure 3 below highlights key course level recommendations for continuous improvement vis-à-vis each performance indicator for the Communication Skills SLO. These recommendations are drawn from a combination of faculty assessment of student work in the above-mentioned courses as well as their analysis of students' own perceptions from the General Education Student Survey.

Figure 3
Key Recommendations for Continuous Improvement for Communication Skills

Performance Indicators	Key recommendations for continuous improvement
a) Demonstrate proficiency in listening, speaking, writing, and reading.	• Continue improving yearly orientation training for new instructions and offer more professional development workshops • Focus assignments more clearly on indicator objectives (e.g., provide more transparent project prompts) • Maintain consistency between course sections • Continue to diversify sample papers provided to students, which provide opportunities to practice reading and listening skills • Incorporate more resources for public speaking • Provide more comprehensive feedback on student projects
b) Explain how the context in which a message is communicated influences its interpretation.	• Rework textbook to provide improved content • Update lesson plans and teaching materials to provide more variety (e.g., provide more materials on rhetorical analysis) • Incorporate updated canvas modules, such as a module on AI • Organize a library tour for new instructors
c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.	• Update and innovate the scheduling for the course calendar • Increase time allotted for audience and media analysis • Incorporate more activities that explore genre • Create better organization for the course canvas page with more clear rubrics and guidelines for assignments and course projects
d) Write using a multi-step process of planning, critiquing, editing, and revising.	• Adjust order of assignments to better match hierarchy of the writing process • Incorporate more brainstorming, outlining, drafting, peer evaluating, and revising activities • Implement more process-oriented strategies in the classroom • Emphasize the importance of the writing process in each unit • Include more opportunities for small group discussion and peer reviewing in class • Provide more time for students to practice writing process between projects and assignments

SLO 2: Quantitative and Numerical Analysis

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

Quantitative and Numerical Analysis Performance Indicators

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

Participating Course

MATH 1523 (Fall)

Direct and Indirect Assessment Mechanisms

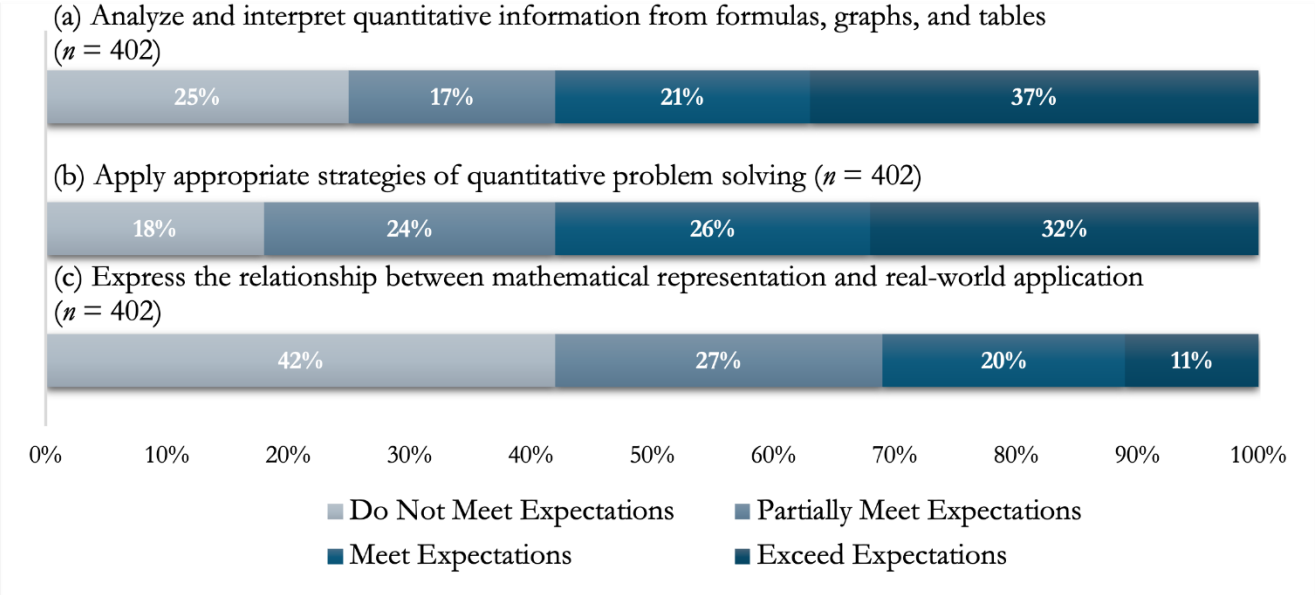
Direct assessment data were collected from the total number of students **[*N*=402]** enrolled in MATH 1523. Faculty in MATH 1523 primarily used data from major course examinations to address performance indicators in the above SLO. The process included systematically aligning the examination items performance indicators for the Quantitative and Numerical Analysis SLO, and reporting results for performance indicator based on the proportion of students who "exceeded expectations," "met expectations," "partially met expectations," and "did not meet expectations". Combined results of the direct assessment are presented below in Figure 4.

Indirect assessment data were gathered **[*N*=41]** using the *General Education Student Survey,* which was deployed at the end of the semester in each targeted course. Criteria in the survey were systematically aligned with each of the performance indicators for the Quantitative and Numerical Analysis SLO, and student artifacts data were reported for each performance indicator using a five-point Likert scale. Specifically, students were asked to rate their level of agreement regarding the extent to which they felt the course equipped them with the ability to achieve each of the performance indicators for communication skills. The scale ranged from "strongly disagree" to "strongly agree" with "neutral" serving as the midpoint. Student response data from this indirect assessment is presented below in Figure 5.

Results

Direct Assessment

Figure 4
Combined Report for Quantitative and Numerical Analysis Skills Performance Indicators assessed in
MATH 1523 (***N*=402**)

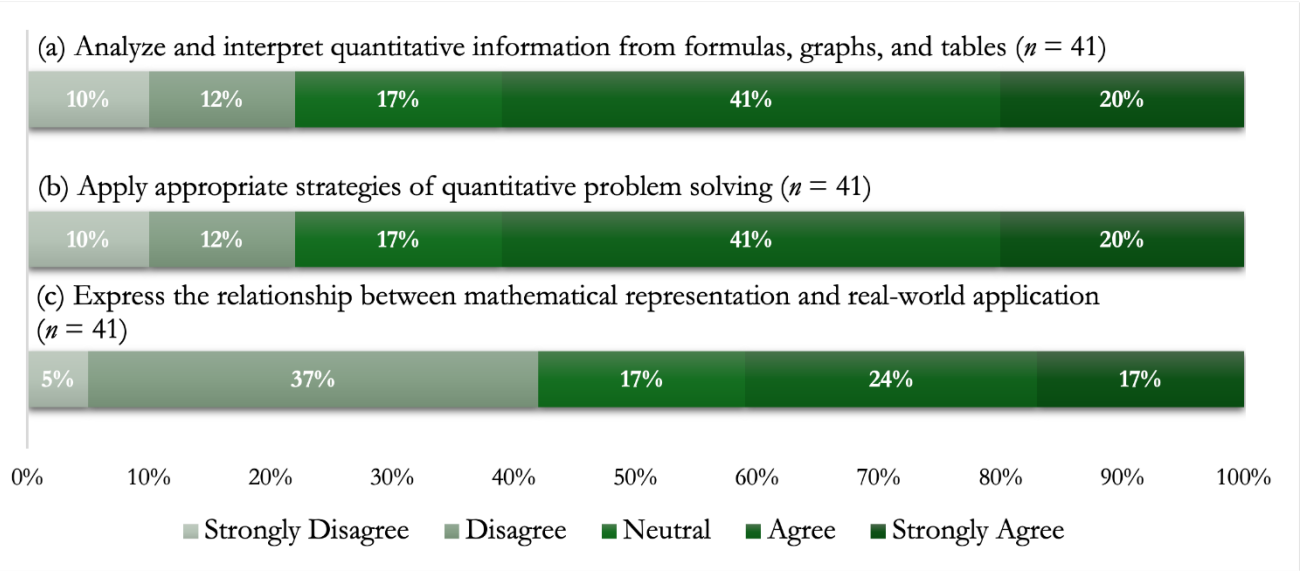


Analysis of student performance data (Figure 4, above) show that 58% of students met or exceeded expectations in *analyzing and interpreting quantitative information from formulas, graphs, and tables* (performance indicator "a") and *applying appropriate strategies of quantitative problem solving* (performance indicator "b"). However, analysis also revealed that only 31% of students met or exceeded expectations for *expressing the relationship between mathematical representation and real-world application* (performance indicator "c"). Notably, almost half (42%) of students did not meet expectations for performance indicator "c."

Indirect Assessment

Figure 5
Combined Frequency Distributions for Quantitative and Numerical Analysis Skills Performance Indicators assessed in:
MATH 1523 (***N*=41**)

This course equipped me with the ability to:



As shown in Figure 5, on average, more than 60% of the 41 students who responded to the above items reported that they either agree or strongly agree that the courses equipped them with the ability to *analyze and interpret quantitative information from formulas, graphs, and tables* (performance indicator "a") and *apply appropriate strategies of quantitative problem solving* (performance indicator "b"). Notably, only 41% of students reported that they either agree or strongly agree that the courses equipped them with the ability to *express the relationship between mathematical representation and real-world application* (performance indicator "c"). While 22% of students reported that they strongly disagreed or disagreed that they were equipped with performance indicator "a" or "b", this number was significantly higher (42%) for performance indicator "c." Furthermore, across all performance indicators, 17% of students rated their level of agreement as "neutral."

Use of Results

Figure 6 presents essential course-level suggestions for ongoing enhancement related to each performance indicator within the Quantitative and Numerical Analysis Student Learning Outcome (SLO). These recommendations stem from faculty evaluations of student work in the aforementioned courses, as well as their analysis of students' perspectives gathered through the General Education Student Survey.

Figure 6
Key Recommendations for Continuous Improvement for Quantitative and Numerical Analysis Skills

Performance Indicators	Key recommendations for continuous improvement
a) Analyze and interpret quantitative information from formulas, graphs, and tables.	• Review problem contexts and posing used for assignments to ensure that objectives are not at odds with each other • Provide more in class opportunities to practice application problems • Provide more in class opportunities to practice interpreting graphs
b) Apply appropriate strategies of quantitative problem solving.	• Provide more diverse examples to ensure students can practice applying various problem-solving strategies • Better align assignments with what is covered on exams and quizzes • Provide more consistency in grading and feedback for assignments, quizzes, and exams
c) Express the relationship between mathematical representation and real-world application.	• Allot more time in class to clearly communicate extensions or further applications of course material • More clearly communicate objectives of the course and how each activity relates to those objectives • Provide more word-based practice problems in class to help students better understand real world applications

SLO 3: Technology and Information Literacy

Overarching Definition of the SLO: *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.*

Technology and Information Literacy Performance Indicators

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

a) *Use 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 support ideas, hypotheses, and conclusions.*

Participating Courses

PSC 1113 (Fall 2023), LIS 1013 (Fall, Winter and Spring)

Direct and Indirect Assessment Mechanisms

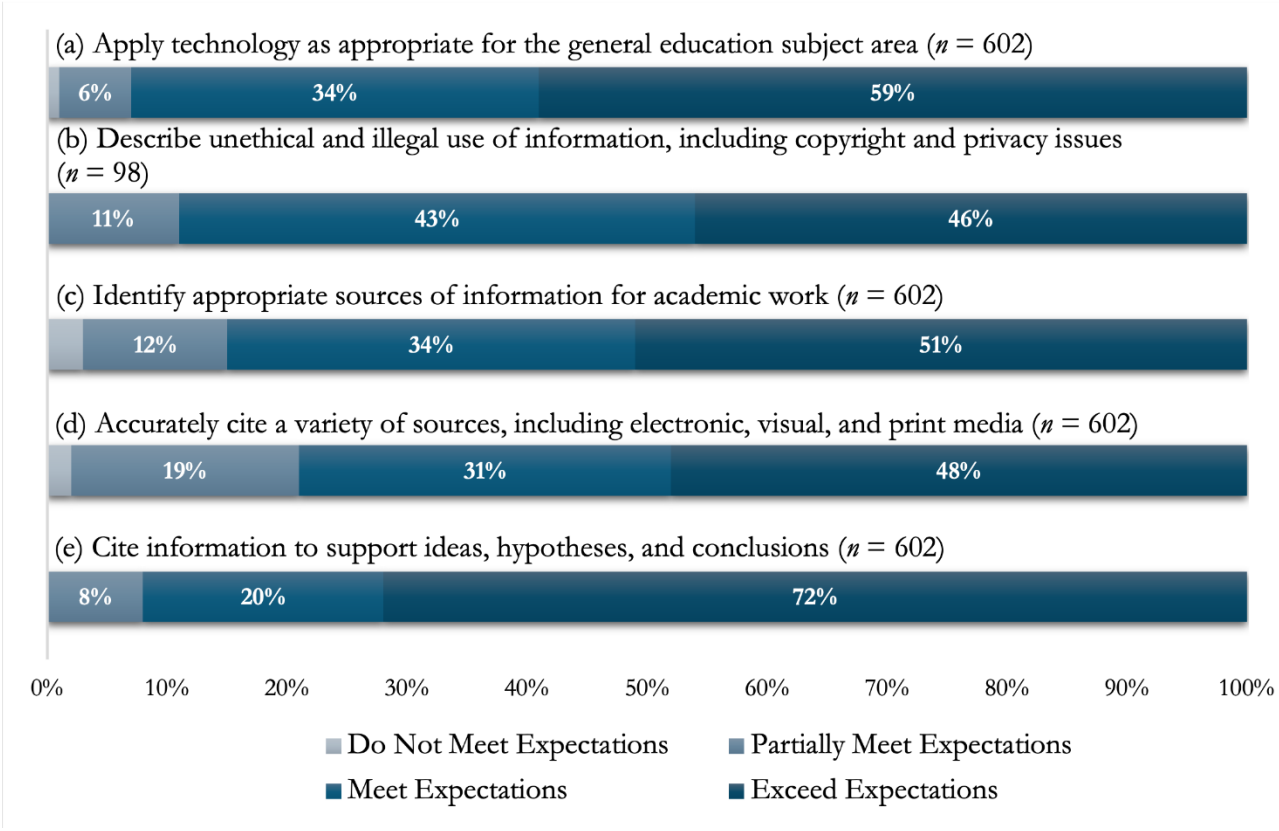
Direct assessment data were gathered from the combined sum **[*N*=602]** of students enrolled in PSC 1113 and LIS 1013 using rubrics designed to assess the quality of student work. Criteria in these rubrics were matched with the performance indicators for the Technology and Information Literacy (SLO). The results were categorized based on the number of student artifacts that exceeded, met, partially met, or did not meet expectations for each indicator. Signature assignments were chosen to evaluate the SLO's performance indicators. For instance, in PSC 1113, faculty used a policy paper, while in LIS 1013, research projects and quiz data served this purpose. The aggregated findings are shown in Figure 7.

Indirect assessment data from students **[*N*=523]** were obtained via the General Education Student Survey, deployed at the end of the semester for both PSC 1113 and LIS 1013 students. The survey questions aligned with the Technology and Information Literacy SLO performance indicators, asking students to rate how well they believed their course prepared them to achieve these indicators. Responses ranged from "strongly disagree" to "strongly agree," with "neutral" as an intermediate option. The indirect assessment results are depicted in Figure 8.

Results

Direct Assessment

Figure 7
Combined Report for Technology and Information Literacy Skills Performance Indicators assessed in
PSC 1113 (*n* = 507), LIS 1013 (*n* = 95)
[*N*=602]

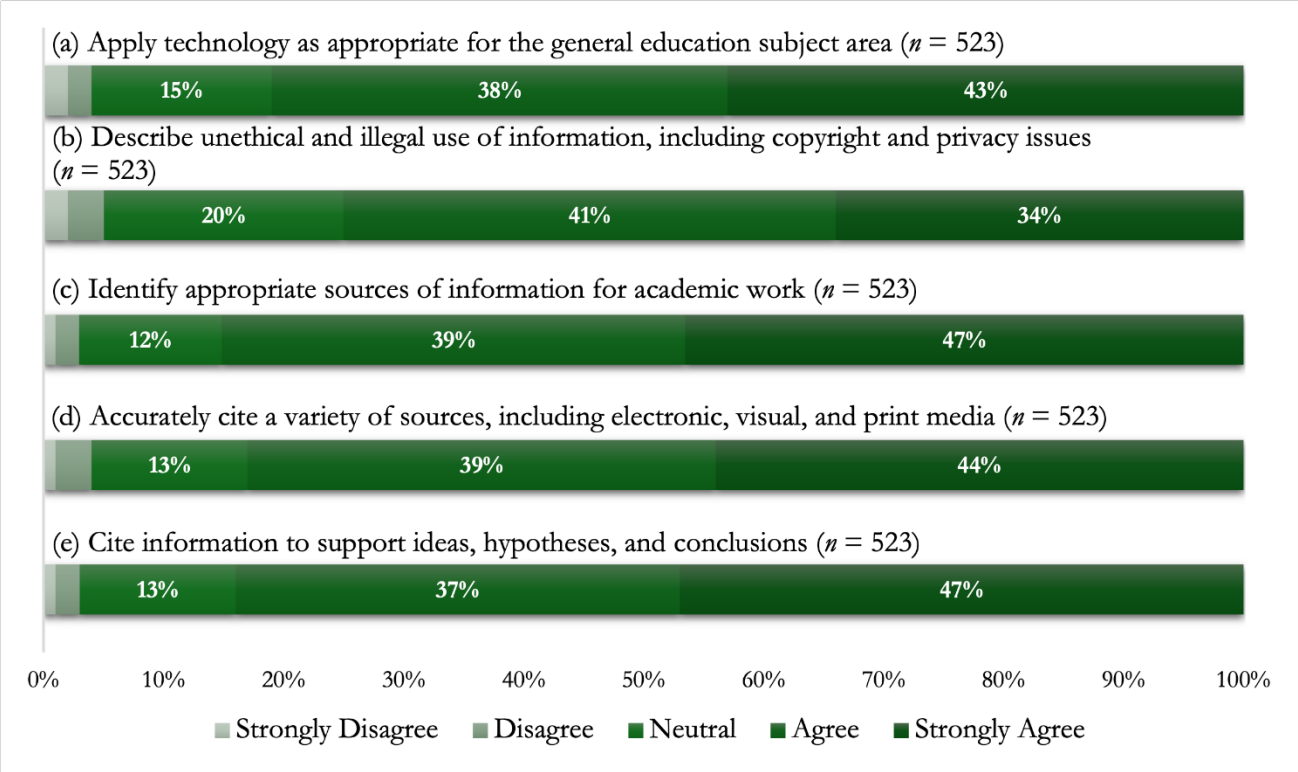


Analysis of student performance data (Figure 7, above) show that, on average, about 87% of all students either met or exceeded expectations in all performance indicators assessed, although this number was slightly lower for performance indicator "d" (79%). Additionally, on average across all performance indicators, results show that very few students (<3%) did not meet expectations.

Indirect Assessment

Figure 8
Combined Frequency Distributions for Technology and Information Literacy Skills Performance Indicators assessed in:
PSC 1113 (*n* = 484), LIS 1013 (*n* = 39)
[*N*=523]

This course equipped me with the ability to:



As shown in Figure 8, of the 523 students who responded, on average, about 82% reported that they agree or strongly agree that the courses equipped them with each of the above performance indicators compared to very few students (<5%) who reported that they strongly disagree or disagree. Roughly 13% of students reported their level of agreement as neutral for most performance indicators, although this number was slightly higher for performance indicators "a" (15%) and "b" (20%).

Use of Results

Figure 6 outlines key recommendations for improving each performance indicator associated with the Quantitative and Numerical Analysis Student Learning Outcome (SLO). These suggestions are based on faculty evaluations of student work in these courses and insights from the General Education Student Survey.

Figure 9
Key Recommendations for Continuous Improvement for
Technology and Information Literacy Skills

Performance Indicators	Key recommendations for continuous improvement
a) Apply technology as appropriate for the general education subject area.	• Incorporate more in-class opportunities for students to practice utilizing university technology resources • Include the use of more AI tools, especially AI detectors, in course activities and assignments • Provide more interactive examples in class and increase time allotted for group discussion • Diversify the types of examples used in course activities • Implement a wider variety of assignments using different mediums (e.g., online discussions on canvas, in class activities)
b) Describe unethical and illegal use of information, including copyright and privacy issues.	• Incorporate videos to complement assigned readings • Include more in class activities designed to emphasize thinking critically about information rights, privacy issues, and plagiarism • Make scenarios provided in class more personally relatable to students • Include a cybersecurity module that explores information security in the context of the workplace
c) Identify appropriate sources of information for academic work.	• Incorporate more examples into both lecture and lab for students to practice searching for scholarly sources • Provide more in-class practice for students to evaluate journal articles to expand students' knowledge • Provide a more comprehensive collection of resources on canvas for students to engage with (e.g., list of reputable academic journals)
d) Accurately cite a variety of sources, including electronic, visual, and print media.	• Incorporate more examples into both lecture and lab for students to practice citing sources • Create a new assignment designed to help students practice formatting citations in multiple styles
e) Cite information to support ideas, hypotheses, and conclusions.	• Incorporate more examples into lecture focusing on thesis building and supporting information • Include more practice opportunities for students to cite sources to support their claims, possibly during their weekly discussion posts

SLO 4: Arts and Humanities

Overarching Definition of the SLO: *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.*

Arts and Humanities Performance Indicators

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

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

Participating Courses

FMS 1013 (Fall and Spring), MUNM 3213 (Fall and Spring), AHI 1113 (Fall and Spring), AHI 2803 (Spring), and AHI 4373 (Fall)

Direct and Indirect Assessment Mechanisms

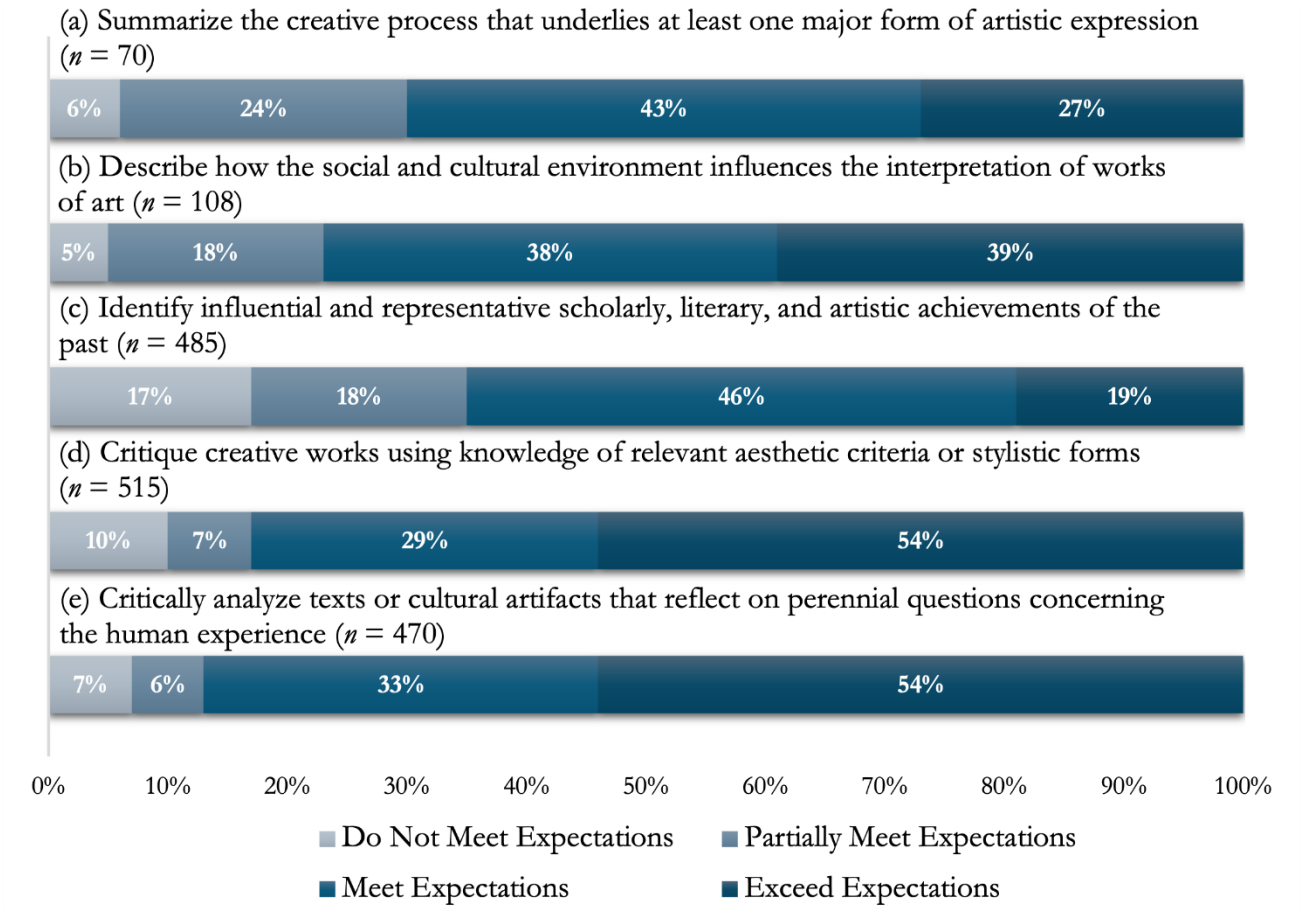
Direct assessment data were collected from the combined sum **[*N*=553]** of students enrolled in the above courses using various course rubrics designed to evaluate the quality of student work in each course. The criteria in these rubrics were aligned with the performance indicators for the Arts and Humanities (SLO). The results were classified based on how many student artifacts exceeded, met, partially met, or did not meet expectations for each indicator. For example, faculty in FMS 1013 assessed performance indicators using data from course examinations, while faculty in MUNM 3213 also utilized field research assignments as well as museum visits and worldview essays. Combined results of the direct assessment are presented below in Figure 10.

Indirect assessment data were gathered from the combined sum **[*N*=213]** of students who responded to the General Education Student Survey, administered at the end of the semester for the above courses. The survey questions were aligned with the Arts and Humanities SLO performance indicators and asked students to rate how well they felt the course prepared them for these indicators, with options ranging from "strongly disagree" to "strongly agree," including a "neutral" choice. The results of this indirect assessment are presented in Figure 8.

Results

Direct Assessment

Figure 10
Combined Report for Arts and Humanities Performance Indicators
assessed in
FMS 1013 (*n* = 362), AHI 1113 (*n* = 57), AHI 2803 (*n* = 38), AHI 4373 (*n* = 26), and MUNM 3213 (*n* = 70)
[*N*=553]

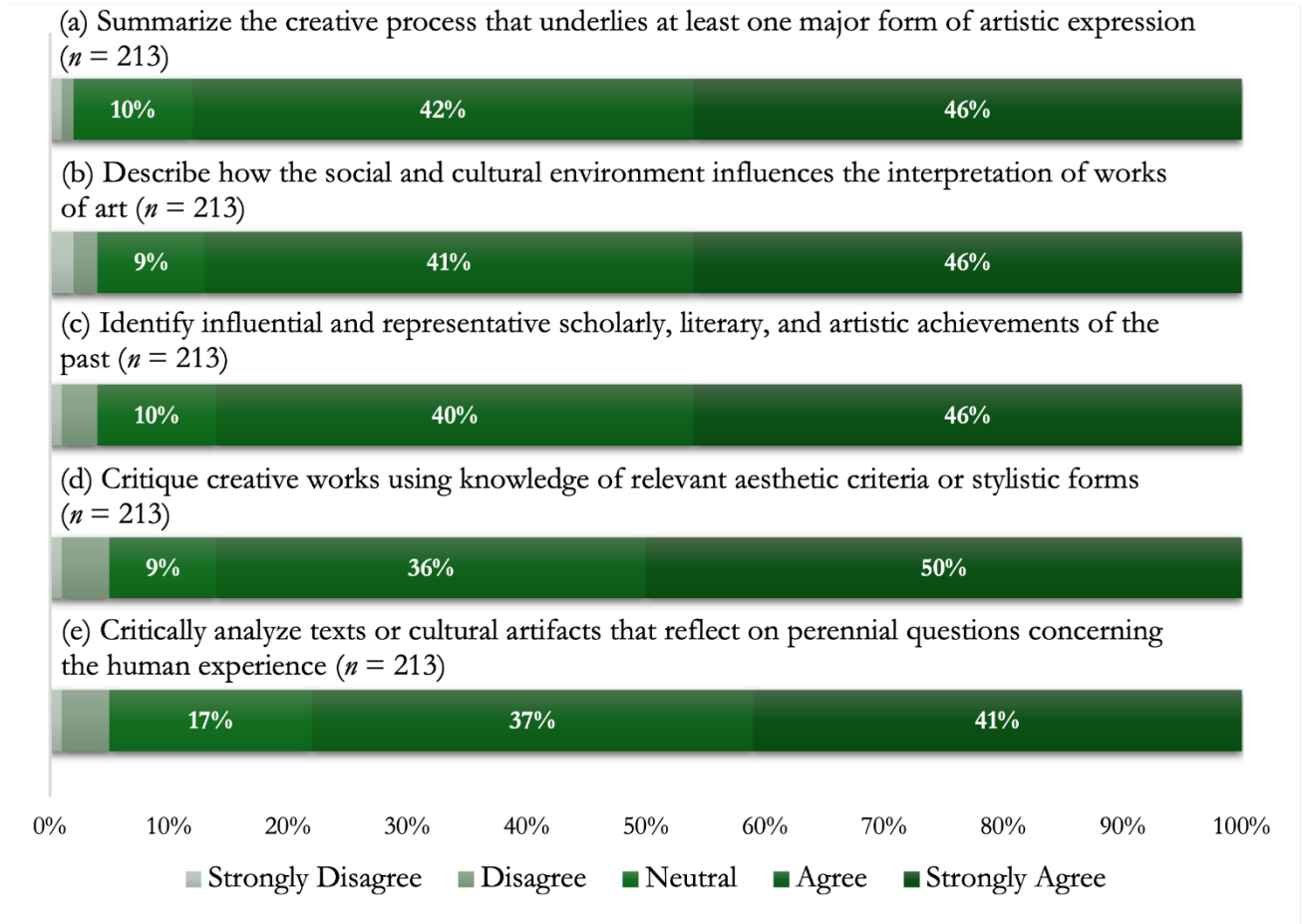


Analysis of student performance data (Figure 10, above) revealed a wide range across performance indicators for the percentage of students who either met or exceeded expectations. For example, while roughly 70% of students either met or exceeded expectations for performance indicators "a", "b", and "c", this number was substantially higher for performance indicators "d" (83%) and "e" (87%). Notably, almost one-third of students did not meet expectations for performance indicators "a", "b", and "c", while this number was substantially lower for performance indicators "d" (17%) and "e" (13%).

Indirect Assessment

Figure 11
Combined Frequency Distributions for Arts and Humanities Performance Indicators assessed in:
FMS 1013 (*n* = 139), AHI 1113 (*n* = 14), AHI 4373 (*n* = 3), MUNM 3213 (*n* = 55), and AHI 2803 (*n* = 2)
[*N*=213]

This course equipped me with the ability to:



As shown in Figure 11 (above), of the 213 students who responded to the above items, on average, more than four-fifths (>80%) reported that they agree or strongly agree that the courses equipped them with each of the above performance indicators compared to very few students (<5%) who reported that they strongly disagree or disagree that the courses equipped them with each of the above performance indicators. Notably, roughly 10% of students reported their level of agreement as neutral for most performance indicators, although this number was slightly higher for performance indicator "e" (17%).

Use of Results

As shown in Figure 12, faculty discussions regarding their assessment of student work in each course, combined with student opinions from the General Education Student Survey, resulted in several recommendations aimed at enhancing student learning and instructional aspects in the mentioned courses.

Figure 12

Key Recommendations for Continuous Improvement for Arts and Humanities

Performance Indicators	Key recommendations for continuous improvement
a) Summarize the creative process that underlies at least one major form of artistic expression.	• Include a wider variety of in-class examples of current Native American music artists • Incorporate more opportunities for students to evaluate a variety of museum pieces • Coordinate in-class activities to better align with types of artistic expression that students are viewing on their museum visits
b) Describe how the social and cultural environment influences the interpretation of works of art.	• Provide more cultural contexts for music analyzed in class • Include more interactive in-class activities to help students engage more with the course material • Incorporate a review day before course exams to allow students to practice interpretations • Provide more historical content during lectures and activities
c) Identify influential and representative scholarly, literary, and artistic achievements of the past.	• Implement more in-class practice quizzes (e.g., using Top Hat) • Identify more pioneers in the contemporary Native American music scene to utilize in class activities • Continue to keep exams smaller in size to lessen stakes
d) Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.	• Implement more in-class small group work to increase collaboration between students • Provide more in-class examples of music to analyze with correct vocabulary • Allot more time to full group discussion to help engage students during lectures • Provide clearer instructions and more comprehensive feedback on assignments
e) Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	• Implement more in-class group exercises • Allot more time for students to practice critically analyzing film texts • Present more examples of text/artifacts that help students connect to current Native American issues (e.g., land and water rights) • Provide prompts for the students before they watch the stories to help them identify the perennial questions

Detailed Analysis of Student Comments by SLO

This section presents detailed analysis of student comments from the two open-ended questions in the General Education Student Survey. The findings reveal several key themes for each Student Learning Outcome (SLO), highlighting both strengths and areas for improvement.

Communication Skills

ENG 1113 (*n* = 966), ENG 1213 *(n* = 939)
[*N*=1905]

Figure 1
STRENGTHS

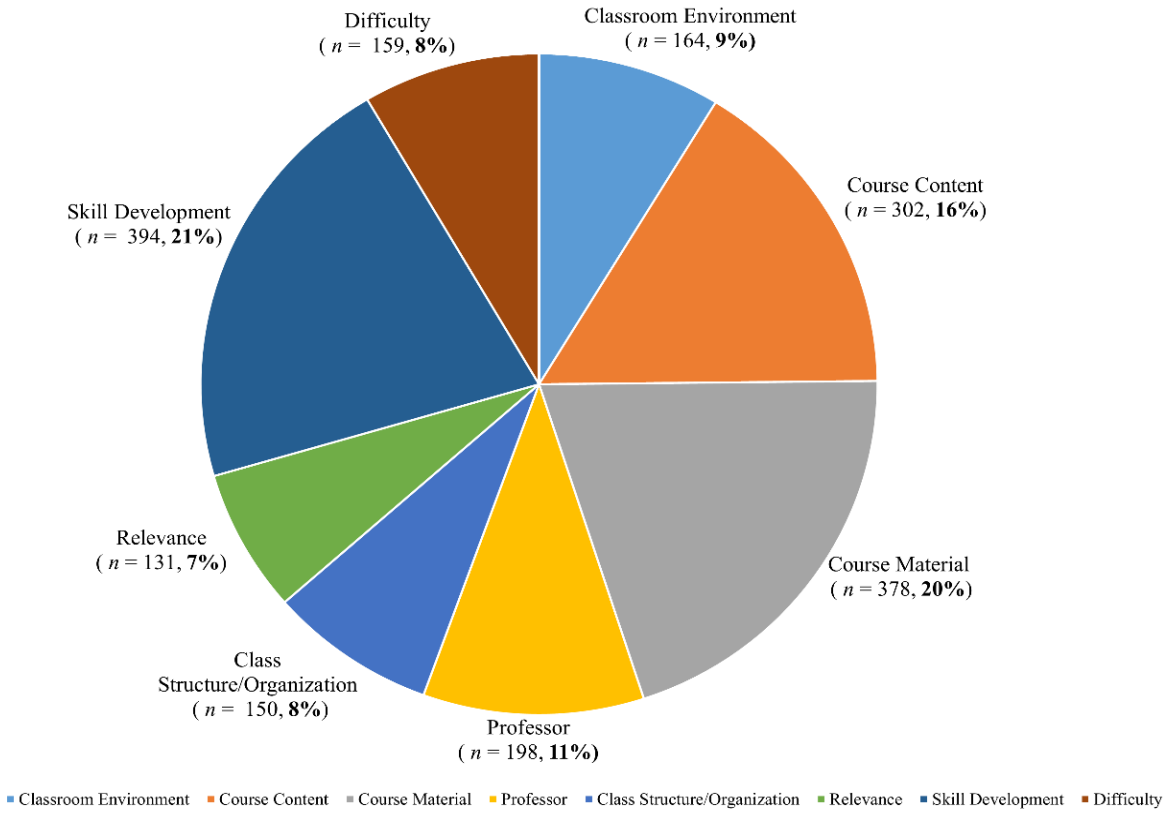
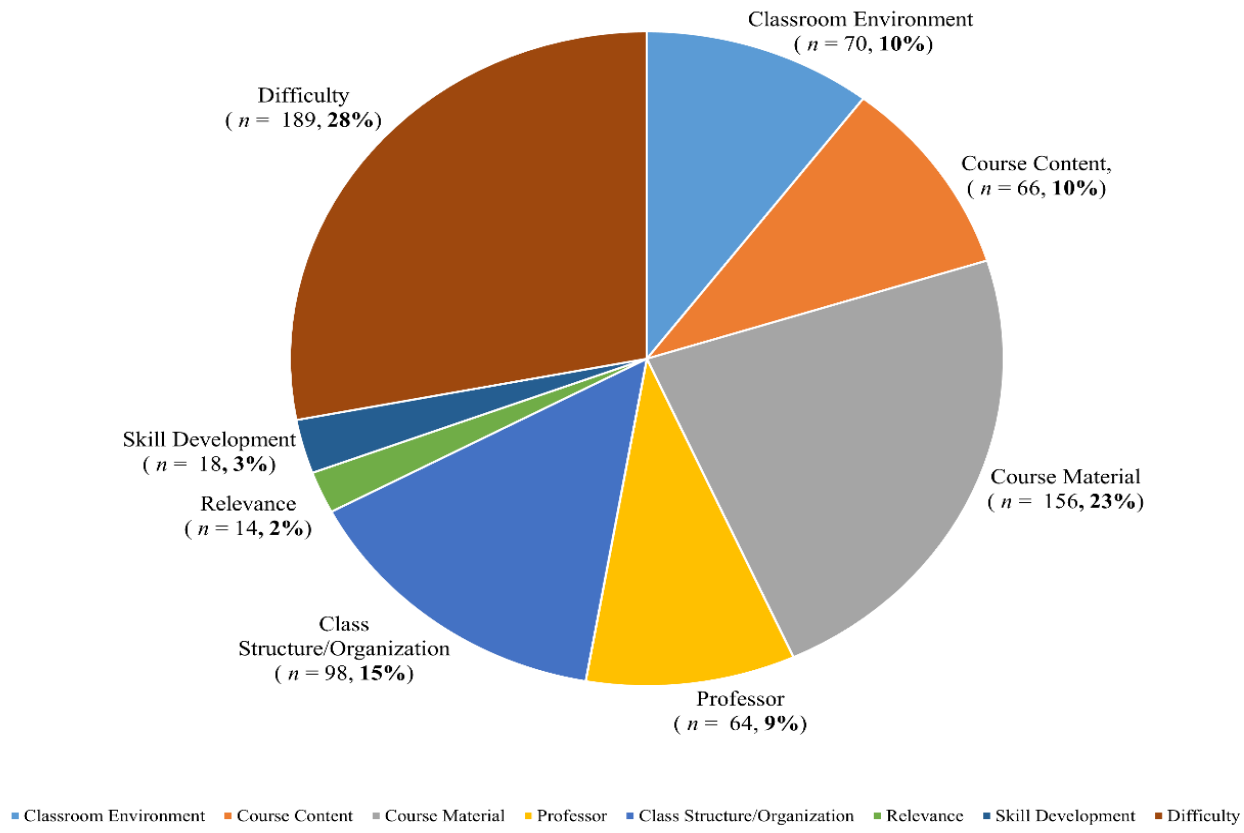


Figure 2
RECOMMENDATIONS



Emerging themes, strengths and recommendations for Communication Skills

Classroom Environment

Strengths: Nine percent (9%; *n* = 164) of students indicated that the good classroom environment was a strength of both courses. For example, collaboration, good student-teacher communication, peer interactions, peer reviews on projects, and discussions in the classroom were often cited as strengths within the courses.

Recommendations: Ten percent (10%; *n* = 70) of students recommended that there should be more student group participation to aid in good communication both in and out of the workspace and more group work and less lecture.

Course Material

Strengths: Twenty percent (20%; *n* = 378) of students responded that these courses were good regarding assignment work, writing different projects, revising papers and effectively finding academic sources to strengthen papers, providing many assignments and in-class activities that help with the writing projects, etc.

Recommendations: Twenty-three percent (23% *n* = 156) of students recommended that the course material should be aligned with the content of the course and some assignment work was just a waste of time. Students also mentioned that it would be more beneficial if the weekly assignments were more closely related to the upcoming paper in the class, if they were shown good example essays, had fewer speeches, etc.

Course Content

Strengths: Sixteen percent (16%; *n* = 302) of students responded that the content of these courses was good, engaging, productive, allowed to expand on persuasive techniques, helpful to learn how to write good essays, and helpful to teach how to speak with the audiences.

Recommendations: Ten percent (10%; *n* = 66) of students who recommended that for improving the content of these courses, the content should not be repetitive, more public speaking-related content, include a more in-depth analysis of writing structure regarding thesis statements as well as their importance, and more focus on writing instead of speaking, etc.

Skill Development

Strengths: Twenty-one percent (21%; *n* = 394) of students responded that these courses were helpful to develop different skills. The most important skills students mentioned were writing skills – especially essay writing skills. Students also mentioned they have learned how to think outside the box, communicate properly with different stakeholders, how to outline a good essay, better speech skills, etc.

Recommendations: Three percent (3%; *n* = 18) of students recommended that these courses should be more engaging to give extra room for creativity as well as providing more focus on speaking and writing skills.

Professor

Strengths: Eleven percent (11%; *n* = 198) of students indicated that teachers of these courses were very supportive, easy to access, very accommodating, always enthusiastic, ready to work, and very interactive with their students.

Recommendations: Nine percent (9%; *n* = 64) of students recommended that teachers should be quick and lenient in grading, as well as provide timely feedback on projects. Students also mentioned that there ought to be clear instructions and guidance from professors to improve students learning, etc.

Relevance

Strengths: Seven percent (7%; *n* = 131) of students considered these two courses as helpful for learning how to write about their interests, as it could be helpful for writing in other classes and incorporating these skills into their daily lives. Students also mentioned that these courses were very good at teaching respectful argumentative writing and real-life confrontation.

Recommendations: Two percent (2%; *n* = 14) of students recommended that there should be more practices about public speaking and the content should be modified according to the new demands of the marketplace.

Class Structure/Organization

Strengths: Eight percent (8%; *n* = 150) of students mentioned that the classes were interactive and helpful in preparing students to build a base and step-by-step plan for large writing and speaking projects, in addition to learning to write effective essays via the implications of language. Students also mentioned these courses were structured in a way that you have time to learn the next topic while still working on the previous one, as they all go hand in hand with one another.

Recommendations: Fifteen percent (15%; *n* = 98) of students recommended that to improve classroom organization, there should be more one-on-one meetings with professors, not having all classes online, fewer lectures, more group presentations, only one peer review on projects, and finishing one project before starting the new one, etc.

Difficulty

Eight percent (8%; *n* = 159) of students indicated that these courses were a little tough on account of workload, fewer alternative grade opportunities, and project topic selection was challenging – although students were allowed to choose a topic of their interest.

Recommendations: Twenty-eight percent (28%; *n* = 189) of students recommended less homework, more time to complete the assignments, no repetition of the content, less strictness on marking, less peer reviews, clear rubrics, fewer projects, and removing project 2 from the course, etc.

Not Applicable/Null

Strengths: Less than 2% (*n* = 29) of students responded with not applicable/null-based answers such as *nothing*, *I do not know*, *not applicable*, *not much*, *it is fun*, *not sure*, or left this area blank

Recommendations: Almost 65% (*n* = 1235) of students did not give any specific recommendations for improvement and provided not applicable/null-based answers. For example, students responded with comments such as *nothing*, *everything is good*, *not applicable*, *nothing at this moment*, etc.

Arts and Humanities

AHI 1113 (*n* =14), AHI 2803 (*n* =2), AHI 4373 (*n* =3), FMS 1013 (*n* =149), and MUNM 3213 (*n* =55)
[*N*=213]

Figure 3
STRENGTHS

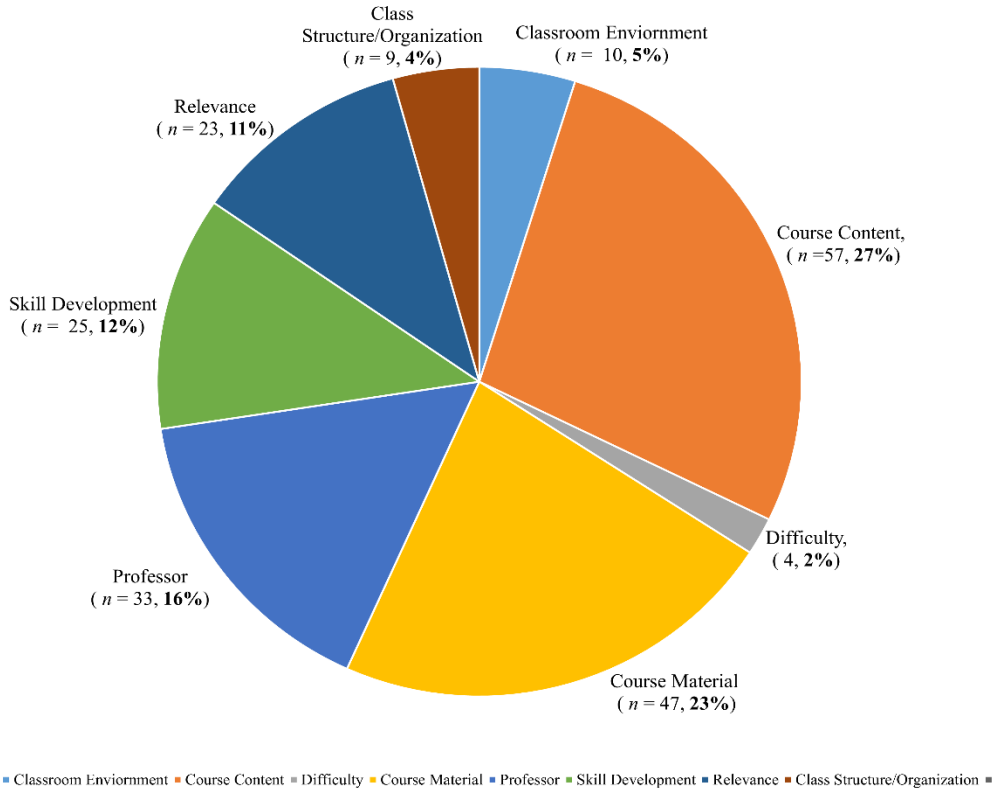
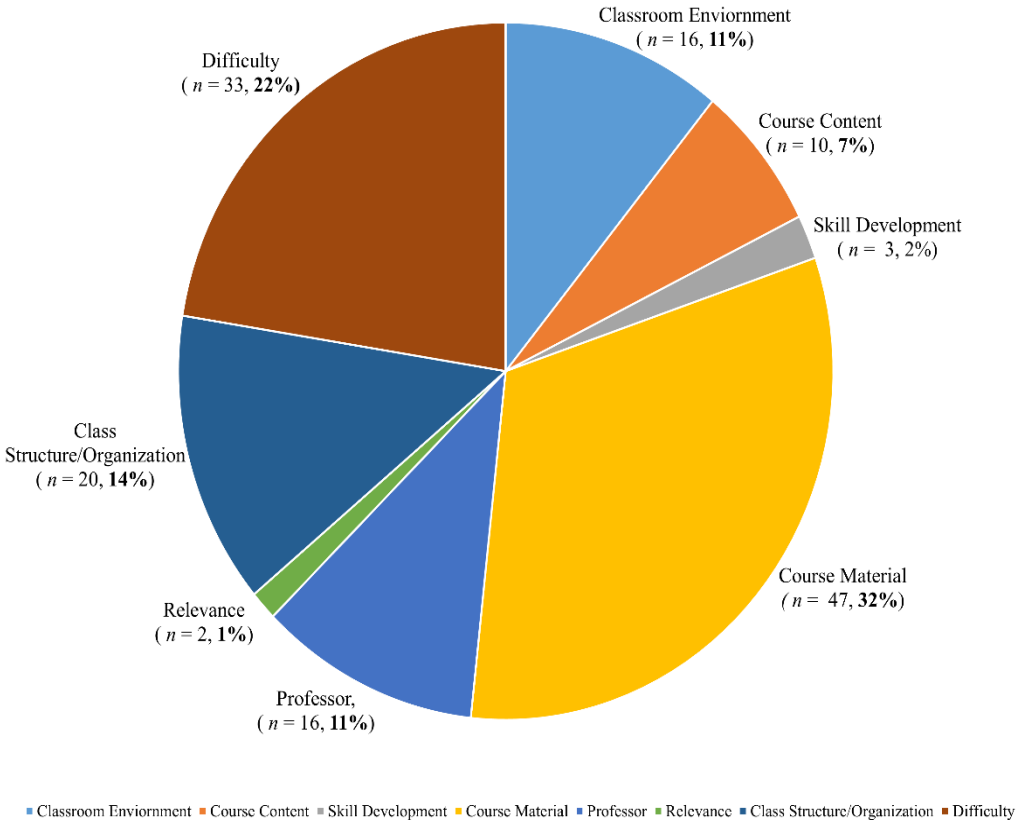


Figure 4
RECOMMENDATIONS



Emerging themes, strengths and recommendations for Arts and Humanities

Classroom Environment

Strengths: Five percent (5%; *n* = 10) of students responded that the key strengths of the course included the engaging classroom discussions about movies, talking about different cultural perspectives about film making, and in-depth class activities.

Recommendations: Eleven percent (11%; *n* = 16) of students recommended that the discussions in classes should not be limited to readings, as this tends to make classes boring. They also suggested that more group projects, hands-on activities, games, and student interaction could improve the learning environment in these courses.

Course Materials

Strengths: Twenty-three percent (23%; *n* = 47) of students indicated that the video and audio movie clips accompanying the lectures, effective assignment work, using hands-on examples of media in class, and use of different film-related vocabulary in the class, etc., were the strengths of these courses.

Recommendations: Recommendations: Nearly one-third (32%; *n* = 47) of students recommended that there should be more effective assignments in the course material. Students also mentioned that there should be clearer rubrics/instructions for what is expected in assignment work, slides for each lecture, using new movies as examples, making each movie focused on a specific topic, etc.

Course Content

Strengths: Twenty-seven percent (27%; *n* = 57) of students indicated that the course content was very effective in teaching about the history behind art, media, and movies. Students also mentioned that the cultural perspectives used in movie making, different genres of art and music, cinematography, stylistic strategies used by directors, the ideology behind movies, and technologies used in film and the arts are all considered the strengths of these courses.

Recommendations: Seven percent (7%; *n* = 10) of students recommended that the course be shortened, the final essays be removed from the curriculum, and provide more emphasis on the history and culture of the musical pieces than on art/their analysis.

Skill Development

Strengths: Twelve percent (12%; *n* = 25) of students responded that these courses were helpful for creative thinking about art and movies, skills for analyzing different musical styles and techniques, etc.

Recommendations: Only 2% (*n* = 3) of students recommended that there should be more formal instructions on how to write papers to help students develop their writing skills in addition to providing more current examples for class content, as it would help students to connect new knowledge with media they have already seen.

Professor

Strengths: Sixteen percent (16%; *n* = 33) of students commented that teachers were very supportive, easy to access, accommodating, knowledgeable, and provided all possible information to the students in all easy-to-understand ways, etc.

Recommendations: Eleven percent (11%; *n* = 16) of students recommend that teachers should be quick in providing feedback, go into step-by-step details, provide clearer assignment instructions/grading rubric, be less strict about attendance and gradings, be more interactive with the students, give the students the liberty to watch movies of their interest, and should prepare the Canvas portal more carefully.

Relevance

Strengths: Eleven percent (11%; *n* = 23) of students indicated that these courses were helpful in critically analyzing and understanding the strategies behind the art and meaning behind the films, which further helped students to implement these strategies in their future careers. Also, there were many real-life examples shared with the students, which made them observe the movies with meanings.

Recommendations: Only 1% (*n* = 2) of students recommended that the examples and material shared with the students – especially movies – should be new rather than old, so they can learn to implement what is in demand in the future rather than the past.

Class Structure/Organization

Strengths: Four percent (4%; *n* = 9) of students mentioned that the classes were a good blend of reading/writing/discussion and the overall class structure/presentation of the classes was very effective. For example, students mentioned that there were step-by-step details about the topic each week and that the discussions surrounding some video clips were the best part of class time.

Recommendations: Fourteen percent (14%; *n* = 20) of students recommended shorter class time, optional movie sessions, actual Native people to talk about their music and customs, classes should not be repetitive and boring, and more discussion time to break up the class time, etc.

Difficulty

Two percent (2%; *n* = 4) of students indicated that some assignment work was hard to understand, the Canvas portal was not properly set, the course content was too long, there was extensive reading, attendance was mandatory, heavy workloads expected to be completed every week, and taking notes during lectures was hard, etc.

Recommendations: Approximately 22% (*n* = 33) of students recommended shorter coursework for general education courses, having clearer instructions about expectations, properly preparing Canvas, less reading, less assignment work, only a final paper or exam, fewer backpacks, more class activities to make students stay focused during lectures, less note-taking, tests and quizzes should be more focused on some topics, including practice exams before final exams, etc.

Not Applicable/Null

Strengths: Less than 3% (*n* = 5) of students responded with not applicable/null-based answers such as *nothing*, *I do not know*, *not applicable*, *not much*, *it is fun*, *not sure*, or left this area blank

Recommendations: Thirty-one percent (31%; *n* = 66) of students did not give any specific recommendations for improvement and provided not applicable/null-based answers. For example, students responded with comments such as *nothing*, *everything is good*, *not applicable*, *nothing at this moment*, etc.

Technology and Information Literacy Skills

PSC 1113 (*n* = 484) and LIS 1013 *(n* = 39)
[*N* = 523]

Figure 5

STRENGTHS

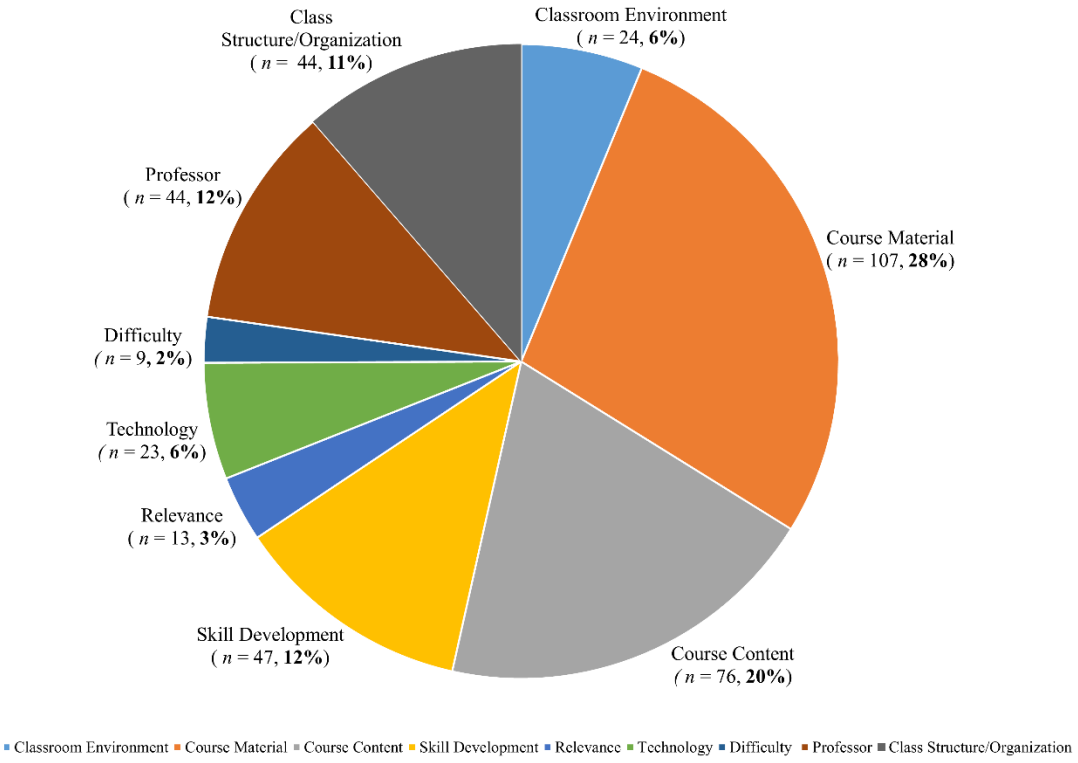
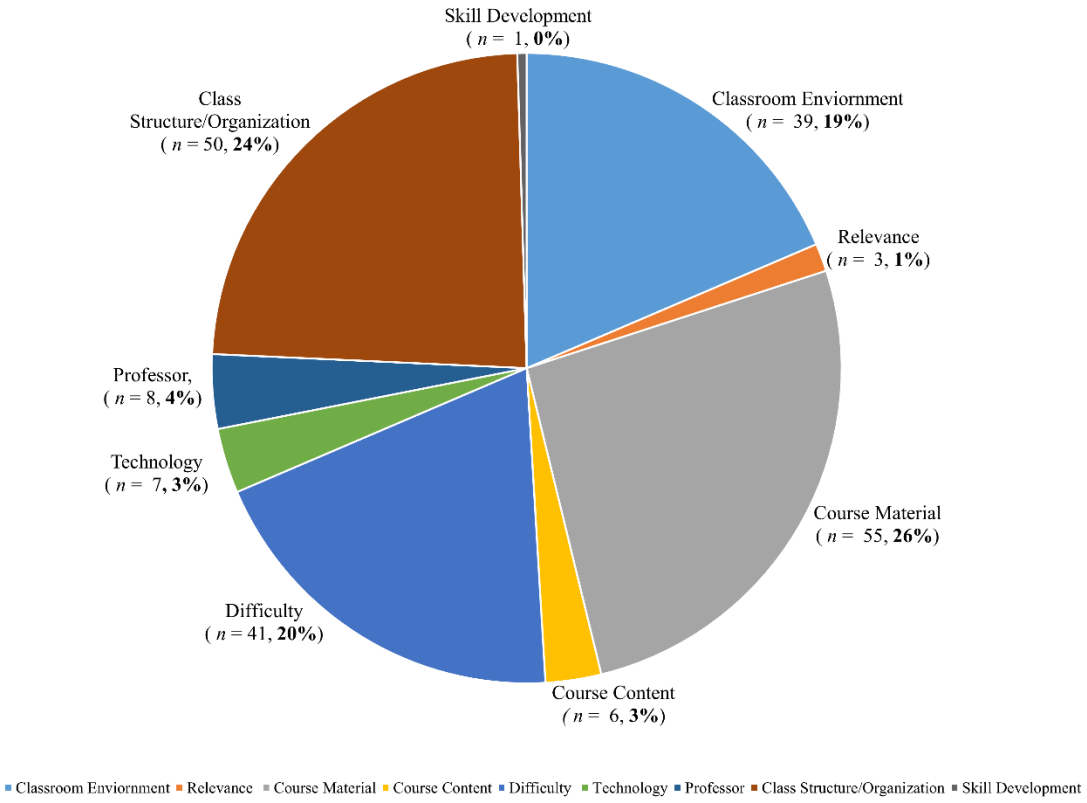


Figure 6

RECOMMENDATIONS



Emerging themes, strengths and recommendations for Technology and Information Literacy Skills

Technology

Strengths: Six percent (6%; *n* = 23) of students responded that these courses were helpful for them to learn how to use technology not only in class, but to solve everyday life problems. Students also mentioned that these courses build their knowledge on sources and technologies, using smart books, and different sources (e.g., Zotero), and doing assignments on laptops makes them more knowledgeable about computer usage to solve different problems and exact sources of information, etc.

Recommendations: Only 3% (*n* = 7) of students recommended that there were internet issues in the building of classrooms, which should be resolved because these courses rely on technology. Students also mentioned that there should be guest speakers from the library, which could be more helpful in providing information about library sources. Further, students suggest adding a new module about cybersecurity, as these courses are about learning digital literacy, etc.

Classroom Environment

Strengths: Six percent (6%; *n* = 24) of students indicated that the engaging classroom discussions, effective project-based communication among students, citation sources, digital literacy, and sharing tools and information were all key strengths of the courses.

Recommendations: Nineteen percent (19%; *n* = 39) of students recommended that the classroom environment for these courses could be better with the absence of political discussion and biases from the TAs regarding students' views, more student-teacher interactions in online classes, more engaging activities, peer reviews for each other's projects, etc.

Course Material

Strengths: Twenty-eight percent (28%; *n* = 107) of students responded that the assignment work, quizzes, readings, essay writing, and other class projects were helpful for them in learning how to use proper and legal sources of citations and other information. Additionally, students reported that these courses assist in their acquisition of trustworthy and legitimate news sources on politics, other news media, etc.

Recommendations: Twenty-six percent (26%; *n* = 55) of students recommended including real-world case studies and current examples of issues that could improve the course material. Students also recommended adding projects based on practical applications, good online materials, discussion boards converted to assignments, easy access to materials for all students, and more variety of assignment work, etc.

Course Content

Strengths: Twenty percent (20%; *n* = 6) of students mentioned that there were very effective instructions about reliable sources of citations. Others pointed to the helpfulness of the content about government-related issues, political scenarios, the use of technology, AI, and using different software (e.g., Zotero) to solve problems.

Recommendations: Only 3% (*n* = 6) of students suggested that course content should focus on copyright and more recent issues. Students also recommend emphasizing plagiarism policies and giving additional informational resources in addition to teaching how to cite.

Skill Development

Strengths: Twelve percent (12%; *n* = 47) of students indicated that these courses were effective in the context of skills development such as creative thinking, reading, effective writing and citation, understanding law, and research.

Recommendations: Less than 1% (*n* = 1) of students recommended that there should be more critical thinking involved in projects and assignments to make students think out of the box.

Professor

Strengths: Twelve percent (12%; *n* = 44) of students reported that faculty are very supportive, interactive, knowledgeable, provide the right directions and sources, connect the history to current examples, help students to dissect sentences and policies, cite properly, and use valid information in projects.

Recommendations: Eleven percent (11%; *n* = 16) of students recommended that teachers should not be biased, especially regarding political views. Instead, they should be more interactive during the discussion session, provide TAs to help in big projects, give engaging activities instead of just lecturing in class, make PowerPoint slides accessible, and encourage participation in class discussions.

Relevance

Strengths: Three percent (3%; *n*= 13) of students responded that these courses were effective in their day-to-day lives in many ways. For example, helping to identify appropriate sources of information that they could apply not only in their academic work, but also in their daily life scenarios. Students also revealed that it helped to understand the law and proper use of law to construct a better future, how they can use technology to be successful in future careers, etc.

Recommendations: Only 1% (*n* = 3) of students suggested that the examples and material shared with the students should be based on current world and politically personal scenarios. Some students also mentioned that there should be more focus on teaching students how AI could benefit them in the future, etc.

Class Structure/Organization

Strengths: Eleven percent (11%; *n* = 44) of students indicated that the classes were very organized and engaging, there were proper Canvas announcements, the guest speakers, posting slides before lectures, course load distribution, use of visuals for engagement, the hybrid/blended (i.e., in person and online) structure of the class, having a good mix of technology-based and in-person activities, and the overall pace of the course as key strengths.

Recommendations: Nearly a quarter (24%; *n* = 50) of students recommended that shifting the Friday discussion to any other weekday, holding in-person classes instead of online, making classes more inviting and exciting for students, and maximizing built points during the lecture to make students alert would improve the course.

Difficulty

Two percent (2%; *n* = 9) of students responded that they were not taught which source to use until before the first paper, the course was a little fast-paced, some of the assignment workload was heavy, instructions regarding expectations about essay writing were a little confusing, the online format of the class was not their favorite, etc.

Recommendations: One-fifth (20%; *n* = 41) of students recommended that the assignment work should be less because of other projects, lectures should not be one-sided, there should be respect for students opinions and actual discussions to teach the content instead of irrelevant busy work, clearer Canvas instructions, working internet connections in Dale Hall, clearer instructions about projects, not making attendance mandatory for grades, and not letting different political views influence grading, etc.

Not Applicable/Null

Strengths: Twenty-six percent (26%; *n* = 136) of students responded with not applicable/null-based answers such as *nothing*, *I do not know*, *not applicable*, *not much*, *it is fun*, *not sure*, or left this area blank

Recommendations: Sixty percent (60%; *n* = 313) of students did not give any specific recommendations for improvement and provided not applicable/null-based answers. For example, students responded with comments such as *nothing*, *everything is good*, *not applicable*, *nothing at this moment*, etc.

Quantitative and Numerical Analysis Skills

MATH 1523 [*N* = 41]

Figure 7

STRENGTHS

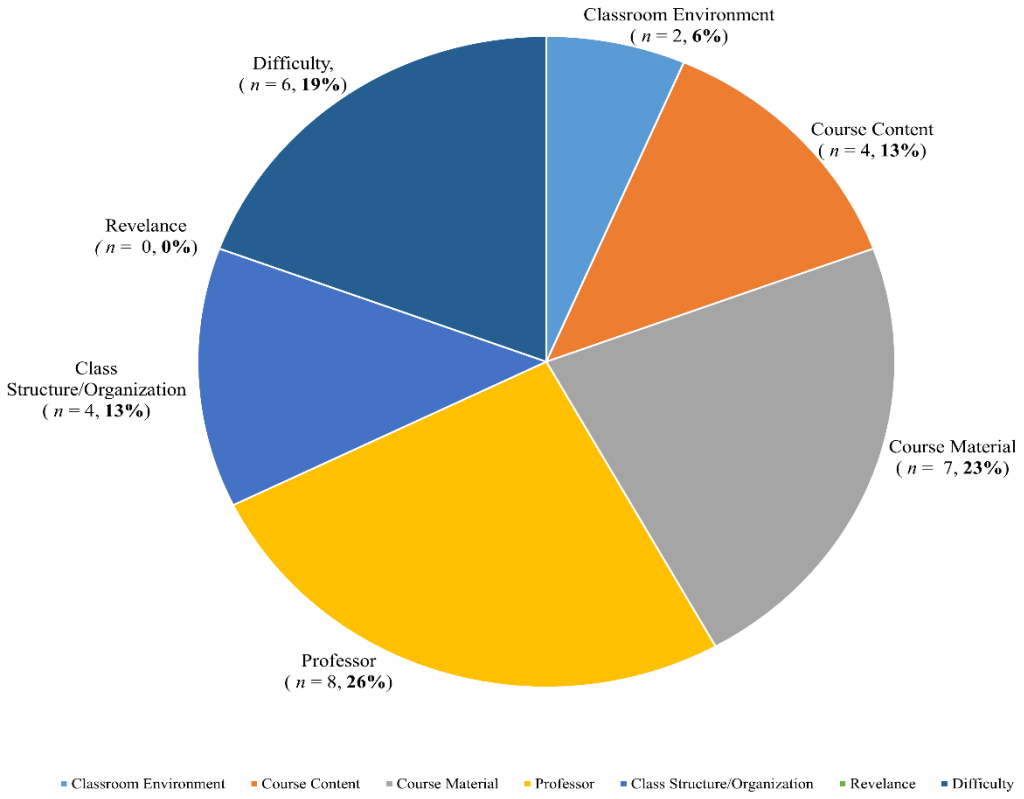
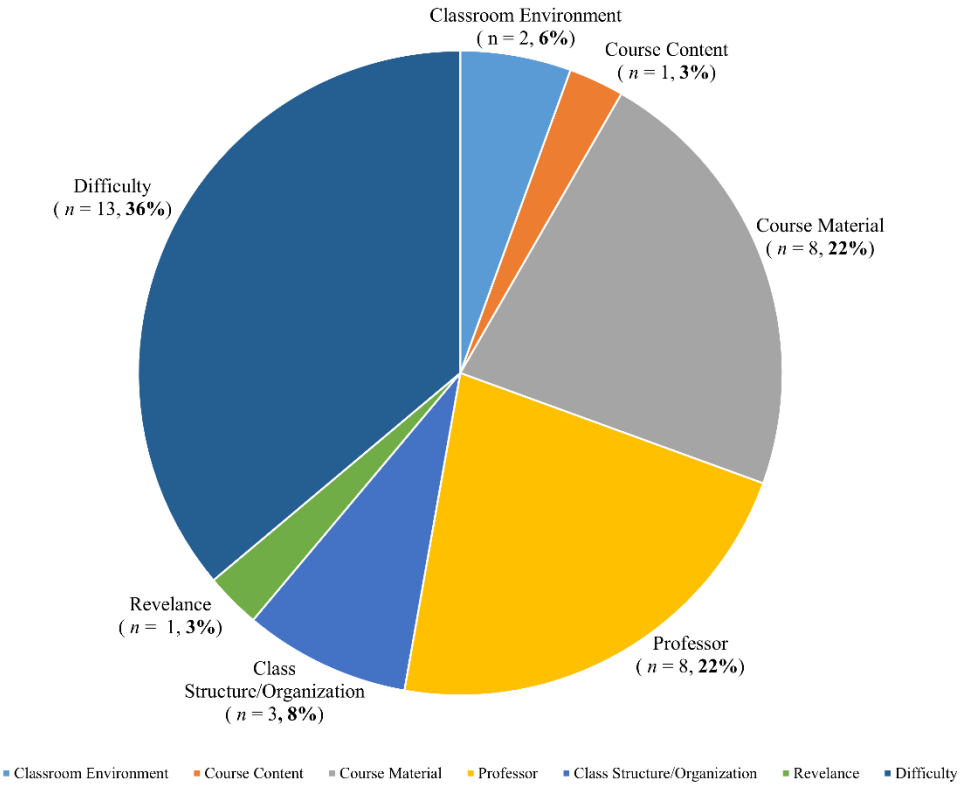


Figure 8

RECOMMENDATIONS



Emerging themes, strengths and recommendations for Quantitative and Numerical Analysis Skills

Classroom Environment

Strengths: Six percent (6%; *n* = 2) of students indicated that the strengths of this course included a good learning environment and good in-class group work.

Recommendations: Six percent (6%; *n* = 2) of students recommended that the classroom environment could be better if there were no forced class groups with people having different interests and also being less dependent on students to solve in-class activities by themselves without any scaffolding.

Course Material

Strengths: Nearly a quarter (23%; *n* = 7) of students indicated that the course material was very great, accessible, and effective. Students also liked to have a workbook, hands-on activities in class, tests, etc.

Recommendations: Twenty-two percent (22%; *n* = 8) of students recommended that the course material could be more effective by including clearer instructions about assignment/quiz work, providing some extra credit-related activities, more application problems along with good examples, using different websites for assignments, more focus on the book provided as a material, and proper organization of the assignment work.

Course Content

Strengths: Thirteen percent (13%; *n* = 4) of students considered the course content effective regarding teaching formulas, trig identities, their applications to solve problems, and helped refresh the concepts they have already learned, etc.

Recommendations: There were only 3% (*n* = 1) of students who recommended that the course content was too long and repetitive regarding some concepts.

Professor

Strengths: Twenty-six percent (26%; *n*= 8) of students mentioned that the instructors were very supportive and knowledgeable. Students also appreciate the teacher's teaching styles to promote students learning.

Recommendations: Twenty-two percent (22%; *n* = 8) of students recommended that there should be a professor as a teacher rather than a TA, there should be clear instructions along with feedback on quizzes/exams/assignments, better teaching methods, etc.

Relevance

Strengths: There were no students (*n* = 0) who responded on relevance as a strength of this course.

Recommendations: Only 3% (*n* = 1) of students recommended that the examples provided during the lectures should be based on real-world applications of mathematics to use in future success.

Class Structure/Organization

Strengths: Four percent (4%; *n* = 13) of students responded that the class structure/presentation was efficient according to class workload and small class size was good for learning – especially for discussions etc.

Recommendations: Eight percent (8%; *n* = 3) of students recommended that there should be a day lecture and other day-only group activities, provide different platforms for different assignments, lecture day should be covered by the instructor instead of putting students to solve problems by their own during lecture time, etc.

Difficulty

Nineteen percent (19%; *n* = 6) of students who responded they needed to solve problems on their own using past examples, which caused frustrations sometimes. Generally, students also mentioned that there was a lot of rote memorizations, and the quizzes and exams were very hard for them.

Recommendations: Over one-third (36%; *n* = 13) of students recommended that the workload should be reduced to let students complete work on time. Students also suggested that there should be instructions regarding coursework to avoid students being frustrated, there should be consistency between content, material, and exams, there should be loss grading, exams should be scheduled for class periods to help working students, workbook and content should match, and there should be practice questions about the exam to prepare students before final exams, etc.

Not Applicable/Null

Strengths: Twenty-four percent (24%; *n* = 10) of students responded with not applicable/null-based answers such as *nothing*, *I do not know*, *not applicable*, *not much*, *it is fun*, *not sure*, or left this area blank

Recommendations: Almost 12% (*n* = 5) of students did not give any specific recommendations for improvement and provided not applicable/null-based answers. For example, students responded with comments such as *nothing*, *everything is good*, *not applicable*, *nothing at this moment*, etc.

OU General Education Assessment Reporting Template

Semester: Spring 2024
Course: MUNM 3213
Section: _____
Learning Outcome 1: Community, Culture and Diversity

For each of the following performance indicators (or sub-outcomes):

(1) State the **number of students** enrolled in the course or, if applicable, section of the course.
(2) Briefly describe the **assessments already used in the course** that address one or more aspects of each performance indicator.
(3) State the number or percent of students that **do not meet expectations, partially meet expectations, meet expectations,** and **exceed expectations.** This should be based on students' **overall performance** in **cumulative formative assessments** (quizzes, tests, presentations, etc.) **and/or** a **"major" or "signature" assignment(s)/project(s)** in the course.

Share info on areas where students are doing well and where they are having challenges then provide brief descriptions on your plans for curriculum improvement intended to enhance student learning and experiences, as well as instruction in the course. Include, where applicable, areas in the curriculum where there's need for additional resources. Use prompts on the second page as a guide in completing the "continuous improvement" section as that's the most important part of the assessment process.

Community, Culture and Diversity *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 *State the percent of students in terms of how they performed based on the selected assessment(s).*				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
General Education Student Survey

MUNM 3113
World Music

Dear OU Student:

The General Education curriculum 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. Felix Wao at wao@ou.edu if you have any questions regarding the survey or if you experience technical difficulties.

****

MUNM 3113 is part of OU General Education courses designed to address the **COMMUNITY, CULTURE AND DIVERSITY** learning outcomes in the context of the statements in the table below.

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

COMMUNITY, CULTURE AND DIVERSITY

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This course equipped me with the ability to...					
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?