



UWG General Education [UWG_GEN_ED]

Cycles included in this report:

Jun 1, 2021 to May 31, 2022

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Program Name: UWG General Education [UWG_GEN_ED]**Reporting Cycle: Jun 1, 2021 to May 31, 2022****1 Compliance Declaration**

In Compliance

In Compliance

2 Executive Summary

Of the nine CAP sections reported here, seven of them met the success criteria, one was partially met, and one was not met.

Success Criteria: 70% of students will achieve a 3 or better in the CAP learning outcome rubric.

CAP / Learning Outcome	Percentage(s)	Met / Not Met / Partially Met
B1 - SLO 1 (Written)	90.13%	Met
B1 - SLO 1 (Oral)	1. 89.68% 2. 84.81%	Met
B1 - SLO 2 (Language)	1. 86.35% 2. 89.31% 3. 81.74%	Met
B2 - SLO 2 (Information)	1. 94.32% 2. 78.41% 3. 76.14%	Met
C1 - SLO 2	1. 59.07% 2. 56.65% 3. 51.01%	Not Met
D1 - SLO 1	83.42%	Met
D1 - SLO 2	1. 86.94% 2. 66.18% 3. 58.06%	Partially Met
E3 - SLO 2 (Written)	88.68%	Met
E3 - SLO 2 (Multiple Choice)	93.33%	Met

Assessment of the Core Curriculum occurred in three broad areas delineated by the Staggered Plan:

		Academic Year '21			Academic Year '22		
		Summer '20	Fall '20	Spring '21	Summer '21	Fall '21	Spring '22
BC= Baseline Collection	A1	BC	AP	AP	A1	IC	IC
AP = Analyze & Plan	A2	BC	AP	AP	A2	IC	IC
IC = Implement & Collect	B1			BC	B1	BC	AP
	B2		BC	BC	B2	AP	AP
	C1		BC	BC	C1	AP	AP
	C2				C2	BC	BC
	D1			BC	D1	BC*	AP
	D2				D2	BC	BC
	E1	BC	BC	AP	E1	AP**	IC
	E2	BC	BC	AP	E2	AP**	IC
	E3		BC	BC	E3	AP	AP
	E4	BC	BC	AP	E4	AP**	IC

Baseline Collection:

Core Area Programs (CAPs) B1, B2, C1, D1, and E3 completed the first round of baseline data collection. Data of this is reported below.

Additionally, GEAC onboarded the last of the CAPs, C2 and D2. As of Fall 2021 / Spring 2022 all Core Areas have begun collecting data under the new assessment plan.

Analysis and Planning:

CAPs B1, B2, C1, D1, and E3 composed Improvement Plans (IPs) based on faculty discussion of student performance reflected in the aggregated data produced over two semesters alongside contextual circumstance and analysis of how the approved tool impacted student accession of the Student Learning Outcome (SLOs).

CAPs A1 and A2 completed their second round of data collection and will begin the analysis and planning phase, reviewing the data to see how the implemented improvement plans impacted student learning.

Implementation and Collection:

CAPs E1, E2, and E4 began their second round of data collection while implementing their improvement plans.

3 Prior Improvement Plan for GEAC

During the coming year, GEAC will:

- Continue to institute Xitracs' various capabilities to organize, score, and report.
- Continue to collaborate with a faculty member in Economics on a Statistical Analysis System (SAS) formula for aggregation and analysis of multiple choice data.
- Continue to clarify and update GEAC's website with an eye towards making protocol and procedure clear to General Education faculty members.
- Incorporate the three Graduate Research Assistants granted to us by the Provost's office into our team. Thus far, for instance, GRAs have helped our three-person team to compose and edit documents, aid in organization and analysis of data, and audit the student work faculty submitted.

4 CAP Learning Outcome B1 SLO 1_Written

Adapt written and oral communication to specific rhetorical purposes and audiences.

Outcome Links

Area B [Gen-Ed]

B1 SLO 1_Written

Adapt written and oral communication to specific rhetorical purposes and audiences.

4.1 Success Criterion Met?

Met

Met

4.2 Results

Across the various program courses (e.g., Mass Communications, International Languages and Cultures, Theatre) included in the B1 CAP, all students met the success criteria for the Learning Outcome in the each of the courses included in this CAP (i.e., 90.13% or 548 out of the 608 students assessed). Most notably, all of the 64 students assessed in THEA 2050 scored a 3 or better (out of 4) on the B1 SLO1 Written CAP learning outcome rubric. Additionally, courses with high levels of achievement include the 98.85% students who met the success criteria in FREN 1001 and 1002, and the 95.59% of students in ART 2000.

Although still meeting the success criteria of 3 or better on the learning outcome rubric, students in COMM 1110 had the lowest levels of achievement with only 76.84% of the 95 students assessed meeting the success criteria.

Written				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
COMM 1110	95	22	73	76.84%
FREN 1001 and 1002	87	1	86	98.85%
SPAN 1001 and 1002	152	22	130	85.53%
ANTH 1101	62	5	57	91.94%
THEA 2050	64	0	64	100.00%
ART 2000	68	3	65	95.59%
PHIL 2020	61	6	55	90.16%
GRMN 1001 and 1002	19	1	18	94.74%
TOTAL	608	60	548	90.13%

Highlights for the Improvement Plans Based on Analysis of the Results for both SLO 1 - Written and SLO - Oral are listed in the following section. For a more detailed examination and discussion of the B1 SLO1 Written Results, Interpretation, and Improvement Plans based on the analysis of the results, please refer to the AY2022 Core Area B1 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

5 CAP Learning Outcome B1 SLO 1_Oral

Adapt written and oral communication to specific rhetorical purposes and audiences.

Outcome Links

Area B [Gen-Ed]

B1 SLO 1_Oral

Adapt written and oral communication to specific rhetorical purposes and audiences.

5.1 Success Criterion Met?

Met

Met

5.2 Results

For the second B1 SLO 1 CAP Learning Outcome, all students again met the success criteria for each of the courses included in the CAP, this time for Oral Presentation components Oral Score 1 (i.e., 89.68% or 608 out of the 678 students assessed) and Oral Score 2 (i.e., 84.81% or 575 out of the 678 students assessed). While student achievement was not as high for the Oral Components of B1 SLO1 as for Written, most students still met the success criteria. This was especially true for ANTH 1101, with 98.68% of students scoring a 3 or higher on the CAP rubric. Furthermore, students in THEA 2050, with 98.33%, and FREN 1001 and 1002, with 95.79%, were again among the top three Courses, with nearly all students achieving B1 SLO 1 written and B1 SLO 1 Oral Score 1 success. In fact, the only course even came close to the success criteria was PHIL 2020, with 55 out of 77 students, or 71.43%, scoring a 3 or higher.

Oral Score 1				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
COMM 1110	99	15	84	84.85%
FREN 1001 and 1002	95	4	91	95.79%
SPAN 1001 and 1002	177	21	156	88.14%
ANTH 1101	76	1	75	98.68%
THEA 2050	60	1	59	98.33%
ART 2000	73	4	69	94.52%
PHIL 2020	77	22	55	71.43%
GRMN 1001 and 1002	21	2	19	90.48%
TOTAL	678	70	608	89.68%

The results for Oral Score 2 were much the same as those for Oral Score 1, with a Total student success rate of 84.81% as compared to 89.68% for Oral Score 1. The top three courses with the greatest number of students meeting (or exceeding) the success criteria included ANTH 1101, with 96.05% as compared to 98.68% for Oral Score 1, GRMN 1001 and 1002, with 95.24%, and THEA 2050, with 95.00% as compared to 98.33% for Oral Score 2.

Despite PHIL 2020 having the lowest number of students meeting the success criteria, 57 out of 77, their performance on Oral Score 2 was better than for Oral Score 1, at 74.03% versus 71.43%.

Oral Score 2				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
COMM 1110	99	16	83	83.84%
FREN 1001 and 1002	95	12	83	87.37%
SPAN 1001 and 1002	177	35	142	80.23%
ANTH 1101	76	3	73	96.05%
THEA 2050	60	3	57	95.00%
ART 2000	73	13	60	82.19%
PHIL 2020	77	20	57	74.03%
GRMN 1001 and 1002	21	1	20	95.24%
TOTAL	678	103	575	84.81%

Improvement Plan Based on Analysis of the Results

Highlights

COMM 1110:

SLO 1: Faculty will review the assessment tool to ensure proper alignment between the learning outcome and the course. A tool previously used may prove to be a better option with a shared rubric.

FREN 1001 and 1002:

SLO 1: Faculty will emphasize in class how the French language can be used to account for register - formal and informal; new acquaintances and established friends; people of different age groups—and tone. They will also offer additional guidance on framing their written and oral communication according to guidelines in the prompt.

SPAN 1001 and 1002:

SLO 1: Spanish instructors will continue to reinforce oral communication in the classroom activities paying specific attention to adapting the register according to purpose, interlocutor, and audience.

ANTH 1101:

SLO 1: Focusing on improving student's engagement on the SLO 1 summative oral presentation assignments to increase response rates and determining how student non-participation in the assessment figures into the ability to meet success criteria.

THEA 2050:

SLO 1: Faculty will email at-risk students, continue to fill out Early Alerts to gain assistance for students facing difficulties, and will work with Career Services to better prepare students for job interviews. They will also work individually with students struggling with cover letters or self-reflection papers to help improve their proficiency.

ART 2000:

SLO 1: Faculty will focus on the instruction of the use of rhetoric in both written and oral communication. Highlighting the importance of directing one's speech (and written language)

toward a specific audience will be a key component in teaching students the power of persuasion. They will also assign the persuasive oral and visual presentation on a controversial work of art so that students engage with elements of debate and the use of rhetoric in an oral presentation. The self-evaluation essay will also be assigned so each student is able to reflect on their performance and set goals for their final presentation.

PHIL 2020:

SLO 1: Faculty will communicate informally to all PHIL 2020 instructors the importance of conveying to students the meaning and nature of all the criteria assessed in Area B1, SLO 1, with special emphasis placed on the criterion “adapt oral communication to a specific audience.”

GRMN 1001 and 1002:

SLO 1: German faculty will continue to develop and refine the plan to comprehensively assess students in this class, with an eye to continuing to adapt the assessment mechanisms to developments in sound pedagogy.

For a more detailed examination and discussion of the B1 SLO 1 Oral Scores 1 and 2 Results, Interpretation, and Improvement Plans based on the analysis of the results, please refer to the AY2022 Core Area B1 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area B1 Final Report

6 CAP Learning Outcome B1 SLO 2_Language

Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Outcome Links

Area B [Gen-Ed]

B1 SLO 2_Language

Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

6.1 Success Criterion Met?

Met

Met

6.2 Results

The results for B1 SLO 2 for Language are divided into three main components, and student success is determined using the corresponding Rubric Criteria, Identifies Language, Evaluates Language, and Uses Language (please see rubric attachmet).

First, a comparison of results across the three Rubric Criteria shows that students achieved the greatest success when Evaluating Language, with 89.31% or 543 out of 608 students meeting the Success Criteria for this component. Students achieved only slightly less success but still had a significant portion of the population's performance considered at least proficient when Identifying Language, with 86.35% or 525 out of 608 students scoring a 3 or higher on the rubric. Finally, students were least successful but still above the 70% success criteria when Using Language, with 81.74% or 497 out of 608 students achieving the required score.

The overall or total percentage of students meeting the Success Criteria for the Using Language component might have been affected by the performance of students on the general education assessment assignment/tool in SPAN 1001 and 1002 courses, which resulted in scores that did not meet the Success Criteria, the only courses among all three Rubric components to have a Not Met outcome (61.18% or 93 out of 152 students).

For the Identifies Language component, it is interesting to note that SPAN 1001 and 1002 students scored lower on the rubric than in any other course(s). While 75.66%, or 115 students out of 152, still indicates that students' performance met the success criteria, they are the only courses where a fourth of students scored below a 3. On the other hand, student achievement in GRMN 1001 and 1002 for Identifies Language was 100%.

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Identifies Language				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
COMM 1110	95	19	76	80.00%
FREN 1001 and 1002	87	4	83	95.40%
SPAN 1001 and 1002	152	37	115	75.66%
ANTH 1101	62	6	56	90.32%
THEA 2050	64	2	62	96.88%
ART 2000	68	9	59	86.76%
PHIL 2020	61	6	55	90.16%
GRMN 1001 and 1002	19	0	19	100.00%
TOTAL	608	83	525	86.35%

Continuing the discussion on student achievement in SPAN 1001 and 1002, scores on Evaluating Language were much improved with 86.18% or 131 out of 152 students awarded a 3 or higher.

Evaluates Language				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
COMM 1110	95	23	72	75.79%
FREN 1001 and 1002	87	2	85	97.70%
SPAN 1001 and 1002	152	21	131	86.18%
ANTH 1101	62	6	56	90.32%
THEA 2050	64	0	64	100.00%
ART 2000	68	7	61	89.71%
PHIL 2020	61	5	56	91.80%
GRMN 1001 and 1002	19	1	18	94.74%
TOTAL	608	65	543	89.31%

Other Uses Language results of interest besides those for SPAN 1001/1002 and GRMN 1001/1002 include FREN 1001/1002, with 95.40% or 83 out of 87 students scoring at or above the success criteria, as well as ART 2000 and THEA 2050, at 92.65% and 92.19% respectively.

Uses Language				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
COMM 1110	95	23	72	75.79%
FREN 1001 and 1002	87	4	83	95.40%
SPAN 1001 and 1002	152	59	93	61.18%

ANTH 1101	62	7	55	88.71%
THEA 2050	64	5	59	92.19%
ART 2000	68	5	63	92.65%
PHIL 2020	61	8	53	86.89%
GRMN 1001 and 1002	19	0	19	100.00%
TOTAL	608	111	497	81.74%

Improvement Plan Based on Analysis of the Results

Highlights

COMM 1110:

SLO 2: Faculty will explore the development of an information literacy module that can be incorporated into each Public Speaking course. Special attention will be paid to developing effective research skills, critical thinking, and ethical use of information.

FREN 1001 and 1002:

SLO 2: More class time will be spent identifying common errors and developing strategies for identifying, evaluating, and using language in a range of contexts. Part of the discussion will entail an explicit examination of relevant examples of how the language is being used for specific purposes, and identifying forms that are appropriate for different purposes and contexts.

SPAN 1001 and 1002:

SLO 2: Spanish instructors will emphasize reviewing and analyzing written assignments with students earlier in the semester (Composition 1) and take time to address common errors, and give specific feedback based on real samples, thereby aiding students' progression and improvement in identifying and employing language appropriate to specific purposes before writing Composition 2.

ANTH 1101:

SLO 2: Continued data collection with the current summative writing assignment for an additional year before determining if the rigor of the riting assignment is appropriate, as the high average scores indicate a more challenging assignment might improve the course-level learning outcome to provide students with a strong foundation in written communication.

THEA 2050:

SLO 2: Faculty will email at-risk students and continue to fill out Early Alerts in order to gain assistance for students facing difficulties. They will also continue to work with Career Services to better prepare students for submitting resumes and preparing for job interviews.

ART 2000:

SLO 2: Faculty will emphasize the importance of the use of proper vocabulary and language related to the description and discussion of works of art. They will also assign the self-evaluation essay following the students' second presentation so that each student is able to reflect on their performance and set goals for their final presentation.

PHIL 2020:

SLO 2: Philosophy faculty will communicate informally to all PHIL 2020 instructors the importance of conveying to students the meaning and nature of all the criteria assessed in Area B1, SLO 2, with special emphasis on the criterion "uses language appropriate to specific purpose."

GRMN 1001 and 1002:

SLO 2: German faculty will continue to develop and refine our plan to comprehensively assess students in this class, with an eye to continuing to adapt our assessment mechanisms to developments in sound pedagogy.

For a more detailed examination and discussion of the B1 SLO 2 Results, Interpretation, and Improvement Plans based on the analysis of the results, please refer to the AY2022 Core Area B1 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

CAP B.1 LO2 Rubric (Language)

7 CAP Learning Outcome B2 SLO2

Identify, evaluate, and use information, language, or technology appropriate to a specific purpose

Outcome Links

Area B [Gen-Ed]

B2 SLO2

Identify, evaluate, and use information, language, or technology appropriate to a specific purpose

7.1 Success Criterion Met?

Met

Met

7.2 Results

The results for B2 SLO 2 for Language are divided into three main components, and student success is determined using the corresponding Rubric Criteria, Identifies Information, Evaluates Information, and Uses Information.

First, a comparison of results across the three Rubric Criteria shows that students achieved the greatest success when Identifying Information, with 94.32% or 83 out of 88 students meeting the Success Criteria for this component. Students achieved moderately less success but still had a significant portion of the population's performance considered at least proficient when Evaluating Information, with 78.41% or 69 out of 88 students scoring a 3 or higher on the rubric, and Using Information, with 76.14% or 67 out of 88 students scoring a 3 or higher on the rubric.

The success in the Identifying Information category was most prominent with CS 1020 with a 100% success rate. The other two courses, MUSC 1110 and LIBR 2100, also had strong student success with 88.24% and 83.33% respectively.

Identify Information				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
CS 1020	53	0	53	100.00%
MUSC 1110	17	2	15	88.24%
LIBR 2100	18	3	15	83.33%
TOTAL	88	5	83	94.32%

The results for the Evaluating Information category, while still impressive, saw a decline when compared with Identifying Information. This category was led by MUSC 1110 with 94.12% success rate followed by CS 1020 and LIBR 2100 with success rates of 73.58% and 77.78% respectively.

Evaluate Information				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
CS 1020	53	14	39	73.58%
MUSC 1110	17	1	16	94.12%
LIBR 2100	18	4	14	77.78%
TOTAL	88	19	69	78.41%

The results for the Using Information category were the strongest out of the three categories for LIBR 2100 with an 88.89% success rate. The MUSC 1110 results were very much in line with the other two categories with a 94.12% success rate. CS 1020 had the weakest performance when compared with itself over the three categories with a 66.04% success rate. This result does fall below the 70% threshold for success.

Use Information				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
CS 1020	53	18	35	66.04%
MUSC 1110	17	1	16	94.12%
LIBR 2100	18	2	16	88.89%
TOTAL	88	21	67	76.14%

ANTH 1100

- Because the individual question responses were accidentally made the unit of observation in the data rather than the student-question, re-assembling the assessment proved impossible. Therefore, only question-level results were available for analysis.
- What you can say: Of the 117 students who took the ANTH 1100 MC GE Assessment Quiz, the percentage of correct responses was highest for the Identify Information Category at 87.79%, closely followed by the Evaluate Information Category at 81.41%.
- Of the 117 students who took the ANTH 1100 MC GE Assessment Quiz, 80.40% of the responses were correct.

Please see the attached F20 ANTH 1100 B2-SLO2 Info MC Report for more information about the ANTH 1100 results.

Improvement Plan Based on Analysis of the Results

Highlights

ANTH 1100:

SLO 2: Faculty have adjusted the data extraction process from the assessment to align with student-level data. They are also re-evaluating how they are preparing students to apply concepts, methods, and frameworks that they are learning in class to novel situations and plan to continue with current instructional methods in the short term, with the possibility of increasing the rigor of the assessment in the future, if students continue to score well above the baseline proficiency level.

CS 1020:

SLO 2: Instructors plan to remind students to start assessment assignments early and of their due dates and help students engage with the class activities, which requires them to evaluate and use the technology tools needed for the assessment.

MUSC 1110:

SLO 2: Each faculty member will spend at least one class period (virtually or in person, depending on the course) reviewing the prompt with students and teaching them how to write a music essay, giving students an opportunity to ask questions and provide draft ideas. Faculty have also edited the writing prompt so it clearly tells the students to pick two distinctly different pieces of music to discuss in their essay.

LIBR 2100:

SLO 2: Instructors will follow the Transparency in Learning and Teaching (TILT) principles by providing more transparent guidance to students regarding assignment goals and requirements. Specifically, assignment instructions will be improved, and rubrics will be more explicit.

For a more detailed examination and discussion of the B2 SLO 2 Results, Interpretation, and Improvement Plans based on the analysis of the results, please refer to the AY2022 Core Area B2 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area B2 Final Report
F20 ANTH 1100 B2-SLO2 Info MC

8 CAP Learning Outcome C1_SLO 2

Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

Outcome Links

Area C [Gen-Ed]

C1_SLO 2

Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

8.1 Success Criterion Met?

Not Met
Not Met

8.2 Results

The results for C1 SLO 2 are divided into three main components, and student success is determined using the corresponding Rubric Criteria, Composition, Forms & Contexts, and Cultural Awareness (please see rubric attachment).

First, a comparison of results across the three Rubric Criteria shows that students achieved the greatest success when Composition, with 59.07% or 293 out of 496 students meeting the Success Criteria for this component. Students achieved slightly less success with Forms & Contexts, with 56.65% or 281 out of 496 students meeting the Success Criteria for this component. Students achieved even less success with the Cultural Awareness, with 51.01% or 253 out of 496 students meeting the Success Criteria for this component.

The success in the Composition category was most prominent with ART 1201, 2201, and 2202 with a 74.87% success rate, and this was the only collection of courses that met the 70% success criterion threshold. This cohort of ART classes also accounted for nearly half of the students, 143 out of the 293 students, thus their results were weighed down by the other courses.

Composition				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
FILM 2080	79	34	45	56.96%
MUSC 1100 and 1120	107	54	53	49.53%
ART 1201, 2201, and 2202	191	48	143	74.87%
THEA 1100	52	29	23	44.23%
XIDS 2100	67	38	29	43.28%
TOTAL	496	203	293	59.07%

The results in the Forms & Contexts category very much mirrored the results from the Composition category with only ART 1201, 2201, and 2202 coming close to breaking the 70% success criterion. ART 1201, 2201, and 2202 had a success rate of 67.02%, which represented a slight decline from the first category. Most of the other courses were in line with the results from the first category, but THEA 1100 did see improvement with success of 53.85% vs. 44.23% from Composition to Forms & Contexts.

Forms & Contexts			

Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
FILM 2080	79	36	43	54.43%
MUSC 1100 and 1120	107	58	49	45.79%
ART 1201, 2201, and 2202	191	63	128	67.02%
THEA 1100	52	24	28	53.85%
XIDS 2100	67	34	33	49.25%
TOTAL	496	215	281	56.65%

The results in the final component, Cultural Awareness, were weaker than the previous two components, but the success rates for each course cohort remained similar. ART 1201, 2201, and 2202 again came the closest to the 70% success criterion with a success rate of 60.21%. The other courses saw slight to moderate weakening in success rate when compared with the previous two components, with the exception of XIDS 2100 which saw a slight increase in student success in Cultural Awareness compared to Forms & Contexts, 53.73% vs. 49.25% respectively.

Cultural Awareness				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
FILM 2080	79	43	36	45.57%
MUSC 1100 and 1120	107	61	46	42.99%
ART 1201, 2201, and 2202	191	76	115	60.21%
THEA 1100	52	32	20	38.46%
XIDS 2100	67	31	36	53.73%
TOTAL	496	243	253	51.01%

With the performance of students in all courses/components other than ART 1201, 2201, and 2202 for Composition having Not Met the success criterion, a review of each of the Program faculty's Improvement Plans, based on the analysis of the Spring 2021-Fall 2021 Results (please see the attached F20-SP21 C1 SLO2 - Written Course Reports), include each of the following.

Improvement Plan Based on Analysis of the Results

Highlights

FILM 2080:

SLO 2: Two salient improvements will be instituted in Spring 2023. First, professors will utilize the same exact assignment with a mention of Chapter 9 on Genre and edits to the assignment sheet for the assessment tool. Second, professors' agreement to focused yet comprehensive instruction from Chapter 9 in the common textbook.

MUSC 1100 and 1120:

SLO 2: Improvements include: cleaning up confusing language in the writing prompt with specifications that students should pick two pieces of contrasting music; faculty agreement to provide a focused lesson on the music and on writing about music; opportunity for students to ask questions or gain clarification; and continue norming sessions for faculty assessors.

ART 1201, 2201, and 2202:

SLO 2: Faculty teaching ART 2201 or ART 2202 will focus on increasing their emphasis on cultural awareness while teaching and revising the writing assignment specifications to highlight

the importance of the Cultural Awareness component of the SLO. In ART 1201, faculty will continue to emphasize the importance of clear communication in writing, identifying key works at strategic points throughout the semester, and reviewing the assessment assignment for adequacy in highlighting formal analysis and cultural awareness.

THEA 1100:

SLO 2: Faculty will review the assignment prompt to ensure clarity and alignment with the learning outcome.

XIDS 2100:

SLO 2: Mandatory submission of an assessment plan by faculty before teaching existing or new XIDS 2100 courses. Faculty will work together to create common frameworks for course assessment and develop a more comprehensive understanding of the assignments from different courses and implementation by faculty of assessments based on TiLT principles.

For a more detailed examination and discussion of the C1 SLO 2 Results, Interpretation, and Improvement Plans based on the analysis of the results, please refer to the AY2022 Core Area C1 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area C1 Final Report
 CAP C.1 LO 2 Rubric (Fine Arts)
 F20-SP21 ART 1201 C1-SLO2
 F20-SP21 ART 2201 C1-SLO2
 F20-SP21 ART_2202 C1-SLO2
 F20-SP21 FILM 2080 C1-SLO2
 F20-SP21 MUSC 1100 C1-SLO2
 F20-SP21 MUSC 1120 C1-SLO2
 F20-SP21 THEA 1100 C1-SLO2
 F20-SP21 XIDS 2100 C1-SLO2

9 CAP Learning Outcome D1_SLO 1

Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.

Outcome Links

Area D [Gen-Ed]

D1_SLO 1

Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.

9.1 Success Criterion Met?

Met

Met

9.2 Results

The results for D1 SLO 1 are measured according to the category *Explain natural phenomena or situations that arise in the real world*, and student success is determined using the corresponding Rubric Criteria (please see rubric attachment).

Overall the results for the BIOL courses were very strong, with BIOL 1013 and 1015 achieving 100% student success. BIOL 1107 and 1108 also had impressive results, with 94.30% and 69.23% success criteria met, respectively. Students in BIOL 1010 sections had the least success only when compared to the BIOL courses but still met the success criteria with a strong 82.35% student success rate. Overall, 342 out of the 373 BIOL students assessed scored 3 or higher, with 91.69% meeting the success criteria. GEOL 1121 and 1122 students also performed strongly on the assessments, resulting in 91.06% of students meeting the success criteria. Student achievement in CHEM 1151K and 1100 was high at 88.71%, and 96.30% met the success criteria.

The courses that did not meet the success criteria were ANTH 1105, PHYS 1112, and ASTR 2313 (missing the success criteria by a mere 0.16%). Low student achievement in PHYS 1112 could have been impacted by the low number of students assessed in Fall 2021 ($n = 25$). However, a more thorough analysis of all course results was limited by the differing data collection/extraction types and the reporting of results. Although findings from two semesters of data collection were available to faculty, the following Table represents student achievement for only one of the two semesters (**see note below*). Corrections to the data extraction, analysis, and reporting process were made by IEA staff and implemented before the Fall 2021 collection phase began. Please see the attached reports for examples of the results provided to faculty before and after alterations to the methods used to collect and report data.

Table: Fall Semester 2021 D1 SLO 1 Multiple Choice Results

Explain natural phenomena or situations that arise in the real world				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
BIOL 1010	102	18	84	82.35%
BIOL 1013	20	0	20	100.00%
BIOL 1015	5	0	5	100.00%
BIOL 1107	193	11	182	94.30%
BIOL 1108	53	2	51	96.23%
ANTH 1105	97	43	54	55.67%
GEOL 1121 and 1122	235	21	214	91.06%
PHYS 1112	25	16	9	36.00%
ASTR 2313	63	19	44	69.84%
GEOG 1112 and 2553	95	24	71	74.74%
CHEM 1151 K	62	7	55	88.71%
CHEM 1100	27	1	26	96.30%
TOTAL	977	162	815	83.42%

**All courses only reported one semester of data. Fall 2021 (or Summer for BIOL 1015). This was due to the tool used in Spring 2021 had the unit of observation as the individual question responses rather than the student-question. Corrections were made for Fall 2021.*

Improvement Plan Based on Analysis of the Results

Highlights

BIOL 1010:

SLO 1: BIOL 1010 faculty determined to analyze question #11 from the assessment to examine as it had the lowest number of students selecting the correct answer. The analysis yielded consensus that one of the answers is a distractor from the correct answer. They recommend that the answer "is a random process that results in adaptations" be changed to "allows for individuals to evolve."

BIOL 1107:

SLO 1: BIOL 1107 faculty felt that one of the answers is a distractor from the correct answer. They recommend that the answer "Test whether males with shaved heads are still able to mate" be switched with "Test whether females with shaved heads cannot mate."

BIOL 1108:

SLO 1: BIOL 1108 faculty felt that rewording one of the questions on the assessment tool from “The external medium flows in only one direction in the gas exchange structures of which animals?” to “During gas exchange, which animal(s) rely on one way flow of the external medium over gas exchange structures?” would improve student interpretation and thus success.

ANTH 1105:

SLO 1: ANTH 1105 faculty wished to adjust the terminological specificity in the assessment tool because they recognized a general pattern of low scientific literacy regarding terms not necessarily specific to the course material. Thus, they planned to remove as much unrelated jargon from the assessment tool as possible to better focus on the student’s ability for topical understanding and reasoning. They also planned to continue updating and adjusting to the redesign of the course around the OER textbook that students strongly preferred.

GEOL 1121 and 1122:

SLO 1: GEOL 1121 and 1122 faculty felt that in order to improve the ability to properly assess student performance, an increase in the difficulty of the assessment instruments was necessary. Specifically, results from Spring 2021 indicated the two questions were too easy and would be replaced with more difficult ones.

PHYS 1112:

SLO 1: PHYS 1112 faculty noticed that students scored poorly on several of the questions, and they were concerned that students were unable to understand those particular questions clearly. The faculty chose to adjust that selection to clarify the wording of the questions and the possible answers, along with adding some figures.

ASTR 2313:

SLO 1: ASTR 2313 faculty noticed that students scored poorly on several of the questions, and they were concerned that students were unable to understand those particular questions clearly. The faculty chose to adjust that selection to clarify the wording of the questions and the possible answers, along with adding some figures.

GEOG 1112:

SLO 1: GEOG 1112 faculty planned to improve one of the questions that had terminology that may not be consistent across all sections. The question wording was made common and was simplified to make the question about understanding the real world.

GEOG 2553:

SLO 1: GEOG 2553 faculty felt that to better understand results in the future, student responses should be collected individually per each question so that individual student performances can be assessed. Questions 2, 6, and 10 will be replaced to evaluate students' learning of using geospatial technology theories and skills to tackle natural phenomena.

CHEM 1151K and CHEM 1100:

SLO 1: For CHEM 1100, faculty suggestions included encouraging one-on-one student meetings and revising course material for easier understanding. Faculty recommendations for CHEM 1151K included utilizing the course’s online homework system and incorporating a review for the final.

For a more detailed examination and discussion of the D1 SLO 1 Results, Interpretation, and Improvement Plans, based on the analysis of the results, please refer to the AY2022 Core Area D1 Final Report v2.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area D1 Final Report v2

CAP D.1 & D.2 LO1 Rubric

F21 ASTR 2313 D1-SLO1 MC

F21 BIOL 1010 D1-SLO1 MC

F21 GEOG 2553 D1-SLO1 MC

SP21 ASTR 2313 D1-SLO1 MC

SP21 BIOL 1010 D1-SLO1 MC

SP21 GEOG 2553 D1-SLO1 MC

10 CAP Learning Outcome D1_SLO 2

Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

Outcome Links

Area D [Gen-Ed]

D1_SLO 2

Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

10.1 Success Criterion Met?

Partially Met
Partially Met

10.2 Results

The rubric used to score the assessment for D1 SLO 2 has three main criteria for student-submitted assignments: Acquire Data, Process Information, and Communicate Results (please see rubric attachment). This learning outcome showed gaps in student achievement and opportunities for areas of improvement, especially concerning effective written communication.

Student performance for Acquiring Data was the strongest out of the three learning outcome components, with all courses but one (ASTR 2313L) students meeting the success criteria of at least 70% achieving proficiency (score of 3 out of a possible 4) or better. For the 51 ASTR 2313L students assessed, less than half (43.14% or 22 out of 29) were deemed proficient in the category. Recognizing the need for improvement, the Astronomy faculty developed an improvement plan (please see below), which will be implemented during Core Area D1's next Implement & Collection phase.

Still, other courses saw high levels of student performance for Acquiring Data, including CHEM 1212L, with 100% of students meeting the success criteria, and BIOL 1107L, with 98.43%. Furthermore, the overall student performance for this component was 86.94%, well above that for student scores in the Process Information (66.18%) and Communicate Results (58.06%) rubric categories.

Acquire Data				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
BIOL 1107L	127	2	125	98.43%
BIOL 1108L	73	13	60	82.19%
GEOG 1121L and 1122L	115	22	93	80.87%
ASTR 2313L	51	29	22	43.14%
PHYS 111L, 1112L, 2211L, and 2212L	102	10	92	90.20%
GEOG 1112L and 1113L	59	9	50	84.75%
CHEM 1211L	117	5	112	95.73%
CHEM 1212L	45	0	45	100.00%
TOTAL	689	90	599	86.94%

Student proficiency related to processing information saw a sharp decline from Acquire Data, with the total number of students scoring a 3 or better on the rubric falling from 86.94% to 66.18%. Percentages below 70% suggest that more students are likely still in the Developing (Rubric Score of 2) stage or that their performance is Unsatisfactory (Rubric Score of 1). For example, student performance in CHEM 1212L had a 40% drop in the percentage of students meeting the success criteria from Acquire Data (100%) to Process Information (60.00%). The results (please see the attached SP21-F21 CHEM 1212L D1-SLO2

Written course report) reveal that the number of students with a Rubric Score of 2 or 1 for Process Information makes up 40% of the total students. Other courses fared much better, with only relatively smaller percentages of students meeting the success criteria. These included GEOL 1121L and GEOL 1122L, which went from an 80.87% success rate to 73.91%, and GEOG 1112L and 1113L, which went from an 84.75% success rate to 74.58%.

Process Information				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
BIOL 1107L	127	44	83	65.35%
BIOL 1108L	73	29	44	60.27%
GEOL 1121L and 1122L	115	30	85	73.91%
ASTR 2313L	51	27	24	47.06%
PHYS 111L, 1112L, 2211L, and 2212L	102	45	57	55.88%
GEOG 1112L and 1113L	59	15	44	74.58%
CHEM 1211L	117	25	92	78.63%
CHEM 1212L	45	18	27	60.00%
TOTAL	689	233	456	66.18%

The Communicate Results component saw the lowest levels of student performance with only 58.06%, or 400 out of 689 students, meeting the success criteria overall, and is well below the 70% needed for students' ability to be considered Proficient or better when communicating results and adapting written communication to a specific purpose and audience. While this SLO component requires some proficiency in the other two components to succeed, it is only partially dependent on those additional abilities. It is, perhaps, the component that requires the most significant acquisition of skills for achievement. Interestingly, ASTR 2323L students demonstrated the strongest performance in the Communicate Results category, with a 50.98% success rate, followed by the Process Information category, with a 47.06% success rate, and lastly, the weakest performance in the Acquire Data category, with a 43.14% success rate (please see the attached SP21-F21 ASTR 2313L D1-SLO2 Written course report).

Communicate Results				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
BIOL 1107L	127	58	69	54.33%
BIOL 1108L	73	39	34	46.58%
GEOL 1121L and 1122L	115	29	86	74.78%
ASTR 2313L	51	25	26	50.98%
PHYS 1111L, 1112L, 2211L, and 2212L	102	55	47	46.08%
GEOG 1112L and 1113L	59	18	41	69.49%
CHEM 1211L	117	48	69	58.97%
CHEM 1212L	45	17	28	62.22%

TOTAL	689	289	400	58.06%
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Improvement Plan Based on Analysis of the Results

Highlights

BIOL 1107L:

SLO 2: BIOL 1107L changed course content to include a student-designed enzyme experiment over the course of a month. Faculty also determined that Instructors for 1107L will spend more time discussing their respective lab exercises to ensure student understanding of the exercise.

BIOL 1108L:

SLO 2: BIOL 1108L faculty decided that the lab experiment on transpiration will be altered to be more open-ended and experimental so that students can affect transpiration in more creative ways. Faculty also determined that Instructors for 1108L will spend more time discussing their respective lab exercises to ensure student understanding of the exercise.

GEOL 1121L and 1122L:

SLO 2: GEOL 1121L and 1122L faculty wanted to ensure that each section is represented in the dataset each semester in the future as there had been incomplete data collection in the past. To do this, faculty plan to institute a series of reminders to coincide with each step of the assessment process to make sure faculty complete each step. Reminders will be sent out by the Geology Laboratory Coordinator at appropriate times and will emphasize the need to retain exercises for assessment purposes. Secondly, faculty plan to communicate better with GEOL 1121L and 1122L students to make sure they understand what they are being asked to do in the assessment.

ASTR 2313L:

SLO 2: ASTR 2313L faculty noticed that students scored poorly on several of the assessment questions and were concerned that students were unable to understand those particular questions clearly. The faculty chose to adjust a selection of questions to clarify the wording and the possible answers. Comparing performance data on post-clarified questions to pre-clarified will be used to determine if changes to the wording improve student comprehension.

PHYS 1111L, 2211L, 1112L, and 2212L:

SLO 2: PHYS faculty noticed that students scored poorly on several of the questions, and they were concerned that students were unable to understand those particular questions clearly. The faculty chose to adjust that selection to clarify the wording of the questions and the possible answers. The faculty also chose to remove some of the questions that relate to topics that are not adequately covered in the lab and that students would have minimal exposure to outside of the lab.

GEOG 1112L:

SLO 2: GEOG 1112L faculty chose to not change the assessment tool because students met the success criterion. Faculty do seek to improve student understanding of the material, so they plan for classroom exercises and examples to include real-time weather phenomena, implemented in Fall 2022.

GEOG 1113L:

SLO 2: GEOG 1113L faculty felt that in spite of a 71% student success rate, one particular practice could be adjusted to improve student success. Previously, students were not required to stay in the lab class for the full time, but faculty plan to require students to remain in class for the duration to hopefully yield even better results.

CHEM 1211L and CHEM 1212L:

SLO 2: For CHEM 1211L, one approach for improving student learning is to ask the students to complete the exercise a second time, based on feedback provided for their first attempt, to improve in the area of communicating their results. Suggestions for improvements in CHEM 1212L include providing an early opportunity to assess report writing skills and providing students with feedback for improvement on the latter report used as a course assessment.

For a more detailed examination and discussion of the D1 SLO 2 Results, Interpretation, and Improvement Plans, based on the analysis of the results, please refer to the AY2022 Core Area D1 Final Report v2.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area D1 Final Report v2

CAP D.1 LO2 Rubric

SP21-F21 ASTR 2313L D1-SLO2 Written

SP21-F21 CHEM 1212L D1-SLO2 Written

11 CAP Learning Outcome E3_SLO 2_Written

Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U. S. politics adapting written communication to specific purposes and audiences.

Outcome Links

Area E [Gen-Ed]

E3_SLO 2_Written

Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences.

11.1 Success Criterion Met?

Met

Met

11.2 Results

The results for E3 SLO 2 Written are measured according to the three components, Knowledge of government and politics, Adapting written communications for specific purposes, and Adapting written communications to specific audiences in the course POLS 1101. The overall results represented an 88.68% student success rate. The Adapting written communications for specific purposes and Adapting written communications to specific audiences components had the strongest results with an 89.62% success rate in each, meaning 95 out of 106 students scored a 3 or higher. The Knowledge of government and politics component had only slightly less success with an 86.79% success rate, meaning 92 out of 106 students scored a 3 or higher (please see the attached F20-SP21 POLS 1101 E3-SLO2 Written course report).

Written				
Courses	Total Scored	Total below 3/4	Total above 3/4	Percent
Knowledge of government and politics	106	14	92	86.79%
Adapting written communication to specific purposes	106	11	95	89.62%
Adapting written communication to specific audiences	106	11	95	89.62%

TOTAL	318	36	282	88.68%
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Improvement Plan Based on Analysis of the Results

Highlights

POLS 1101:

SLO 2 - Written: Faculty will emphasize the collection of better data going forward so they can make data driven assessments of improvement. It was previously assumed that faculty were collection and report the data, but the results demonstrated that they were failing to either collect or report the data.

For a more detailed examination and discussion of the E3 SLO 2 Written Results, Interpretation, and Improvement Plans, based on the analysis of the results, please refer to the AY2022 Core Area E3 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area E3 Final Report

F20-SP21 POLS 1101 E3-SLO2 Written

12 CAP Learning Outcome E3_SLO 2_Multiple Choice

Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U. S. politics adapting written communication to specific purposes and audiences.

Outcome Links

Area E [Gen-Ed]

E3_SLO 2_Multiple Choice

Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences.

12.1 Success Criterion Met?

Met

Met

12.2 Results

The results for E3 SLO 2 Multiple Choice are measured according to the five components, U.S. Constitution, Georgia Constitution, Three Branches of Government, Policymaking Process, and Political Terminology in the course POLS 1101. The overall results represented an impressive 93.33% student success rate. Each component had student success rates above 90% with Political Terminology having achieving the highest rate with 96.49% success, representing 55 out of 57 students scoring a 3 or higher (please see the attached F20-SP21 POLS 1101 E3-SLO2 Written course report).

Multiple Choice				
	Total Scored	Total below 3/4	Total above 3/4	Percent
U.S. Constitution	57	4	53	92.98%
Georgia Constitution	57	5	52	91.23%

Three Branches of Government	57	3	54	94.74%
Policymaking Process	57	5	52	91.23%
Political Terminology	57	2	55	96.49%
TOTAL	285	19	266	93.33%

Improvement Plan Based on Analysis of the Results

Highlights

POLS 1101:

SLO 2 - Multiple Choice: POLS 1101 faculty decided to pursue two changes specifically aimed at the multiple choice data. Firstly, the program coordinator will manage the data collection process by ensuring that 1. all faculty put the assessment quiz into CourseDen or administer it in person, and 2. all faculty will report the data to the program coordinator. Secondly, the program coordinator will personally ensure that the aggregation is completed correctly.

For a more detailed examination and discussion of the E3 SLO 2 Multiple Choice Results, Interpretation, and Improvement Plans, based on the analysis of the results, please refer to the AY2022 Core Area E3 Final Report.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY2022 Core Area E3 Final Report

F20 POLS 1101 E3-SLO2 MC

13 Gen Ed Assessment Committee (GEAC) Next Steps

For Academic Year 2023, GEAC will focus on continuous improvements to the General Education Assessment (GEA) processes by focusing on the following:

- Ensuring the General Education Assessment website is up-to-date and adding additional faculty resources, particularly information related to Core Area SLO assessment methods for individual core courses and semester-specific data collection instructions
- Reinforcing the use of Xitracs to organize, and score GEA information, continuing to use the Xitracs Programs module for CAP reporting, scheduling Xitracs Training Sessions for faculty, and building on existing GEA Xitracs resources.
- Collaborating with UWG Online to finalize the process of collection, extraction, and submission of GEA data from CourseDen and developing resources for faculty on how to create GEA assignments (e.g., multiple-choice quizzes)
- Continuing to analyze previously collected data by IEA staff and the graduate research assistants, faculty scoring of written artifacts in Xitracs, and assisting CAP faculty workgroup members in developing Improvement Plans based on an analysis of the results from previously collected data
- Utilizing SAS to aggregate and analyze multiple-choice data
- Developing a more automated random sampling process

End of report