General Education Assessment Report

2025-2026

PREPARED BY
OFFICE OF ACADEMIC ASSESSMENT
SUMMER 2026

Table of Contents

Background Information 3
General Education Assessment at OU - An Overview 3
General Education Assessment Procedures and Results 4
Student Learning Outcomes 4
SLO 1: Communication Skills 4
Participating Courses 4
Direct and Indirect Assessment Mechanisms 4
Results 5
Use of Results 6
SLO 2: Critical Analysis & Scientific Reasoning 7
Participating Courses 7
Direct and Indirect Assessment Mechanisms 7
Results 8
Use of Results 9
SLO 3: Quantitative & Numerical Analysis 10
Participating Courses 10
Direct and Indirect Assessment Mechanisms 10
Results 11
Use of Results 12
SLO 4: Technology and Information Literacy 13
Participating Courses 13
Direct and Indirect Assessment Mechanisms 13
Results 14
Use of Results 15

Figures

Figure 1: Direct Assessment: Combined Report for Communication Skills 5
Figure 2: Indirect Assessment: Combined Report for Communication Skills 5
Figure 3: Key Recommendations for Continuous Improvement for Communication Skills 6
Figure 4: Direct Assessment: Combined Report for Critical Analysis & Scientific Reasoning 8
Figure 5: Indirect Assessment: Combined Report for Critical Analysis & Scientific Reasoning 8
Figure 6: Key Recommendations for Continuous Improvement for Critical Analysis & Scientific Reasoning 9
Figure 7: Direct Assessment: Combined Report for Quantitative & Numerical Analysis 11
Figure 8: Indirect Assessment: Combined Report for Quantitative & Numerical Analysis 11
Figure 9: Key Recommendations for Continuous Improvement for Quantitative & Numerical Analysis 12
Figure 10: Direct Assessment: Combined Report for Technology and Information Literacy 14
Figure 11: Indirect Assessment: Combined Report for Technology and Information Literacy 14
Figure 12: Key Recommendations for Continuous Improvement for Technology and Information Literacy 15

Appendices

Appendix A: General Education Students' Survey Report - Fall 2025 and Spring 2026 16
Appendix B: OU General Education Direct Assessment Reporting Template 18
Appendix C: OU General Education Indirect Assessment Sample Student Survey 19

General Education Assessment Report for the 2025-26 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 originally included six student learning outcomes (SLOs), a detailed curriculum map indicating systematic alignment of selected GE courses with specific SLOs, and the initial timeline of the implementation of the plan. However, in response to evolving federal regulatory guidance, the SLOs were reduced from six to five.

The General Education (GE) Assessment Plan has been consistently implemented since Fall 2022 under the oversight of the Provost's Advisory Committee for General Education Assessment (PAC-GEA), a Provost-appointed, faculty-led group responsible for guiding and monitoring the GE assessment process. The committee is supported by the Office of Academic Assessment. Since the plan's initial implementation, the University has assessed three to four GE Student Learning Outcomes (SLOs) each academic year, with each SLO evaluated in two or three selected GE courses across multiple disciplines.

The current report provides resultsof the GE assessment plan for the 2025-26 AcademicYear. All figuresreflect combined results of quantitative and qualitative analyses from Fall 2025 and Spring 2026, including data from direct and indirect assessments and key recommendations as well as action plans 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 details regarding 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.

Direct assessment involves gathering evidence of student learning through course-related course-based activities such as research or design projects, lab reports, recitations and auditions, group projects, and examinations. Faculty then evaluate student performance by assessing the quality of submitted work or exam results using a four-point rubric: *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 examinations aligned with the general education SLOs.

Indirect assessment data is gathered using the General Education Student Survey, deployed at the end of the semester in each targeted course. Items are analyzed on a 5-point Likert scale (1 = *Strongly Disagree* to 5 *Strongly Agree*, with two additional open-ended items for students to provide (1) strengths of the course, and (2) recommendations for improvement upon student learning. Data from the process are analyzed by the Office of Academic Assessment and returned to each faculty member for the continuous enhancement of teaching and learning.

Reports for both direct and indirect assessments are discussed at PAC-GEA meetings held twice each semester. Recommendations for continuous improvement are then forwarded to the Provost's Advisory Committee for General Education Oversight (PAC-GEO) to determine University-wide action plans for continuous improvement of the general education curriculum.

General Education Assessment Process Flow

General Education Assessment Procedures and Results

Of the five General Education Student Learning Outcomes (SLOs), the PAC-GEA suggested assessment of the following four SLOs in Fall 2025 and Spring 2026.

- Communication Skills
- Critical Analysis & Scientific Reasoning
- Quantitative & Numerical Analysis
- Technology & Information Literacy

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.

The course-level reports from individual courses assessed in Fall 2025 and Spring 2026 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.

Student Learning Outcome (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.

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) Applyappropriate form and style to effectively and respectfully engageaudiences using a variety of media
d) Write using a multi-step process of planning, critiquing, editing, and revising

Participating Courses

BIOL 1005	ENGL 1113	ENGL 1213	TOTAL
54 Students **Directly** Assessed	**903** Students **Directly** Assessed	**1,206** Students **Directly** Assessed	**2,163** Students **Directly** Assessed
0 Students **Indirectly** Assessed	**506** Students **Indirectly** Assessed	**702** Students **Indirectly** Assessed	**1,258** Students **Indirectly** Assessed

Direct and Indirect Assessment Mechanisms:

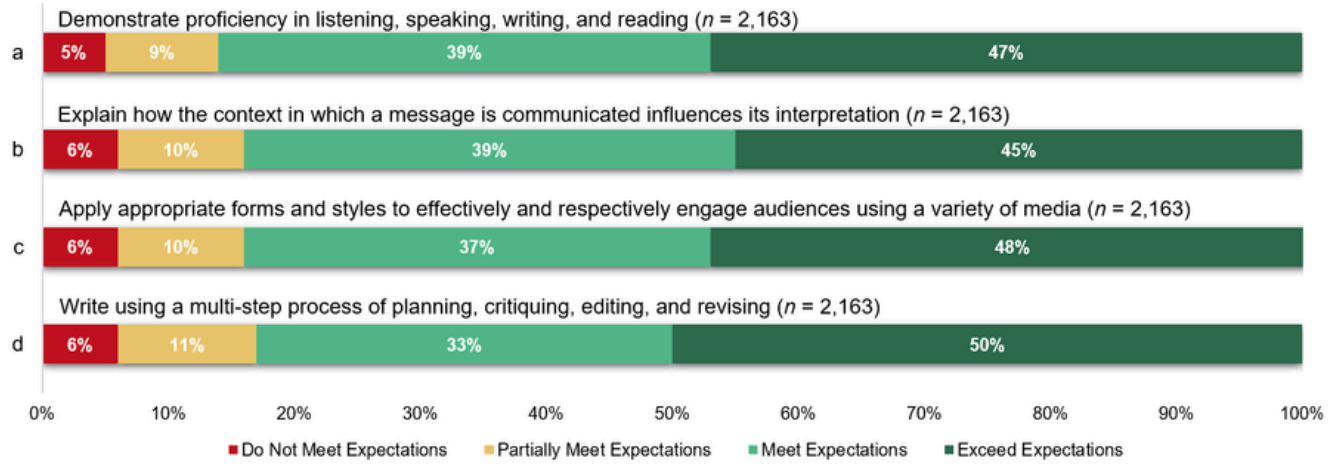
Direct assessment data was gathered by instructors using a detailed and well-developed departmental rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Communication Skills SLO, and data were reported for each performance indicator 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 BIOL 1005, ENGL 1113, and ENGL 1213 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 2025 and Spring 2026 are presented in Figure 1 on page 5.

I**ndirect assessment** data was gathered 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 in Figure 2 on page 5.

Communication Skills: Results

Direct Assessment

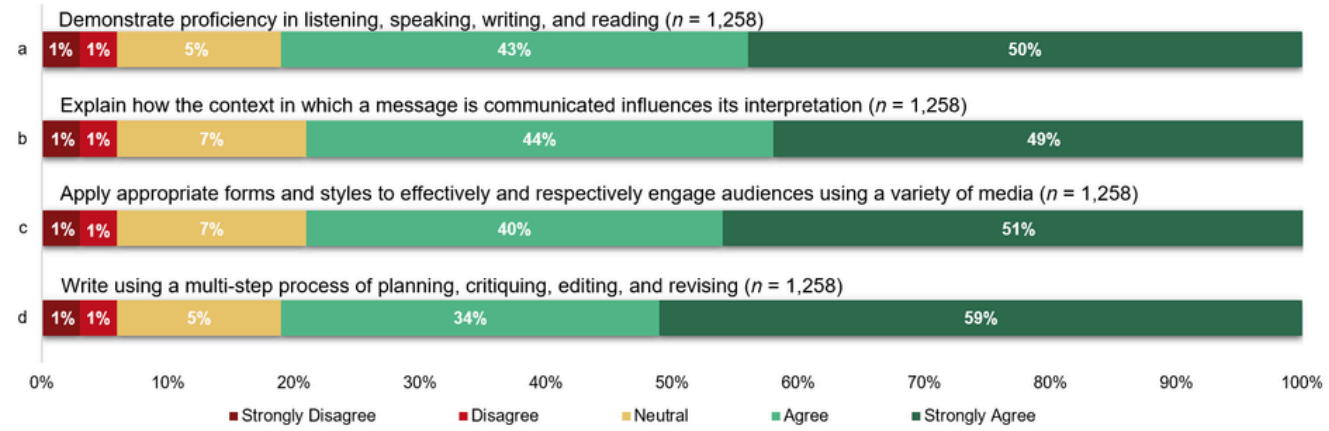
Figure 1
Combined Fall 2025 and Spring 2026 Report for Communication Skills
Performance Indicators Assessed In:
BIOL 1105 [*n* = 54], ENGL 1113 [*n* = 903], and ENGL 1213 [*n* = 1,206] [Total *N* = 2163]



Analysis of the student performance data (Figure 1) indicates strong achievement across all four performance indicators. On average, more than 85% of students met or exceeded expectations on each indicator. Performance Indicator (a) *demonstrate proficiency in listening, speaking, writing, and reading* had the highest percentage of students meeting or exceeding expectations at 86%, while Performance Indicator (d) *write using a multi-step process of planning, critiquing, editing, and revising* had the lowest at 83%. Despite this slight variation, performance remained consistently high across all indicators, with an average of only 6% of students not meeting expectations. All four performance indicators were assessed across the three courses listed above.

Indirect Assessment

Figure 2
Combined Fall 2025 and Spring 2026 Report for Communication Skills
Performance Indicators Assessed In:
ENGL 1113 [*n* = 556], ENGL 1213 [*n* = 702] [Total *N* = 1,258]



Students' perceptions of their achievement on the performance indicators (Figure 2) were highly positive. On average, approximately 93% of students selected *Agree* or *Strongly Agree* that the courses equipped them with the knowledge and skills associated with each performance indicator. In contrast, very few students selected *Disagree* or *Strongly Disagree* with these statements. Across most performance indicators, fewer than 6% of students, on average, selected Neutral as their level of agreement. All performance indicators were assessed across the two courses outlined above.

Communication Skills: Use of Results

Figure 3 below highlights key course level recommendations for continuous improvement vis-a-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 Communication Skills

Performance Indicator	Key Recommendations for Continuous Improvement
a) Demonstrate proficiency in listening, speaking, writing, and reading.	• Integrate scaffolded multimodal assignments (e.g., oral presentations paired with written reflections) to reinforce proficiency across all four communication modes. • Implement structured peer review activities to strengthen reading and listening skills simultaneously. • Consider diagnostic assessments early in the semester to identify students needing additional support in specific modes.
b) Explain how the context in which a message is communicated influences its interpretation.	• Incorporate case-based activities where students analyze how audience, purpose, and medium shape meaning. • Assign comparative analyses of messages across different contexts (e.g., academic vs. professional vs. social media). • Use discussion-based exercises that require students to identify contextual cues before interpreting a message.
c) Apply appropriate forms and styles to effectively and respectfully engage audiences using a variety of media.	• Expand assignments requiring students to adapt a single message for multiple audiences and formats. • Introduce low-stakes practice with varied media (video, infographic, formal letter) to build confidence in style-switching. • Provide explicit rubric criteria for audience awareness and respectful engagement across communication channels.
d) Write using a multi-step process of planning, critiquing, editing, and revising.	• Require documented evidence of planning, drafting, and editing stages for major assignments. • Implement structured peer critique sessions with guided feedback protocols. • Add mandatory revision submissions where students articulate what changed between drafts and why. • Consider portfolio-based assessment to track growth across the multi-step writing process over the semester.

SLO 2: Critical Analysis & Scientific Reasoning

Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.

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

a) Demonstrate reasoning by deduction, induction, and analogy.
b) Apply scientific methods as appropriate for the general education subject area.
c) Differentiate between scientific and non-scientific explanations.
d) Compare alternative explanations and their implications.
e) Summarize evidence presented in an argument.
f) Identify examples of the interaction between science and societal change.
g) Explain how the social and historical context in which a theory emerged influenced its development.

Participating Courses

BIOL 1134	ECON 2843	GEOG 1103	GEOG 1114	TOTAL
552 Students **Directly** Assessed	**68** Students **Directly** Assessed	**99** Students **Directly** Assessed	**974** Students **Directly** Assessed	**1,693** Students **Directly** Assessed
405 Students **Indirectly** Assessed	**68** Students **Indirectly** Assessed	**72** Students **Indirectly** Assessed	**714** Students **Indirectly** Assessed	**1,259** Students **Indirectly** Assessed

Direct and Indirect Assessment Mechanisms:

Direct assessment data [*N* = 1,693] 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 BIOL 1134, ECON 2843, GEOG 1103, and GEOG 1114 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 2025 and Spring 2026 are presented in Figure 3.

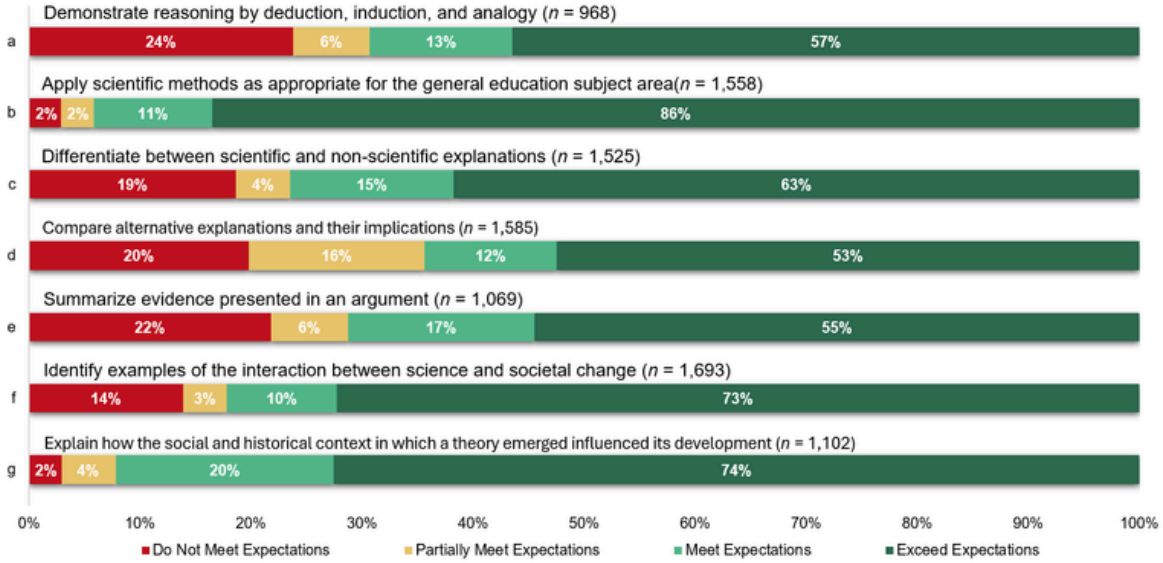
I**ndirect assessment** data were gathered [*N* = 1,259] using the General Education Student Survey, which was deployed at the end of the semester in each targeted course. Criteria in the survey were systematically aligned with each of the performance indicators for the Critical Analysis and Scientific Reasoning 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 in Figure 4.

Critical Analysis & Scientific Reasoning: Results

Direct Assessment

Figure 4

Combined Fall 2025 and Spring 2026 Report for
Critical Analysis & Scientific Reasoning Performance Indicators Assessed In:
BIOL 1134 [*n* = 552] ECON 2843 [*n* = 68], GEOG 1103 [*n* = 99], GEOG 1114 [*n* = 974] [Total *N* = 1,693]

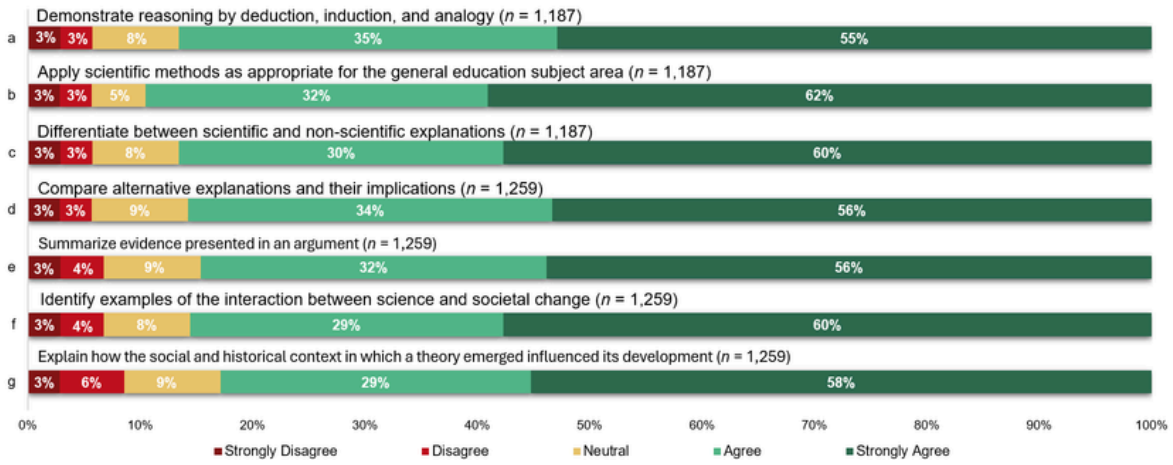


Analysis of the student performance data (Figure 4) indicates strong overall performance across all seven performance indicators. On average, approximately 80% of students met or exceeded expectations on the assessed indicators. Performance indicator (b) *apply scientific methods as appropriate for the general education subject area* had the highest percentage of students meeting or exceeding expectations at 97%, while Performance indicator (d) *compare alternative explanations and their implications* had the lowest at 65%. On average, approximately 15% of students did not meet expectations across the performance indicators. The percentage of students who *did not meet expectations* was highest for performance indicator *a* (24%) and lowest for performance indicators *b* and *g* at 2% each . Performance Indicator *a* was assessed in ECON 2824 and GEOG 1114; performance indicators *b* and *c* were not assessed in GEOG 1103; performance Indicators e and g were not assessed in BIOL 1134.

Indirect Assessment

Figure 5

Combined Fall 2025 and Spring 2026 Report for
Critical Analysis & Scientific Reasoning Performance Indicators Assessed In:
BIOL 1134 [*n* = 405], ECON 2843 [*n* = 68], GEOG 1103 [n = 72], GEOG 1114 [*n* = 714] [Total *N* = 1,259]



Students' perception of their performance on above mentioned performance indicators (Figure 5) revealed that, on average, about 93% reported that they *Agree* or *Strongly Agree* that the courses equipped them with each of the performance indicators, compared to very few students (<10%) who reported that they *Disagree* or *Strongly Disagree* with these statements. All performance Indicators were assessed in the two courses outlined above.

Critical Analysis & Scientific Reasoning: Use of Results

Figure 6 below highlights key course level recommendations for continuous improvement vis-a-vis each performance indicator in the Critical Analysis & Scientific Reasoning 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
Critical Analysis & Scientific Reasoning

Performance Indicator	Key Recommendations for Continuous Improvement
a) Demonstrate reasoning by deduction, induction, and analogy.	• Expand inquiry-based and hands-on learning activities that require students to apply scientific reasoning in authentic contexts. • Increase the use of case studies, low-stakes problem-solving exercises, and timely feedback to strengthen critical thinking and confidence. • Enhance career relevance by incorporating guest speakers, real-world examples, and applied data analysis activities.
b) Apply scientific methods as appropriate for the general education subject area.	• Strengthen laboratory instruction through improved TA preparation, standardized instructional resources, and consistent teaching practices across sections. • Expand opportunities for students to apply scientific methods through experiential learning and authentic laboratory activities. • Continue integrating case studies and real-world applications to reinforce scientific concepts and student engagement.
c) Differentiate between scientific and non-scientific explanations.	• Develop additional class activities and discussions that reinforce distinguishing scientific from non-scientific reasoning. • Tailor examples to students' disciplines and use contemporary issues to improve engagement and critical evaluation skills. • Encourage students to evaluate competing claims using evidence-based reasoning and structured reflection.
d) Compare alternative explanations and their implications.	• Incorporate peer review activities and analyses of published research to expose students to multiple perspectives. • Provide additional opportunities for students to evaluate competing explanations through research projects and class discussions. • Use authentic environmental and societal examples to strengthen students' ability to assess alternative interpretations.
e) Summarize evidence presented in an argument.	• Provide additional guidance and instructional support throughout research projects and written assignments. • Incorporate structured activities that model effective evidence synthesis and argument development. • Use authentic examples and dedicated class time to strengthen students' ability to summarize and communicate evidence effectively.
f) Identify examples of the interaction between science and societal change.	• Integrate contemporary case studies that demonstrate the impact of science on society, policy, and technological advancement. • Continue emphasizing real-world applications that connect scientific concepts to current societal issues. • Improve assignment design and communication to promote student success and reinforce key learning outcomes.
g) Explain the social and historical context in which a theory emerged.	• Expand instruction on the historical, cultural, and societal influences that shape scientific theories. • Continue providing review sessions and additional learning supports to reinforce key concepts. • Improve communication of course expectations and assessment resources to better support student learning.

SLO 3: Quantitative & Numerical Analysis

Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.

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

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

Participating Courses

CHEM 1415

374
Students **Directly** Assessed

56
Students **Indirectly** Assessed

ECON 1113

58
Students **Directly** Assessed

58
Students **Indirectly** Assessed

TOTAL

432
Students **Directly** Assessed

114
Students **Indirectly** Assessed

Direct and Indirect Assessment Mechanisms:

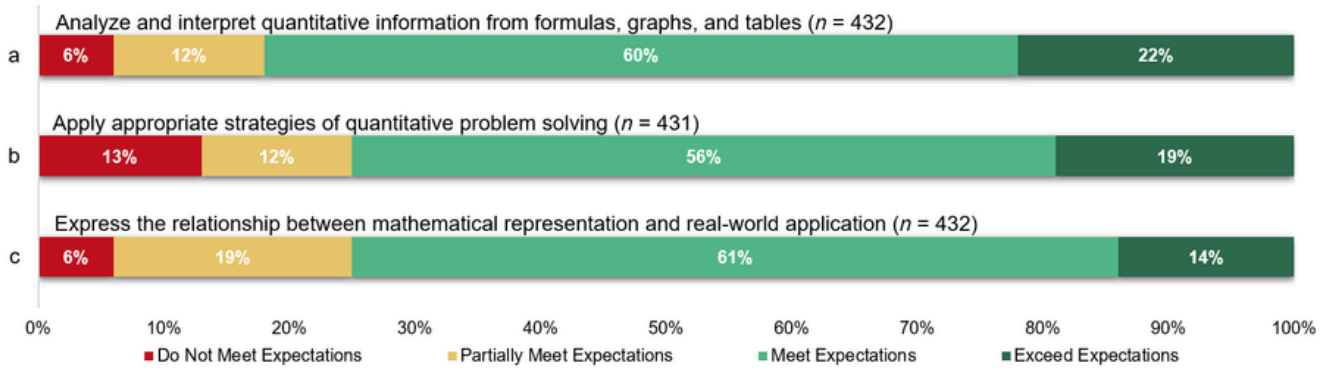
Direct assessment data [*N* = 432] were gathered by instructors using a detailed and well-developed departmental rubric for the project. Departmental rubric criteria were systematically aligned with each of the performance indicators for the Quantitative and Numerical Analysis SLO, and data were reported for each performance indicator based on the number of student artifacts that "exceeded expectations," "met expectations," "partially met expectations," and "did not meet expectations" per instructors' ratings. Faculty in CHEM 1415 and ECON 1113 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 2025 and Spring 2026 are presented in Figure 5.

I**ndirect assessment** data were gathered [*N* = 114] 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 in Figure 6.

Quantitative & Numerical Analysis: Results

Direct Assessment

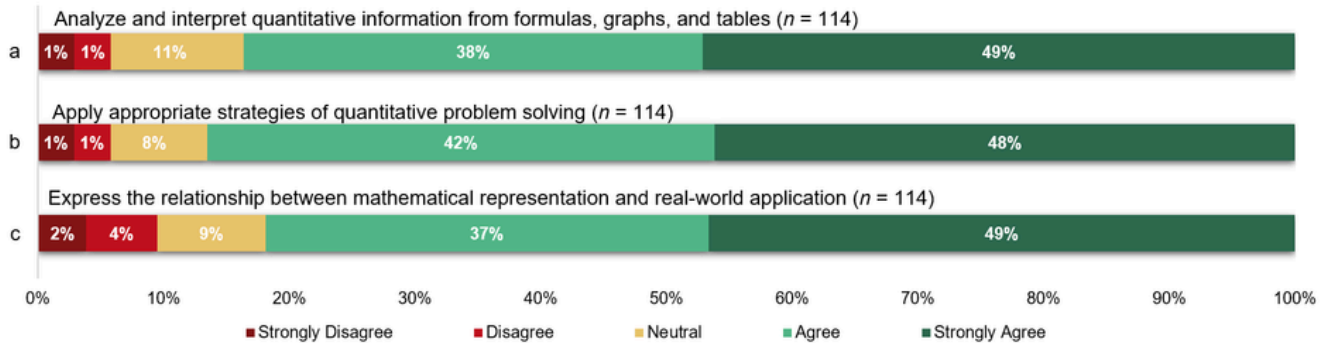
Figure 7
Combined Spring 2025 and Fall 2026 Report for
Quantitative & Numerical Analysis Performance Indicators Assessed In:
CHEM 1415 [*n* = 374], ECON 1113 [*n* = 58] [Total *N* = 432]



Analysis of student performance data (*Figure 7*, above) represents strong performance across all three indicators. On average, more than 77% of students either met or exceeded expectations for most performance indicators. Particularly, performance indicator *a* (*analyze and interpret quantitative information from formulas, graphs, and tables*) had the highest percentage of 82%, while performance indicator *b* (*apply appropriate strategies of quantitative problem solving*) and performance indicator *c* (*express the relationship between mathematical representation and real-world application*) had the lowest percentage of 75%. Notably, very few students did not meet expectations for any of the performance indicators (5% on average). All performance Indicators were assessed in two above mentioned courses.

Indirect Assessment

Figure 8
Combined Spring 2025 and Fall 2026 Report for
Quantitative & Numerical Analysis Performance Indicators Assessed In:
CHEM 1415 [*n* = 56], ECON 1113 [*n* = 58] [Total *N* = 114]



Students' perception of their performance on above mentioned performance indicators (Figure 8) revealed that, more than 88% 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 *Disagree* or *Strongly Disagree* across all statements. All performance Indicators were assessed in two courses mentioned above.

Quantitative & Numerical Analysis: Use of Results

Figure 9 below highlights key course level recommendations for continuous improvement vis-a-vis each performance indicator in the Quantitative & 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 9
Key Recommendations for Continuous Improvement for
Quantiative & Numerical Analysis

Performance Indicators	Key Recommendations for Continuous Improvement
a) Analyze and Interpret quantitative information from formulas, graphs, and tables.	• Integrate additional graph, table, and formula interpretation activities throughout lectures using interactive polling or participation tools. • Expand in-class graphing assignments and guided practice to strengthen students' quantitative reasoning skills. • Revise exam review sessions to focus on interpreting quantitative information and addressing common misconceptions. • Increase opportunities for collaborative problem-solving through small-group activities, peer instruction, or teaching assistant support where feasible.
b) Apply appropriate strategies of quantitative problem solving.	• Model step-by-step approaches to solving complex, multi-step quantitative problems during lectures and review sessions. • Strengthen alignment between lectures, labs, recitation sessions, and homework to reinforce quantitative problem-solving strategies. • Expand guided practice using application-based problems and in-class graphing activities to build student confidence. • Encourage students needing additional support to utilize tutoring services, learning labs, and supplemental instruction opportunities.
c) Express the relationship between mathematical representation and real-world application.	• Incorporate more real-world datasets, case studies, and current events into lectures and assignments to demonstrate practical applications of quantitative concepts. • Strengthen connections between laboratory activities, mathematical representations, and real-world phenomena through guided discussion and reflection. • Develop online assignments that require students to analyze authentic data and apply quantitative concepts to real-world scenarios. • Integrate multimedia resources, such as TED Talks, NPR reports, or discipline-specific videos, to reinforce the relevance of quantitative reasoning beyond the classroom.

SLO 4: Technology & 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.

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

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

Participating Courses

JMC 1013

331
Students **Directly** Assessed

52
Students **Indirectly** Assessed

MBIO 2815

227
Students **Directly** Assessed

126
Students **Indirectly** Assessed

TOTAL

558
Students **Directly** Assessed

178
Students **Indirectly** Assessed

Direct and Indirect Assessment Mechanisms:

Direct assessment data [*N* = 558] 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. Faculty in JMC 1013 and MBIO 2815 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 2025 and Spring 2026 are presented in Figure 7.

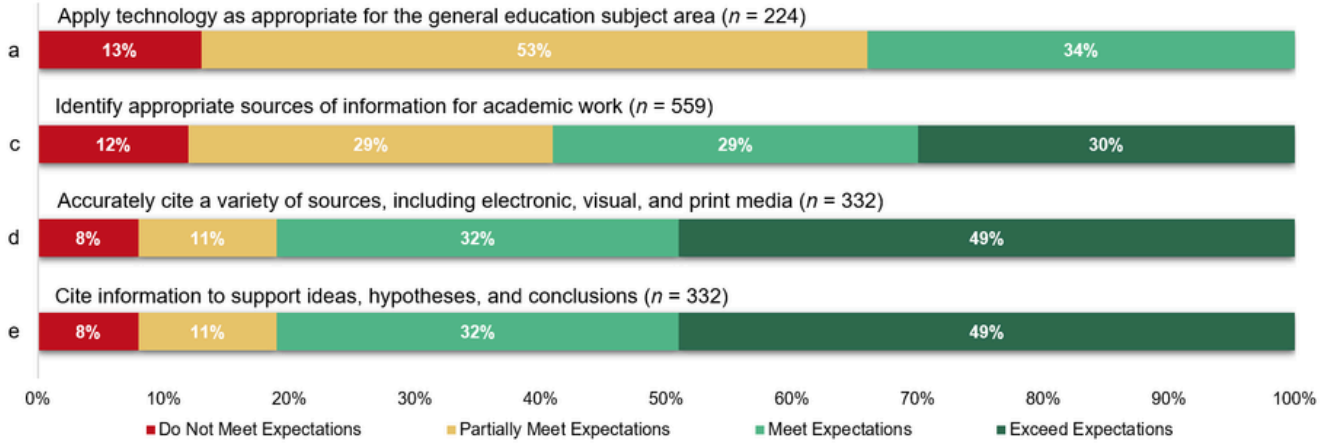
I**ndirect assessment** data were gathered [*N* = 178] using the General Education Student Survey, which was deployed at the end of the semester in each targeted course. Criteria in the survey were systematically aligned with each of the performance indicators for the Technology and Information Literacy 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 in Figure 8.

Technology & Information Literacy: Results

Direct Assessment

Figure 10

Combined Spring 2025 and Fall 2026 Report for
Technology & Information Literacy Performance Indicators Assessed In:
JMC 1013 [*n* = 331], MBIO 2815 [*n* = 227] [Total *N* = 558]

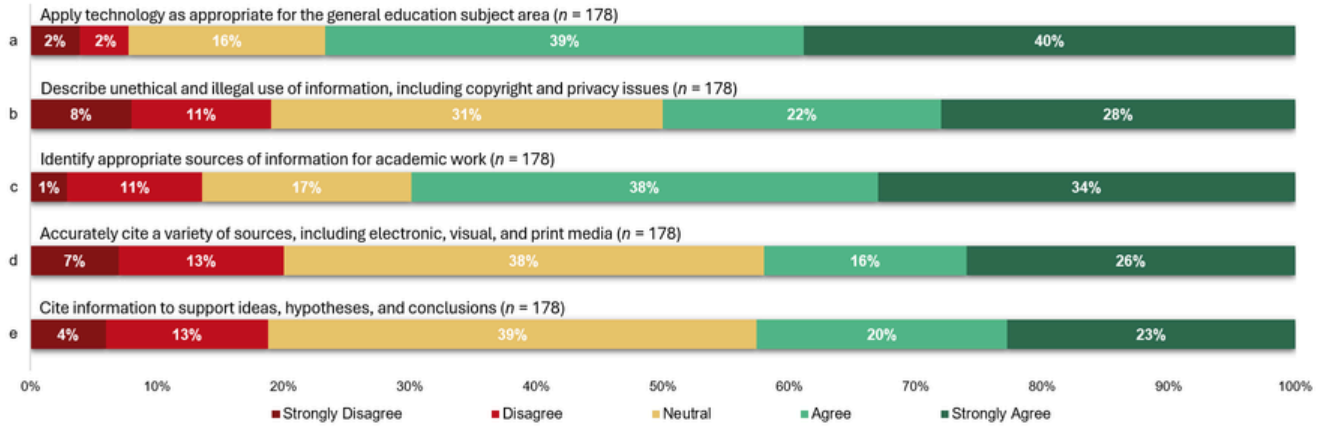


Analysis of student performance data (*Figure 10*, above) represents strong performance across all four indicators. On average, around 64% of students either met or exceeded expectations for most performance indicators. Particularly, performance indicator *a* (*apply technology as appropriate for the general education subject area*) had the least percentage of 34%, while performance indicator *d* (*accurately cite a variety of sources, including electronic, visual, and print media*) and indicator *e* (*cite information to support ideas, hypotheses, and conclusions*) had the highest percentage of 81%. Notably, very few students scored *did not meet expectations* across all performance indicators (10% on average). Performance Indicator *a* was assessed only in MBIO 2815. Performance Indicator *b* was not assessed in any course. Performance Indicators *d* and *e* assessed only in JMC 1013.

Indirect Assessment

Figure 11

Combined Spring 2025 and Fall 2026 Report for
Technology & Information Literacy Performance Indicators Assessed In:
JMC 1013 [*n* = 52], MBIO 2815 [*n* = 126] [Total *N* = 178]



Students' perception of their performance on above mentioned performance indicators (*Figure 11*) revealed that, on average, about 57% 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 *Disagree* or *Strongly Disagree* with each statement. All performance Indicators were assessed in two above mentioned courses.

Technology & Information Literacy: Use of Results

Figure 12 below highlights key course level recommendations for continuous improvement vis-a-vis each performance indicator in the Technology & Information Literacy. 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 12
Key Recommendations for Continuous Improvement for
Technology & Information Literacy

Performance Indicators	Key Recommendations for Continuous Improvement
a) Apply technology as appropriate for the general education subject area.	• Break technology-based assignments into smaller milestones with instructor feedback at each stage to promote deeper engagement rather than answer extraction. • Redesign assignments using unique datasets or case scenarios for each student and complete key components during class or lab sessions to reduce plagiarism. • Integrate short quizzes throughout instructional videos or demonstrations, followed by guided discussions to reinforce conceptual understanding before summative assessments. • Clearly communicate expectations for ethical technology use, including minimum research requirements and appropriate use of AI-assisted tools.
b) Describe unethical and illegal use of information, including copyright and privacy issues.	No actionable recommendations are provided because no assessment data was collected for this performance indicator.
c) Identify appropriate sources of information for academic work.	• Provide students with curated lists of reliable academic databases, government resources, and peer-reviewed sources for research assignments. • Incorporate source evaluation activities using credibility criteria such as authority, accuracy, currency, relevance, and purpose before research tasks. • Design classroom exercises that compare reliable and unreliable online sources, including AI-generated responses, to strengthen information literacy skills. • Require students to justify the selection of sources as part of assignments to encourage critical evaluation rather than simple information retrieval.
d) Accurately cite a variety of sources, including electronic, visual, and print media.	• Provide citation workshops with discipline-specific examples covering electronic, print, visual, and AI-generated sources. • Use citation practice exercises with immediate feedback to reinforce correct formatting and attribution before major assignments. • Incorporate peer-review activities focused on evaluating citation accuracy and completeness using standardized rubrics. • Encourage students to use citation management tools while emphasizing the importance of verifying automatically generated references for accuracy.
e) Cite information to support ideas, hypotheses, and conclusions.	• Integrate evidence-based writing activities that require students to support claims using multiple credible sources. • Model effective integration of evidence through annotated examples that demonstrate appropriate citation, paraphrasing, and synthesis of information. • Include formative assignments that assess students' ability to distinguish between unsupported opinions and evidence-based arguments. • Provide structured feedback on the quality, relevance, and integration of supporting evidence to strengthen students' academic writing and critical thinking skills.

Appendix A
Qualitative Analysis for Academic Year 2025-2026

Communication Skills (Total *N* = 1,258)

Strengths (*Responded* = 1,230): Student feedback regarding the strengths of the course was overwhelmingly positive, with respondents consistently highlighting improvements in writing, critical thinking, communication, and analytical skills. Students frequently noted that the course strengthened their ability to develop and organize essays, analyze multiple perspectives, conduct research, and communicate effectively with different audiences. Many also praised the structured writing process, opportunities for revision and peer feedback, engaging class discussions, and the flexibility to explore topics of personal interest. Additionally, students emphasized the positive impact of supportive instructors, clear course organization, and scaffolded assignments that built confidence while preparing them for future academic work.

Recommendations (*Responded* = 1,190): Overall, students expressed a high level of satisfaction with the course, with many indicating they had no recommendations for improvement. Among those who provided suggestions, the most common themes included increasing the use of example essays and assignments to help clarify expectations, providing more opportunities for in-class writing and feedback, reducing perceived busy work, and improving the pacing of major assignments throughout the semester. Students also recommended enhancing peer review activities through clearer guidance and increasing classroom engagement through more interactive learning experiences.

Critical Analysis & Scientific Reasoning (Total *N* = 1,187)

Strengths (*Responded* = 1,187): Students described the courses as highly engaging, accessible, and impactful. Many credited the instructor's enthusiasm, expertise, responsiveness, and genuine concern for student success as key strengths. Hands-on labs and field activities were frequently identified as the most valuable aspect of the courses, allowing students to apply concepts, develop practical skills, and connect classroom learning to real-world situations. Respondents also appreciated the clear organization, manageable workload, and supportive learning environment. Overall, students reported gaining a stronger understanding of geography and environmental processes while improving critical thinking, scientific reasoning, and their ability to relate course content to everyday life.

Recommendations (*Responded* = 1,147): Students overwhelmingly expressed satisfaction with their courses, often praising instructors, course organization, and overall learning experiences. Suggestions for improvement centered on making learning more interactive through hands-on activities, discussions, case studies, and increased engagement during lectures. Many students requested clearer instructions for assignments, labs, and assessment expectations, along with additional review materials, study guides, and practice opportunities before exams. Improved alignment between lectures and labs, more real-world applications, and a manageable pacing of content were also frequently mentioned. Students emphasized the value of hands-on learning, communication, and opportunities to actively apply concepts in meaningful contexts.

Qualitative Analysis (Continued)

Quantitative & Numerical Analysis (Total *N* = 114)

Strengths (*Responded* = 113): Students reported these courses as well organized, engaging, and supportive learning experiences. A consistent strength across responses was the quality of instruction, with many students highlighting professors' enthusiasm, clarity, organization, and accessibility. Students appreciated how complex mathematical, economic, and scientific concepts were explained through clear examples, real-world applications, and practical problem-solving activities. Many students also valued the strong alignment between lectures and labs, which helped reinforce learning and connect theory to practice. Additionally, students frequently noted the abundance of academic support resources, including study guides, tutoring, office hours, review materials, and extra learning opportunities, which contributed to confidence, skill development, and overall student success.

Recommendations (*Responded* = 93): Students generally highlighted strong instruction, engaging teaching styles, and effective use of real-world examples that helped make course concepts easier to understand and apply. Many appreciated clear explanations, interactive classroom environments, practical applications, and opportunities to ask questions and receive support. Suggestions for improvement focused on pacing, with several students feeling that certain topics were covered too quickly and would benefit from additional examples and deeper explanations. Students also recommended stronger alignment between lectures, labs, recitations, and assessments, along with more practice materials, review opportunities, and application-based learning activities to reinforce understanding and improve preparation for exams.

Technology & Information Literacy (Total *N* = 178)

Strengths (*Responded* = 165): Students generally reported that these courses strengthened their ability to use technology, evaluate information, and engage with digital resources in academic settings. Many highlighted clear instruction, informative lectures, videos, online learning tools, and well-designed course materials that supported learning. In communication-focused courses, students particularly valued learning about ethical information use, plagiarism prevention, source evaluation, academic integrity, AI literacy, and proper citation practices. Faculty expertise, guest speakers, and research-based assignments were frequently cited as beneficial. In contrast, students in some science courses noted that technology-related skills were less central because the courses emphasized hands-on learning and content mastery rather than research, writing, or digital literacy. Overall, students appreciated the practical guidance, accessible resources, and opportunities to apply technology appropriately in support of their learning.

Recommendations (*Responded* = 164): Students valued supportive instructors, opportunities to engage with course content, and the availability of technology-based resources that enhanced learning and academic skill development. Many students appreciated practical applications, exposure to tools and resources relevant to their fields, and opportunities to explore information independently. At the same time, students frequently expressed a desire for more interactive and engaging instruction, including discussions, videos, simulations, and practice activities. Clearer organization of online course materials, additional study resources, improved guidance on assignments and assessments, and a slower, more detailed pace when covering complex topics were also identified as ways to strengthen understanding and improve the overall learning experience.

Appendix B
OU General Education Direct Assessment Reporting Template

OU General Education Assessment Reporting Template

Semester: Spring/Fall 20xx
Course: ENGL 1113
Learning Outcome: Communication Skills

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

Communication Skills *Performance Indicators*	**Assessment Methods** For **each performance indicator**, please list the means used to for assessment e.g., paper/research project, essay, presentation, quiz or examination or lab reports. It's ok to use similar methods for multiple performance indicators.	**Total number of Students Assessed**	**Scale** Please align the scale below with scales in your assignment rubric OR letter grades awarded for each signature/major assignment. State the **number or percent** of students whose performance matches **each scale**.				**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) 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.							

*** 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

General Education Student Survey

Physical Geography
GEOG 1114

General Education is at the heart of OU's mission. As such, the OU's curriculum 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 various general education courses. 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.

****

GEOG 1114 is part of OU General Education courses designed to address the **CRITICAL ANALYSIS AND SCIENTIFIC REASONING** learning outcome in the context of the statements in the table below.

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

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

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

- What are the strengths of this course?
- Do you have any specific recommendations about the course that could be improved to better student learning?