OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

GENERAL EDUCATION ASSESSMENT REPORT

2024-2025

Table of Contents

General Education Assessment Report for the 2024-25 Academic Year

Background Information

In Fall 2022, the University of Oklahoma (OU) completed the development of a comprehensive plan for assessing the General Education (GE) curriculum per recommendations by the Higher Learning Commission (HLC). The plan included six newly articulated student learning outcomes (SLOs) along with specific performance indicators for each SLO, a detailed curriculum map indicating systematic alignment of selected GE courses with specific SLOs and performance indicators, and the initial timeline of the implementation of the plan. Though the plan was meant to be implemented from Fall of 2022 per HLC recommendations, members of the General Education Assessment Subcommittee (GEAS), a Provost-appointed faculty-led group charged with overseeing the implementation of the plan, determined that the implementation could begin as early as Fall 2022 given that several large GE courses had well-developed assessment processes in place. GEAS determined that two SLOs would be assessed per semester, with each SLO assessed in two or three selected GE courses.

This report provides results of the GE assessment plan for the 2024-25 Academic Year. All figures reflect combined results of quantitative and qualitative analyses from Fall 2024 and Spring 2025, including data from direct and indirect assessments and key recommendations for continuous improvement. This report is divided into four major sections (i.e., one for each SLO assessed). In each section, the SLO is defined and a list of courses that assessed the outcome is provided, followed by the presentation of direct and indirect assessments as well as key recommendations for continuous improvement.

General Education Assessment at OU – An Overview

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

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

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

General Education Assessment Procedures and Results

Of the six General Education SLOs, the GEAS suggested assessment of the following four SLOs in Fall 2024 and Spring 2025.

1. Critical Analysis and Scientific Reasoning (Fall 2024 and Spring 2025)
2. Community, Culture, and Diversity (Fall 2024 and Spring 2025)
3. Technology and Information Literacy (Fall 2024 and Spring 2025)
4. Arts and Humanities (Fall 2024 and Spring 2025)

The course-level reports from individual courses assessed in Fall 2024 and Spring 2025 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.

NOTE: In this report, ***N*** refers to the total number of students assessed across all courses, while ***n*** refers to the number of students within a given course or subgroup.

Student Learning Outcomes

SLO 1: Critical Analysis and Scientific Reasoning

This learning outcome focuses on developing students' ability to think critically and apply scientific reasoning across various general education disciplines. Students will learn to use the scientific method appropriately, distinguish scientific knowledge from non-scientific claims, and understand the broader societal and historical factors that shape scientific theories.

Critical Analysis and Scientific Reasoning Performance Indicators

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

a) Apply scientific methods as appropriate for the general education subject area
b) Differentiate between scientific and non-scientific explanations
c) Identify examples of the interaction between science and societal change
d) Explain how the social and historical context in which a theory emerged influenced its development

Participating Courses:

HES 2823 (Fall & Spring)

Direct and Indirect Assessment Mechanisms:

Direct assessment data **[*N* = 2,153]** were gathered by instructors using a detailed and well-developed departmental rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Critical Analysis and Scientific Reasoning 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 HES 2823 utilized major assignments, quizzes, and a comprehensive final exam to address performance indicators in the above SLO. Combined results of the direct assessment of the data from Fall 2024 and Spring 2025 are presented 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. Criteria in the survey were systematically aligned with each of the performance indicators for the Communication Skills SLO, and student artifacts data were reported for each performance indicator using 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 2.

Results

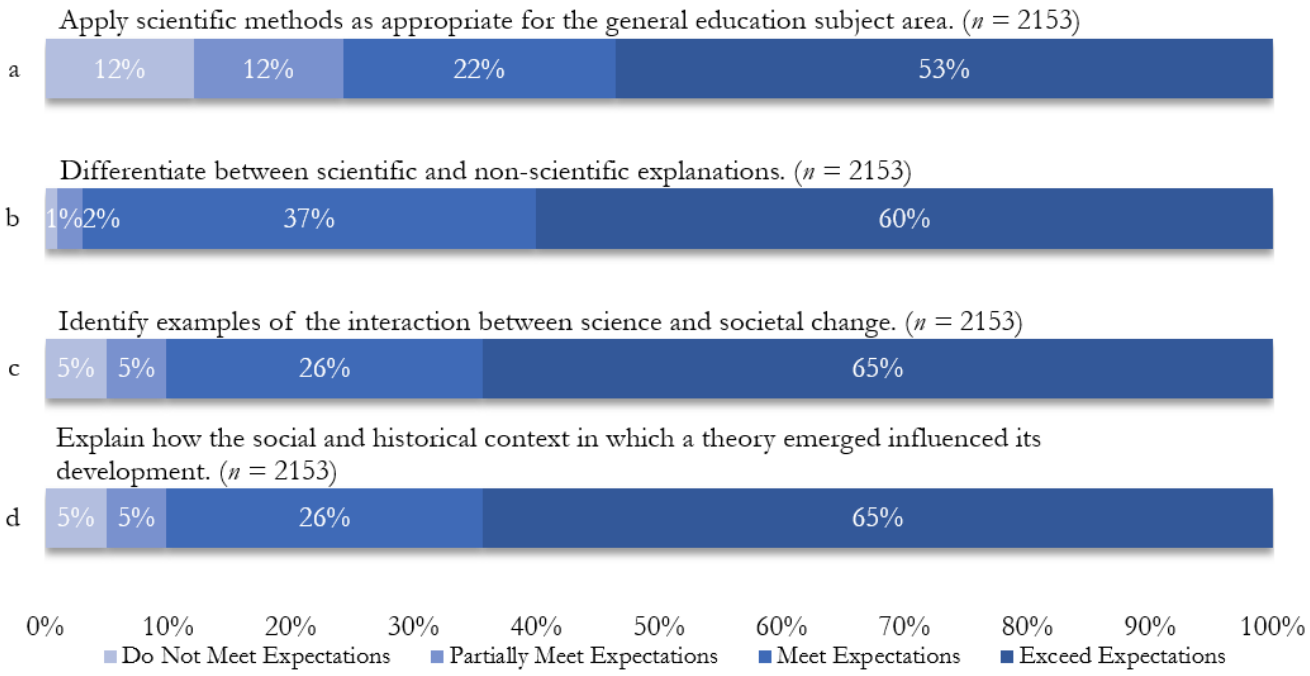
Direct Assessment

Figure 1

Combined Report for Critical Reasoning and Scientific Reasoning

Performance Indicators Assessed In:

HES 2823 **[*N* = 2,153]**



Analysis of student performance data (Figure 1, above) revealed that, on average, more than 90% of students either met or exceeded expectations for most performance indicators. Particularly, performance indicator a (*apply scientific methods as appropriate for the general education subject area*) had the least percentage of 75%, while performance indicator b (*differentiate between scientific and non-scientific explanations*) had the highest percentage of 97%. Notably, very few students did not meet expectations for any of the performance indicators (6% on average).

Indirect Assessment

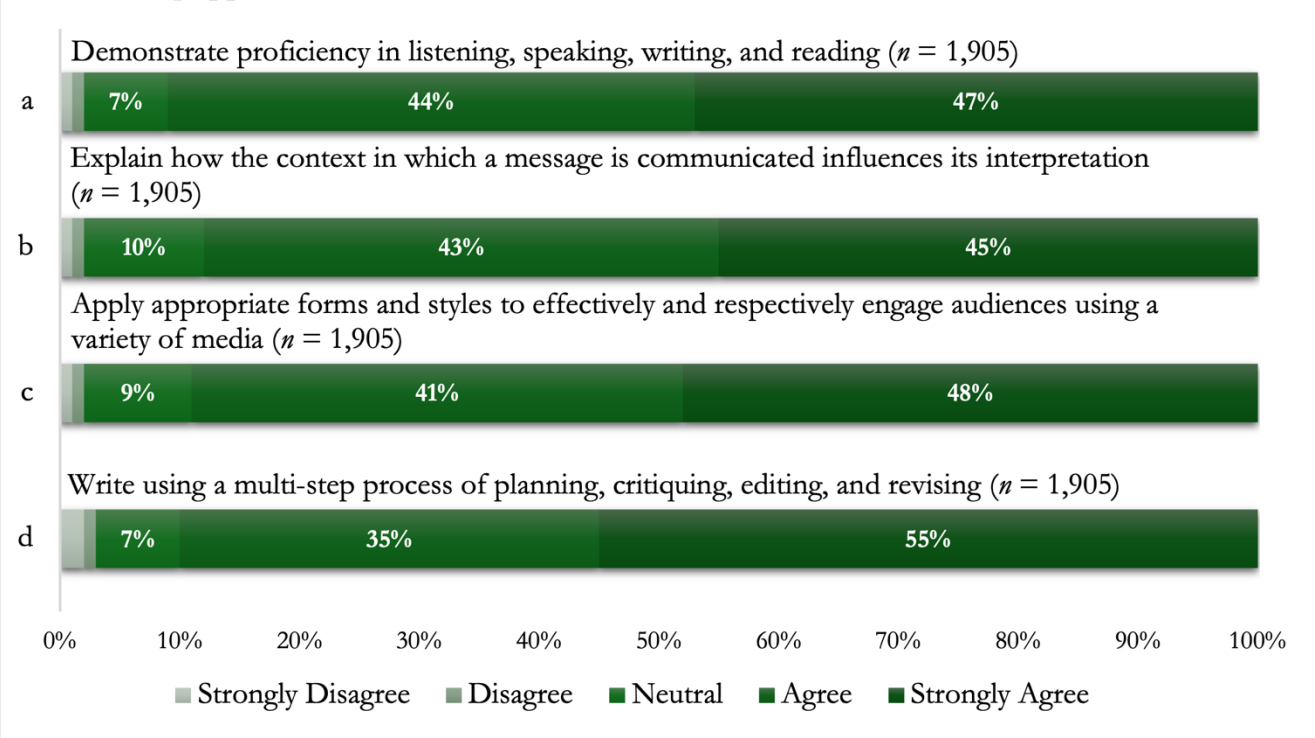
Figure 2

Combined Frequency Distributions for Critical Reasoning and Scientific Reasoning

Performance Indicators Assessed In:

ENGL 1113 (*n* = 966) and ENGL 1213 (*n* = 939)

[*N* = 1,905]



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.

Use of Results

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

Figure 3

Key Recommendations for Continuous Improvement for Critical Reasoning and Scientific Reasoning

Performance Indicators	Key recommendations for continuous improvement
a) Apply scientific methods as appropriate for the general education subject area	• Complex assignments are broken into smaller, progressive steps to support deeper analysis and critical thinking development throughout the course • Real-world problem-solving activities are introduced early in the semester to build students' confidence and scientific reasoning before major assessments. • Clearer grading criteria and in-class teaching tips help guide students in applying logical reasoning, synthesizing concepts, and connecting theory to practice.
b) Differentiate between scientific and non-scientific explanations.	• Consider maintaining the use of lecture videos to ensure consistent delivery across sections and to support students with diverse learning preferences. • Incorporate real-time learning checks using audience response tools during lectures to reinforce key concepts and encourage active participation, especially in face-to-face sessions. • Introduce structured review sessions at the beginning of each class using interactive tools to revisit previous content and strengthen knowledge retention • Encourage all instructors to contribute regularly to a shared question bank to ensure a diverse and up-to-date pool of assessment items, supporting academic integrity and continuous learning
c) Identify examples of the interaction between science and societal change.	• Incorporate supplemental resources, such as videos or guest speakers, to illustrate science's influence on policy, culture, and social behavior • Emphasize real-world applications of scientific concepts to deepen student engagement and understanding of science's societal impact
d) Explain how the social and historical context in which a theory emerged influenced its development.	• Use audience response questions during lectures to highlight real-world examples of science driving societal change, to encourage active participation of students • Utilize multimedia resources, such as documentaries or expert interviews, to show the evolution of theories within their social context and provide visual aids to reinforce the material.

SLO 2: Community, Culture, and Diversity

This learning outcome emphasizes understanding the complex interplay between community, culture, and diversity in shaping human experiences. Students will learn how geographic, environmental, political, and social factors influence cultural identities. They will be equipped to recognize and respect diverse perspectives, values, and practices across different cultural contexts.

Community, Culture, and Diversity Performance Indicators

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

Participating Courses:

AHI 2803 (Fall and Spring), MUNM 1113 (Fall and Spring), MUNM 3213 (Fall and Spring)

Direct and Indirect Assessment Mechanisms:

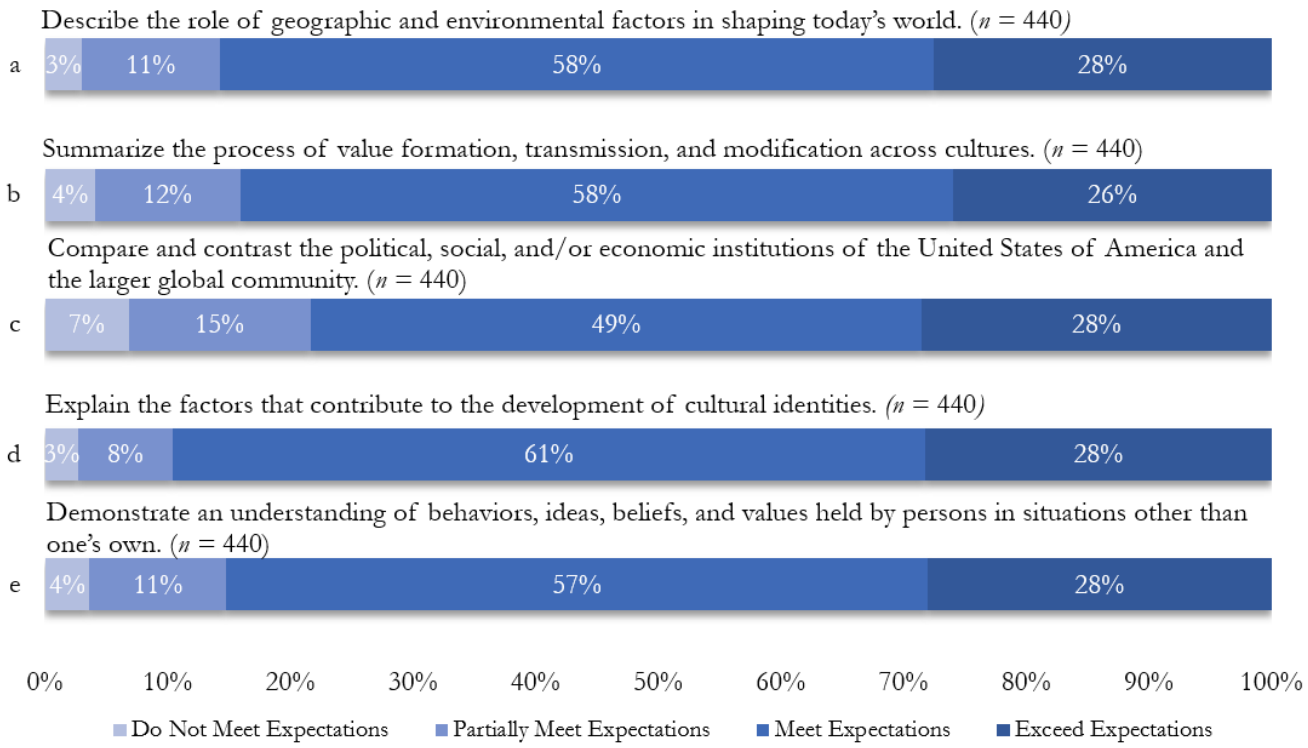
Direct assessment data **[N = 440]** were gathered by instructors using a detailed and well-developed rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Community, Culture, and Diversity SLO, and data were reported for each 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 AHI 2803, MUNM 1113, MUNM 3213 primarily used data from course examinations to address performance indicators in the above SLO. Combined results of the direct assessment of the data from Fall 2024 and Spring 2025 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 Community, Culture, and Diversity
Performance Indicators Assessed In:
AHI 2803 (*n* = 85), MUNM 1113 (*n* = 275), MUNM 3213 (*n* = 80)
[*N* = 440]

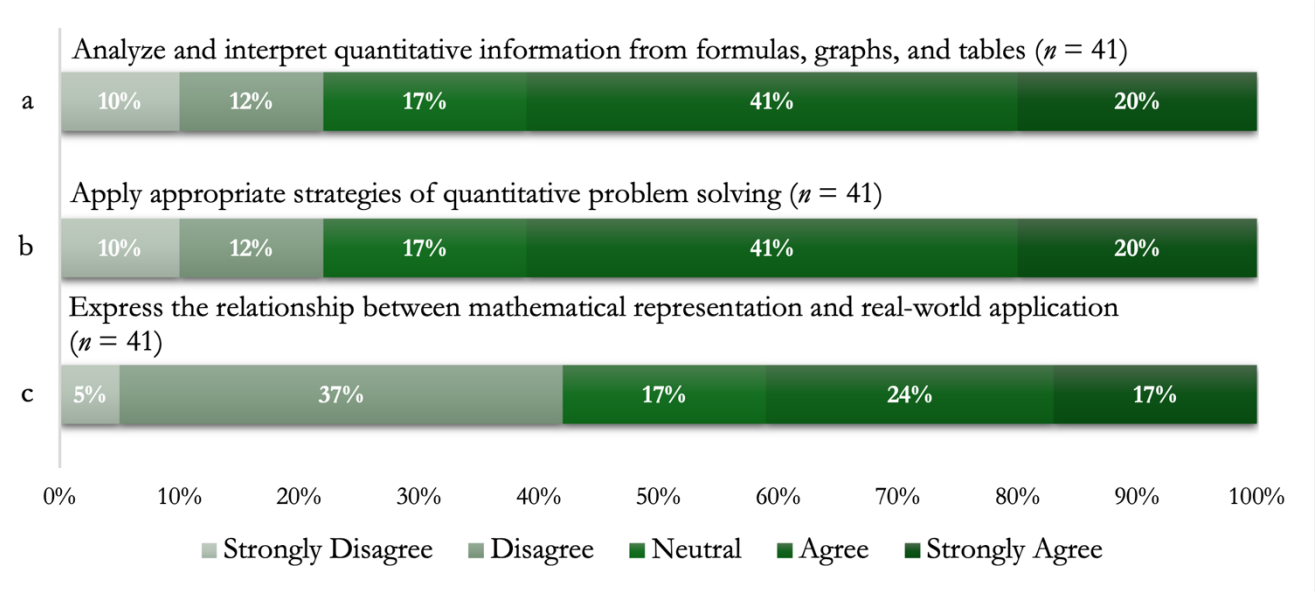


Analysis of student performance data (Figure 4, above) show that 83% of students met or exceeded expectations on average based on all the performance indicators. Particularly, performance indicator c (*compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community*) had the least percentage of 77% for students who met or exceeded expectations, while performance indicator d (*explain the factors that contribute to the development of cultural identities*) had the highest percentage of 89%. Notably, very few students did not meet expectations for any of the performance indicators (4% on average).

Indirect Assessment

Figure 5
Combined Frequency Distributions for Community, Culture, and Diversity
Performance Indicators Assessed In:
MATH 1523 (n = 41)
[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 below highlights key course level recommendations for continuous improvement vis-à-vis each performance indicator in the Quantitative and Numerical Analysis SLO. These recommendations are drawn from a combination of faculty assessment of student work in the above-mentioned courses as well as analysis of students' own perceptions from the General Education Student Survey.

Figure 6

Key Recommendations for Continuous Improvement for Community, Culture, and Diversity

Performance Indicators	Key recommendations for continuous improvement
a) Describe the role of geographic and environmental factors in shaping today's world.	• Provide additional video lectures that illustrate how geographical and environmental factors shape the contemporary experiences of Native American communities. • Continue leveraging your expertise in place and geography to design assessments that resonate with students and enhance their understanding of spatial and cultural dynamics
b) Summarize the process of value formation, transmission, and modification across cultures.	• Frame exam questions around key issues discussed in review sessions. • Incorporate more video lectures to illustrate how cultural values are formed and transmitted.
c) Compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.	• Provide the Final Exam essay prompt in advance. • Encourage more thorough responses by offering additional guidance.
d) Explain the factors that contribute to the development of cultural identities.	• Maintain the use of scaffolded assignments (e.g., Visual Analysis followed by Research Paper) to support deeper understanding of identity formation and preservation. • Incorporate discussion questions to help students process content collaboratively and reflect on cultural identity themes more effectively.
e) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	• Offer a wider selection of films that explore understanding others' perspectives to enrich students' cultural empathy and critical thinking. • Increase the number of small-group discussion quizzes.

SLO 3: Technology and Information Literacy

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, 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 support ideas, hypotheses, and conclusions.

Participating Courses:
BIOL 1013 (Fall and Spring), LIS 1013 (Fall and Spring)

Direct and Indirect Assessment Mechanisms:
Direct assessment data **[*N* = 243]** were gathered by instructors using a detailed and well-developed departmental rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Technology and Information Literacy 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. Several types of signature assignments were selected to address performance indicators in the above SLO. For example, in BIOL 1013, faculty used homework assignments, major assignments and quizzes to address performance indicators. In contrast, faculty in LIS 1013 utilized research projects and data from course quizzes to address performance indicators. Combined results of the direct assessment of the data from Fall 2024 and Spring 2025 are presented below in Figure 7.

Indirect assessment data were gathered **[*N* = 523]** 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 Technology and Information Literacy 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 8.

Results

Direct Assessment

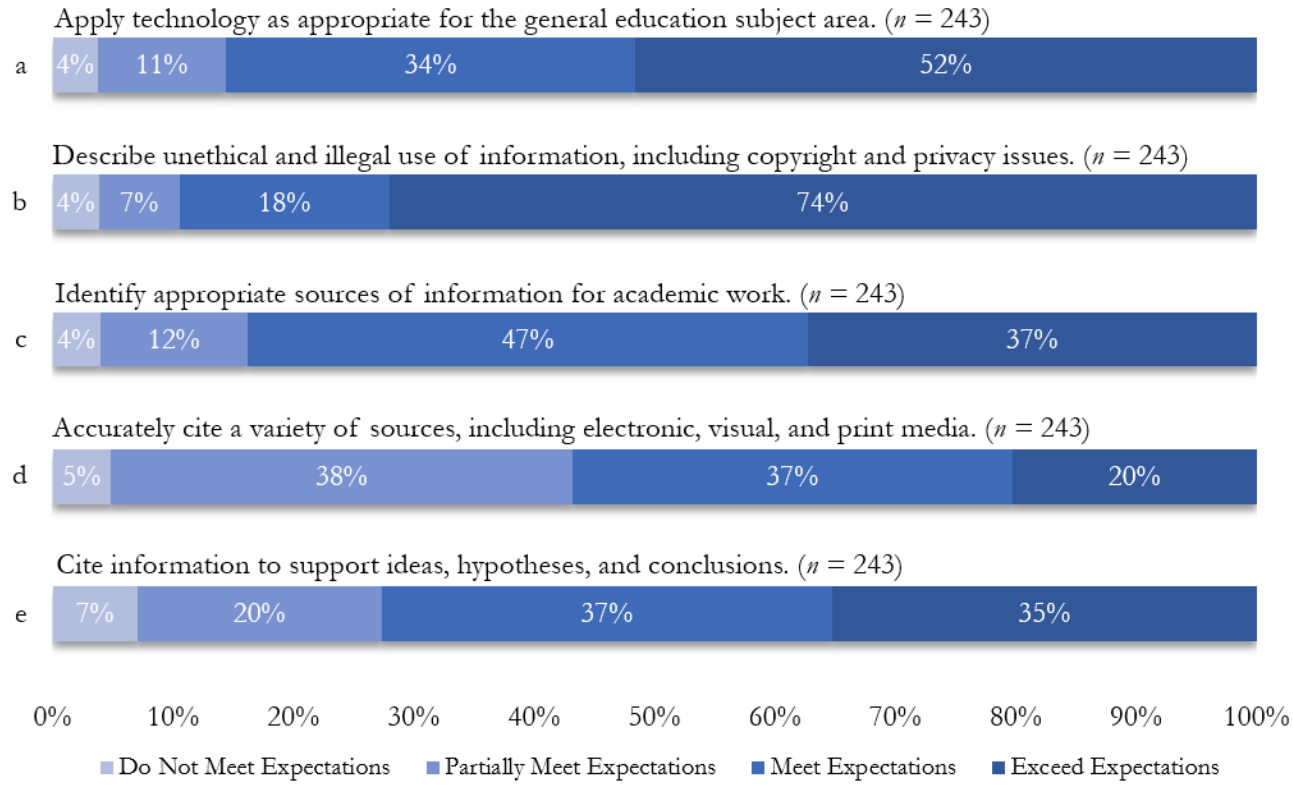
Figure 7

Combined Report for Technology and Information Literacy

Performance Indicators Assessed In:

BIOL 1013 (*n* = 135), LIS 1013 (*n* = 108)

[*N* = 243]



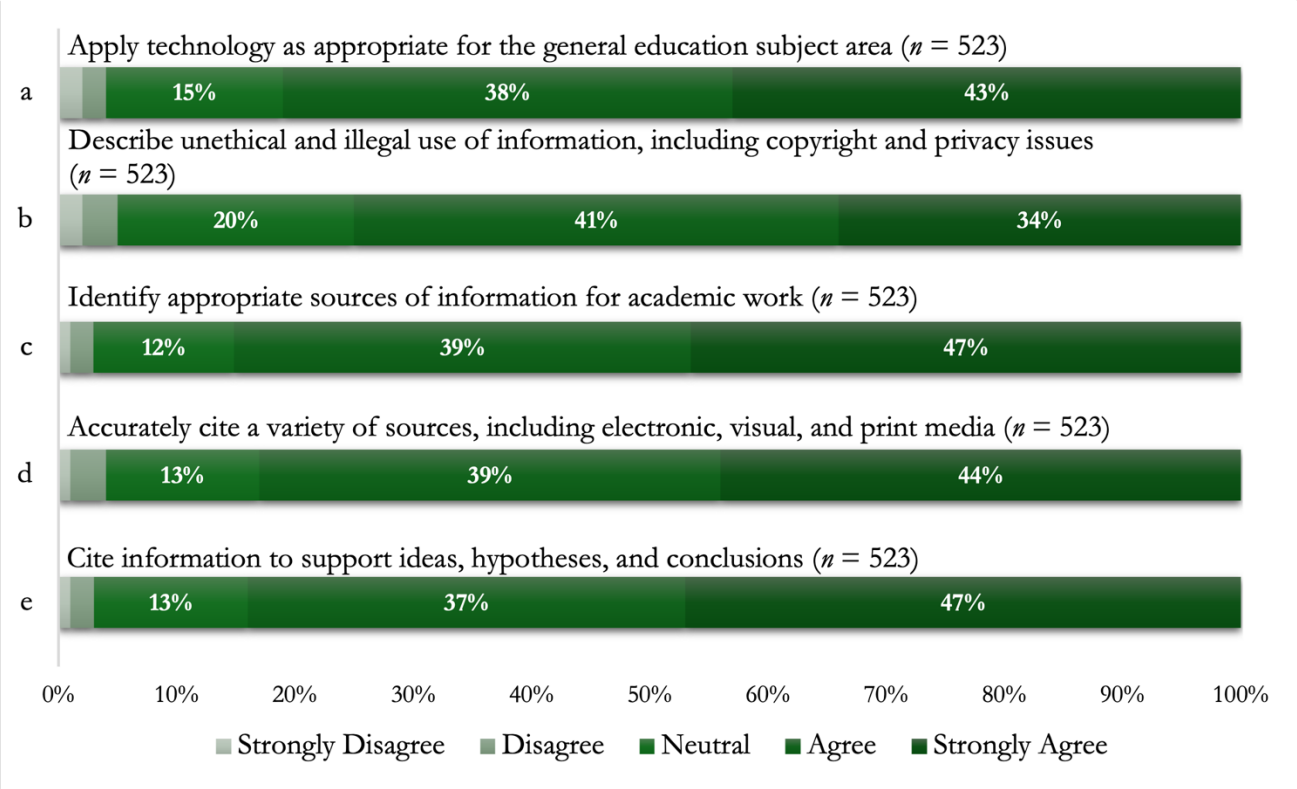
Analysis of student performance data (Figure 7, above) show that, on average, about 78% of all students either met or exceeded expectations in all performance indicators assessed, although this number was slightly lower (57%) for performance indicator d (*accurately cite a variety of sources, including electronic, visual, and print media*). Analysis of student performance data also revealed that, on average across all performance indicators, very few students (<5%) did not meet expectations.

Indirect Assessment

Figure 8

Combined Frequency Distributions for Technology and Information Literacy
Performance Indicators In:
PSC 1113 (*n* = 484), LIS 1013 (*n* = 39)
[Total *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 9 below highlights key course level recommendations for continuous improvement vis-à-vis each performance indicator in the Technology and Information Literacy SLO. These recommendations are drawn from a combination of faculty assessment of student work in the above-mentioned courses as well as analysis of students' own perceptions from the General Education Student Survey.

Figure 9

Key Recommendations for Continuous Improvement for Technology and Information Literacy

Performance Indicators	Key recommendations for continuous improvement
a) Apply technology as appropriate for the general education subject area.	• Enhance alignment between homework and lectures by revising homework materials to better reflect key concepts and improve perceived relevance • Continue using case studies to connect lecture material to real-world scenarios, which students find engaging and valuable • Integrate more AI tools to enhance students' technological skills, including the use of AI detectors as they become more reliable.
b) Describe unethical and illegal use of information, including copyright and privacy issues.	• Introduce ethical use of information earlier in the course, focusing on issues like copyright, fair use, and the implications of AI-generated content • Supplement readings with videos to deepen student understanding of information ethics and improve engagement with complex topics • Provide clearer guidance on paraphrasing and citation practices to help students avoid misuse of scientific information and improve academic integrity
c) Identify appropriate sources of information for academic work.	• Continue emphasizing the distinction between science and pseudoscience, as students find this particularly valuable and engaging • Reinforce source evaluation skills to ensure students consistently meet expectations in identifying credible, appropriate sources for academic work • Provide additional instruction on evaluating academic sources, including how to assess journal quality and understand the pros and cons of impact factors
d) Accurately cite a variety of sources, including electronic, visual, and print media.	• Incorporate activities for more hands-on citation practice (e.g., Zotero) • Provide structured feedback to support students in mastering accurate source citation
e) Cite information to support ideas, hypotheses, and conclusions.	• Dedicate more lecture time to practicing summarizing and paraphrasing • Incorporate citation practice into weekly discussion posts

SLO 4: Arts and Humanities

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, the student 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:

AHI 2803 (Fall and Spring), MUNM 1113 (Fall and Spring), and MUNM 3213 (Fall and Spring)

Direct and Indirect Assessment Mechanisms:

Direct assessment data **[*N* = 440]** were gathered 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 Arts and Humanities 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. Several types of signature assignments were selected to address performance indicators in the above SLO. For example, faculty in AHI 2803 assessed performance indicators using data from course visual analysis paper, research paper and class quizzes, while faculty in MUNM 1113 and MUNM 3213 utilized summative exams, quizzes, and field assignments. Combined results of the direct assessment of the data from Fall 2024 and Spring 2025 are presented below in Figure 10.

Indirect assessment data were gathered **[*N* = 213]** using the *General Education Student Survey,* which was deployed at the end of the semester in the targeted courses. Criteria in the survey were systematically aligned with each of the performance indicators for the Arts and Humanities 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 11.

Results

Direct Assessment

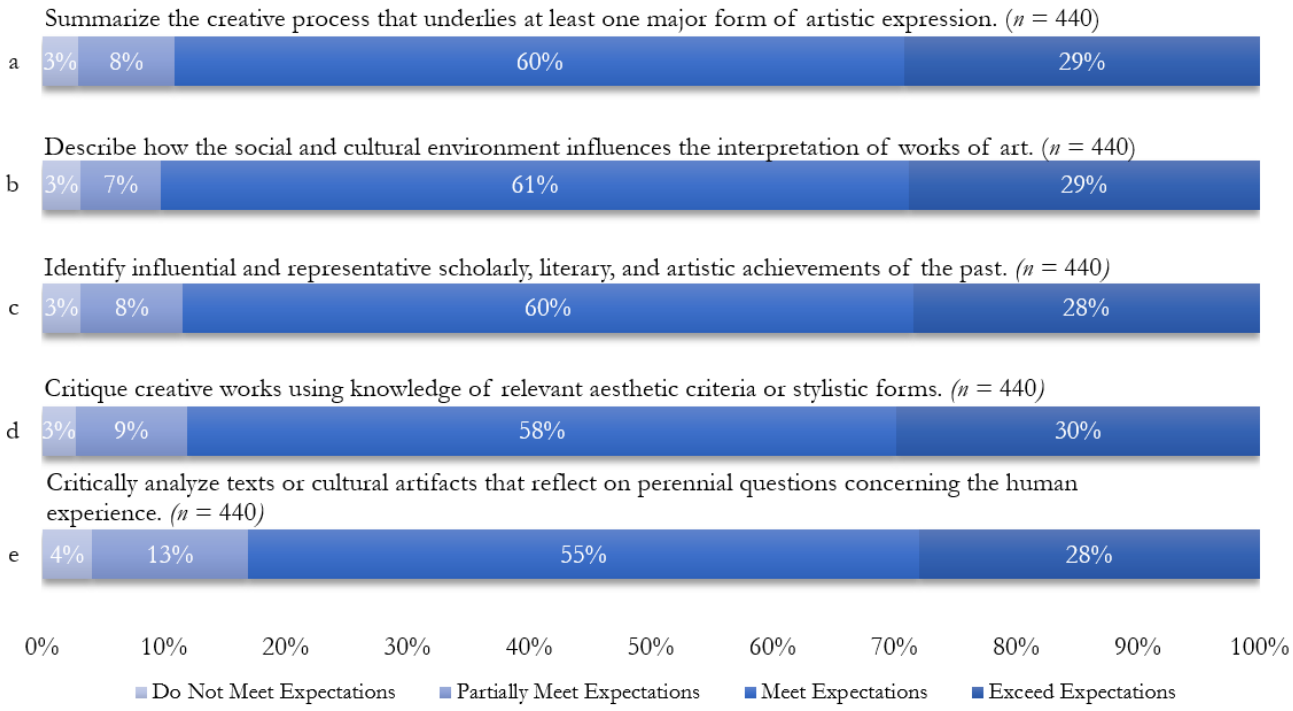
Figure 10

Combined Report for Arts and Humanities

Performance Indicators Assessed In:

AHI 2803 (*n* = 85), MUNM 1113 (*n* = 275), and MUNM 3213 (*n* = 80)

[*N* = 440]

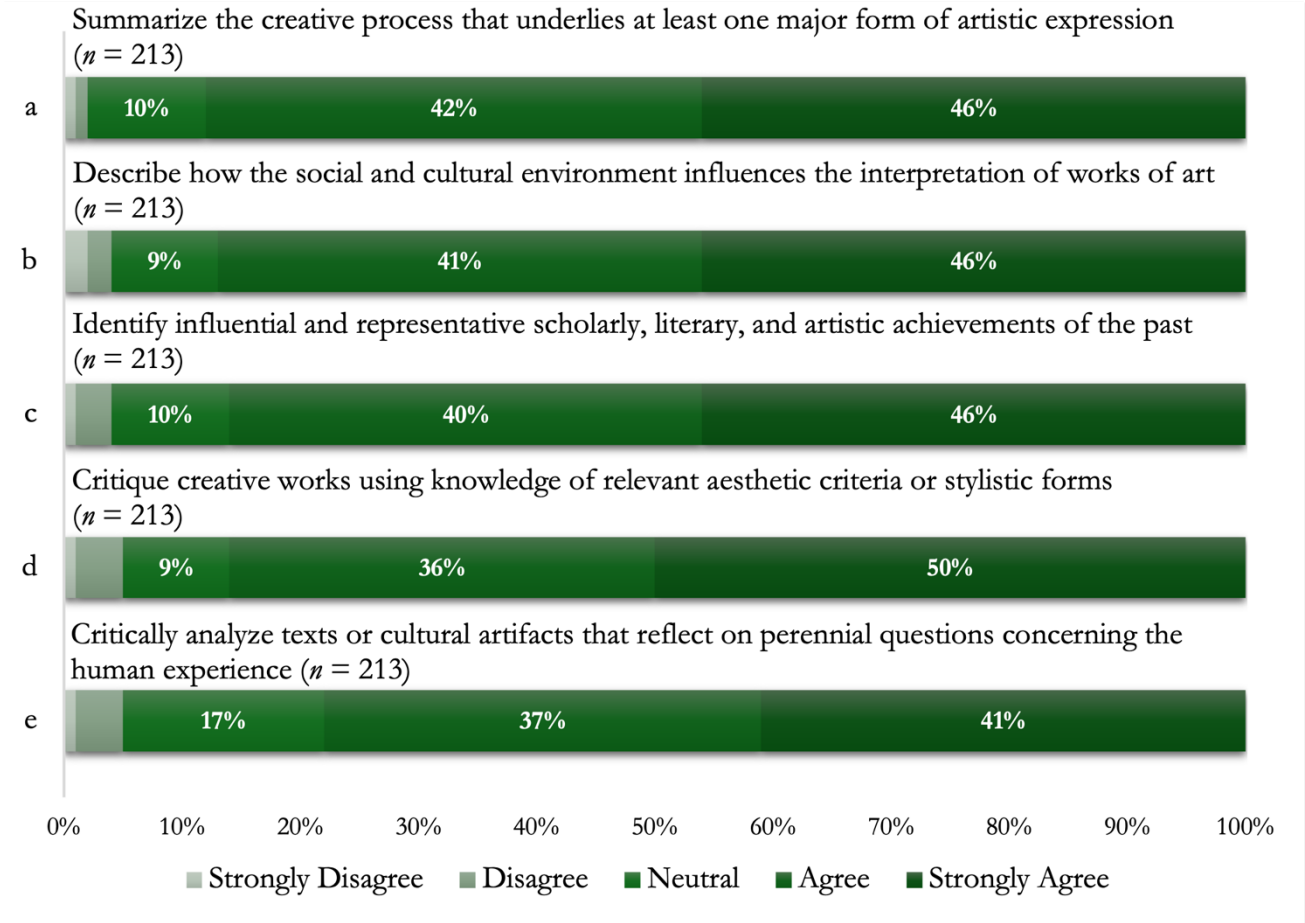


Analysis of student performance data (Figure 10, above) show that, on average, about 89% of all students either met or exceeded expectations in all performance indicators assessed. Particularly, performance indicator e (*critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience*) has the least percentage of 82% for students who either met or exceeded expectations, while performance indicator b (*describe how the social and cultural environment influences the interpretation of works of art*) had the highest percentage of 90%. Analysis of student performance data also revealed that, on average across all performance indicators, very few students (3%) did not meet expectations.

Indirect Assessment

Figure 11
Combined Frequency Distributions for Arts and Humanities
Performance Indicators 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

Figure 12 below highlights key course level recommendations for continuous improvement vis-à-vis each performance indicator in the Arts and Humanities SLO. These recommendations are drawn from a combination of faculty assessment of student work in the above-mentioned course as well as analysis of students' own perceptions from the General Education Student Survey.

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.	• Dedicate more class time to assignment development, including peer review sessions, to support students in completing music and visual analysis tasks successfully. • Integrate culturally relevant content in lectures prior to assignments to help students engage more deeply with the artwork and its context. • Incorporate visual analysis assignments in future courses.
b) Describe how the social and cultural environment influences the interpretation of works of art.	• Assign more movies and less readings. • Give extra credit for attending a live hand game session • Utilize written assessments that urge students to connect visual symbols and materials/artistic media to cultural influences.
c) Identify influential and representative scholarly, literary, and artistic achievements of the past.	• Provide more examples of past artistic achievements. • Structure course units with attention to the continuity of established artistic practices from the past through the present day.
d) Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.	• Provide student examples and more videos of powwow dances • Provide students with more skills to critique and identify specific stylistic forms relevant to the Visual Analysis.
e) Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	• Allow flexibility in citation styles (e.g., MLA or APA) to accommodate students' familiarity and reduce formatting errors, especially for non-majors. • Provide more structured guidance on argument development, including examples and in-class support, and consider partnering with the OU Fine Arts Library for research skill-building sessions.

Appendix A
Qualitative Analysis for Academic Year 2024-2025

SLO 1: Critical Analysis and Scientific Reasoning Skills

HES 2823 (*n* = 80)
[Total *N* = 80]

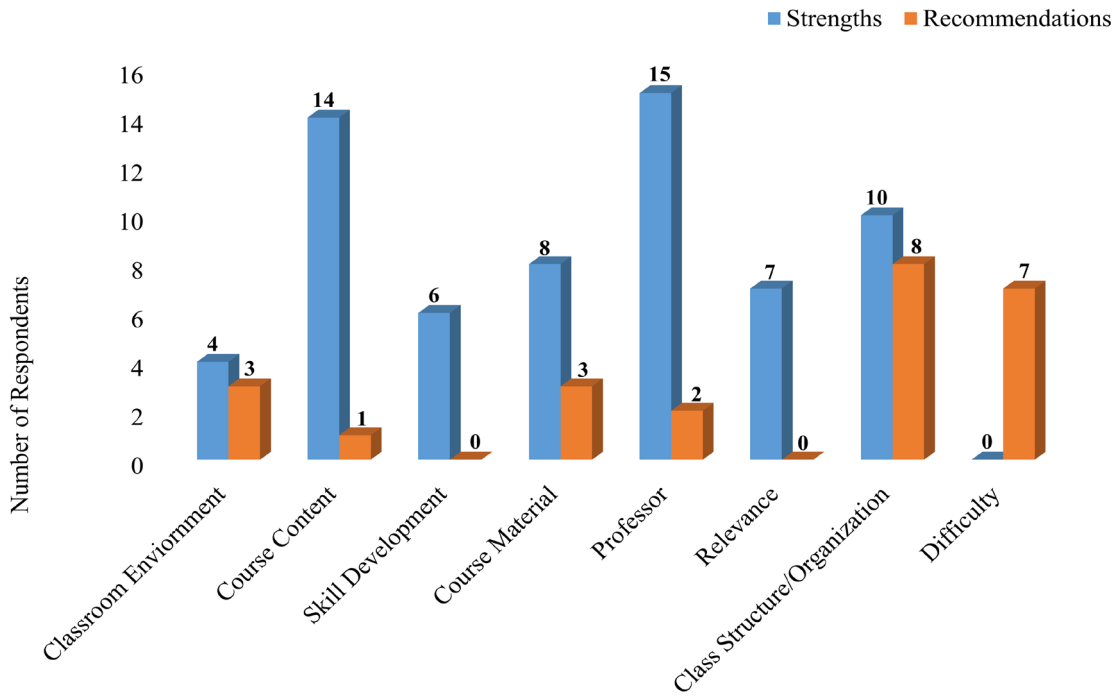
Critical analysis and scientific reasoning skills help students analyze information from multiple perspectives and solve complex problems using appropriate methods. They also learn to apply reasoning, use scientific approaches, and distinguish between scientific and non-scientific explanations. These skills support the comparison of alternatives, summarizing of evidence, and understanding of how theories are shaped by social and historical contexts.

During Fall 2024 and Spring 2025, 80 students enrolled in HES 2823 completed an indirect assessment comprised of two open-ended questions focused on course strengths and areas for improvement. Of those, 64 students responded to the question about strengths, while 53 provided suggestions for improvement. The qualitative analysis of their feedback resulted in the identification of eight central themes.

Analysis of Comments:

Figure 1

Critical Analysis and Scientific Reasoning: Strengths and Recommendations



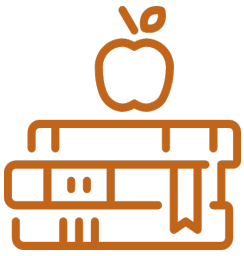
A description of the findings shown in *Figure 1* are presented in the following sections:

Classroom Environment

Strengths: 6% (*n* = 4) of students responded that the classroom environment-including engaging lectures, great student-teacher interactions, a fun atmosphere, and very inclusive classes—were key strengths of these courses. For example, one student noted, "*The strengths in this course are how the teacher connects with the students and teaches the material in an engaging way. I never felt bored in class, and I appreciated having the lecture notes so I could follow along and stay connected*." Another noted, "*Always has a lecture to talk about all of class," while a third simply responded*, "*Fun*."

Recommendations: To improve the classroom experience, 6% (*n* = 3) of students suggested making lectures more engaging by incorporating interactive activities. For instance, one student shared, "*It was not very engaging and consisted of lecturing the entire time. Maybe some activities could be added*." Similarly, another responded, "*Maybe try to find a way to make the lectures more interactive*."

Course Material



Strengths: Among the responses provided by students, 13% (*n* = 8) specifically underscored the strengths inherent in the course materials. These included high-quality resources, opportunities for extra credit, the absence of examinations, engaging lectures, weekly quizzes, thorough notes, application-based exercises, and presentations. One student said, "*The presentations delivered in each class are in-depth and facilitate completion of both homework assignments and weekly quizzes*." Another commented, "*The strengths in this course include the detailed notes and, in my view, the application activities*." Additionally, a student briefly stated, "*No exams."*

Recommendations: Student feedback indicated that 6% (*n* = 3) were looking for more hands-on and participatory learning experiences within the course materials. For example, one student commented, "*More interactive assignments*", while another student noted, "*I would suggest more engaging work that helps us apply concepts*."

Course Content

Strengths: A notable portion of students, 22% (*n* = 14) identified the course content as a primary strength. Their feedback characterized it as helpful, informative, and engaging, with comments emphasizing its clarity, accessibility, and value as an introduction to foundational nutrition concepts. Many also appreciated its relevance to understanding the human body and health. For instance, students stated, "*Lots of informational knowledge I learned about my body and health*," "*This was a great overview of the basics of nutrition,*" and "*Dense knowledge and easy understanding*."

Recommendations: Only 1% of students (*n* = 1) expressed concern about the volume of content presented in the course, suggesting it was excessive for an introductory level. As student noted, "*A ton of information is crammed into this course. I am interested in nutrition, but it's a lot of information to take in for an intro-level nutrition class.*"

Professor

Strengths: Instructor quality emerged as a frequently cited strength, with 23% of students (*n* = 15) highlighting the value of knowledgeable, helpful, and engaging teaching. Respondents praised clear communication, effective presentation skills, and a collaborative classroom dynamic. One student remarked, "*Professor is engaging with the subject*." Another commented, "*I think the professor is very knowledgeable in the subject, and I appreciated the workload being consistent throughout the semester*." A third student added, "*He explains in great detail and creates a collaborative environment*."

Recommendations: Student feedback from 4% of respondents (*n* = 2) highlighted the importance of enthusiasm and after-class availability from instructors. For example, one student commented, "*Having a more enthusiastic teacher would've helped me learn better*", another responded, "*I would hope for better outside communication from the teacher. I was in the hospital and tried to contact him, but he never answered me. this happened 3 different times."*

Relevance

Strengths: Almost 11% of students (*n* = 7) emphasized the practical value of the course content beyond the classroom setting. They noted its relevance to everyday habits, informed dietary decisions, and the promotion of healthier lifestyles. One student reflected, "*This course teaches you all of the important details about nutrition. It is very specific and very beneficial even if you do not want to work in the HES field*." Another remarked, "*I think it is very valuable information that anyone can use to help with developing a healthier lifestyle*." Additionally, one student simply stated, "*Interesting and makes me want to eat healthier*."

Recommendations: There were no responses suggesting how the material could be made more applicable or connected to the students' academic or personal. experiences.

Class Structure/Organization

Strengths: Sixteen percent of students (*n* = 10) identified classroom organization as a key strength of the course. They highlighted positive aspects such as well-paced instruction, fully accessible online materials, a straightforward workflow, and overall clarity in structure. Representative comments included: "*The course design is simple and easy to follow*," "*The pacing is well done*," and "*Organization.*"

Recommendations: A total of 15% (*n* = 8) of students recommended improving class organization by suggesting more interactive lectures, in-class activities, and class discussions. For example, students commented, "*More in class participation (top hat questions, assignments etc.", "I think the course was` really well designed however I think more in class discussions or short problems would be good to keep everyone engaged every class.*"

Difficulty

Strengths: No students identified the level of difficulty as a strength of the course. There were no comments highlighting course rigor or challenge as a positive aspect.

Recommendations: Around 13% of students (*n* = 7) reported encountering various challenges within the course structure. Key concerns included an excessive assignment workload, shortened class sessions, brief lectures that hindered focus, a lack of acknowledgment for in-person attendance, and overly frequent notetaking. To improve the overall learning experience, students recommended addressing these issues. Representative comments included: "*I personally did not like doing notes every day, I would have liked more interaction between the notes and the actual course*," "*It may be hard, but smaller class sizes for a class like this would be beneficial*," and "*I think there should be fewer assignments—having to do three things every week is a lot*."

Not Applicable/Null

Strengths: No students left the strengths section blank or marked it as not applicable. Every respondent provided input identifying at least one positive aspect of the course.

Recommendations: Nearly 55% of students (*n* = 29) did not offer any recommendations for improvement, indicating overall satisfaction with the course. Their responses reflected a positive perception of the current design and delivery, with comments such as: "*Everything was good*," "*Great course*," "*No recommendations*," "*I think it was great*," and "*No suggestions*."

SLO 2: Community, Culture, and Diversity

COMM 2003 (*n* = 104), MUNM 1113 (*n* = 66), MUNM 3213 (*n* = 52), AHI 2803 (*n* = 10)
[*Total N* = 233]

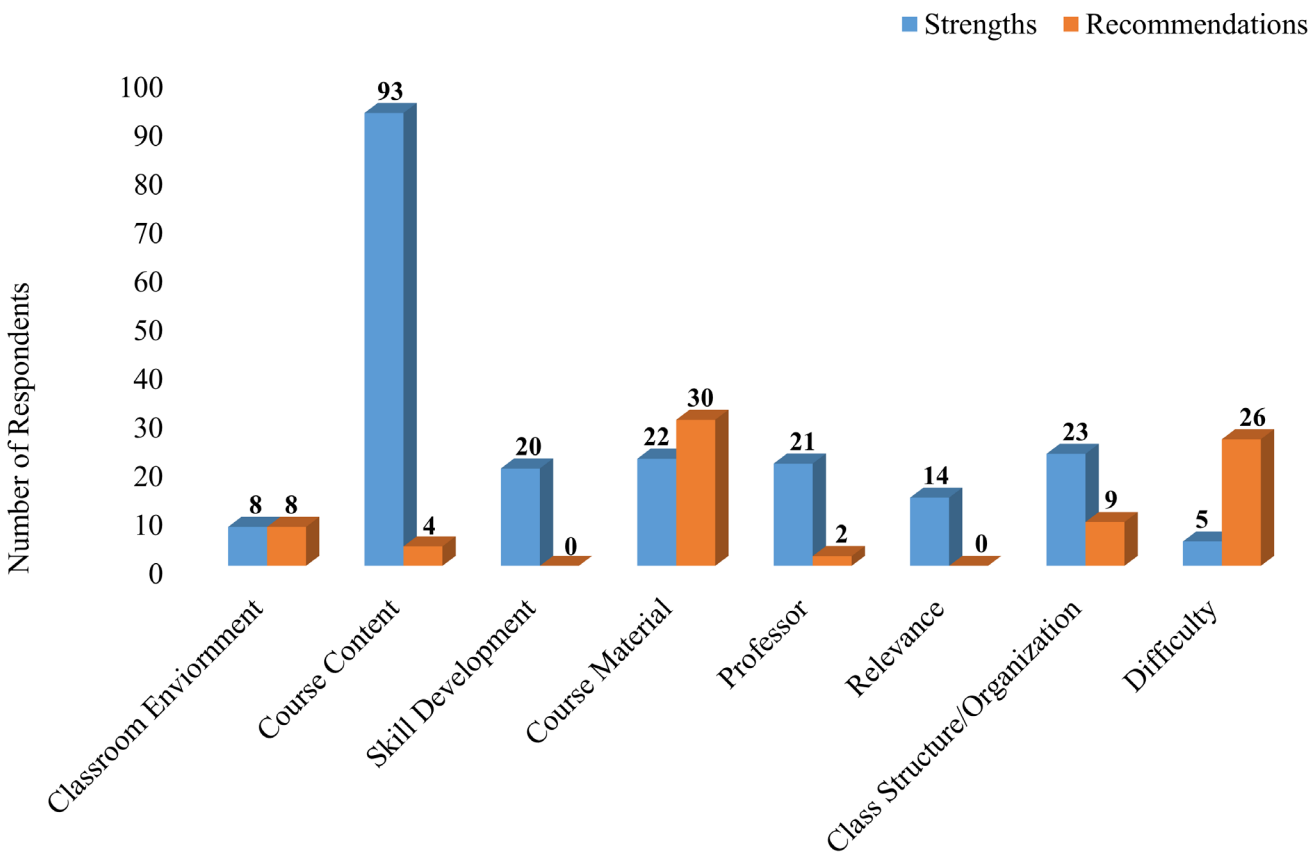
Community, culture, and diversity skills enable students to engage with the complexities of human culture – past and present – by fostering an awareness of economic, environmental, political, ethical, and social issues that affect both local and global communities. These skills also promote a deeper understanding of the diverse forces that shape cultural identities.

An indirect assessment was administered to students (*n* = 233) enrolled in four courses; COMM 2003, AHI 2803, MUN 3213, and MUNM 1113 across Fall 2024 and Spring 2025. Students responded to two open-ended questions regarding course strengths and recommendations. Of those surveyed, 170 students addressed course strengths and 189 offered feedback for improvement. The collected responses were analyzed and found eight emerging themes.

Analysis of Comments:

Figure 2

Community, Culture, and Diversity: Strengths and Recommendations



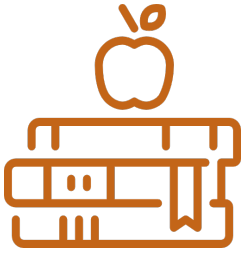
A description of the findings shown in *Figure 2* are presented in the following sections:

Classroom Environment

Strengths: Four percent of students (*n* = 8) identified the strengths of these courses as engaging, equity-based, and interactive discussions that addressed diverse cultural perspectives, along with positive student–teacher interactions. For example, students mentioned, "*The strengths of this course are shown in its way to accept every culture and explain the culture in an open-minded way*," "*Exposing students to cultures and concepts they may be unfamiliar with and breaking down internal biases and stereotypes*," and "*I really like how the class is interactive and we talk about a lot of examples*."

Recommendations: Eight percent of students *(n* = 8) recommended enhancements to classroom engagement through group-based learning and interactive participation. One student commented, "*Something that could improve this class would be more interaction during class. This could be done with interactive questions*." Another added, "*I think adding a discussion section to one of the class meeting times would improve student engagement, especially with the class size being so large*."

Course Material



Strengths: Course materials were noted as a key strength by 11% (*n* = 22) of students, who specifically mentioned assignments, guest speakers, lectures, and accessible resources. For example, students commented: "*There were many visual aids offered to address and explain the above statements*," "*This course provided me with resources to understand and grow my understanding of Native American music*," and "*The strengths are definitely the guests and the easy accessibility to the course material*."

Recommendations: Approximately 16% (*n* = 30) of students recommended improving the course materials by incorporating more hands-on activities, interactive and smaller assignments, additional tests, fewer note-taking sessions, more videos, and clearer rubrics for the final paper. For example, students shared comments such as: "*I think there should be more small assignments that help with learning*," "*I think showing more videos would help make concepts easier to understand*," and "*Recommendations could be in depth go over how the research papers should be written.*"

Course Content

Strengths: Forty-five percent (*n* = 93) of students considered the course content across all these courses to be very effective in teaching about different cultures, religions, values, cultural traditions, types of music, the history behind music, and communication across cultures. For example, some students responded: "*It allows us to see cultures from a different perspective*," "*We covered religious worldviews and non-verbal communication practices between different cultures*," and "*This course was very informational, and I have a good understanding of the history of music*."

Recommendations: Around 2% of students (*n* = 4) recommended enhancing the course content by incorporating more music-focused material in the music courses rather than emphasizing cultural topics. They also suggested including more engaging content overall. For example, one student stated, "*I think this course could put a little more emphasis on the music in the curriculum instead of the culture*," while another shared, "*I would have loved a more technical understanding of music*," and another suggested, "*More engaging content for the general audience of the class*."

Skill Development

Strengths: For 10% of students (*n* = 20), these courses played an instrumental role in expanding their worldview, encouraging them to think beyond their own culture and engage with diverse perspectives. These students reported that the courses were highly effective in helping them understand diversity, view the world through different cultural lenses, think outside the box, and develop open-mindedness as well as connections with cultures beyond their own. For example, some students mentioned: "*The strengths of this course are that it encourages open-minded thinking and offers a safe space to have an open, intellectual dialogue with peers and professors*," "*I feel like this course opened my eyes to the different aspects of music and their effect on different cultures*," and "*It helps you expand your knowledge outside of the Western world*."

Recommendations: No students offered recommendations for skill development within the courses.

Professor

Strengths: Ten percent of students (*n* = 21) responded that the professors of these courses were very engaging, helpful, well-prepared, knowledgeable, passionate, and demonstrated excellent communication skills. For example, some students commented*, "Great professor with great communication skills, a lot of good info on how communication works," "They had a good teaching style," and "The professor is very well versed in the information being taught."*

Recommendations: Only 1% of students (n = 2) recommended having competent and professional teaching assistants (TAs) to support the professors. For example, one student pointed out, "*For me, the main problem was the communication and feedback with the TA and Prof. was more than approachable, while TAs seemed distant and I've never contacted them simply because of this. Also, during some of my assignments being graded, the feedback from my TA was opposite from Professor which was quite confusing.*"

Relevance

Strengths: A small group of students, around 7% (*n* = 14), highlighted that the learning from these courses equipped them with a broader understanding of global cultures and perspectives applicable outside academic settings. Students' comments included, *"I think a strength of this course is the big variety of worldviews, traditions, and cultures that we got to learn about, which I feel really prepared me for the future when interacting with individuals from other cultures*," "*The strength of this course was its process of broadening my ideas on culture,*" and "*It made us aware of cultures and environments outside of what we grew up with*."

Recommendations: No students offered recommendations regarding the relevance of the courses.

Class Structure/Organization

Strengths: Eleven percent of students (*n* = 23) mentioned that course organization was a strength of these courses, highlighting aspects such as inviting guest speakers, showing movies and videos, focusing on one specific topic each week, group discussions to understand others' perspectives, clear course layout and modules, and opportunities to listen to others**.** For example, some students stated, "*I really loved the guest speakers as they made the course much more interesting,*" "*It wasn't just about the professor lecturing, but other speakers came in and spoke about their own personal experiences and gave fresh perspectives to what we were learning*," and "*Clear modules and instructions for assignments*."

Recommendations: About 5% of students (n = 9) recommended increasing the presence of guest speakers during lectures, as well as adding more hands-on events and interactive class activities to enhance student engagement. For instance, one student suggested, "*Implementing more in-class activities, like Kahoots or other online games, could help engage more students and provide a more hands-on experience.*" Another student added, "*More guest speakers and out-of-class experiences would help create a better connection to how cultures may be*."

Difficulty

Strengths: Only 2% of students (*n* = 5) responded with nuanced reflections on the music courses. While they acknowledged the effectiveness of teaching various music types, they noted that the coursework leaned more heavily toward cultural context than musical theory or practice. Despite this imbalance, students generally found the coursework manageable, even with a large amount of information. For example, one student observed, "*This course is a music course with little info on these topics being presented,*" another responded, "*On my own pace*," and similarly, other students noted, "*Staying consistent is the only way to build your knowledge upon itself.*"

Recommendations About 14% of students (*n* = 26) recommended improving course clarity and grading balance. They cited issues such as inconsistent Canvas setup, unclear due dates, excessive readings, and heavy grading on papers. Some asked for clear citations, saying it was hard to reference materials. As some students noted, "*A recommendation I strongly urge is to give citations of sources from in-class readings so we can put them into the paper. It has been frustrating and difficult trying to find out how to correctly cite a source when we aren't given much information about the readings*," and "*I feel that the papers contribute significantly to the overall grade, which can be quite stressful for an introductory course. It might be more balanced if the grading were distributed more evenly between papers and exams*."

Not Applicable/Null

Strengths: Fewer than 3% of students (*n* = 5) gave minimal or non-specific feedback, with responses either left blank or limited to vague remarks such as "*very*," "*many ways*," or "*good*." These comments offered little insight into the course's impact or areas for improvement and were not substantial enough to inform meaningful changes.

Recommendations: Nearly 58% of students (*n* = 102) chose not to offer any recommendations, suggesting a strong level of satisfaction with the course as it stood. Their comments were generally positive and brief, including responses such as "*Everything was good*," "*Great course*," and "*No recommendations*."

SLO 3: Technology and Information Literacy Skills

LIS 1013 (*n* = 32) and BIOL 1013 (*n* = 120)
[Total *N* = 152]

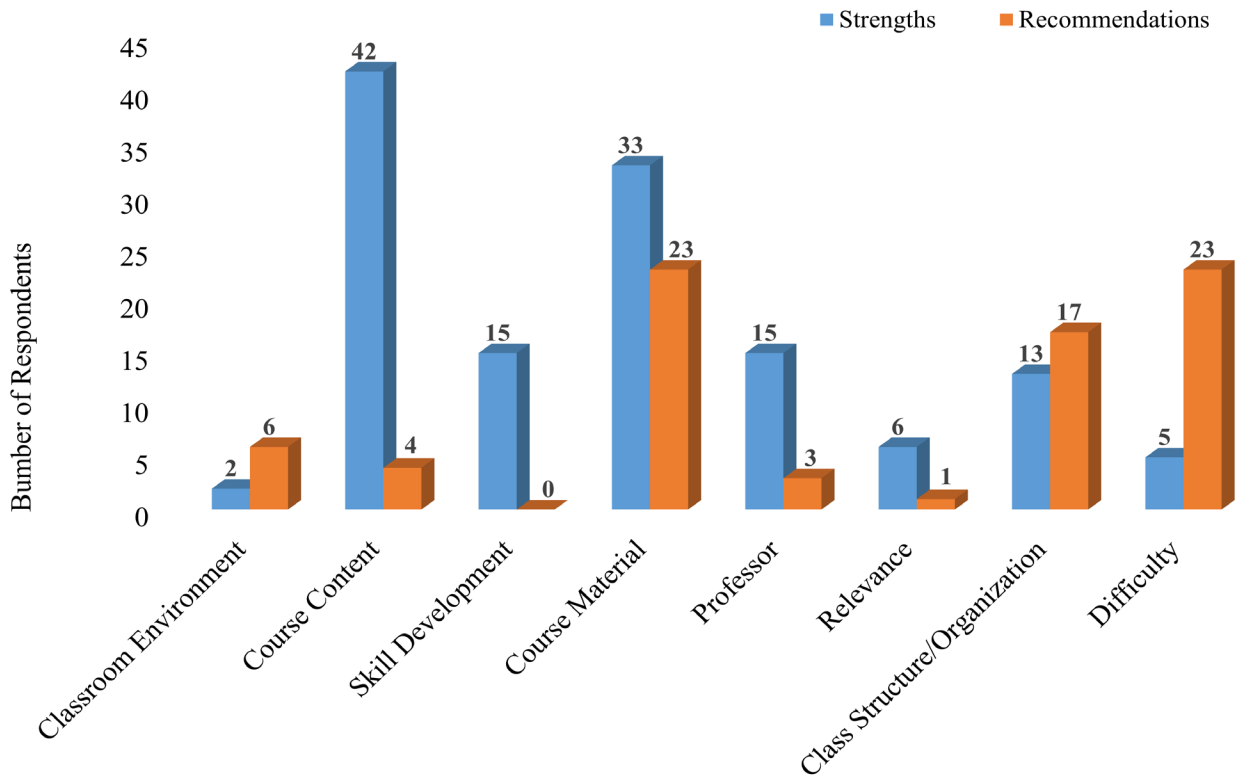
Technology and information literacy skills help students to apply principles and methods of quantitative and numerical analysis to solve problems and draw logical inferences through formulas, graphs, and tables. These skills are also beneficial for students to evaluate and interpret quantitative and numerical information across a broad range of scientific disciplines using methods appropriate for the general education subject area.

This section presents the results of an indirect assessment completed by 152 students enrolled in LIS 1013 and BIOL 1013 during the Fall 2024 and Spring 2025 semesters. The assessment included two open-ended questions regarding the perceived strengths of the courses and suggestions for improvement. Of the total number of respondents, 131 provided feedback on course strengths, and 118 offered recommendations for enhancement. Thematic analysis of these responses yielded eight distinct themes.

Analysis of Comments:

Figure 3

Technology and Infromation Literacy: Strengths and Recommendations



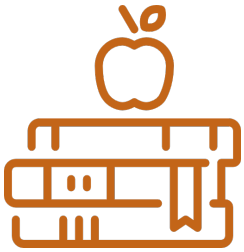
A description of the findings shown in *Figure 3* are presented in the following sections:

Classroom Environment

Strengths: Only 2% of students (*n* = 2) indicated that the engaging classroom environment was a strength of the courses. For example, one student noted, "*Very good at keeping students engaged in lecture by allowing multiple media to be used*," while another commented, "*I really enjoy class*."

Recommendations: Five percent of students (*n* = 6) recommended making the classroom environment more engaging by incorporating interactive discussions and additional in-class activities. For example, some students commented, "*Be more interactive*," "*I think something more engaging with the students would help us retain the information*," and "*Make the class more engaging, especially since it's an early class people are going to be tired and bored*."

Course Material



Strengths: 25% of students (*n* = 33) identified well-designed assignments, effective and helpful resources, discussion questions, class projects, case studies, and the use of various technologies as strengths of the courses. For example, students commented, "*The final case study project helped me to identify appropriate sources of information for academic work*," "*Decently so, we have had assignments and discussion questions based solely on this information or similar information*," and "*To find sources and use them in work*."

Recommendations: Around 20% of students (*n* = 23) recommended improving the classroom materials by including more quizzes and reducing the volume of assignment work. They also suggested incorporating personal videos, more relevant content, additional lectures and notes, less emphasis on slides, and more case studies. For example, students commented, "*I would say to have more case studies like our final one so students get a better grasp at finding their own scholarly sources and what sources are appropriate for specific projects*," "*Maybe have different kinds of assignments other than eBooks*," and "*The slides could be more comprehensive to ensure that every relevant detail is*

Course Content

Strengths: A total of 32% of students (*n* = 42) reported that the course content was highly effective and beneficial in covering key topics such as copyright issues, sourcing reliable information, conducting research, learning basic biology concepts, and properly citing sources in academic writing. Student comments illustrated this strength in various ways: "*This course was helpful regarding understanding how to cite a source correctly, and summarize the source without plagiarizing*," "*This course gave me a well-rounded introduction to biology*," and "*The course gives you a look at different sources (websites, social media posts, academic journals, articles, etc.) and how to ensure you are gathering accurate information and how to cite*."

Recommendations: Only 3% of students (*n* = 4) suggested areas for improvement in the course content. Their recommendations included reducing repetitive material, offering more guidance on citing figures and visuals, and expanding the scope beyond citation practices. For instance, one student noted, "*I feel like some of the things in the course get kind of repetitive, so if possible, adding more variety of topics instead of just citations and gathering sources for an essay would be beneficial to get a wider look into information literacy.*" Similarly, another student commented, "*I think adding another section that focuses on social media posts would be beneficial. The course already covers this, but I feel like an extra week would help it*."

Skill Development

Strengths: 11% of surveyed students (*n* = 15) reported that these courses were highly effective in teaching key academic skills such as critical observation, identifying reliable sources, utilizing technology, writing hypotheses, and composing case studies. Notable student reflections included: "*This course helped me critically observe the process of choosing sources for academic works*," "*It has taught me how to navigate true and false statements found online and on social media,*" and "*I am now able to apply technology to any subject, cite information accurately, and identify appropriate sources for my work."*

Recommendations: No students provided recommendations for enhancing skill development within the courses.

Professor

Strengths: Eleven percent of students (*n* = 15) identified the instructors as a significant strength of the courses, noting their instructional clarity, responsiveness, and supportiveness. Student feedback included: "*My professor helped by giving instructions on how to do all of these*," "*There were detailed instructions that were repeated, and he offered help*," and "*Our professor took time to go over assignments and gave us opportunities to ask questions. He told us about tools and resources that the University provided.*"

Recommendations: Nearly 3% of students (*n* = 3) recommended improvements in instructor communication and feedback. Specifically, they suggested that professors provide clearer course information, be more available for out-of-class discussions and offer additional feedback to support learning. For example, one student commented, "*I think maybe one thing that could improve this course would be more professor feedback*." Another student noted, "*My suggestion would be that the professor sent out clearer emails. Sometimes he would send emails that were used in past semesters with wrong due dates, which made class confusing*."

Relevance

Strengths: A small portion of respondents 5% (*n* = 6) emphasized that these courses had a meaningful impact on their everyday experiences, not just their academic development. One student shared, "Biology is applicable in everyday life because that is what biology is." Another noted, "This course helped me understand the real-life applicability of the course information in a way that I could understand and explain to others." Additionally, a third student commented, "*It was effective in learning in-demand topics in biology and their applications to the real world*."

Recommendations: A single student 1% of respondents, (*n* = 1) recommended adopting a more in-depth approach to maximize the long-term benefits of these courses. As the student stated, "*I believe a more in-depth approach would be more beneficial for students in the long run."*

Class Structure/Organization

Strengths: Approximately 10% of students (n = 13) identified strong organization, a straightforward structure, easy-to-follow modules, and engaging class activities as key strengths of these courses. For example, one student shared, "*This course was straightforward and had clear tasks, instructions, and expectations.*" Another noted, "*There was a module posted in Canvas that taught you how to do MLA citations.*" A third mentioned, "*This course was clear about what to do and what not to do when it came to doing assignments properly.*"

Recommendations: About 14% of students (*n* = 17) recommended improvements to the classroom structure to enhance learning outcomes. Common suggestions included increasing in-person classes and lectures, providing study guides following each lecture, and replacing group case study projects with individual assignments. For instance, students mentioned, "*I think that case studies should be individual*," "*I think a study guide or a big review every few lectures if that is possible," and "Taking it in person.*"

Difficulty

Strengths: Just 4% of students (*n* = 5) reported encountering challenges such as repeated content, initial confusion at the start of the course, and the need for more mindful notetaking. Despite these difficulties, students recognized that these elements ultimately enhanced their learning experience. As one student explained, "*I think the repetition aspect of the class was a way that was very effective. Having research things over and over again just with tiny changes helped me notice how small differences in search words can result in much different results*." Another stated, "*The course was very easy to follow and challenging. I liked the assignments given because they helped me understand the course material.*"

Recommendations: Roughly 20% of students (*n* = 23) suggested improvements related to course assignments and tools. Their recommendations focused on enhancing clarity, accessibility, and preparedness. Specific suggestions included setting clear assignment deadlines, using lower-cost digital tools, scheduling due dates at the end of each module instead of the semester's end, requiring rough drafts for major papers, and incorporating more practice activities before final submissions. One student suggested, "*More practice activities before assignments and projects*." Another remarked, "*Keeping students engaged computers are widely available, and students are easily distracted*." Additionally, a student noted, "*If the homework application didn't cost $200, that'd help.*"

Not Applicable/Null

Strengths: Fewer than 3% of students (*n* = 3) selected either the "*not applicable*" or left the response blank when asked about the strengths of the course. Their brief comments included "*N/A*" and "*Very good*."

Recommendations: Nearly 34% of students (*n* = 41) did not provide any recommendations, indicating satisfaction with the courses as they are. Their comments reflected overall approval, with responses such as "*Everything was good*," "*Great course*," and "*No recommendations*."

SLO 4: Arts & Humanities

MUNM 1113 (*n* = 63), MUNM 3213 *(n* = 48), DRAM 1713 (*n* = 3), and AHI 2803 (*n* = 9)
[Total *N* = 123]

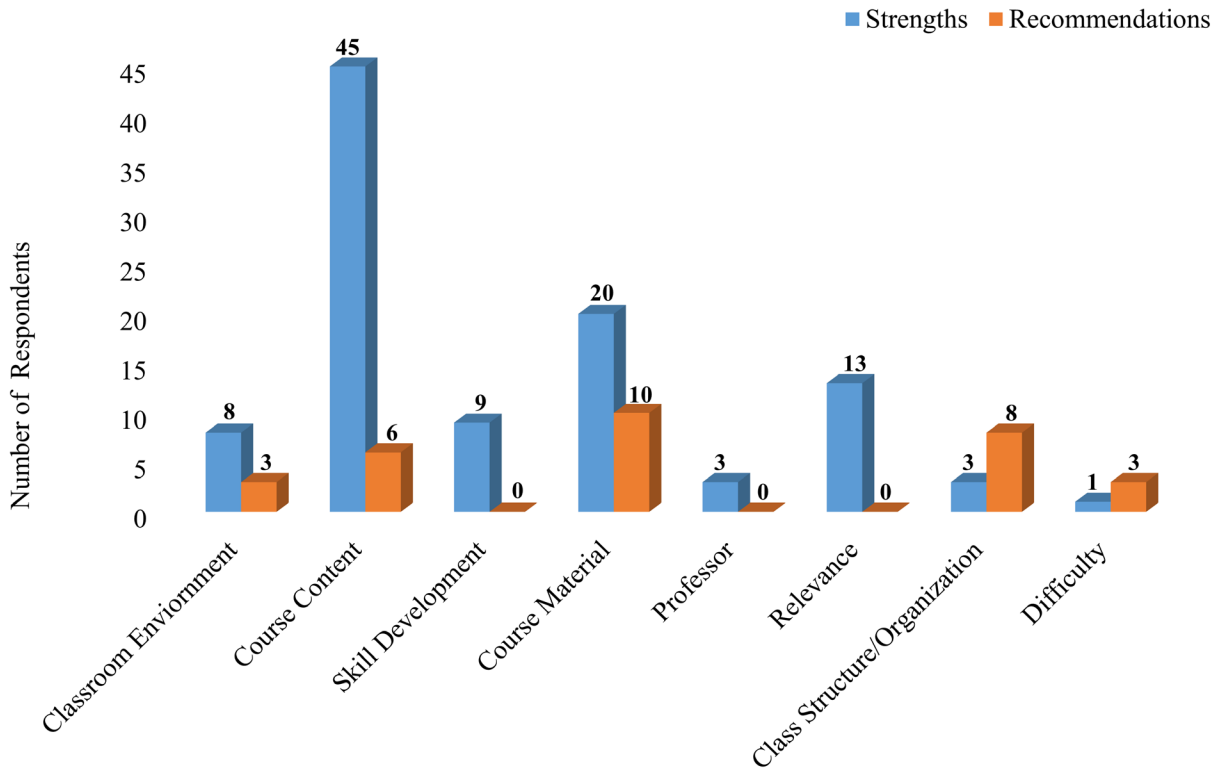
Arts and humanities skills help students explore a variety of creative works with an emphasis on the historical, cultural, and social contexts in which the works are created. Through these skills, students learn how to summarize the creative processes through artistic expressions, critique creative works using knowledge of relevant aesthetic criteria or stylistic forms and critically analyze texts or cultural artifacts that reflect on perennial questions concerning human experience.

This section summarizes responses from students who participated in an indirect assessment (*N* = 123) consisting of two open-ended questions focused on the strengths and suggested improvements for the courses AHI 1113, DRAM 1713, MUNM 3213, and MUNM 1113, offered during Fall 2024 and Spring 2025. A total of 99 students responded to the first question regarding course strengths, while 70 students provided input in the second question concerning recommendations for improvement. Analysis of the qualitative responses revealed eight distinct themes.

Analysis of Comments:

Figure 4

Arts and Humanities: Strengths and Recommendation



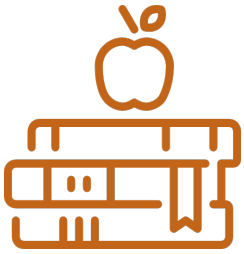
A description of the findings shown in *Figure 4* are presented in the following sections:

Classroom Environment

Strengths: Eight percent (n = 8) of students who indicated that a positive classroom environment, characterized by engaging discussions and strong student–teacher interactions, was a strength across all these courses. For example, one student noted, "*Class discussions help get others' points of view and compare thoughts*," while another highlighted the "*in-depth discussion of the above statements with great class participation."* Another student added, "*She helps guide students in the right direction and answers any questions that may pop up*."

Recommendations: Only 4% of students (n = 3) offered thoughtful suggestions for enhancing the classroom environment. Their recommendations emphasized open-mindedness from both instructors and students, fostering more interactive discussions, integrating music into lessons, and incorporating additional outside activities to enrich the learning experience. One student stated, "Come in with an open mind." Another remarked, "*Go to class and actually listen and engage with the music*," while a third added, "*More outside events*."

Course Material



Strengths: A total of 19% (n = 20) of students identified instructional elements such as assignments, class discussions, videos, lectures, slides, musical instruments, and documentaries as key strengths of the courses. Students' comments included: "*A large part of the course was learning how to do a visual analysis, and it was one of our major assignments*," "*Watching videos and discussing opinions about the video were effective*," and "*Effective through lecture slides and documentaries*, etc."

Recommendations: Approximately 11% (n = 10) of students suggested enhancements to course materials. Their recommendations included incorporating more tests, showing additional films, integrating more relevant content, and using visual aids such as, images during lectures. Example comments included: "*Focus on how the book explains this*," "*No notes*," "*Pictures*," "*Watching a movie*," and "*A lot of what you learn might not align with you.*"

Course Content

Strengths: A large portion of students (44%, n = 45) found the course content both engaging and educational, highlighting its thorough coverage of music history, genres, instruments, and Native cultural influences. Students shared feedback such as, "*Went in depth into Native American music, history, and text*," "*We heard a lot of different music and went to a concert and to the museum*," "*Teaching us the different aspects of music, different harmonies, textures*," and "*The course effectively went over past music forms and different composers and genres*."

Recommendations: About 8% of students (n = 6) expressed a desire for more humanities-related content and a deeper dive into the historical context surrounding the creation of music. Their comments included requests for exploring "*more of the why*" and understanding "*what was going on in history during this time to grasp why this music was made*."

Skill Development

Strengths: According to 9% of students (*n* = 9), these courses contributed to the development of various skills, such as interpreting music and cultural expressions from different perspectives, deepening their understanding of art, promoting open-mindedness, and stimulating creativity. Representative student comments included: "*It's a space for creativity, inspiration, and composition*"; "*I was able to identify stylistic forms and gain a better understanding*"; and "*Understanding music types*."

Recommendations: No students included suggestions for enhancing skill development in the courses.

Professor

Strengths: A small percentage of students (3%, *n* = 3) identified the instructors as a primary strength of these courses, characterizing them as supportive, approachable, and well-informed. One student observed, "*The professor does a good job connecting past art to current art and trying to keep certain aspects alive*." Another wrote, "*Very effective and went into depth about each statement during lectures*." A third student stated, "*She is a very helpful teacher who guides students in the right direction and answers any questions that may come up*."

Recommendations: No students offered recommendations regarding the professors in these courses.

Relevance

Strengths: Around 13% (*n* = 13) of students reported that these two courses helped them understand how music has influenced different cultures. They expressed that this understanding could foster connections among people from various parts of the world and deepen their appreciation of history in ways that are applicable to their daily lives. For example, students commented: "*It reflected on past genres and music that in return gave me a better understanding of the history and eras*"; "*The course taught me more than just music*"; and "*The significance of music to show the era of music*."

Recommendations: No students offered any recommendations regarding the relevance of the course content.

Class Structure/Organization

Strengths: Only 3% (*n* = 3) of students identified classroom organization as a strength of these courses. They appreciated the structured format, noting that it made learning more effective and engaging. For example, one student commented, "*Very well organized*," while another noted, "*Very structured*."

Recommendations: Close to 11% (*n* = 8) of students suggested ways to improve classroom organization by adding more hands-on learning, offering extra credit options, and having more class discussions. For example, one student said, "*Just would like more options for extra credit*," and another shared, "*Creating more hands-on learning ideas would be effective for students to engage better and also gain a better understanding of the class.*"

Difficulty

Strengths: Only 1% of students (*n* = 1) reported that, despite the heavy reading load, they learned a great deal from the readings and discussions. For example, the student commented, "*We had many readings that discussed these topics*," and "*We also followed up in class by having discussions about the readings*."

Recommendations: Among the students, 4% (*n* = 3) recommended changes to address challenges they faced, emphasizing clearer instructions and expectations for assignments and course material. One student said, "*Consider a text not written in the U.S.*," while another shared, "*I think there should be a clearer statement of what each artistic form is. I got a little confused at times, which made it a bit harder to answer the questions (at first)*."

Not Applicable/Null

Strengths: Less than 5% of students (*n* = 5) provided brief responses, such as "*good*," "*very*," and "*all way*."

Recommendations: Almost 62% of students (*n* = 44) did not provide any recommendations, stating that the courses were good as they were and needed no improvements. For example, students responded with comments such as "*Nothing*," "*Everything is good*," and "*Nothing at this moment*."

Appendix B

OU General Education Direct Assessment Reporting Template

Semester: Fall 2023
Course: METR 1014
Learning Outcome: Quantitative and Numerical Analysis

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

(1) State the **number of students** enrolled in 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.
(4) 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.

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 *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) 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.							

*** 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 C

OU General Education Indirect Assessment Sample 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?