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General Education Program Assessment Report

Course Embedded Assessment and Student Success Metrics Data

A Three-Year Review of Faculty Participation and General Education Goal Outcomes

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Introduction

Faculty engagement in course-embedded assessment practices and the affiliated efforts to implement student learning improvement strategies are a part of the teaching and learning environment at Emporia State University. The faculty assigned to instruct general education courses have been actively engaged in reporting course-embedded direct assessment of their courses since the spring of 2014. Encouraging these practices has been an institutional priority and coordinating these efforts has been a key institutional effectiveness strategy. The information presented in this report evidences the commitments and expertise of the general education faculty in their efforts to improve student learning and presents evidence of student success in meeting General Education Program goals.

Purpose

The purpose of this report is to share key information related to the direct assessment of general education program courses. The report includes data analytics, assessment findings, and learning improvement strategies resulting from faculty reporting of course-embedded direct assessments of their assigned general education courses from academic years 2014 through 2017. The information serves to evidence the extent to which ESU general education faculty have engaged in course embedded assessment practices in the past four years. In addition, student success metrics as measured by student performance in general education courses are analyzed to identify the extent to which general education program goal outcomes are being met.

The appendix includes the current general education program goals and objectives (A), a list of general education program courses (B), and a curriculum map (C) as identified by faculty reporting assessments. The assessment participation metrics presented are general education program courses assessed by academic year (D), assessment by general education program goal (E), and faculty participation by academic year (F). A key presentation of faculty reported data includes the findings from course-embedded assessments and the resulting student learning improvement strategies (G and H). This voluminous set of data evidences the extent of the faculty commitment to leveraging assessment data to identify and implement student learning improvement strategies. Data presentations also include an analysis of student success outcome metrics for all general education courses taught during the 2014-2017 timeframe (I-L). Cumulatively, this report evidences the internal direct assessment practices, findings, successes, and strategies directed toward improving student learning experiences, and the overall success of the General Education Program from 2014 through 2017.

Method

The data included in this report is reflective of two separate assessment strategies including faculty reported course embedded assessments and data analysis of student success metrics in

general education program courses. Faculty reporting their course-embedded assessment results for assigned general education courses is captured using the Campus Labs Baseline survey tool. This survey was specifically designed for general education course assessment reporting and included two key open-ended questions: how did you measure student learning and what were the findings; and what strategies will you employ to improve student learning the next time you teach the course? These two questions framed the intentionality of the course-embedded assessment exercise and the data captured was intended to provide conclusive evidence of faculty efforts to continuously improve student learning in their assigned courses.

The analysis of student success metrics was based upon overall student performance in general education courses as measured by the degree to which expected outcomes were met. The quantitative methods used to determine the goal outcome success metrics were derived from student enrollments, completions, and grade performances in general education program courses. The data were gleaned from the institution's Banner relational database. The terms were identified as continuous beginning in the summer of 2014 through the end of the spring 2017 term (n=9 terms). The terms were disaggregated by summer, fall, and spring timeframes. All general education courses taught during this period were included in the student success metrics analyses. Students must have completed the course to be included in the count, thus those students who dropped the course or withdrew during the term were not included. The outcome measures Exceeded Expectations, Met Expectations, and Expectations Not Met were determined by categorizing final course grades. The outcome success categories were determined by grades performance where grades of A, A-, B+, and B were scored as Exceeding Expectations, the grades of B-, C+, C and C- were scored as Met Expectations, and the grades of D or F were scored as Expectations Not Met. The data in this report represents two distinct approaches to measuring student success in general education program courses.

Results

Course-Embedded Direct Assessment Practices

The objective of faculty engagement in course-embedded direct assessment is to continuously improve student learning experiences and holistically improve the percentage of successful general education program goal outcomes being met. In policy, the expectation that faculty participation in the assessment of their assigned general education courses is an integral part of their teaching and learning roles. Since 2014, faculty participation in course-embedded assessments have continuously increased as these practices have been integrated into the general education program's assessment plan. Comprehensively, it is believed that the enhancements in the student learning experience resulting from faculty assessment efforts have led to increased student success in meeting general education program goals.

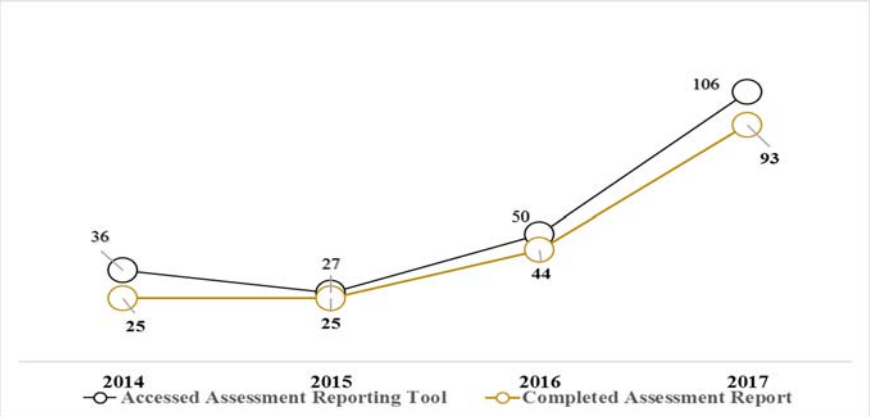
Since 2014, incremental increases in faculty participation in course-embedded assessment reporting is shown in Table 1. In 2014, the number of faculty who accessed the general education program assessment reporting tool was 36 and the number completing the report was 25, with a 69% percentage completion rate. In academic year 2017, the number of faculty who accessed the general education program assessment reporting tool was 106 and the number of faculty who completed the assessment reporting was 93, with an 88% completion rate (Table 1).

Table 1: Faculty Participation in General Education Course Embedded Assessment Reporting

Academic Year	Accessed Assessment Reporting Tool	Completed Assessment Report	Percentage Completed	Prior Year % Change	Overall % Change
2014	36	25	69%	-	
2015	27	25	93%	0%	
2016	50	44	88%	76%	
2017	106	93	88%	111%	272%

These increases in faculty participation can be attributed to faculty senate governance policy initiatives to recognize faculty assessment of courses as a responsibility within the teaching and learning role and an overarching plan to increase the amount of emphasis placed on general education program assessment practices. Graph 1 shows the upward movement of faculty participation and reporting of general education course assessments over time.

Graph 1: General Education Faculty Participation in Course Embedded Assessment Reporting



The data collected through the general education assessment reporting tool was further gleaned to include only those faculty responses completing the open-ended questions for measuring student learning, reporting findings, and identification of student learning improvement strategies as shown in appendices G and H. For those faculty completing the open-ended responses

participation numbers show a 210% (19 to 59) incremental growth in faculty reporting their course-embedded assessment practices from academic years 2014 through 2017 (Appendix F). Similarly, Appendix D shows the growing list of courses that from year-to-year are being assessed using course-embedded assessment strategies. And, Appendix E shows a 250% (20 to 70) incremental increase in the number of general education courses being assessed annually.

The intention for assessing the general education program using course-embedded direct assessment practices is to continuously improve the student learning experience on a course-by-course basis and ultimately improve overall program success. Course-embedded assessment is the point at which every faculty member has the best opportunity to leverage assessment practices and implement change strategies either during the semester or the next time the course is taught. The accumulated efforts of faculty engagement in direct assessment of their courses is exponential and student success metrics over time reflect the outcomes of this key assessment strategy. In the general education assessment reporting tool, the faculty articulate how they measured student learning, what the data and findings were, and how student improvement strategies are integrated into their teaching and learning plans. This information provides rich description of how these course-embedded assessment practices are in fact positively improving the learning experiences for the students in their general education courses. This qualitative approach to capturing how faculty approach their assessment work, the ways in which they objectify student learning, and ultimately the student learning improvement strategies employed to enhance learning experiences is significant. Overall, upon reviewing these data it is evident that the faculty are vested in their profession and that teaching and learning is embedded in the cultural fabric of the institution.

General Education Goal Outcome Success Metrics

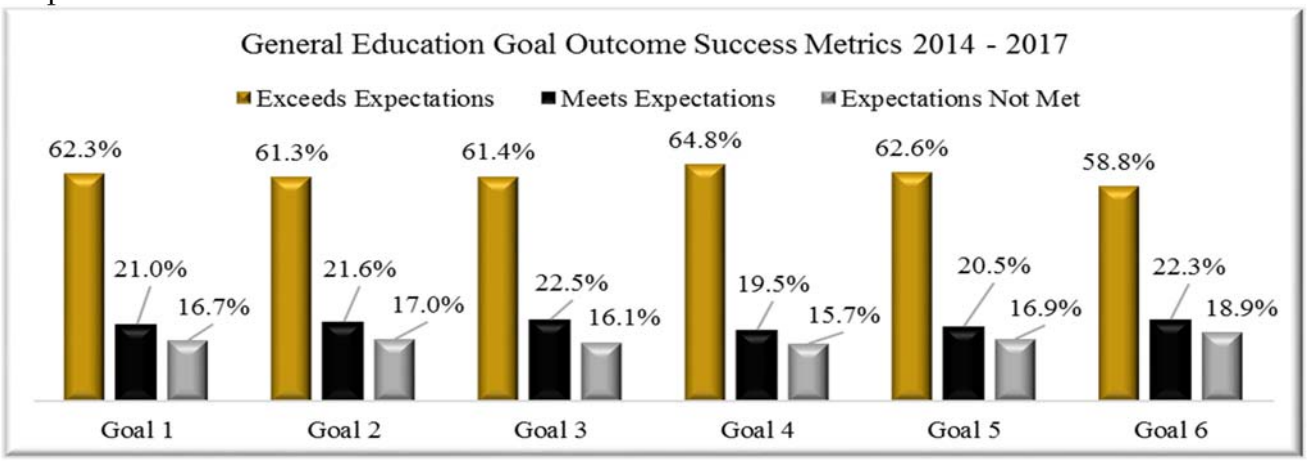
The trend data show that as course embedded assessment practices by faculty continued to expand, concurrently improvements in goal outcome success metrics for all six of the general education program goals occurred. The student success metrics data show (Appendix L) that in academic years 2015 through 2017, the majority (62%) of students were exceeding expectations (92,326/148,507). When combining the categories of Exceeding Expectations and Expectations Met, more than 81% (123,650/148,507) of students were meeting student learning outcome goals for all general education (GE) program courses (Table 2).

Table 2: AY 2015-2017: Goal Outcome Success of Students Completing GE Courses

General Education Goal	EXCEEDS	MET	NOT MET	Total Students
Goal 1	16,943	5,724	4,528	27,195
Goal 2	17,917	6,318	4,973	29,208
Goal 3	12,416	4,539	3,263	20,218
Goal 4	16,418	4,953	3,970	25,341
Goal 5	20,729	6,796	5,588	33,113
Goal 6	7,903	2,994	2,535	13,432
Totals	**92,326**	**31,324**	**24,857**	**148,507**

Graph 2 shows the percentage breakdowns for the data shown in Table 2. It is evident that for all the goals, the majority of students (58.8% to 64.8%) were exceeding expectations, however between 18.9% and 15.7% were not meeting expectations. Although these metrics positively show that the majority of students are succeeding in completing the general education curriculum, the overarching goal is to create a learning improvement model where increasingly higher percentages of students are successful.

Graph 2 – General Education Goal Outcome Success Metrics 3-Years Accmulated data



The trend data show (Table 3) that from academic years 2015 to 2017 incrementally higher percentages of students were exceeding expectations for demonstrating learning in all of the general education goals. By tracking the changes and observing where the highest and lowest percentages are occurring (shown in bold), the annual incremental shifts are positive in nature with movement from Expectations Not Met to Expectations Met to Exceeds Expectations.

Table 3: Success Metrics: Annual Percentage Trends by General Education Goal

	Exceeds Expectations			Expectations Met			Expectations Not Met		
	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017
Goal 1	61.2%	61.7%	**64.0%**	21.0%	**21.2%**	21.0%	17.8%	17.1%	**15.0%**
Goal 2	60.0%	60.7%	**63.4%**	21.3%	**21.9%**	21.6%	18.7%	17.3%	**15.0%**
Goal 3	60.3%	60.7%	**63.3%**	22.0%	**23.0%**	22.3%	17.7%	16.3%	**14.4%**
Goal 4	63.9%	63.9%	**66.6%**	19.2%	**19.9%**	19.5%	16.8%	16.2%	**13.8%**
Goal 5	61.3%	61.9%	**64.8%**	20.4%	**20.7%**	20.4%	18.3%	17.4%	**14.8%**
Goal 6	57.8%	58.6%	**60.1%**	22.2%	22.0%	**22.8%**	20.0%	19.4%	**17.1%**

In Table 4, the largest percentage increases were in general education goal 2 (2.7%), goal 3 (2.7%), and goal 5 (2.9%). Concurrently, the number of students demonstrating learning in the Expectations Not Met category were incrementally decreasing with the largest percentage changes occurring in goal 4 (-2.4%), goal 5 (-2.6%), and goal 6 (-2.3%). This is an encouraging trend and the recognition of the efforts of the general education faculty is essential. As noted in the previous section, the largest percentage increases occurred between academic years 2016 and 2017, which is aligned with the increases in the number of courses assessed and number of faculty participating in course-embedded assessment, respectively.

Table 4: Success Metrics: Annual Percentage Change by General Education Goal

	Exceeds Expectations			Expectations Met			Expectations Not Met		
	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017
Goal 1	-	0.5%	2.3%	-	0.2%	-0.2%	-	-0.7%	-2.1%
Goal 2	-	0.7%	2.7%	-	0.6%	-0.3%	-	-1.4%	-2.3%
Goal 3	-	0.4%	2.6%	-	1.0%	-0.7%	-	-1.4%	-1.9%
Goal 4	-	0.0%	2.7%	-	0.7%	-0.4%	-	-0.6%	-2.4%
Goal 5	-	0.6%	2.9%	-	0.3%	-0.3%	-	-0.9%	-2.6%
Goal 6	-	0.8%	1.5%	-	-0.2%	0.8%	-	-0.6%	-2.3%

***Trends show positive shift of student success outcomes from one category to another.**

Trending forward, it is predicted that as participation in course-embedded assessment continues to increase to the point in which all courses and all faculty members are participating on an annual basis, these outcome success metrics will continue to improve at similar rates. Once all courses and all faculty are participating annually, there should continue to be annual incremental improvement in meeting goal expectations, but not to the extent that is currently occurring. Additional information is available in the appendix where tables and graphs present the success metrics disaggregated by academic year (I-L), by general education goal (M), and by demonstrated success outcomes (N-P).

Summary

A key to improving student learning success outcomes for general education program courses is related to the intentional engagement of general education faculty in course-embedded assessment of their assigned courses. Supporting these assessment practices must be an institutional priority and the assessment strategies should be aligned with institutional effectiveness strategies. The assessment process should be an integral part of the teaching and learning culture.

The purpose of this report was to present the data analytics, findings, and learning improvement strategies resulting from the direct assessments of the general education program courses. The multi-year trend analyses present both quantitative and qualitative evidence of the positive affects assessment can have on student learning of general education program goal outcomes. The incremental growth in faculty participation in course-embedded assessments and the increase in the number of general education courses being assessed was mirrored in the incremental improvements in student learning goal outcome success metrics. It is undetermined whether a relationship exists between course-embedded assessment and the directional changes in student success metrics for General Education Program goals; however it is important to point out the increases in student performance is positively correlated with increases in faculty participation in course-embedded assessment. A suggestion for further research is to strengthen the assessment model by comparing the success metrics for those courses which are being assessed regularly with the success metrics to those courses not being assessed regularly. It is anticipated that as course-embedded assessment practices continue to expand that there will be a similar impact on student learning successes in meeting general education program goals. The extent to which the student success metrics continue to improve will be directly impacted by faculty engagement in the course-embedded assessment practices. Thus, the faculty define the institution's culture of assessment, and the positive gains in student success metrics are attributable to the faculty's dedication to continuously improving the student learning experience.

APPENDIX A

General Education Goals

Goal 1: Acquire Proficiency in core skills necessary for academic success, including written and spoken communication, quantitative and mathematical reasoning, and information technology and literacy.

a. Demonstrate effective communication skills in writing.
b. Demonstrate effective communication skills in speaking and listening.
c. Demonstrate effective skills in quantitative and mathematical reasoning.
d. Demonstrate effective skills information technology and/or information literacy.

Goal 2: Demonstrate knowledge of concepts and principles in a wide range of academic disciplines, including the Creative Arts, Humanities, Life and Physical Sciences, and Social and Behavioral Sciences.

a. Demonstrate knowledge of concepts and principles of the various academic disciplines.
b. Use models of inquiry pertinent to various academic disciplines.

Goal 3: Demonstrate knowledge of similarities and differences among the world's cultures, past and present.

a. Critically examine the characteristics of one's own culture and other cultures.
b. Critically examine how one's own culture and other cultures shape one's attitudes and opinions.
c. Demonstrate knowledge of the importance of tolerance and respect towards people of diverse cultures.

Goal 4: Demonstrate knowledge and skills necessary for promoting personal and social well-being.

a. Demonstrate the ability to gather, analyze, and use information to make decisions that promote personal and social well-being.
b. Demonstrate awareness of operations of civic and societal institutions.
c. Identify issues that inform and affect civic and societal institutions.

Goal 5: Be able to think critically and analytically about an issue, an idea, or a problem.

a. Identify and define an issue, an idea, or a problem.
b. Gather, analyze, and evaluate relevant and reliable information from diverse perspectives.
c. Formulate and support a well-reasoned argument, perspective or conclusion.

Goal 6: Be able to make connections among the ideas and perspectives of multiple disciplines.

a. Explore and compare complex ideas for multiple disciplines.
b. Apply knowledge from the perspective of multiple disciplines.

APPENDIX B

General Education Program Courses

AN210	CONTEMPORARY CULTURES
AR105	ART APPRECIATION
AR225	ART HISTORY I
BC103	PRINCIPLES OF ECONOMICS 1
BU241	PERSONAL FINANCE
BU293	ETHNICS, SOCIAL RESPONSIBILITY, & SUSTAINABILITY
EC101	BASIC ECONOMICS
EG101	COMPOSITION I
EG102	COMPOSITION II
EG103	HONORS COMPOSITION I
EG104	HONORS COMPOSITION II
EG207	LITERARY PERSPECTIVES
ES110	INTRODUCTION TO EARTH SCIENCE
ES111	INTRODUCTION TO EARTH SCIENCE LAB
GB100	GENERAL BIOLOGY
GB101	GENERAL BIOLOGY LAB
GE101	WORLD REGIONAL GEOGRAPHY
HI101	WORLD CULTURES TO 1500
HI102	MODERN WORLD CIVILIZATION
HI111	US HISTORY TO 1877
HI112	US HISTORY SINCE 1877
HI302	INTRODUCTION TO HISTORY
HL150	CRITICAL HEALTH ISSUES-DECISIONS IN SOCIETY
ID301	ISSUES IN ETHNIC & GENDER STUDIES
IS113	INTRO TO MICROCOMPUTER APPLICATIONS
JO 200	MASS COMMUNICATION
LR170	PRINCIPLES OF LEADERSHIP
MA110	COLLEGE ALGEBRA
MA111	COLLEGE ALGEBRA WITH REVIEW
MA156	PRINCIPLES OF MATHEMATICS
MU226	MUSIC APPRECIATION
MU324	WORLD MUSIC
PE100	ACTIVE LIVING
PH110	INTRODUCTION TO SPACE SCIENCE
PH111	INTRODUCTION TO SPACE SCIENCE LAB
PI225	INTRODUCTION TO PHILOSOPHY
PI301	ETHICS
PI325	SOCIAL & POLITICAL PHILOSOPHY
PO100	INTRO TO GOVERNMENT & POLITICS
PO121	AMERICAN NATIONAL GOVERNMENT
PO322	STATE AND LOCAL GOV POLICIES
PO330	INTERNATIONAL RELATIONS
PY100	INTRODUCTORY PSYCHOLOGY
SO101	INTRODUCTION TO SOCIOLOGY
SO202	SOCIAL PROBLEMS
SO261	INTIMATE RELATIONSHIPS
SP100	INTERPERSONAL COMMUNICATIONS
SP101	PUBLIC SPEAKING
TH105	THEATRE APPRECIATION
UL100	INFORMATION LITERARY & TECHNOLOGY

APPENDIX C

Curriculum Map for the General Education Program Courses
Mapped According to Faculty Reporting Course Embedded Direct Assessment

GE Goal 1

Objective a
AR 235 - Art History II
EG 102 - Composition II
EG 103 - Honors Composition I
EG 207 - Literary Perspectives
EG 280 - Introduction to Creative Writing
TH 105 - Theatre Appreciation

Objective a & b
SA 210 - Spanish Language & Culture II
SO 261 - Intimate Relationships
SP 100 - Interpersonal Communication
TH 105 - Theatre Appreciation

Objective a, b & c
EC 101 - Basic Economics
Objective a, b, & d
EG 101 - Composition I
JO 200 - Mass Communication

Objective a, b, c & d
CH 120 - General Chemistry
EC 101 - Basic Economics
GB 100 - General Biology
SA 110 - Spanish Language & Culture II
UL 100 - Information Literacy & Technology

Objective b
FR 110 - French Language and Culture I
SA 210 - Spanish Language & Culture II
SP 101 - Public Speaking

Objective c
BC 103 - Principles of Economics I
MA 110 - College Algebra
MA 111 - College Algebra with Review
MA 156 - Principles of Mathematics

Objective d

IS 113 - Intro to Microcomputer Applications
UL 100 - Information Literacy & Technology

GE Goal 2

Objective a
AR 105 - Art Appreciation
BC 103 - Principles of Economics I
CH 123 - Chemistry I
EG 241 - Later American Literature
GB 140 - Principles of Biology - Biology Majors
JO 200 - Mass Communication
PH 190 - Physics I
PS 115 - Our Physical World
PY 100 - Introductory Psychology
SO 101 - Introduction to Sociology
TH 105 - Theatre Appreciation

Objective a & b
EC 101 - Basic Economics
EG 230 - Early British Literature
EG 231 - Later British Literature
JO 200 - Mass Communication

GE Goal 3

Objective a
AR 105 - Art Appreciation
EG 207 - Literary Perspectives
GR 210 - German Language & Culture II
SA 210 - Spanish Language & Culture II

Objective a & b
AN 210 - Contemporary Cultures
JO 200 - Mass Communication

Objective a, b & c
AR 225 - Art History I
HI 101 - World Cultures to 1500
HI 302 - Introduction to History
SA 110 - Spanish Language & Culture II

Objective c
HI 111 - U.S. History to 1877
SA 110 - Spanish Language & Culture II

GE Goal 4

Objective a
CW 111 - Honors Seminar I
HI 302 - Introduction to History
HL 150 - Critical Health Issues-Decisions in Society
PE 100 - Lifetime Fitness
SO 101 - Introduction to Sociology
SO 261 - Intimate Relationships
Objective a & b
LR 170 - Principles of Leadership
PE 100 - Lifetime Fitness
Objective a & c
ID 301 - Issues in Ethnic & Gender Studies
Objective a, b & c
CW 111 - Honors Seminar I
EC 101 - Basic Economics
HL 150 - Critical Health Issues-Decisions in Society
ID 301 - Issues in Ethnic & Gender Studies
PO 100 - Intro to Government & Politics

GE Goal 5

Objective a
HI 102 - Modern World Civilization
HI 111 - U.S. History to 1877
HI 112 - U.S. History Since 1877
MA 111 - College Algebra with Review
SP 100 - Interpersonal Communication
MU 226 - Music Appreciation
PO 121 - American National Government
Objective a & b
BU 293 - Ethics, Social Responsibility, & Sustainability
Objective a & c
GE 101 - World Regional Geography
HI 112 - U.S. History Since 1877
SO 101 - Introduction to Sociology
Objective a, b & c
EC 101 - Basic Economics
EG 102 - Composition II
ES 110 - Introduction to Earth Science

HI 101 - World Cultures to 1500
HI 111 - U.S. History to 1877
HL 150 - Critical Health Issues-Decisions in Society
JO 200 - Mass Communication
MA 161 - Calculus I
PO 100 - Intro to Government & Politics
PO 330 - International Relations
SO 101 - Introduction to Sociology
UL 100 - Information Literacy & Technology

Objective b

HI 111 - U.S. History to 1877
HL 150 - Critical Health Issues-Decisions in Society
SO 261 - Intimate Relationships
UL 100 - Information Literacy & Technology

Objective c

HI 112 - U.S. History Since 1877
HI 302 - Introduction to History
HL 150 - Critical Health Issues-Decisions in Society
PH 140 - College Physics I
TH 105 - Theatre Appreciation

Objective b & c

HI 111 - U.S. History to 1877

GE Goal 6

Objective a

SO 101 - Introduction to Sociology

Objective a & b

EC 101 - Basic Economics
MA 111 - College Algebra with Review

Objective b

ES 110 - Introduction to Earth Science
SO 101 - Introduction to Sociology

APPENDIX D

Course Embedded Direct Assessment of General Education Courses

Courses Assessed per Academic Year

Academic Year 2014

BC 103	Principles of Economics I
EG 103	Honors Composition I
GR 210	German Language & Culture II
HI 101	World Cultures to 1500
HI 111	U.S. History to 1877
HI 112	U.S. History Since 1877
HI 302	Introduction to History
HL 150	Critical Health Issues-Decisions in Society
JO 200	Mass Communication
MA 161	Calculus I
PO 100	Intro to Government & Politics
SA 110	Spanish Language & Culture II
SO 101	Introduction to Sociology
SO 261	Intimate Relationships
SP 100	Interpersonal Communication
TH 105	Theatre Appreciation

Academic Year 2015

AR 105	Art Appreciation
AR 235	Art History II
BC 103	Principles of Economics I
EG 207	Literary Perspectives
EG 241	Later American Literature
EG 280	Introduction to Creative Writing
HI 102	Modern World Civilization
HI 111	U.S. History to 1877
HI 112	U.S. History Since 1877
IS 113	Intro to Microcomputer Applications
JO 200	Mass Communication
MA 110	College Algebra
MA 161	Calculus I
SA 110	Spanish Language & Culture II
SA 210	Spanish Language & Culture II
SO 101	Introduction to Sociology
SO 261	Intimate Relationships
SP 101	Public Speaking
UL 100	Information Literacy & Technology

Academic Year 2016

AN 210	Contemporary Cultures
CW 111	Honors Seminar I
EC 101	Basic Economics
EG 231	Later British Literature
EG 280	Introduction to Creative Writing
HI 101	World Cultures to 1500
HI 111	U.S. History to 1877
HI 112	U.S. History Since 1877
HI 302	Introduction to History
HL 150	Critical Health Issues-Decisions in Society
ID 301	Issues in Ethnic & Gender Studies
MA 111	College Algebra with Review
PE 100	Lifetime Fitness
PY 100	Introductory Psychology
SA 210	Spanish Language & Culture II
SO 261	Intimate Relationships
SP 100	Interpersonal Communication
SP 101	Public Speaking
TH 105	Theatre Appreciation
UL 100	Information Literacy & Technology

Academic Year 2017

AR 105	Art Appreciation
AR 225	Art History I
BC 103	Principles of Economics I
BU 293	Ethics, Social Responsibility, & Sustainability
CH 120	General Chemistry
CH 123	Chemistry I
CW 111	Honors Seminar I
EC 101	Basic Economics
EG 101	Composition I
EG 102	Composition II
EG 230	Early British Literature
ES 110	Introduction to Earth Science
FR 110	French Language and Culture I
GB 100	General Biology
GB 140	Principles of Biology - Biology Majors
GE 101	World Regional Geography
HI 101	World Cultures to 1500
HI 111	U.S. History to 1877
HI 112	U.S. History Since 1877
HI 302	Introduction to History

HL 150	Critical Health Issues-Decisions in Society
ID 301	Issues in Ethnic & Gender Studies
JO 200	Mass Communication
LR 170	Principles of Leadership
MA 111	College Algebra with Review
MA 156	Principles of Mathematics
MU 226	Music Appreciation
PE 100	Lifetime Fitness
PH 140	College Physics I
PH 190	Physics I
PO 100	Intro to Government & Politics
PO 121	American National Government
PO 330	International Relations
PS 115	Our Physical World
SA 110	Spanish Language & Culture II
SO 101	Introduction to Sociology
SO 261	Intimate Relationships
SP 101	Public Speaking
TH 105	Theatre Appreciation
UL 100	Information Literacy & Technology

APPENDIX E

Courses Assessment by General Education Goal

Number of Courses Participating in Assessment Activities					
Academic Year	**AY 2014**	**AY 2015**	**AY 2016**	**AY 2017**	**Total Courses**
GE Goal 1	3	9	8	24	44
GE Goal 2	2	4	3	8	17
GE Goal 3	3	3	3	5	14
GE Goal 4	6	3	9	8	26
GE Goal 5	5	8	10	23	46
GE Goal 6	1	2	2	2	7
Total Courses	**20**	**29**	**35**	**70**	**154**

APPENDIX F

Faculty Participation by Academic Year

Academic Year	Faculty Member	GE Course
AY 2014	Bartruff, Jim	TH 105 - Theatre Appreciation
	Blocker, Erin	HL 150 - Critical Health Issues-Decisions in Society
	Gerish, Deborah	HI 101 - World Cultures to 1500
	Ghosh, Dipak	BC 103 - Principles of Economics I
	Hodges, Denise	HL 150 - Critical Health Issues-Decisions in Society
	Huddleston, April	HL 150 - Critical Health Issues-Decisions in Society
	McCoy, Max	JO 200 - Mass Communication
	Miller, Brian	HI 111 - U.S. History to 1877
	Miracle, Amanda	HI 302 - Introduction to History
	Mix, Theresa	EG 103 - Honors Composition I
	Orth, Tiffany	HL 150 - Critical Health Issues-Decisions in Society
	Perez, Luisa	SA 110 - Spanish Language & Culture II
	Riegler, Roxane	GR 210 - German Language & Culture II
	Rowley, Rochelle	SO 261 - Intimate Relationships
	Schneider, Gregory	HI 112 - U.S. History Since 1877
	Shi, Qiang	MA 161 - Calculus I
	Smith, Michael	PO 100 - Intro to Government & Politics
	Vik, Tennley	SP 100 - Interpersonal Communication
	Wyatt, Gary	SO 101 - Introduction to Sociology
AY 2015	Blair-Dixon, Catherine	AR 235 - Art History II
	Clamurro, William	SA 210 - Spanish Language & Culture II
	Colson, Dan	EG 241 - Later American Literature
	Gutierrez, Art	UL 100 - Information Literacy & Technology
	Kalyan, Chakraborty	BC 103 - Principles of Economics I
	Lovett, Christopher	HI 102 - Modern World Civilization
	Maxwell, Deborah	AR 105 - Art Appreciation
	McCoy, Max	JO 200 - Mass Communication
	Miller, Brian	HI 111 - U.S. History to 1877
	Mitchell, Theresa	SP 101 - Public Speaking
	Montalvo, Alfredo	SO 101 - Introduction to Sociology
	Moritz, Lisa	EG 207 - Literary Perspectives

	Robinson, Gregory	SA 110 - Spanish Language & Culture II
		SA 210 - Spanish Language & Culture II
	Rowley, Rochelle	SO 261 - Intimate Relationships
	Schneider, Gregory	HI 112 - U.S. History Since 1877
	Shi, Qiang	MA 161 - Calculus I
	Smith, Douglass	IS 113 - Intro to Microcomputer Applications
	Summey, Terri	UL 100 - Information Literacy & Technology
	Webb, Amy Sage	EG 280 - Introduction to Creative Writing
	Wells, Kindra	MA 110 - College Algebra
	Wyatt, Gary	SO 101 - Introduction to Sociology
	Robinson, Gregory	EG 207 - Literary Perspectives
AY 2016	Atkinson, Rhonda	SP 101 - Public Speaking
	Avery, Amy	HL 150 - Critical Health Issues-Decisions in Society
		PE 100 - Lifetime Fitness
	Bartruff, Jim	TH 105 - Theatre Appreciation
	Catlett, Rob	EC 101 - Basic Economics
	Dennis, Michael	SP 101 - Public Speaking
	Grover, Cathy A.	PY 100 - Introductory Psychology
	Hamilton, Heidi	SP 101 - Public Speaking
	Johnson, Maire	HI 101 - World Cultures to 1500
	Koci, Mallory	ID 301 - Issues in Ethnic & Gender Studies
	Mahoney, Megan	UL 100 - Information Literacy & Technology
	Matisa, Daniel	TH 105 - Theatre Appreciation
	Miracle, Amanda	HI 111 - U.S. History to 1877
		HI 302 - Introduction to History
	Obermeyer, Brice	AN 210 - Contemporary Cultures
	O'Keefe, Dillon	HI 111 - U.S. History to 1877
	Patton, Cynthia	EG 231 - Later British Literature
	Rabas, Kevin	EG 280 - Introduction to Creative Writing
	Rowley, Rochelle	SO 261 - Intimate Relationships
	Schneider, Gregory	HI 112 - U.S. History Since 1877
	Shane, Shawna	HI 302 - Introduction to History
		HL 150 - Critical Health Issues-Decisions in Society
		PE 100 - Lifetime Fitness
	Summey, Terri	UL 100 - Information Literacy & Technology
	Van Pelt, Doris	SA 210 - Spanish Language & Culture II

	Vik, Tennley	SP 100 - Interpersonal Communication
	Wells, Kindra	MA 111 - College Algebra with Review
	Wyatt, Gary	CW 111 - Honors Seminar I
AY 2017	Abotteen, Essam	MA 111 - College Algebra with Review
	Aguirre-Mendez, Claudia	CH 120 - General Chemistry
	Allison, Alivia	ES 110 - Introduction to Earth Science
	Amend, Douglas	FR 110 - French Language and Culture I
	Barnett, John	PO 121 - American National Government
	Bartruff, Jim	TH 105 - Theatre Appreciation
	Bergman, Catherine	MU 226 - Music Appreciation
	Budke, Tiffany	MU 226 - Music Appreciation
	Catlett, Rob	EC 101 - Basic Economics
	Dekat, Kristy	JO 200 - Mass Communication
	Dennis, Michael	SP 101 - Public Speaking
	Dolembo, Marie	AR 225 - Art History I
	Dura, Amanda	TH 105 - Theatre Appreciation
	Fusaro, Marc	BC 103 - Principles of Economics I
	Hamilton, Heidi	SP 101 - Public Speaking
	Hann, Deborah	GE 101 - World Regional Geography
	Johnson, Maire	HI 101 - World Cultures to 1500
	Jones, Robert	PH 140 - College Physics I
	Kane, Cynthia	UL 100 - Information Literacy & Technology
	Kelly, Phil	PO 100 - Intro to Government & Politics
		PO 330 - International Relations
	Kienholz, Kevin	EG 102 - Composition II
	Koci, Mallory	ID 301 - Issues in Ethnic & Gender Studies
	Kornowski, Robert	MA 156 - Principles of Mathematics
	Lovett, Steven	BU 293 - Ethics, Social Responsibility, & Sustainability
	Mahoney, Megan	UL 100 - Information Literacy & Technology
	Mai, Susan	TH 105 - Theatre Appreciation
	Martell, Liz	EG 102 - Composition II
	Matisa, Daniel	TH 105 - Theatre Appreciation
	Maxwell, Deborah	AR 105 - Art Appreciation
	McCoy, Kimberley	JO 200 - Mass Communication
	McCoy, Max	JO 200 - Mass Communication
	Miller, Daniel	MA 111 - College Algebra with Review

Miller, Sally	HL 150 - Critical Health Issues-Decisions in Society
Miracle, Amanda	HI 302 - Introduction to History
Mitchell, Theresa	TH 105 - Theatre Appreciation
Mix, Theresa	EG 102 - Composition II
Montalvo, Alfredo	SO 101 - Introduction to Sociology
Nutbrown, Diane	CH 123 - Chemistry I
O'Keefe, Dillon	HI 111 - U.S. History to 1877
O'Meara, Katherine	EG 101 - Composition I
Patton, Cynthia	EG 230 - Early British Literature
Perez, Luisa	SA 110 - Spanish Language & Culture II
Pettit, Chris	PH 190 - Physics I
Pontius, Nancy	TH 105 - Theatre Appreciation
Rowley, Rochelle	SO 261 - Intimate Relationships
Schneider, Gregory	HI 112 - U.S. History Since 1877
Schulmeister, Marcia	ES 110 - Introduction to Earth Science
Shane, Shawna	HL 150 - Critical Health Issues-Decisions in Society
	PE 100 - Lifetime Fitness
Shi, Qiang	MA 111 - College Algebra with Review
Sievert, Lynnette	GB 140 - Principles of Biology - Biology Majors
Smith, Stacy	SO 261 - Intimate Relationships
Spaulding, Rachel	SA 110 - Spanish Language & Culture II
Stephens, Clinton	LR 170 - Principles of Leadership
Summey, Teri	UL 100 - Information Literacy & Technology
Sundberg, Marshall	GB 100 - General Biology
Thierer, Joyce	HI 111 - U.S. History to 1877
Thompson, Ken	PS 115 - Our Physical World
Wells, Kindra	MA 111 - College Algebra with Review
Wyatt, Gary	CW 111 - Honors Seminar I

APPENDIX G

Faculty Assessment Reporting: Course Level Measures and Findings

How did you Measure Student Learning and What Were the Findings?

AN 210 - Contemporary Cultures

I used an optional pre-test at the beginning of the semester that included questions that the students would be asked throughout the semester. Based on the results of their pre-test scores which generally ranged in the 40th percentile I focused my lectures and course material on those subjects. As a result, 30% of students earned an A in the course. Although some students failed, their failure was mostly due to their absence from class and not turning in assignments.

AR 105 - Art Appreciation

Testing over art and architecture from prehistory to modern cultures.

We do it through test scores. For example, on one of the last tests, there were 13 A's/ 8 B's/6 C's/ 6 D's and only 2 F's. They are tested for the vocabulary and principles and elements of art in each chapter of our text that we cover.

AR 225 - Art History I

Students (28) took five-question, open-book quizzes over each of 12 units, with an average score of 84 percent.

AR 235 - Art History II

Students wrote a 10-page paper, which required reading an academic article and drafting a persuasive argument. All but one student and 2 plagiarizers wrote papers of C+ or better quality, with the majority attaining a grade in the B range.

BC 103 - Principles of Economics I

I used a homework problem administered through an online (external to Canvas) homework management system. This system allows students to repeat the question until they get the correct answer. Therefore most students are able to eventually find the right answers. I chose a multi-part numerical question. My assessment metric was the number of times it took to arrive at the correct answer. People who are able to answer the question quickly are understanding the process, whereas those taking many systems do not understand and may be just guessing. 99 students attempted the exercise. Results of the activity are: 64 students solved the problem in one or two attempts. 15 students solved the problem on the third attempt. 3 students solved the problem on the fourth attempt. 5 students solved the problem on the fifth attempt. 4 students solved the problem on the sixth attempt. 8 students

did not solve the problem by the sixth attempt. Overall 64% were highly successful, 27% were successful with persistence, and only 8% were not successful.

Questions are set in Homework, Quizzes, Class Activities, and Exams that are related to the economics concepts and principles. Graded test scores reflect the skill and knowledge students acquired from class.

Questions on Homework, quizzes, and exams were used to measure student learning. Most students demonstrate some or superior knowledge, with a few demonstrating inadequate knowledge.

BU 293 - Ethics, Social Responsibility, & Sustainability

I used embedded assignments throughout the semester and embedded test questions to assess student learning. The embedded assignments were measured through the use of a rubric (the Critical Thinking Value Rubric by AAC&U). Overall, students scored well with approximately 70% achieving an average of "3" (Milestone) and approximately 30% achieving an average of "2" (Milestone).

CH 120 - General Chemistry

I created a writing prompt in which student needed to answer a testable question and provide their claim and evidence. In summary creating an argumentative text about chemistry concepts. My TA's were trained to grade this writing prompts using a rubric that I adapted from a colleague. The purpose of this assessment was to promote understanding of chemistry, understanding of scientific argumentation, connecting the concept with real world application and using computer simulations. The results indicate that students develop an understanding of the argumentative concepts over time. Students were able to analyze qualitative and quantitative data using simulation, creating tables and graphs. The results also indicate that students were able to write scientific claims accurately and also understand the power of generating a claim. Most of the students clearly develop their scientific writing skills. They showed a gain from 85% (first writing sample) to 88% (last writing sample). The result also indicates that still there is a small proportion of students who still need to improve how to write argument specifically to present their evidence. The main problem is that students believe that evidence is only data and that data speak for itself. In the table below a summary table of the findings: Writing Sample W1 28 points W2 12 points W3 36 points W4 37 points Average 23.7 9.62 31.83 32.54 Percent 85 80 86 88 Participant N=74 Total writing samples 296

CH 123 - Chemistry I

We used the American Chemical Society First-Term General Chemistry 2015 standardized test as the final exam for CH 123. National norms are still being established and will be communicated by the ACS Exams Institute once compiled. Preliminary national data may be viewed at http://uwm.edu/acs-exams/exams-that-need-norming/ We administered this test in Fall 2016 and Spring 2017 for all sections of Chemistry I. Data in Spring 2017 was recorded in such a way that items may be grouped by concept and student mastery of those concepts tracked from one semester to the next. In Fall 2016, only the total

raw score on the test was recorded for each student, which does not allow us to target a particular concept. The test has 70 items. There is no additional penalty for an incorrect answer. The high score for spring 2017 was 53, the low was 16, and the average was 36.8 (N = 34; 4 students did not take the test and were not included in stats or N). Compiling all three sections of CH 123 in fall 2016, the high score was 63, the low was 12, and the average was 39.2 (N = 56; 8 enrolled students did not take the test).

CW 111 - Honors Seminar I

a. Demonstrate the ability to gather, analyze, and use information to make decisions that promote personal and social well-being. b. Demonstrate awareness of operations of civic and societal institutions. c. Identify issues that inform and affect civic and societal institutions.

Each course assignment required the students to learn and apply the principles and competencies of adaptive leadership as taught by the Kansas Leadership Center and the Kennedy School of Government at Harvard University. The student's final scores attested to the knowledge of adaptive leadership they gained and were able to apply to these tasks. The mean score for the course was 367 out of 400 and the modal grade was an A-. Granted these students are all by definition Honors students.

EC 101 - Basic Economics

a. Demonstrate effective communication skills in writing. The same approach, specifically regression analysis, was used for assessment of student learning in the spring 2017 semester as was used in 2016. The results are remarkably similar to the estimated coefficient being the same as before on the key independent variable! The writing was measured using separate writing/presentation grades on assignments; these grades are independent of the economics content grade that is also assigned on every assignment. For example, it is possible to do poorly on the analytical economics; however, if when writers articulate their ideas well, the writing grade will be high. Perhaps the best indicator of student learning is reflected late in the course. The last assignment is used to measure the impact it has on overall student learning. We used only the students who did the work in this first part of the analysis because seems superior to including the entire class; including the entire class and zeros for those who failed to submit the assignment almost certainly would indicate more student learning, when in fact it probably is biased by another factor, which might be called responsibility. The findings from regression analysis are as follows: Perform = B0 + B1(Writing) + E 241.5 + 8.4(Writing) (t) (2.4) (1.8) n=29 R2= .11 F= 3.4

a. Demonstrate effective communication skills in writing. The writing was measured using separate writing/presentation grades on assignments; these grades are independent of the economics content grade that is also assigned on every assignment. For example, it is possible to do poorly on the analytical economics; however, if when writers articulate their ideas well, the writing grade will be high. Perhaps the best indicator of student learning is reflected late in the course. The last assignment is used to measure the impact it has on overall student learning. We used only the students who did the work in

this first part of the analysis because seems superior to including the entire class; including the entire class and zeros for those who failed to submit the assignment almost certainly would indicate more student learning, when in fact it probably is biased by another factor, which might be called responsibility. The findings from regression analysis are as follows: Perform = B0 + B1 (Writing) + E 264.4 + 8.4(Writing) (t) (5.9) (8.4) n=26 R2 .40 F= .64. The coefficient on writing (i.e., +8.4) indicates that overall student performance is positively correlated with writing. In other words, the ability to refine and articulate ideas are consistent with student learning in economics. The size of the estimated coefficient is rather large, especially considering the writing grade is awarded in percentages of the base (economics content) points on the writing assignment with a maximum of 25 percent of the base points. Thus, 25 is the maximum number of the writing grade on each assignment as the data is entered in the regression model. The actual impact on the students' course grade is translated something like this if a student earned 20 percent: 0.20 x 10 (e.g., 2 points out of 500 for the class. Obviously, this is not large in a relative context; however, it is more significant when we recognize that the boundaries between passing grades are much smaller. In other words, these can make and do make differences in students' grades, especially when considered collectively. Once again, the size of the estimated coefficient at 8.4 is large, suggesting writing in a refined and articulate manner is powerful in student learning and performance in economics. It is important to note, that the extra time on task is likely to be associated with student learning; superb writing is typically time intensive. b. Demonstrate effective communication skills in speaking and listening. This course had eight required speaking and listening exercises and many are early in the semester. Each student participates in both multiple listening exercises and multiple speaking exercises in each of these eight class sessions. All students in the course participated in at least three of these exercises and many participated in most or even all of them. The students who were absent are automatically not able to participate in the speaking and listening activity on the day they miss and it is not possible to make it up since the entire class is involved; however, students who were excusably absent are not penalized. Regression analysis was used to measure the impact of speaking and listening exercises. Perform = B0 + B1(S&L) + E -124.6 + 69.7(S&L) (t) (-1.4) (5.6) n=35 R2=.48 F=.69. The findings are based on data from the entire class, which seems appropriate given the timing of the exercises (i.e., more earlier in the semester than later). The negative value on the intercept is not statistically different from zero; its meaning suggests that a student who never was involved in these graded activities would have an overall number of points of about -125, which is not possible. Recall, that this value is not statistically different from zero and that no student had fewer than three of these specific graded activities. The important point seems to be that 69.7 is the estimated impact on student learning of one additional S&L activity. That coefficient much higher than the 13.6 that was found when sampling just those who completed the course. The latter was not statistically different from zero at the 95 percent level of confidence. While using it may be appropriate in one sense, it is questionable in another. The important point is that speaking and listening is an important part of learning economics. Since economics is new to almost all college students, there is no shortage of conjectures about the concepts and principles related o economics. Learning requires the student to be

willing to modify existing beliefs (i.e., even if they are just conjectures). The data that includes the entire class reveals a key element that may be present in those who are successful compared with those who are either unwilling or unable to finish the course. c. Of all of the exercises that measure mathematical and quantitative reasoning the two that represent the highest level were analyzed. One is early in the semester and the other very late. Economics is heavily quantitative and each class session typically deals with graphs, equations, and quantitatively intense elements. Regression was used to analyze math and quantitative reasoning. The results include only those who completed both of these exercises. Perform = B0 + B1 (Elasticity) + B2 (UnNQuant) + E -366.25 + 19.1(Elasticity) + 67.3 (UnNQuant) n=23 Adjusted R2 = .29 F=.59. The results are consistent with the expected signs on all variables. The early in the semester elasticity assignment had an estimated coefficient that has the expected positive sign; however, its value of 19.1 is not statistically different from zero. Whereas, the estimated coefficient of 67.3 near the end of the course indicated a large and statistically significant correlation with student learning and performance in economics. Part of this may be attributable to changing expectations as the students are working with quantitative analysis almost every day in class.

a. Demonstrate effective communication skills in writing. The writing was measured using separate writing/presentation grades on assignments; these grades are independent of the economics content grade that is also assigned on every assignment. For example, it is possible to do poorly on the analytical economics; however, if when writers articulate their ideas well, the writing grade will be high. Perhaps the best indicator of student learning is reflected late in the course. The last assignment is used to measure the impact it has on overall student learning. We used only the students who did the work in this first part of the analysis because seems superior to including the entire class; including the entire class and zeros for those who failed to submit the assignment almost certainly would indicate more student learning, when in fact it probably is biased by another factor, which might be called responsibility. The findings from regression analysis are as follows: Perform = B0 + B1 (Writing) + E 264.4 + 8.4(Writing) (t) (5.9) (8.4) n=26 R2= .40 F= .64. The coefficient on writing (i.e., +8.4) indicates that overall student performance is positively correlated with writing. In other words, the ability to refine and articulate ideas are consistent with student learning in economics. The size of the estimated coefficient is rather large, especially considering the writing grade is awarded in percentages of the base (economics content) points on the writing assignment with a maximum of 25 percent of the base points. Thus, 25 is the maximum number of the writing grade on each assignment as the data is entered in the regression model. The actual impact on the students' course grade is translated something like this if a student earned 20 percent: 0.20 x 10 (e.g., 2 points out of 500 for the class. Obviously, this is not large in a relative context; however, it is more significant when we recognize that the boundaries between passing grades are much smaller. In other words, these make can and do make differences in students' grades, especially when considered collectively. Once again, the size of the estimated coefficient at 8.4 is large, suggesting writing in a refined and articulate manner is powerful in student learning and performance in economics. It is important to note, that the extra time on task is likely to be associated with student learning; superb writing is typically time intensive. b. Demonstrate effective

communication skills in speaking and listening. This course had eight required speaking and listening exercises and many are early in the semester. Each student participates in both multiple listening exercises and multiple speaking exercises in each of these eight class sessions. All students in the course participated in at least three of these exercises and many participated in most or even all of them. The students who were absent are automatically not able to participate in the speaking and listening activity on the day they miss and it is not possible to make it up since the entire class is involved; however, students who were excusably absent are not penalized and an adjustment was made to offset the bias here. However, the adjustment offers little if any valuable information and is just done to ensure the most accurate statistical results. Regression analysis was used to measure the impact of speaking and listening exercises. Perform = B0 + B1(S&L) + E 106.9 + 14.6(S&L) (t) (-1.6) (4.9) n=31 R2=.45 F=23.5. The findings are based on data from the entire class, which seems appropriate given the timing of the exercises. In previous assessment analysis (2016) a different intervention was considered for this Spring 2017 semester; instead of having these speaking and Listening exercises front-loaded in the course, this spring 2017 semester they were increased in number and spread throughout the course. The negative value on the intercept is not statistically different from zero; its meaning suggests that a student who never was involved in these graded activities would have an overall number of points of about -107, which is not possible. Recall, that this value is not statistically different from zero and that no student had fewer than three of these specific graded activities. The important point seems to be that 14.6 is the estimated impact on student learning of one additional S&L activity. That coefficient much lower than 69.7 that was found in 2016. The important point is that speaking and listening is an important part of learning economics. Since economics is new to almost all college students, there is no shortage of conjectures about the concepts and principles related o economics. Learning requires the student to be willing to modify existing beliefs (i.e., even if they are just conjectures). The data that includes the entire class reveals a key element that may be present in those who are successful compared with those who are either unwilling or unable to finish the course. c. Demonstrate effective skills in quantitative and mathematical reasoning. Of all of the exercises that measure mathematical and quantitative reasoning the two that represent the highest level were analyzed. One is early in the semester and the other very late. Economics is heavily quantitative and each class session typically deals with graphs, equations, and quantitatively intense elements. Regression was used to analyze math and quantitative reasoning. The results include only those who completed both of these exercises. Perform = B0 + B1 (Elasticity) + B2 (UnNQuant) + E -405.6 + 11.2(Elasticity) + 77.6 (UnNQuant) n=22 Adjusted R2 = .13 F=2.64 The results are consistent with the expected signs on all variables. The early in the semester elasticity assignment had an estimated coefficient that has the expected positive sign; however, its value of 11.2 is not statistically different from zero. Whereas, the estimated coefficient of 77.6 near the end of the course indicated a much larger, although not statistically significant, correlation with student learning and performance in economics. Part of this may be attributable to changing expectations as the students are working with quantitative analysis almost every day in class. Although the size of the estimated coefficients on the two quantitative variables at the beginning and end of the course decreased and

increased respectively quite a bit the difference from 2016 are not likely to be statistically significant. Although the data may seem to indicate this pre/post modeling may indicate improved student learning compared with 2016, it would be a stretch to make this inference.

a. Demonstrate the ability to gather, analyze, and use information to make decisions that promote personal and social well-being. b. Demonstrate awareness of operations of civic and societal institutions. c. Identify issues that inform and affect civic and societal institutions. Although it is challenging to measure each of these because so much overlap exists, we attempt to illustrate this with exams focused on each. The regression model is as follows: Perf = B0 + B1 (SocialOptimum) + B2 (CivicInstitutions) + B3 (Combination) + E 39.9 + 0.9(SocailOptimum) + 1.3(CivicInstitutions) + 2.6(Combined) n=29 Adjusted R2 = .86 F= 60.2 All of the signs have the expected positive sign and are significant at the 95 percent level of confidence. They suggest the students are able to do what economics teaches them to do, which is to analyze data and information from society's perspective while understanding different perspectives exist. For example, they explore a firm's incentive to maximize profit or minimize loss. This is contrasted with socially optimal results in evaluating economic systems, processes, and institutions.

This overlaps with another goal and is simultaneously assessed. It is repeated here in case it is lost when using a reference. We used an extended analysis multiple choice quiz to measure these. a. Explore and compare complex ideas for multiple disciplines. b. Apply knowledge from the perspective of multiple disciplines. The exploration and application of concepts from other disciplines overlap throughout the course. The exploration of a sample topic typically takes on at least three and more likely four perspectives. For example, in this application, the student is taught to use words, equations, tables (from student-created spreadsheets using those equations), and graphs) to apply knowledge and tools from other disciplines. Measured individually, these elements may be useful; however, the collective experience is perhaps best measured with the quiz that requires the student to put it all together. This should illustrate the overall student learning the best. Findings from regression analysis is as follows; Perf = B0 + B1 (AdvApplication) + E 220 + 17.9 (AdvApplication) (t) (2.8) (2.7) n=25 R2 = .19 F=7.03. The estimated coefficients have the expected positive signs and each is significant at the 95 percent level of confidence. These results suggest that students learn to explore and apply complex concepts from other disciplines to economics. Specifically, in this specific example, the student must learn and apply derivatives from calculus to correctly analyze and answer correctly. The vast majority have never taken calculus, so the process must be explored and taught to them in these applications. It is important to realize that the student is not taught every aspect of a derivative; instead, most of these applications have a single inflection point, which can be understood without a calculus course. We used essay and problem-style assignments to encourage this cross-fertilization. The highest level of knowledge development connections was with mathematics in other disciplines or areas were in mathematics, statistics, logic, and other social sciences. Measuring this is a bit of a challenge; however, the most precise measurement is in the area of mathematics. The majority of the class typically indicates

weakness in the mathematics; this is self-reported ranging from extremely weak to extremely strong. This is assessed early in the semester and there are no consequences for any self-reported information. This spring semester had among the higher self-reported measures. Although multiple indicators are used in our assessment, we seek the best measure of multiple mathematical concepts and it is relatively uncluttered with other elements. The findings this semester were conclusive. The estimated coefficient of 17.9 had the expected positive sign, its t-statistic indicated the level of confidence met the 95 percent level. The relatively high level of performance in contrast with their self-reported background and ability is impressive. Anecdotally, when asked about the percentage of the exam that requires the most quantitative math, the students overwhelmingly want a larger portion of the exam to cover the concept involving the most math. The math is taught to the students in the course, so those with weaker beginning backgrounds can excel. One student wrote on the evaluation at the end of the course: "I was lied to; I was told I would not have to take another math course…"

We used a series of critical thinking essay questions to measure critical thinking and separately employed a series of analytical exercises to measure analytical reasoning and thinking. Critical Thinking Performance = B0 + B2 (CT1) + B3 (CT2) + E 251.1 + 20.0 (CT1) + 13.6(CT2) + E (t) (5.90) (6.11) (2.23) n=25 Adjusted R2 = .44 F = .47. These results indicate that each of the critical thinking essay questions is positively correlated (and significant at the 95 percent level of confidence) with the overall level of performance in economics. In other words, grades in economics are improved with critical thinking writing exercises. It is important to note that the ability to articulate the ideas in these critical thinking exercises is assessed separately, so the bias of an articulate student performing better is diminished with a separate write grade. The estimated coefficients of 20.0 and 13.6 are consistent with the a priori expectations about their signs and their magnitude suggests that the actual points earned in these exercises are relatively small compared with the overall impact on the grade. The mean score on CT1 and CT2 are 4.05 and 4.31 respectively. The estimated coefficients are three to five times larger and out of 500 total points in the course, the evidence suggests that critical thinking is an important part of economics, which is consistent with the literature. Analytical thinking and reasoning are similar in comparison with critical thinking, and although overlap exists, an additional skill set is recognized in economics to engage in analytical thinking. Analytical Thinking and Reasoning Perform = B0 + B2 (Elast) + B3 (SS1) + B4 (SS2) + B5 (SS3) + E 95.8 + 16.3 (Elast) + -1.7 (SS1) + 8.1 (SS2) +14.2 (SS3) (t) (2.8) (4.8) (-0.3) (1.1) (2.5) n=32 Adjusted R2 = .77 F = .89. These findings are similar compared with the critical thinking analysis above. Individually, the analytically thinking and reasoning elements are nor not all significant at the 95 percent level and some show relatively little correlation with overall performance. However, multicollinearity is highly likely due to the similarity in these exercises and assessments. This suggests that the estimated coefficients may not accurately capture their individual relationships. Collectively, the estimated coefficient is 8.4 and the t-statistic of 5.8 indicates significance (these results are not illustrated for brevity and are available on request. The findings indicate a sizable number of exercises and assessments of analytical thinking and reasoning are critical to economics. The

extensive nature of working through extended analysis virtually every day in class probably has an impact beyond the measurement illustrated here.

We used a series of critical thinking essay questions to measure critical thinking and separately employed a series of analytical exercises to measure analytical reasoning and thinking. Critical Thinking Performance = B0 + B2 (CT1) + B3 (CT2) + E 258.4 + 8.4 (CT1) + 24(CT2) + E (t) (5.8) (1.2) (3.4) n=28 Adjusted R2 = .44 F = 7.8. These results indicate that each of the critical thinking essay questions is positively correlated (and significant at the 95 percent level of confidence for CT2) with the overall level of performance in economics. In other words, grades in economics are improved with critical thinking writing exercises. It is important to note that the ability to articulate the ideas in these critical thinking exercises is assessed separately, so the bias of an articulate student performing better is diminished with a separate write grade. The estimated coefficients of 8.4 and 24 are consistent with the a priori expectations about their signs and their magnitude suggests that the actual points earned in these exercises are relatively small compared with the overall impact on the grade. The mean score on CT1 and CT2 are 4.8 and 5.2 respectively, which are greater than the means in 2016. The estimated coefficients are two to four times larger and out of 500 total points in the course, the evidence suggests that critical thinking is an important part of economics, which is consistent with the literature. Analytical thinking and reasoning are similar in comparison with critical thinking, and although overlap exists, an additional skill set is recognized in economics to engage in analytical thinking. Analytical Thinking and Reasoning Perform = B0 + B2 (Elast) + B3 (SS1) + B4 (SS2) + B5 (SS3) + E -416.6 + 6 (Elast) - 1.4 (SS1) + 0.5 (SS2) +81.7 (SS3) (t) (-1.1) (1.6) (-0.3) (0.2) (2.1) n=22 Adjusted R2 = .2 F = 2.44. These findings are similar compared with the critical thinking analysis above. Individually, the analytically thinking and reasoning elements are nor not all significant at the 95 percent level and some show relatively little correlation with overall performance. However, multicollinearity is highly likely due to the similarity in these exercises and assessments. This suggests that the estimated coefficients may not accurately capture their individual relationships. Collectively, the estimated coefficient is 81.7and the t-statistic of 2.1 indicates significance (these results are not illustrated for brevity and are available on request. The findings indicate a sizable number of exercises and assessments of analytical thinking and reasoning are critical to economics. The extensive nature of working through extended analysis virtually every day in class probably has an impact beyond the measurement illustrated here.

We used an extended analysis multiple choice quiz to measure these. a. Explore and compare complex ideas for multiple disciplines. b. Apply knowledge from the perspective of multiple disciplines. The exploration and application of concepts from other disciplines overlap throughout the course. The exploration of a sample topic typically takes on at least three and more likely four perspectives. For example, in this application, the student is taught to use words, equations, tables (from student-created spreadsheets using those equations), and graphs) to apply knowledge and tools from other disciplines. Measured individually, these elements may be useful; however, the collective experience is perhaps best measured with the quiz that requires the student to put it all together. This should illustrate the overall

student learning the best. Findings from regression analysis is as follows; Perf = B0 + B1 (AdvApplication) + E 322.4 + 16.6 (AdvApplication) (t) (8.3) (3.2) n=25 R2 = .31 F=.55. The estimated coefficients have the expected positive signs and each is significant at the 95 percent level of confidence. These results suggest that students learn to explore and apply complex concepts from other disciplines to economics. Specifically, in this specific example, the student must learn and apply derivatives from calculus to correctly analyze and answer correctly. The vast majority have never taken calculus, so the process must be explored and taught to them in these applications. It is important to realize that the student is not taught every aspect of a derivative; instead, most of these applications have a single inflection point and are concentrated in the upper-right quadrant of a typical graph. These are among the easier calculations of a derivative.

We used essay and problem-style assignments to encourage this cross-fertilization. The highest level of knowledge development connections were with mathematics in other disciplines or areas were in mathematics, statistics, logic, and other social sciences. Measuring this is a bit of a challenge; however, the most precise measurement is in the area of mathematics. The majority of the class typically indicates weakness in the mathematics; this is self-reported ranging from extremely weak to extremely strong. This is assessed early in the semester and there are no consequences for any self-reported information. This spring semester had among the higher self-reported measures. One assessment is the best measure of multiple mathematical concepts and it is relatively uncluttered with other elements. The findings this semester were inconclusive. Although the estimated coefficient of 14.7 had the expected positive sign, its t-statistic indicated the level of confidence was below the 95 percent level. The relatively high level of performance in contrast with their self-reported background and ability is impressive. Anecdotally, when asked about the percentage of the exam that requires the most quantitative math, the students overwhelmingly want a larger portion of the exam to cover the concept involving the most math. The math is taught to the students in the course, so those with weaker beginning backgrounds can excel.

EG 101 - Composition I

Assessment of five major writing projects (direct; formal and informal) In-class discussions (large- and small-group) One-to-one discussions (in required meetings and informal office hours) Required use of technologies (e.g., Canvas LMS and Messenger, ESU email, Google Docs, Microsoft Word).

EG 102 - Composition II

Since my class is a composition course, I measure student learning through their essays and research paper. By assigning specific writing assignments and giving feedback to my students, I can take note of their improvements in their writing skills.

Students report through their journals that they still have a hard time seeing how they can make a difference in an oppression if it doesn't directly impact them (so many reports not being able to address Transgender Oppression because they are not transgender and don't know anyone who is). In the future,

I plan on emphasizing ways in which they can interrupt oppression not just personally/directly, but with stereotypes, indirect comments, and having conversations about negative media portrayals of targeted social groups. In addition, I will have more student-led discussions on sensitive topics (like sexuality and religion) so that students direct where the conversations go/what to specifically address; this will allow the students to feel more comfortable being open and honest, which in turn will make them more likely to see the problems surrounding these sensitive topics, see how they're impacted by these problems, and see what they can do about these oppressions/problems.

Students wrote and revised expository essays (argument, research-based) as well as an annotated bibliography. Student success on these assessments was, as expected, varied across the class. One of the findings that surprised me was the lack of experience many of the students had with library research skills.

APPENDIX H

Faculty Assessment Reporting: Course Level Improvement Strategies

What Strategies will you employ to Improve Student Learning the next time you teach the course?

AN 210 - Contemporary Cultures

Although I do not require attendance I think it is crucial to student success. I will continue to emphasize this importance in the future.

AR 105 - Art Appreciation

If there are weaknesses in any area, a definition of any term or concept I make sure that it is incorporated into the next vocabulary that they are tested on again...With every semester I consistently rework where necessary. Every group is unique so flexibility is the key.

Since the last two years that I have been in this study the results of the tests have been favorable, I feel that I am pursuing the correct objectives.

AR 225 - Art History I

I plan to ask students to watch short videos as well as reading the lecture notes and text before taking a quiz.

AR 235 - Art History II

I found that breaking the writing into steps and allowing drafts improved writing. I will continue this in the future.

BC 103 - Principles of Economics I

Explore additional ways, including the use of technology, additional assignments, and discussion of applications.

I am planning to offer more applications and problem-solving examples to use their knowledge in class and in homework.

I am rather pleased the results of this test. The next steps are twofold. First, further investigate the 27% who were eventually successful to see if the area of weakness was in the math ability or in setting up the solution method. In the meantime, I will continue to give my students opportunities to practice their mathematical reasoning. Second, I will move on the assessing aspects to another student learning outcome in this course.

BU 293 - Ethics, Social Responsibility, & Sustainability

To enhance students' critical thinking skills, additional time will be spent reviewing, discussing, and analyzing case studies with peer review, and instructor review, feedback prior to administering embedded assignments. The additional critical thinking practice should be helpful and show improvement.

CH 120 - General Chemistry

I plan to provide a better feedback and show them more examples of how to write evidence.

CH 123 - Chemistry I

Based on data from Spring 2017, we can identify areas of weakness among our students and select a concept to target in the Fall 2017 semester for additional or modified instruction. The ACS exam will be given as the final, again, and we can track performance on related test items to determine if the modified instruction made a measurable difference in student learning outcomes.

CW 111 - Honors Seminar I

I used the Adaptive Leadership Case Study Assignment to assess student learning. This assignment required them to select an adaptive leadership challenge, explore it in detail, describe how the competencies of adaptive leadership could help make progress on the challenge identified, and devise an intervention. 1) While the mean score for the case study was a respectable, even for an Honors course, 88/100, in too many cases, I did not see the depth of understanding required for the level of learning I wanted. Too many students did not become experts on the adaptive challenge they selected as the assignment urged them to become and there was a shallowness to some of their research. The research needed to be more comprehensive and thorough. 2) Looking carefully and the case studies students need to do a better job of consider alternative voices. By this I mean that they need to provide more convincing evidence that they fully understand the position of those who disagree with them. In some cases, this goes back to the literature review problem identified above. 3) Intervening Skillfully: While a number of students provided substantial strategies for addressing the adaptive challenges they selected, too many provided vague generalities as solutions and ideas that were too simplistic to be of any value. Some would resort to the "education" default answer of "we need to educate people about the dangers of global warming." One student wanted to provide education of sexual orientation and transgender issues to 1st graders and argued that she will win reluctant parents over by providing them with statements by mental health experts supportive of her views.

I will abandon the 100 point adaptive leadership project design assignment as it did not produce the reaction that I hoped for. Student assessment data found it to be of marginal value and upon reflection, I was forced to agree with them. I will also not require them to read the book on civic leadership that I required. In place of that book, students will purchase trade books on the topic of their chosen research.

Finally, I will reduce the amount of time I spent in traditional lecture and employ a pedagogical strategy that I've recently been trained in called "case-in-point." This strategy empowers students to assume more responsibility for their learning.

The rigor of this seminar exceeds that of typical first-year seminars. Students were required to 1) Conduct extensive research on an adaptive challenge, write an in-depth research paper on the topic and apply the principles and competencies of adaptive leadership to it. The papers averaged 10 typed double-spaced pages including an abstract and 10 references that were cited in the papers. 2) Each student prepared and delivered to his or her classmates, an oral presentation summarizing the research. Each presentation included appropriate visuals and other uses of technology. Students were required to complete three additional assignments and an essay final examination. Group Assignment 1 and 2 (40 points each) and the Adaptive Challenge Presentation (100 points) required students to prepare and deliver an oral presentation. Group Assignments 1 and 2 requiring them to do so as members of groups and the Adaptive Challenge Presentation required them to do so as individuals. Students were graded on delivery, content, the effective use of visuals and audience engagement. The confidence and poise with which these students performed were truly impressive. They handled themselves in public with easy and grace. They handled questions and debate very well and in their efforts represented everything first-year honors students should aspire to. The mean score for Section A for Assignment 1 was 37/40, for Assignment 2, 38/40, and the Adaptive Challenge Presentation, 93/100. For Section B, the mean score for Assignment 1 and 2 were both 39/40 and for the Adaptive Challenge Presentation, 93/100. I see no need to alter anything I do in regard to this learning objective. Promote Civic Leadership, Community Engagement or the Common Good: 1) Student were required to complete Group Assignment 1 were they identified and conduct research on an “individual who has been instrumental in making progress on a contemporary or historical adaptive challenge.” They were required to explain how the individual used the principles and competencies of adaptive leadership to make progress on the challenge they confronted. Section A scores for this assignment averaged 37/40 and Section B scores were 39/40. 2) Students were also required to complete Group Assignment 2 where each group selected and delivered a high-quality oral presentation on one of the competencies of adaptive leadership. (The mean for Section A was 38/40 and for Section B, 39/40. 3) Students were also required to complete a final examination in which 80 percent of the content involved analyzing 4 vignettes and describing the ways that the competencies of adaptive leadership were applied and in determining whether the solutions attempted treated the problem as a technical problem or an adaptive challenge AND whether the solution focused on the individual as opposed to the system. As previously mentioned Group Assignments 1 and 2 involved collaboration in groups as research was done and presentations were created and then delivered. Considerable in-class time was dedicated to these assignments so I was able to observe the interaction. Students also completed a questionnaire measuring the effectiveness and collaborative abilities of themselves and each member of their group/team. In both classes, one problem was identified with a single student showing up late and not doing his/her share. A reflective question posed on the final exam asked students to identify some of the most effective educational practices of their best

teachers/professors. The most common practice identified was providing ample opportunity to participate in interactive learning activities as opposed to simply listening to lectures.

EC 101 - Basic Economics

a. Additional exercises might be helpful and if the semester was a bit longer, this would be easier. The challenge is the work the entire class must do with each exercise takes valuable class time and it probably would mean removing some important economics concept. b. Perhaps adding, even more, listening and speaking exercises earlier in the course may help. Recall that most of these exercises are already in the beginning part of the semester. c. Demonstrate effective skills in quantitative and mathematical reasoning. Based on previous assessment the mathematical and quantitative reasoning element of the course has increased the most. Many more assessments are employed and are not listed here due to the already lengthy set presented.

Following the assessment findings from 2016, a longer and more extensive set of speaking and listening exercises was employed in the spring 2017 semester. The assessment findings seem to indicate this extra exposure had little if any, positive impact. In fact, it possibly was negative. Therefore, fewer of these exercises will be included as another attempt to improve student learning.

The consistency is really surprising and not suggestive of major changes in the approach. Minor adjustments are possible that should not detract from the student learning that already seems solid.

These improvements in student learning suggest little should be changed given the improvement from 2016

These results are consistent with previous assessment that has been done for decades with this course. The interested reader may notice progressively larger values for each of the coefficients, this suggests that student learning in economics takes time to develop since the variables are in sequential order. In other words, student learning and performance tends to improve with experience, especially in a discipline like economics where relatively few students have had previous academic experience in any formal economics course.

This assessment suggests the previous modifications in instruction and guidance has been effective. Additional improvements might be obtained with small changes.

This is just one example of using the ideas and models in other disciplines. The examples are so pervasive that it would be exhausting to list all of them here. A partial list of disciplines includes Math, physics, biology, earth science, philosophy, sociology, psychology, history, and others.

When students enter the course with deeper (and broader) backgrounds it is more challenging to teach them NEW concepts in other academic disciplines. The value added to those lacking that background should not be ignored even if it is not easily captured in analyzing the class or those who actually submitted their work.

With critical and especially analytical thinking so pervasive in economics, it would be challenging to add more. Instead, the addition of civic engagement seems to have a positive impact in that student see real world applications. Our challenge is time and class size, because large class sizes diminish these opportunities.

EG 101 - Composition I

I plan to incorporate both the EG 101 student learning outcomes and the General Education outcomes into my assessment rubrics for major writing projects and class participation grades.

EG 102 - Composition II

For next year, I plan to write a more detailed rubric to show how a student can improve their score.

My assignments are quite effective; however, I'm constantly altering them. I poll my students about the effectiveness of the assignments and make changes according to what they say will improve the assignment.

The next time I teach the course, I will place a greater focus on requiring the students to utilize as many different types of library materials as possible.

EG 103 - Honors Composition I

After assessing student writing, I will have a better understanding about the areas of writing which need to be addressed in class or on Canvas.

EG 207 - Literary Perspectives

I plan to use the assignment of two major writing assignments as a way for students to develop their communications skills in writing, and I will continue to use my evaluation of student papers as a way to inform my instruction on what writing elements might benefit from a more focused or modified approach.

Some of the feedback from this particular course shows that they were able to grasp literary concepts much better when presented in class prior to the assigned readings so they were able to apply this knowledge while reading and critically analyzing poetry, a novel, fairy tales, and drama.

EG 230 - Early British Literature

I am not likely to teach this course again in the future; it is outside my normal teaching areas, and I was assigned to teach it in place of a colleague who received a research grant. However, if I were to teach it again, I would restructure the assignments so that students completed the presentation assignment before writing the essay -- that sequence would build students' interpretive and writing-organization skills more logically than assigning the essay first.

EG 231 - Later British Literature

1. Add at least one lesson on essay development and construction of the course, emphasizing interpretive reasoning and use of both close readings of the text and contextual knowledge to support students' interpretive reasoning. 2. Add in-class exercises modeled on the essay exam questions to reinforce modes of inquiry central to the discipline: a close reading of the text, analysis of individual texts within the context of literary periods/movements, and comparative analysis of multiple texts.

EG 241 - Later American Literature

I will continue to refine my lecture material and to provide study materials to help students review material (since the review is a key component of learning and retention).

EG 280 - Introduction to Creative Writing

Add more writing activities that begin near the end of one class session, and are aired the next session. Share more writing activities aloud in class, air a larger sample. Continue to formatively mark all exercises. Continue to summatively use the rubrics on larger assignments. Plan to include more literary citizenship activities, such as Visiting Writers Series and library and local community writing activities. Plan to include more table readings and in-class writing/reading activities prior to the 10-minute major assignment due date as well as add more playwriting generative activities.

Plan to require more generative activities in playwriting and drama. In fiction, restructuring the writing activities around a reader, instead of the former generative text. More carefully scaffolded assignments. Plan to use more exemplary, rather than explanatory, readings. Learning Management System(s): Localize all assignments on Canvas, but collect all assignments as hard copies. Add more writing activities that begin near the end of one class session, and are aired the next session. Formatively mark all exercises. Continue to summatively use the rubrics. Continue using student advocacy as an opportunity for students to demonstrate knowledge of core skills and concepts as discussion leaders. Plan to include more literary citizenship activities, such as Visiting Writers Series and library and local community writing activities.

ES 110 - Introduction to Earth Science

Since I've guided students to answer specific questions about more quantitative aspects of the problem, I've noticed a higher level of interest and general concern about its impact on humans and environment. Students seem to desire to follow up and want to know more about issues such as the current status of the mine remediation, the numbers of families displaced, numbers of children impacted by lead poisoning, etc. I intend to add a follow-up exercise/discussion session in future course offerings that will allow students to apply basic earth science concepts to a societal, environmental and economic

perspective. The goal is to help students develop confidence in using basic earth science knowledge they obtain my class in everyday decision making they will face in their careers.

The instructional goal for following semesters concerning these topics will be to work to help students more clearly distinguish between the three processes of mass wasting, weathering, and erosion, three Earth science concepts that are often confused for one another. Class demonstrations and lecture will be used to further illustrate these distinct process differences.

FR 110 - French Language and Culture I

Continued use of native French speakers who attend classes on Mondays and Fridays and with whom students interact

GB 100 - General Biology

I will focus more on topics on which students scored more poorly on written assignments

GB 140 - Principles of Biology - Biology Majors

I modify the delivery of the material and give students non-graded assignments from their textbook and Canvas. Every year that I teach the course I try to see where the information disconnects are and try a new method of delivery. I try to have hands-on homework for every topic we cover. I use the evaluations of the students to tell me what helps them with the material and expand on that each time I teach it.

GE 101 - World Regional Geography

Students did an excellent job explaining and illustrating non-material culture. My findings lead me to believe that class lectures and activities include sufficient instruction and discussion of the concept. The other three terms, globalization, cultural landscape, and climate change, however, are proving more elusive for students, indicating further instruction and exploration is needed. My goal for the 2017-2018 academic year is for at least 90% students to achieve meets or exceeds expectations on all four required terms. I will substitute a different term for non-material culture since the class contains enough instruction for students to be successful with the term (and also to reduce the likelihood of copying). For the other three terms, I plan to spend more time on each concept by expanding activities focused upon their meaning and exploring more examples of each term. For example, in the fall, I plan to include a new activity where students have to go out and encounter their cultural landscape and write up a brief description of their findings. This will not only provide an opportunity earlier in the semester for students to apply the ideas, it will help with comprehension as they express and reiterate their ideas about the concept. For globalization, I plan to include expanded discussion of the concept throughout the semester and to include an activity where students interact with a series of two images. Some pairs of images will have a clear example of globalization and other pairs will both illustrate globalization, but in

different ways. Students will have to explain which pair is a better example of globalization and why justifying their choices using specific examples from the images. I plan to have students practice this skill during group activities during class and to include this kind of examination and analysis on at least the first test. For climate change, I plan to create a special breakout unit that explores the concept and consequences of climate change. This breakout unit will stand alone, outside the regional structure of the course. This will provide expanded focus on the concept and further examples of climate change and will, hopefully, allow students to gain a stronger sense of how climate change operates at many scales. All of these expanded activities emphasize a broader range of examples and deeper application of the terms. My goal is to provide them with a stronger foundation and more in-depth examples for them to draw upon when they develop their own applications of the terms in their scavenger hunts.

GR 210 - German Language & Culture II

A cultural portfolio is a collection of materials, reactions, thoughts, and ideas about a cultural aspect of your choice that you put together in one folder. The outline below is designed to help you brainstorm the ideas and materials that you will examine in the cultural portfolio. During the semester, you will create one cultural portfolio and present it to the class in the form of an oral report. The portfolio and the presentation are to be completed in the target language. Since students work on their project the whole semester, they obtain -- at a linguistic level -- a deeper understanding of a culture that is not their own. They are also asked to compare their findings to their home country (in most cases the US). By working with authentic material students improve three language skills (reading, writing, and speaking) as well as their cultural knowledge.

HI 101 - World Cultures to 1500

Students in spring 2014 wrote an evidence exercise as their first assignment, and here it seems that my early attention to explaining the assignment paid off. In the middle of the semester, we also tried group writing assignments for the first time ever. I still need to tweak these group projects, so that higher-performing students don't suffer and lower-performing students don't get inflated grades. (I tried to correct this problem by grading students within a group individually, with mixed results). Yet I'm confident that this group approach can help all students grasp the processes involved: in-class work sessions built lively learning communities in which students shared ideas, corrected each other, and generally cooperated to achieve solid answers.

I think that the readings quizzes might work better as intended review. Toward that end, I am considering allowing students INFINITE opportunities to take each quiz within a set time period (usually four days, Thursday, Friday, Saturday, and Sunday) each week. They will only get credit, however, if they get no more than two wrong, or an 18/20 or higher. This may encourage in the realm of in-class discussion, I am going to retain several of the practices I already use and have outlined above, including the archaeological site discussion and some of the primary source exercises. However, I want

to increase the use of the associative study of history--which asks students to consider connections across cultures, time periods, regions, and so forth and therefore to see patterns to the historical narrative--but to implement it differently. At present the most frequent way I've had of doing these exercises is to suggest a table to the students and then have them work on filling in the tables themselves. They were encouraged to turn them in for participation and preparation credit, but many students did not. Instead of having the students do these only on their own, I want to get the entire class involved in filling these tables in. I'm considering making it mildly competitive (for example, having each group work on one column, and whoever finishes their column first gets an extra point or something), or turning it into a kind of game (I'm still working on this notion...). Anything that actually makes the filling in of the table a CLASS effort with much more active involvement from everyone than currently exists. The more actively they are engaged in the process the more they will see of the patterns the exercises are meant to uncover. I also want to institute more activities like debates--in which some of the class take the role of one figure from history, or one civilization, or the like, and some of the class take on the other, and a debate is held between them with students remaining in character for the duration. This of course has the slight drawback in that the way I have done it in the past has resulted in only a few students actually speaking up...I'm pondering this time actually making it a take-home assignment students work on in groups and then having a few days in which these take place rather like a conference, with the historical figures the students embody playing the part of panelists on roundtable discussions about particular hot-button issues (monotheism, civilization vs society, the roles of women, etc.). Students not actually on the panel would then have to ask the panelists questions, too. Perhaps that might even make a really good final project (if you can't tell, I'm literally thinking on the fly here...). I'm intending, ultimately, that my role as lecturer will be VASTLY understated in this course, and that the class will actually be running the show FAR more than I do. This in part is something I've seen as necessary to getting students actively involved, to be sure, but it also in part is the result of one particular student explaining to me how he simply disengages in lectures. It's not that the material is uninteresting to him, he says, it's simply that lecture-format courses don't seize his attention and focus, and as a result he zones out. This conversation and his straightforward honesty have spurred me to realize that many other students are in a similar boat, particularly in General Education classes, and that downplaying MY position in class in favor of THEM taking the reins is the best way forward on this issue. In respect to their examinations, the pilot of a mixture of multiple-choice plus essay for the final exam this term showed to me that students actually preferred that format. I need to have at least one essay on each exam because of the nature of the course; while the MC questions certainly do allow me to see what they grasp of the facts of the material, the essays are where students get to pull out the stops and show me what they really understand of the relationships across cultures, times, places, and so forth. The essays are an essential integrative component of the class assessment, in other words. This term's mixed-format final showed me that it's possible to lighten both their load and mine (in terms of grading) while still getting a good view of how they integrate the material. I am therefore likely to implement a version of this mixed format for all future tests, with two changes from what was done this term: (1)

Instead of the multiple-choice component being taken on their computers, I want them to be taken in class where we can monitor them and be certain they are not cheating. Having their book open for quizzes is one thing, but I don't want them to do that for the examinations. So I will be putting the MC questions on the exams for class itself. (2) In addition to the MC questions, term tests will then have one essay, but the final will have TWO, unlike the one used this semester. That will permit me to get a better sense of overall knowledge, and will still give students nearly a full hour to write each essay. With regard to the critical analysis essays, the assignment will likely be retained, but it does require some revision, I think. One of the ways in which students got confused was that, while they grasped the basic idea of the essays, they occasionally got their wires crossed about the actual topic. Since the third and final essay is designed to have them assessing cross-cultural interactions visible in sixteen separate sources (some of which are visual), it occurs to me that perhaps using the SAME topic for all three sources might be better than having three separate topics. Not only will this eliminate any confusion about what they're supposed to be looking for in their sources, but they'll also get a far better sense of the degree to which different cultures interacted in the three different eras the class covers (ancient/first-wave, classical/second-wave, and medieval/third-wave societies). So I'm likely for Fall 2016 to make ALL THREE essays about cross-cultural interactions, but to otherwise retain the one-source, three-source, sixteen-source structure. The thesis statement clinic was a great success, and I want to build on that. It was a little rushed in this term, so I want to provide more time for it in the fall and get the whole class involved instead of just providing them with an example and having them say whether it's strong or weak. In the fall and all future classes, I want THEM to develop potential thesis statements and work to get the class considering how to improve those that are weaker. The students also need a reference-citing clinic.

The current event assignments are proving particularly useful. They will need to be reorganized to make certain students do the assignment throughout the semester, but they have made some really impressive connections between past and present by watching what's going on in the world today and seeing how it relates to our course material. The primary source analysis exercises work--sort of. I need to retool how they are graded, including instructor/TA grades into the two peer-graded values for the average mark that actually counts toward their final mark. I think we also need more in-class discussion time as a class rather than just in groups. Some of the in-class group/class discussions are incomplete as they currently stand. I want to make these more integrative and tie them in more fully with what the book and lectures cover.

HI 102 - Modern World Civilization

I will employ additional reviews of key issues with students that have had problems related to the course in order to have a more successful outcome.

HI 111 - U.S. History to 1877

Although some students did not complete the assignment, I am pleased to see that an overwhelming majority scored in the good or excellent mastery categories across the board. Two students ended up in the minimal categories for either plagiarizing their paper or not writing on the assigned topic. Thus, everyone who attempted the topic and completed the assignment as asked did exactly what was required. The vast majority of the students fell into the good mastery category, with some already at the high end of the rubric. The students complete two additional paper assignments throughout the semester where they complete a similar exercise with books related to the subjects of Native American removal and the experience of African Americans during the American Revolution. After leaving substantial comments on each student's paper, I have no doubt that their performance on the paper (and their scores on this rubric) will improve as the semester progresses. The data reveals that students understand the necessary concepts for the assignment and are utilizing the book to form a historical question, think critically about an issue and then utilize evidence to construct a paper that reveals the depth of that understanding.

I plan to continue offering the Salem Witch Trials assignment, as students have done very well in critically thinking about why the trails took place and how the dynamics of power and gender collided in this unique chapter in history. I will not make any major changes at this time because the data has been so positive.

I plan to continue use of this exercise. The data suggests the current changes, in response to previous data, is appropriate.

More oral discussion (i.e. practice) finding the thesis statement. I will take an important article with key data and a clear thesis statement to practice. I will give the students credit for finding the thesis statement and the evidence supporting the thesis statement.

The more opportunities the students have to write in my courses the better. It does take away from lectures, which are the primary form of information delivery, but I feel that a healthy balance between the two will in the long run help my students. The disadvantage is that my students who struggle with writing, or in some cases have no desire to write at all, will suffer in these courses.

There will be two extra assignments next semester that will be spaced out throughout the semester, instead of doing a single assignment.

HI 112 - U.S. History Since 1877

Analyzing the Data In the two final tests of the semester, based on different questions modeled on the initial essay style question (I ask broad questions on the New Deal, war and its impact on modern America, the Cold War, and civil rights movement), I assess the students in the same manner, and note the improved quality of their responses based on whether they provide evidence to support their

argument and how well they frame their argument. Depending on the amount of studying they have done to prepare for the exam, I typically see improved scores on the second and final exam of the semester. Out of 28 students who took all three exams in the Fall 2013 semester, 16 showed improvement in their exam grades over the course of the semester, 6 remained consistent (or slightly better or worse) in their exam grades, while 6 showed a decline (based, as I saw in their lack of attendance in class, not on the assessment, but rather in their inability to do the work required to succeed in the class). Thus, I find that while each semester brings different results, in terms of assessing student learning, my objectives show improvement and measure satisfactorily how students learn not only American history but also the critical and analytical skills necessary for a liberal arts education. Changes as a Result of the Data Over time, I have kept the format of my exams pretty much unchanged as I typically see the type of improvement noted above. In semesters where I have mixed in some objective measurements, students typically did worse than on subjective tests and I found while it was an exercise in getting them to learn facts, it was not conducive to measuring and assessing how they learned history and how the introductory class in U.S. History would contribute to the general education curriculum. I remain very satisfied with the overall results in my measures of assessing student learning.

As a result of my findings on doing weekly assignments on primary sources, I think I will offer fewer assignment (maybe six per semester) but on a posed debate between two competing arguments in primary sources in the past. This would be a better way to analyze and gauge student learning on their analytical ability versus having a weekly assignment which could be seen as busy work.

I still want to keep my focus on having students both be able to master the content in a history class, but also be able to analyze the material in a critical and effective manner. I will work to make students understand that factual content knowledge is only one part of historical understanding, that even on exams I am looking for them to make critical and analytical arguments of the material. I will keep the format of triad questions another year and reassess the data next year.

I think this comparative approach works well to assess how students are able to identify and explain a conflict or a problem. I will continue to use such an approach in writing and discussion exercises while also using something like this for essay exams.

HI 302 - Introduction to History

Data supports no change in action at this time.

Finding out why students struggle with completing the assessment successfully. Will survey those teaching the course to see why some struggle with completing the project.

I plan to make no changes at this time. The data suggests that the students are thriving with the support in the class and the skills being developed.

This suggested a course re-design was called for. So this second design of 302 tries to break down the essentials of each skill set without appearing as overwhelming. Moreover, I have made intentional the use of alternate modes of communicating ideas (such as the second example listed above.) In this way, I have accounted for the fact that some students may be better "critical thinkers" while their written communication style may not be quite as well-developed. The preliminary data suggests this approach is being well-received by ESU's students. To date I have 20 students enrolled in a course capped at 20-students, with 100 percent submission of the first assignment, 100 percent submission of the second assignment, and 95 percent submission of the second assignment.

HL 150 Critical Health Issues-Decisions in Society

Continue using these projects.

Feedback from students demonstrates they really enjoy these assignments. When students do not do well on these assignments, it is typically because the student did not do the assignment. Some suggestions to improve student learning would be to reminding students about deadlines and/or have students complete some of the work during class time.

For the Health Behavior Change Project, to improve the number of "F's" on this, I could incorporate a few changes. One of the main reasons there were multiple low scores on this assignment was not because they didn't do it correctly, but because they just didn't do it at all. To help with this, I could allow more in-class time for the students to work on the project, versus them doing it mostly at home. I could provide time during the instant activity for the students to complete their journal entry or guided worksheet each day or certain days out of the week. I posted reminders every day in class about due dates and times for the different aspects of the project, but I could also send out announcements and/or emails to the students more often regarding due dates. Also, instead of having the students write a journal entry with the guidelines of a rubric, I could provide them a guided worksheet that has everything on the worksheet that is necessary for points. I think some students would forget what is expected and not look at the rubric for the journals, so having a guided worksheet with all the necessary items already on it could help improve scores as well. I would inform the whole class that if they haven't turned in items, that I would accept them still for half credit, but maybe talking individually with the students who were not turning in their work more often to remind them and let them know it would be better to turn it in than not at all. I did address concerns to these students through email and also once or twice in person, but doing it more often may have helped them get on track. Also, showing them an example of a journal entry that I am looking for, would probably help and is something I would do the next time. During the time of this project, I also assigned them another project for my research project for the master's program in which they were to participate in a stress coping strategy and journal three times a week. I think adding this on top of the other journaling may have conflicted with the ability to get both journals done. Next time, I wouldn't assign multiple projects at the same time to help enhance the completion of the project. The product/nutrition analysis was an excellent project that the students

really seemed to enjoy. The next time I would do it, I would identify the expectations and guidelines better by making them clearer and detailed because I had a lot of questions along the way that could have been addressed in the rubric or guidelines. Something that I would do again that I think really helped the students succeed for this project was allowing about 1 ½ in class work days just for the project. This style of presentation, doing a health fair, was more engaging for the students versus writing a paper, so I think that this type of presentation and allowing them a little freedom and creativity is a good aspect of this project. For this project, I allowed them the freedom to think of any health-related product and choose their own partner, if desired. I would keep this aspect of this project the same as well because I believe that I really helped them feel more connected and "in charge" of the project. Next time, I will introduce the project a little earlier before when it happens or is due so that the students have an ample amount of time to research, then choose a product and complete the project. I introduced the assignment, then had them think without researching when choosing a topic and some of them may have chosen differently if they were given more time to think and research it. Also, next time I would arrange the content units around this project because the students did this before the consumer health unit. I would like to discuss consumer health before, rather than after so that the students have more background knowledge on products and what to look for in products and advertising for a product. An idea came to me that these two projects could go hand-in-hand. I would be willing to try it in the future as well. The students would choose their health behavior change goal and also choose a product that could help them to achieve their goal. They would have to do research on a product that they would want to actually use, use it and reflect on how it was used and how well it worked. The students would reflect along the way on how their goal is progressing and how that product is helping or not and be able to make adjustments along the way if needed. Then at the end, they could do a presentation to the class or community about the product they used and its purposes and how well it worked.

Honestly, this is a good grade distribution. The goal would be to get rid of the 5% that do not complete at all, but that depends on why they don't complete the assignment.

I plan on implementing a weekly reminder about the assignments throughout the semester to keep them on track. This will include "weekly health tips & quotes' that will hopefully motivate the students to continue striving to accomplish their change and complete their assignments.

I plan to continue incorporating APA formatting/citations to help with those who have only been exposed to MLA.

Plan is to spend more time explaining the assignment and incorporating more into what I'm covering in class.

Product Analysis – This is a rather broad topic. I will narrow the selection field to a few categories, allow class time for research of products and encourage students to compare findings with others rather than merely share the information. HBCP: Be more thorough with the initial explanation of the project

and expectations. We seem to have difficulty measuring and evaluating progress. Make each topic more pertinent to their goals and implement new ways to evaluate progress and success. Encourage more group/partner work for accountability and success.

The challenge of this assignment is that it is all semester long. Several class periods are involved with turning in assignments and weekly journal submissions. Because of this, students will lose points for small things throughout the semester. The goal is to keep students motivated and involved in the assignment all throughout the semester. Our goal is to improve communication and work to keep students motivated to keep the work up.

The grades for the F's were based on the fact that there are many assignments over the semester and some students would miss some of them. Working to get students to complete all portions of the assignment is the goal.

To increase student's competency on writing personal goals, a three-step process will be emphasized within the assignment to reflect on past behaviors to inspire a behavior change. To increase student participation, I will message the students who have not submitted their assignments (I do this anyway) as a reminder to submit their assignment. You can lead a horse to the water.

Working on skills for research and presentation on this assignment.

ID 301 - Issues in Ethnic & Gender Studies

Students report through their journals that they still have a hard time seeing how they can make a difference in an oppression if it doesn't directly impact them (so many reports not being able to address Transgender Oppression because they are not transgender and don't know anyone who is). In the future, I plan on emphasizing ways in which they can interrupt oppression not just personally/directly, but with stereotypes, indirect comments, and having conversations about negative media portrayals of targeted social groups. In addition, I will have more student-led discussions on sensitive topics (like sexuality and religion) so that students direct where the conversations go/what to specifically address; this will allow the students to feel more comfortable being open and honest, which in turn will make them more likely to see the problems surrounding these sensitive topics, see how they're impacted by these problems, and see what they can do about these oppressions/problems.

With my assessment findings, I plan on increasing the importance/emphasis of the Cultural Oppression Analysis, as students voiced the value of that project and sought more assignments like this. Since students find it manageable to complete the high number of written assignments, one of the improvements I will make, based on assessment data and student feedback, is to ask more challenging questions on the pre- and post-journal about taking action against oppression. I hope that by asking for more complex information (and asking them to think deeper) that I will be able to deepen their learning over the course of the semester.

IS 113 - Intro to Microcomputer Applications

Each term we examine the results of student results and make adjustments to the learning environment.

I will continue to use the current simulations and augment those with course projects that will allow students to creatively use a culmination of acquired skills to solve multi-faceted problems.

JO 200 - Mass Communication

Focus more on historical dates and context.

I plan on using more class time to address the requirements and expectations of creating a research paper.

Most students of the course's 28 students chose to keep Charles Foster Kane as a white male, although five students did change Kane's gender, sexuality, or ethnicity. Two had all-back productions, one cast a Hispanic actor as Kane, and two made Kane a woman (of those, one was heterosexual, while the other was lesbian). Most students chose to set Kane in a contemporary setting, and many made the character an online media mogul. In the future, I will show or discuss with the students' re-imagined productions of Shakespeare, including Orson Welles' own "Voodoo Macbeth" or his fascist production of "Julius Caesar," to prompt them to be more daring in their choices.

Next semester, I plan on giving the students a research and writing diagnostic during the first week of class. Students who do poorly on the diagnostic will be referred to the Writing Center for instruction. Also, I'd like to invite a senior faculty member from the department to give a brief presentation to the class on the importance of academic rigor and integrity.

There are two areas in which I plan to revise portions of the course, based on comments made by students, both during informal sessions and the class evaluations. One: I will broaden the range of personalities used for the research papers to represent more recent and more diverse areas of inquiry (I will include a graphic novelist or two, for example); Two: I will devote one more lecture day to Social Media and its impact on democracy and culture.

LR 170 - Principles of Leadership

We measured the achievement of the general education learning outcomes in three ways: worksheets, annotated bibliographies, and three papers. Students were invited to identify campus-based social movements that they were interested in and to research the movement. To assess their learning from looking further into their chosen topic, students completed a guided worksheet by responding seven prompt questions with 5-7 sentence paragraphs. Reviewing the submitted worksheets, we found that students were successfully able to demonstrate awareness of a civic or societal issue and gather information to learn more. In partnership with the library staff, students were taught how to gather,

analyze, and use information from library resources for their research. To assess their abilities here, they submitted annotated bibliographies that described their findings. Almost every student submitted the assignment and the assignments successfully demonstrated students' grasp of how to find new information and critique it in the context of their research needs. To practice civic engagement and learn how civic organizations operate, students were assigned to attend three civic organizations and write an in-depth paper about the experience. The organizations could be on-campus, in the surrounding community, or in their hometowns. After each paper was due students shared and discussed their insights with classmates—expanding the awareness of other civic organizations beyond what they individually experienced. Papers were evaluated based on a rubric measuring what students gained from observing the organization's leadership, applying theories from class to the leadership observed, and identifying a way the student planned to be more civically engaged in the future. Across students' three papers, we observed significant growth in their awareness of civic organizations and how they could be actively involved.

MA 110 - College Algebra

Spring 2015 MA110 Assessment Report Calculation 2.6/4.0 I want to try a 10-minute quiz on review day for Exam 1 and Exam 3. The review days have high attendance rates. This 10-minute quiz may help those that think they know what they are doing to realize that they are still dependent on notes. This leaves 40 minutes to review the quiz and highlight major ideas on the upcoming exam. On Exam 2 and Exam 4 I intend to give 5 points extra credit for Review Handouts that are correctly completed and turned in the day of the exam. I can then compare the two different approaches for the review days. Specifically for Exam 2, factoring skills from Intermediate Algebra are rusty. I plan to spend a preliminary day in that unit just refreshing those skills since they are needed for Exam 2 and Exam 4. Graph translations also need to improve. In small groups on a lab day, I will demonstrate translations visually with the graphing calculator and follow that up with paper/pencil examples. After Exam 4, I selected a handful of struggling students and demonstrated the use of full English sentences to describe the math equations with logarithms. They don't know what a logarithm is and the English sentence helped them see the new notation as just shorthand. I will try this approach with a full classroom next semester. Interpretation 2.6/4.0 - The weakest part seems to be graph interpretation. I will add 2 or 3 more visuals on both worksheet 4 and the follow-up lab. I can also make a stronger connection between finding graphical solutions in Exam 1 (which goes well) and describing graphical inequalities in Exam 3. I noticed a high school teacher using this approach with absolute value inequalities. She presented the problem as an equation and used a number-line to convert to inequality solution sets. This can be introduced in Exam 1 with domains of certain radicals. Representation 2.1/4.0 I want to concentrate on Exam 1. If Exam 1's representation skills are improved it should carry on through the semester. My approach will involve a box of highlighters and a page of linear application problems. We will highlight the definition of the unknown (x) and determine if this value is known or is not known. This 50/50 choice catches on later in the semester, but the highlighted attack might speed up the process. In

addition, I have modified a worksheet and a lab to contain more representation questions. Application 2.9/4.0 -The application results in Exam 2 are low compared to Exam 1 and Exam 4. My approach for asking a maximum/minimum problem was to break the question into parts for ease. Maybe these parts get in the way of the student getting started. They have to follow my lead rather than attack the overall problem and then interpret the findings. My plan is to make it one overall maximize/minimize question. That matches the approach of the other higher-scoring application questions.

MA 111 - College Algebra with Review

Calculation: 0.3 increase - The 10-minute quiz wasted too much time with distribution and follow-up questions while the extra credit option required more grading effort than it did produce results. However, I created a pamphlet-like review sheet and passed it out at the beginning of each exam unit. It is minimalistic but very catchy to the eye. I and a fellow instructor have positive results with this foldable review I have edited for a cleaner look and second attempt. Factoring in Exam 2 continues to cause issues. The "survival" method proved ineffective, but the reverse quadratic approach worked well for 2 students when shown one-on-one. It will be shown to the class as a whole in the future. As for translations, this year's students worked better individually on labs so I didn't force a group demonstration of translation through the calculator. For fall the calculator demonstration will be applied in the Fall MA111 as a trial. The full English sentences in Exam 4's introduction did help with understanding of logarithms. I have simplified some of the repetitious statements and will use again. Interpretation: 0.5 increase The 3 visuals added to Worksheet 4 and the follow-up lab seems to have raised scores. To continue the pattern 2 additional application problems have been added to both. The visual with extra practice in applied ideas will be the idea. Absolute Value problems did not see improvement through the number line approach. A return to algebraic equations beat the results so I will return to that method. Representation: 0.6 increase Exam 1's representation skills improved the most. The box of highlighters proved to be unnecessary and distracting. We instead boxed in the function and underlined the defined variable for the full sheet of application problems. Two of the instructors committed to this process for the other 3 exams. The positive method is now a goal to pass along to the other instructors. Application: 0.3 increase - The max/min applications improved once that questions were asked as a whole rather than broken into parts. The same idea may work for solving inequalities with graphical approach rather than break it into so many layers. The 4.4a handout will be introduced to carry out this graphical approach. This will also strengthen understanding of parabolas specifically.

I think the real challenge is how to help the less-prepared students to understand the material and pass the course. If I teach this class again, I may consider using more hands-on activities to get student attention and inspired their interest. Requiring attendance or attendance bonus might be helpful. But all these ideas need to be observed in long term.

I will try to improve student skills in the interpretation of information presented in mathematical graphs or formulas.

In fall 2016 and spring 2017, I used a textbook and gave frequent quizzes based on uncollected homework from the book. I am seriously considering (but have not yet fully decided, still contemplating options) switching to computer-based, automatically graded homework assignments and imposing a minimum homework score for me to grade a student's corresponding quiz. I used to use computer-based homework a few years ago, and it had its own problems. For instance: (1) Students would play monkey-see monkey-do with the "help me solve it" functions without virtually no actual learning being done in the homework. (2) Sometimes the "help-me solve it" would lead student awry with absurd solution methods, giving overly complex solutions for simple problems or using calculators with a religious degree of devotion in instances when a hand calculation could very easily be done. (3) The selection of the computer-based homework problems was not quite as good as in the textbook, (4) Many students still wouldn't do their homework, even though it was an explicit part of their grade. This made me wonder whether I was gearing the class too much towards the un-studious students instead of the studious ones. Thus in recent years I used only the textbook. However, it is very clear that most (and in spring 2017, nearly all) of the students were not working through their homework assignments. (The quizzes were, for the most part, a subset of the assigned homework.) Perhaps computer-graded homework, with the above mentioned minimum score to take the quiz, may help give enough incentive for more students to put the needed work into the course outside of class. But that remains to be seen.

Representation 2.8/4.0 Improvement in representation skills continues. Since it is still the low score, it will remain the focus of next year's assessment but now the pattern is clearer. Each question that commands the student to "write" has lower scores than those that ask the student to "set up". Yet, the skills for each are very similar. This is true for the assessed question on the first exam and for the non-assessed question on the second exam, as well as the question on the comprehensive final. By clarifying the goal of "writing" an equation through a more focused worksheet and a follow-up lab, this gap between the two representation tasks may shrink and, thus, improve outcomes. The instructor with above average results for this outcome in a similar course intends to discuss methods in our August meeting. As always, we will train incoming graduate teaching assistants to use a similar approach. A mid-semester reminder will keep instructors committed to using Exam 1 techniques throughout the course. Calculation 3.0/4.0 - The calculation score increased one tenth from last year. We discovered that the extra "foldable" review that acts like a brochure of main points used valuable time without noticeable improvements. The foldable for the second exam may be the exception so one instructor will continue to experiment. Each instructor that presented full reviews along with keys received positive verbal feedback from the students as well as high attendance on those days. We hope to try this with even more of the sections. On a review day, one class randomly drew problems from a hat and worked out solutions on the board. The students seemed to enjoy this higher impact style. Application 3.0/4.0 - The application score decreased two-tenths from last year but remains strong. For a third year, two of the 3 application questions scored nicely and the third [Exam 2] was fair. Since the new numbers support a pattern of struggle with this particular application, we plan to discuss it in August and perhaps adjust prior to Exam 2 material. Interpretation 3.1/4.0 - The interpretation score held steady. This is the

best of the scores. Graphical solutions in Exam 1 went very well again, as did the increased number of visuals in Exam 2 labs. Interpretation concepts in Exam 3 continue to be the lowest. For now, there are no planned changes. However, this area is one to keep in mind as a future focus.

The data shows that students are exposed to a variety of disciplines through instructor's use of the textbook and 30% of each of the 4 exams. We will continue to use this textbook and to rotate problems so that teachers have variety.

Thirty percent of each exam explores application problems from various disciplines. The math is linked to real ideas and hopefully anchors them together.

MA 156 - Principles of Mathematics

Since I have not assessed before, I will watch the number for the skill of interpretation the next time I teach this course, and make that my priority at that time. The obvious place to start is with attendance for this online course. My intention is to offer incentive points for each day of attendance.

MA 161 - Calculus I

It is important for calculus I students to be able to master the differentiation techniques. Since the data has suggested that more students could not pass the gateway exam which is designed to check differentiation techniques, the instructor plan to spend more time teaching those techniques, give students more practice problems and encourage students to ask for help at an early stage.

To help students better retain the knowledge learned from the class, I would consider giving students more exercises and homework. An online homework system could greatly improve student learning. But I need more support and resources to implement it. To help students to learn how to apply math to solve real-world problems, I will enhance my teaching on the corresponding sections such as optimization and related rates. For instance, developing some hands-on activities will help students understand the material. To improve the calculation ability, students need to feel more comfortable and confident to do the calculations without a calculator. Also, emphasizing the practice for our gateway exams will help students to develop better calculation ability and learn how to write math expressions in a perfect way.

MU 226 - Music Appreciation

Next year, the faculty who teach MU226 will assess a different learning outcome.

The current focus on developing listening skills has been in place since 2015. I have adjusted my teaching in response to the data and student learning appears to be improving. The music general education faculty will meet in the fall 2018 to select a different topic to assess.

PE 100 - Lifetime Fitness

Those that took the exam adequately reflected a typical bell curve that assesses knowledge. Additional emails will be sent to students to remind them to take the exam. *I already did this, and some students simply chose not to take the exam, even though it is worth a heavy amount of points. In my opinion, this course would have more success if it were offered during the 1st block of the semester rather than 2nd block. Since it is only 1 credit, and students are very stressed from their other classes, they tend to not participate in the last weeks of class.

We now only have academic GTA's teaching the course as opposed to having a mixture of Academic and Athletic GTA's teaching. We will evaluate more how the course is taught and focus on improving the overall scores.

Will survey those that taught the course this past year to see why they think students struggled with the assignment.

PH 140 - College Physics I

During the first day or two of class, I am now handing out a problem-solving flow chart from The Physics Teacher, January 1985, page 32 created by Charles Wood, the problem solving checklist from The Physics Teacher, April 1991, page 238 created by Wendy Padgett, along with some strategies of my own. As the course proceeds, I slowly present and develop each of these methodologies using practical real world examples. I believe I am seeing a reduced number of test questions left blank. (But of course, I am dealing with a different cohort of students each time through.)

PH 190 - Physics I

I intend to spend more time on this concept in the future and provide a more thorough discussion of this concept with a larger set of examples to reinforce the idea.

PO 100 - Intro to Government & Politics

I. Needs improvement categories Research: The primary problem here appears to be a lack of student motivation, not a lack of how-to knowledge. Students are aware of more effective, time-intensive research strategies-- several mentioned that they have also learned these skills in other ESU classes. However, many choose instead to do cursory Google searches and earn B-/C+ level grades rather than do the extra work required to do 'A' quality work. Students seem to have more enthusiasm for the "hands-on," topic identification part of the projects. Finally, most of the traditional-aged students have never known a time before the Internet--in their world, the only world they have ever known, the focus of information-gathering is speed, not accuracy or rigor. The best option is to set higher expectations for the assignment. From now on, a minimum of four sources will be required, including at least one from the library or an online database (which the student must specify in the homework assignment). The

points total for this assignment will be bumped from 50 to 75. Decision makers/Allies: Students who received poor or mediocre marks on these categories often chose obvious targets rather than investing time and effort into identifying the correct ones. Regarding allies, students were tempted to name their friends, even if those were not the allies with the most self-interest in the success of their project. As with research, the problem apparently lies in time and effort: the Internet research, phone calls, and discussions required to identify the right "targets" require time-consuming legwork, whereas naming the obvious does not. In the future, students will be expected to name at least three critical decision makers and contact at least one. For the ally's assignment, students will be assessed for their discussion of how these allies' self-interest aligns with the success of their project. The points total for the decision makers assignment will also be bumped up to 75. Self-Assessment: Ch. 9 of the Graham and Handbook addresses discusses self-assessment, but I do not assign homework from that chapter. Students tend to dismiss self-assessment when writing up their final projects; taking a class day to discuss it may help, particularly if it is done a few weeks from the end of the semester. This may also lead to more successful final projects. Final Projects: Obviously, the big disappointment here is that most students do not complete their projects, nor do they offer well-developed plans to complete them by semester's end. As recently as the last month of class, students were still telling me that the "rumor mill" was spreading the word that the projects were hypothetical-- that the topic is what students would do if they planned a policy change, but there was no expectation that they actually do it. This may be complicated by the students' preexisting expectations. General education classes are rarely taught as practicums, and students may enter the course with expectations about their "Gen-Eds" which are just not commiserated with the actual course objectives in PO 100. A second problem may be that I have been too generous in assigning reasonably good (B and C level) grades in the past, to students who make some effort but do not complete their projects. The rumor mill may be informing students that "don't worry, you can still get a B" even if projects aren't completed. Higher grading expectations are the answer, here. In the future I will apply a "sudden death" rule, that no project that is incomplete can earn a grade higher than a D unless there is a well-developed plan to finish it shortly after the end of the semester, and no incomplete project, even with excellent plans to finish later, will earn higher than a B- unless there is a compelling, unavoidable reason why it could not be completed during the semester. The grade for the final project will be bumped to 200 points from the current 150. These higher points' totals will be offset by lowering the point's totals on multiple-choice tests. Currently, 600 of the 1000 total course points come from the tests and 400 from the homework and projects. After these changes take effect, the new split will be 500/500 and the final project will be the largest single source of points for the semester, thus encouraging students to rearrange their priorities. II. Unacceptable categories Timing: I do not assign a homework assignment on timing (Ch. 6 in Graham and Hand), but I will be begin addressing this by setting aside a day to lecture on timing: specifically trends, cycles, and deadlines, as they apply to the projects. During exam reviews, I will remind students that multiple-choice test questions will be asked on this material. That said, the primary reason for mediocre scores on timing was procrastination. The course is already designed so that students build their projects throughout the semester via the

homework assignments, rather than by rushing them at the end, but this is obviously not a cure-all. Tougher penalties for late homework assignments were enforced starting this past semester: continual, consistent enforcement of these may also shift student expectations toward the course over time, and change what information students are getting via the rumor mill. Use of Media: This was the final assignment of the semester and came at a time when students were buried in term papers, final exams and the like from all of their courses. Many simply chose to "blow off" the use of media, turning in sketchy, hastily-written press releases and not using them in any way to further the success of their projects. Moving this assignment earlier in the semester should cure this problem. Students already have the option of not actually sending their press releases, as long as they articulate a strategy to send them if and when it should become necessary.

Just keep growing in this in both my research and my teaching. I firmly believe that teaching and research should intertwine.

PO 121 - American National Government

Student scores were good. No plans to change assessment tools.

PO 330 - International Relations

More intense approaches to testing theory-to-events.

PS 115 - Our Physical World

Item analysis of tests and assignments provides insight into the conceptual strengths and weaknesses of individual students. From assignment item analysis, concepts and skills can be retaught to improve test scores.

PY 100 - Introductory Psychology

Changing textbook to one with modular format which should encourage better "spaced practice". Revise pre-test, post-test to be relevant to new textbook. Consider adopting participation points for all sections of PY100.

SA 110 - Spanish Language & Culture II

I believe students learn in different settings, so if I am able to make adjustments in my plan and expectations, they are able to assimilate learning in a less stressful environment. Many students appreciate the low stress and they are collectively able to decide the way they learn.

I plan to add more internet web pages related to the different countries studied regarding products, perspectives, and practices studied during the semester. Also, I plan to establish Canvas discussions

once a week to add more time to our in-class participation. I also plan to add a compare/contrast assessment between the American culture and the Hispanic one.

Students will receive more detailed rubrics.

Students will understand other cultures better after they understand the different values, products, and practices between cultures.

SA 210 - Spanish Language & Culture II

1) Continue to use the target language in class as much as possible and require students to do the same. 2) Provide even more listening and speaking opportunities by requiring not only oral exams but also oral presentations so individual students can speak in a longer paragraph while others listen.

Continue to improve their participation in these more-in-context type of activities where they are challenge with tasks that are meaningful for them.

This course in the future will include (in addition to the above) additional oral report presentations to give greater oral communication practice and also to promote out-of-class research into Hispanic cultures.

SO 101 - Introduction to Sociology

After analyzing the questions and the results, I plan to revise two of the test questions about gender and sex because I believe they were not as precise (valid) as I would have liked and possibility did not adequately measure what I intended to measure. I also plan to spend more time explaining and discussing the importance of interdisciplinary integration for a more complete understanding of society and social behavior. I will also provide, throughout the course in general, and in the section of gender in particular, more examples highlighting the value of biological findings for sociological research.

Because this reflects a respectable understanding of the material, I plan to continue using my current pedagogy in future courses. I will, however, broaden my list of examples from obesity and suicide to include other phenomena such as incidents of homicide.

Consistent with long-term sociological observations of college students, their default interpretation of problems like high dropout rates is individual as opposed to systemic. That is to say that they believe students drop out of high school because dropouts are lazy and unmotivated rather than because the American public education system needs to adapt to the needs of disadvantaged students. I need to spend more time providing class discussion helping college students understand the power of the systemic approach and provide them with an additional assignment or exercise where they practice this diagnostic skill.

I need to look carefully at the content in Exam 1 Questions 24 and 34 and Exam 2 Question 10 and devise a plan to present that material in a more understandable way. Undoubtedly, I'll review this material in more detail in lectures.

I will be working on a current event project for the students using official sources. Students will be assigned 2 or 3 current issues for which they will collect news reports and statistics to measure the extent and scope of the social problem. At the end of the semester each student will report to the entire class the main findings and reflect on how the findings challenged the way they think and expanded their knowledge on the subject.

Redesigning my lectures to cover less of history/theory and expanding on specific current event issues (e.g., racism, poverty, inequality, etc.)

They results are presented above. While the deficiencies identified in the past academic year have been addressed and corrected, a new one dealing with the integration of biology and gender emerged and will need to be addressed. Also, I believe the course will be improved my focusing more detail on the connections between sociology and the disciplines of biology, history, and psychology. I'm going to increase and deepen the content here and provide a writing assignment that will measure the mastery of these connections in more depth than mere multiple choice questions will allow.

While I will continue using the lesson plans for students learning that produced the successful theoretical knowledge about diagnosis. More time needs to be spent on real world understanding and on application. I will include more in class exercises focusing on application and on helping students understand what success on making progress would look like the next time I teach this course.

SO 261 - Intimate Relationships

Although my students scored fairly well on the Participate and Post assignments, I feel that their writing could be challenged/guided more. I have found that students do not know how to write essays. Next semester I plan to include a rubric (attached to the Canvas assignment) for these assignments so that students can see precisely where they need to work. I already leave feedback, and students are required to respond to other students in a *substantive* way. The Class Work assignments are working fairly well. This is the first semester that I included group work as part of the class work group of assignments, which allowed more shy students more leeway with getting their points. I have been modifying this assignment for several years and have become pretty happy with how well it functions.

I plan to continue debates; however, there will be more direction included concerning professionalism and preparedness. Most of the students came in hoping they would get the side they wanted rather than being prepared completely regardless of the side assigned. I plan to continue the online poster submissions. I will be providing examples of excellent posters from past students with material removed

(a basic template) and links to templates online. I also plan to delve more deeply into theory based reasons for developing questions.

My plans for improvement in student learning in this course includes the following: Move away from group learning and make the project either individual or dyad groups to assist with individual learning and less stress with lackluster group members. Research also shows that dyad groups still provide enough pressure on each individual to be accountable to the other. Provide more specific instructions to create the assignment into a project that requires more depth in understanding and implications. Continue to provide step by step instructions and assignments to aid students in the creation of their project. Turn the project into a poster presentation instead of power point presentation to allow for more creativity and individualized learning

The paper was basic and didn't get at the goal as I wanted it to. I will be removing this option. The exam needs possible options for questions to make it more rigorous. The poster needs to be digital - I really didn't have enough time to individually listen to each student and take notes with which to grade.

I'm going to attempt to teach this course as a split face-to-face and online course. The challenge is concerning the ability of students to complete this detailed project without an instructor available in the classroom. I also need to find a way to make the assignment more rigorous.

My plan to improve student learning is to make the rubric for the assignment more stringent and make the final project a requirement or only receive up to a D letter grade if not completed.

Next semester I'm developing a new assignment, rather than an improved assignment, that I will use to assess student learning for fall 2017 since this assignment has been improved to the best of my abilities.

SP 100 - Interpersonal Communication

I will continue to provide additional verbal feedback for students prior to and after each assignment to further student progress toward proficiency in writing, speaking, and listening.

It should be noted that the students performed well on the assignment. Previous confusion about how to cite was corrected with these three sections of students. Students that struggled with the assignment were either a) frequently absent from the course or b) international students who struggled with expressive English skills. In the future, I plan to address this problem by pulling aside students who have struggled with writing skills earlier on in the semester or who have missed class periods around the time of watching the movie, assigning the assignment, or who have overall attendance concerns.

SP 101 - Public Speaking

1. Add more listening exercises into the class. 2. Add more emphasis on outlining with more opportunity to do so as part of class assignments above the four required speeches.

1. In adjusting to student needs this semester, we made some changes to the schedule (some mentioned above with delivery) and as part of the collaborative relationship in the Honors section. In doing so, I removed a transitions activity. I felt comfortable doing so because transitions had gone alright on the informative speech (and even on the exam), but then didn't subsequently. I will likely keep that activity in the schedule for the fall semester. 2. Language is one-fifth of the scores on this assessment rubric, although certainly not one-fifth of how I grade their speeches. I tend to focus more on clarity and argument structure rather than language choices and rhetorical devices. As such, these scores always tend to be lower. Continued reflection on what is really appropriate here is needed before considering plans to improve.

1. More instruction and in-class activity need to be paid to writing and incorporating transitions. In the past, I have used an in-class, small group activity where students write transitions. Due to several reasons, that activity was removed this semester. In the fall, I will reincorporate a (hopefully) improved version of that activity, which also allows me to provide further guidance on writing transitions as I talk with groups, as well as practice for them. 2. Student use of notes continues to be an ongoing issue that affects several aspects of delivery. A few semesters ago I moved to new guidelines for how many notes and what content was allowed. Given this semester, I'm not sure that is working as effectively as I had hoped. Over the summer, I will consider alternatives.

I plan to continue to assess student explanation speeches using the AAC&U rubric for the foreseeable future in order to compare performance over time and determining whether it improves. I will only have two sections of Public Speaking in fall 2017. The order implemented in section H, the lowest scoring section by far, (i.e., each of the three outlines was presented after its corresponding explanation type was illustrated with an example) will not be implemented. The other two orders (i.e., all three outlines presented after all three types of explanations are described; all three outlines presented after all three types of explanations are illustrated with an example each) will each be utilized in one of my Fall 2017 sections.

I plan to continue to assess student explanation speeches using the AAC&U rubric for the foreseeable future in order to compare performance over time and determining whether it improves. Since there were no section effects in fall 2016 and there had been some in Spring 2016, I will go back to varying the order of description, illustration and presentation of outlines across my three sections in Spring 2016, as I did in Spring 2016. I will also try even harder to stress the importance of following the explanation type sequences for all three explanation types, as an organization has been the lowest rated dependent variable from the rubric in both Spring 2016 and Fall 2016.

Students will be required to turn-in a fully written speech after completing the working outline. At present, they hand-in the working outline the class before delivering the speech. I am getting the strong impression that only half the class is actually writing out the speech, which would help them practice an effective delivery.

TH 105 - Theatre Appreciation

I have looked carefully at each student's missed questions or misunderstood concepts/principles from all papers, tests, and quizzes, to see which concepts and principles are being absorbed by most students, and which are not. I will adjust presentations, lectures, discussions, and supplementary readings/materials as needed.

I intend to provide instruction that is clearer before the students submit their first "draft."

I will be more specific in assigning the work, providing additional examples from standard publications (NY Times, for example) and standard practices exemplified in the writing initiatives of the American College Theatre Festival.

Provide more individualized learning opportunities and less lecturing

Provide more opportunities for one-on-one mentoring.

Student learning is enhanced by the regular exchange of ideas in open discussion. The discussion enhances the written work.

Students responded best to the group projects and that should be more of the focus on the course.

The students were motivated by their midterm marks to work more diligently and productively during the last half of the course. The biggest improvement came in the group project which had both a written and oral component.

What these findings suggest is that the assignment is effective and those who choose to take advantage become better observers and better writers.

UL 100 - Information Literacy & Technology

I am copying portions of the document that I posted in Question 6 that relate to this question which is directly related to the individual assignments. Topic Paper Result. All the students except one completed the assignment and received an A. The students did okay articulating their thoughts but did no organize them as well as I would from a college student. This emphasizes the outline for the paper that is typically part of the traditional topic paper assignment. I will be sure to include the outline in the next area as the organization needs to be better. Another point I am always keeping an eye on is retention. The student that did not turn this assignment in ended up failing the class. I stayed in contact with the student and I felt she was back on track but she faltered at the end even thought I made multiple efforts to help her. I am teaching this course in the online environment so I am going to add a zoom session with each of the students in order to help establish a relationship so that even though the course is online they can come to me for help in the online environment. Evaluation of Sources Result. 10 received an A, 6 students received a B, and 1 student received a failing grade. The main issues is still the same which is

students are basically not following the directions. I have previously taught face to face and had the students complete and evaluation in class before they left so that they were started correctly. I will move this to the online environment by requiring students complete an evaluation and post it on the discussion board in the first part of the week so that I can ensure they are started correctly. Infographic Creation Result. 15 out of 17 received an A on this assignment. In course feedback, many thought this was a great assignment that they enjoyed creating that was different than a written assignment. Based on the results I am thinking about standardizing on one infographic tool for the class. I will also be creating a more detailed rubric with what is required. The first few semesters I offered this assignment I wanted to see what the students came up with and where they had trouble. Annotated Bib Results. 13 students received an A, 1 received a B, and 3 failed. What I notice is that students understood the requirements and those that failed just did not put in the effort of completing the assignment. At this point, I am not real sure that the assignment needs any modifications. I do plan to implement a scheduled visit with students using Zoom so I can check in with students on their progress and also answer any questions they may have. This will also give me an opportunity to visit with them about the final portfolio requirements so I will be able to kill two birds with one stone. Final Portfolio Result 7 As, 7 B's, 1 D and 1 F's. As I review these results I feel conflicted this could have easily have been at least 14 A's. I required a screencast as part of the final presentation and the students had trouble using the video option in canvas and I thought about removing it from the grading as part of the assignment. I gave the students plenty of time to complete the assignment and come to me for additional help and I had several students go above and beyond to create this video so, in the end, I decided to leave it as a requirement. Based on the results I am going to make video tutorials on how to create videos within canvas and also create a discussion page for technical issues. I did receive some student feedback that they felt the videos helped.

I am greatly looking forward to teaching another section of UL100 in Fall 2017. This section will be a return for me in teaching a semester-long section face to face (Tuesdays, 2:00 to 3:50 p.m.) I am also very pleased by the enrollment as of this writing (24 students with an enrollment cap of 25). Based on my reflection, I plan to implement even more active learning strategies that really get to the "heart" of information literacy and the ACRL Framework for Information Literacy. I still feel at times as if I am lecturing too much, even when teaching in very small group settings. I am also interested in building my technology skills in terms of instructional design so that I can expand upon aspects of knowledge creation in UL100 assignments such as infographics and electronic portfolios.

I posted the complete document in question 6 and will paste the related information for question 7 below. Topic Paper Result. All the students except one completed the assignment and received an A. The students did okay articulating their thoughts but did no organize them as well as I would from a college student. This emphasizes the outline for the paper that is typically part of the traditional topic paper assignment. I will be sure to include the outline in the next area as the organization needs to be better. Another point I am always keeping an eye on is retention. The student that did not turn this assignment in ended up failing the class. I stayed in contact with the student and I felt she was back on

track but she faltered at the end even thought I made multiple efforts to help her. I am teaching this course in the online environment so I am going to add a zoom session with each of the students in order to help establish a relationship so that even though the course is online they can come to me for help in the online environment. Evaluation of Sources Result. Ten received an A, 6 students received a B, and 1 student received a failing grade. The main issues are still the same which is students are basically not following the directions. I have previously taught face to face and had the students complete and evaluation in class before they left so that they were started correctly. I will move this to the online environment by requiring students complete an evaluation and post it on the discussion board in the first part of the week so that I can ensure they are started correctly. Infographic Creation Result. 15 out of 17 received an A on this assignment. In course feedback, many thought this was a great assignment that they enjoyed creating that was different than a written assignment. Based on the results I am thinking about standardizing on one infographic tool for the class. I will also be creating a more detailed rubric with what is required. The first few semesters I offered this assignment I wanted to see what the students came up with and where they had trouble. Annotated Bib Results. 13 students received an A, 1 received a B, and 3 failed. What I notice is that students understood the requirements and those that failed just did not put in the effort of completing the assignment. At this point, I am not real sure that the assignment needs any modifications. I do plan to implement a scheduled visit with students using Zoom so I can check in with students on their progress and also answer any questions they may have. This will also give me an opportunity to visit with them about the final portfolio requirements so I will be able to kill two birds with one stone. Final Portfolio Result 7 As, 7 B's, 1 D and 1 F's. As I review these results I feel conflicted this could have easily have been at least 14 A's. I required a screencast as part of the final presentation and the students had trouble using the video option in canvas and I thought about removing it from the grading as part of the assignment. I gave the students plenty of time to complete the assignment and come to me for additional help and I had several students go above and beyond to create this video so, in the end, I decided to leave it as a requirement. Based on the results I am going to make video tutorials on how to create videos within canvas and also create a discussion page for technical issues. I did receive some student feedback that they felt the videos helped.

I think this assignment is important, but I am frustrated with it. I need to find a way to improve the quality of students' work. My theory as to why it is not very high is this: I don't require anything turned in via the web portfolio until the last day of class, and students put off learning the software. Because the class is in an 8-week format, students find themselves scrambling to put the portfolio together while also preparing for midterms. They focus more on getting the website up and going (many have never made one before) and less on the content of the website. One of my colleagues requires her students to turn in most of their assignments on their web portfolio, so they have no choice but to begin getting their site together early in the semester. I am going to start doing this as well and see if the final web portfolios improve.

I want to improve the completion rate of the assignments for the students. In order to do that, I plan to work more with the students on completing their assignments during class time by flipping my instruction. I also plan to work with students on better search strategies to find resources that are appropriate for their topics. I also changed their topic choices between the fall 2015 and the spring 2016 semester. Before I did this, I surveyed the students in my fall 2015 sections to gather their opinions on the assignment ideas. A majority of the assignments liked my idea of focusing their topics on the #DearNextPresident video campaign. I believed that this change might engage the students more in their topics by allowing them to select something that they are passionate about and want the next President of the U.S. to focus upon. I plan to continue this assignment for the fall 2016 semester. Finally, I used some of the questions on the SAILS test throughout the semester to check and improve student learning. When students seemed to struggle, we talked through the answers and covered the important information again to help improve student learning. In the fall 2016 semester, we are switching the test that we use in the Pre-test and post-test. We determined that some of the questions asked on the previous test were not relevant to our students. We are building our own test for the fall semester and hopefully, that will improve student scores.

One of the consistently lowest scores (around a 3.5) on the idea form comes from the question about the course itself. To help improve the perception of students regarding the course, I plan to continue to demonstrate and help them to see how the information presented in this course will not only help them throughout their college career but also beyond in their professional and personal life. I did some of this during this spring semester and the scores from the students reflect this. Using case studies and other approaches, I will connect the things that we are learning to future careers and information seeking that occurs in everyday life, e.g. buying a car or house. • Final Cumulative Project (Web Site): I would like to raise the average score on this assignment from 50% receiving an A, 90% or above, by at least 15%. I can do this by working more with the students to scaffold the assignment through the semester and providing work days where they can add items and ask questions. • Topic Development Assignment: Because my findings indicate that students do fairly well on this assignment, I plan to continue to scaffold this assignment and provide preliminary feedback on the various components that make up this assignment so that students can alter their work with an understanding on how to improve it. • Academic Database Exploration Assignment: I will continue this assignment because it provides an opportunity for the students to explore a resource that they will utilize throughout the rest of their college career. After looking at some of the answers and information provided, I plan to rewrite the exploration worksheet and focus on just a few questions. In the past, I had the students create a presentation to teach their database. I changed that assignment to the infographic. Because in the next semester, I plan to move the infographic to another assignment, I need to find another way for students to take the information that they found, critically analyze it, synthesize it, and present it in a creative output. This will be one of my challenges for fall 2015. With this assignment, the students are able to learn about a resource applicable to their career choice. • Evaluating Sources Assignment: There were a couple of things that students struggled with regarding this assignment. One was taking the criteria for evaluation and being able to

synthesize it into a coherent paragraph. I plan to work with them on this part of the assignment by having them evaluate more sources in class, prior to completing this assignment. Also, several students struggled with citing sources. Once again, more hands-on practice will help with the students mastering this concept, or at least be able to find the resources to help them with citations. Finally, some of the students struggled with identifying resource types. Again, spending time on this in class with hands-on activities should help in this area. • Annotated Bibliography: One thing that I want to change on this assignment is the introductory essay. Up until now, I have the students provide an introduction to their topic and write about their search processes. Some reflection on their learning is included in this essay, but not enough. To help students see what they are learning, I want them to spend more effort reflecting on the process and the effective nature of the process itself instead of focusing only on the summary aspects of the essay. • Search Assignments: Students have mentioned that they believe that some of the assignments are "busy work". I believe that I have not done enough to help them understand why we do the search assignments. I may have spent too much time in the past semesters on these assignments and the concepts behind them. To help with these issues, in the next semester, I will explain why we do these assignments and the outcomes that I hope to have the students achieve by completing them. I need to focus my remarks on the importance of the feedback that I can provide through these assignments and how they help me determine if the students are learning the concepts. Also, providing timely feedback is important regarding these assignments so the students learn what they need to correct. • Reflections: The reflections help me to determine if the students are learning what I want them to learn. In the final reflection, I have the students also reflect on the course itself and my teaching. This helps me to make changes to the course and to the way that I present the information in the course. This next semester, I want to add more reflections to the course and have more of a structure to it. I would like to have the students write a blog or journal during their search process to see what they are feeling when they are working on assignments and the process that they go through. I can provide more of a framework for the reflections, especially those that we do through the comic app. Sometimes the use of the Comic App, because of a little learning curve, may get in the way of the actual purpose of the assignment, which is to reflect on what they have learned. I am not sure that this always happens. Another strategy to employ, that might make the reflections better is to provide the questions to the students ahead of time, especially when we write reflections in class. That way, they can reflect and critically think about the questions before creating the comic or writing the reflection in class. • SAILS Pre-Test and Post-Test: I have been concerned because students do not always score high on this test. However, we are also working with Freshman and Sophomore students and if we test them again a couple of years later when they are Seniors, their scores may improve again. I will continue to use quizzes and a variety of instructional methods to make sure that students are improving. I would like to have over 50% score in the Proficiency Level and have some students at the Mastery Level. I would like to use a variety of techniques to increase the percentage to 85% of those that improve their score throughout the semester.

Students do not like the annotated bibliography assignment, however, this is one of the main assignments for this course and I do not plan to remove this assignment. One of the biggest challenges to

address is to make the assignment relevant to students and their future professions. I am planning on continuing with the Dear ESU President topic and an adaptive challenge facing Emporia State University. I plan to add more in-class exercises on identifying and narrowing topics. In line with the competencies and principles of the Kansas Leadership Center, I plan on allowing the students to make more decisions on the assignments and the selection of their topics. I also plan to have the students work in groups on their research topics so they can help each other through the process. Several students mentioned that they had already learned the information in the course. I plan to reconfigure the course to match the Information Literacy Framework of ACRL. Additionally, I will continue to use the TATIL test incorporating two to four modules of the course. Students improved their scores, however, I can do an earlier analysis of the scores to design the course to help students become more competent in the outcomes in the TATIL test. Most of the low grades on assignments and in the course were from students who failed to come to class and turn in work. I will work with the students to identify topics that are relevant to them.

Students do well on the initial assignments but seem to struggle as the semester continues. Spreading out the assignments during the semester would help students to complete the assignments on time and do them well. I will change the assignment sheets to make them more understandable and spend more time introducing the assignments in class. I plan to set aside a day to introduce each assignment and have students begin their work on assignments in class. To help meet the university's strategic plan, I plan to add leadership competencies and introduce students to the Kansas Leadership Center's competencies and principles especially looking at diverse viewpoints and adaptive challenges vs technical problems. Helping students to learn about diverse viewpoints will address goals raised in the IDEA evaluation. I plan to have students work more in groups for in-class activities and assignments to help meet additional goals raised in the IDEA evaluation and potentially improve student assignments. I plan to change the topic of the assignment to one that is relevant to the students, what they is the biggest challenge facing ESU. This should also meet some of the concerns raised by students in the IDEA evaluation making the learning relevant to their lives.

This assessment was a useful way to identify the weak points of this assignment. I think the web portfolio is a valuable assignment, despite needing some modifications, and I do intend to continue using it. • The assignment is a good way to identify what course concepts students have understood well and which they have not. • The assignment is written with an emphasis on the annotated bibliographies, which I think contributes to the range of attention and effort students gave their topic introductions/overviews. In fact, I noted that my grading rubric doesn't even address the topic/overview portion of the website, even though it is required. I have tended to frame this assignment as "not a research paper," since the course is only worth 2 credit hours, but I think that has done students a disservice. I think they would get more out of the assignment if I asked them to spend more time synthesizing and analyzing the information that they find. I will reframe the way this assignment is presented and rewrite parts of it (and the grading rubric) so that expectations are clearer and the grading

is more comprehensive. In the process, I may have to change point distribution across the course so that it makes sense for the credits the course is worth. • While conducting the assessment, I noted that few students address more than one side of an issue or topic, which I also think limits their learning, or question the position that a resource takes. I will dedicate more time to discussion of points of view and the role they play in scholarly writing and create an in-class assignment that will help students identify points of view in research.

APPENDIX I

Goal Outcome Success Metrics by Academic Year

Academic Year 2015 (Summer 2014, Fall 2014, Spring 2015)

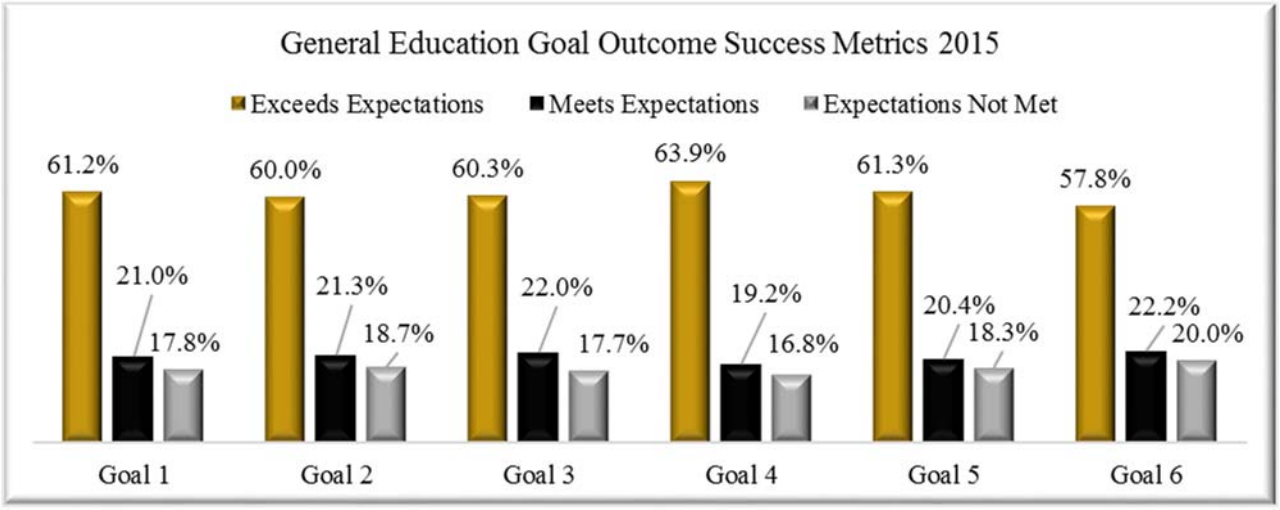
Goal Outcome Success of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET	Total Students
Goal 1	5,660	1,939	1,644	9,243
Goal 2	5,898	2,094	1,833	9,825
Goal 3	4,002	1,464	1,174	6,640
Goal 4	5,377	1,618	1,417	8,412
Goal 5	6,878	2,290	2,057	11,225
Goal 6	2,621	1,004	906	4,531

Goal Outcome Success Percentages of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET
Goal 1	61.2%	21.0%	17.8%
Goal 2	60.0%	21.3%	18.7%
Goal 3	60.3%	22.0%	17.7%
Goal 4	63.9%	19.2%	16.8%
Goal 5	61.3%	20.4%	18.3%
Goal 6	57.8%	22.2%	20.0%

General Education Goal Outcome Success Metrics



APPENDIX J

Goal Outcome Success Metrics by Academic Year

Academic Year 2016 (Summer 2015, Fall 2015, Spring 2016)

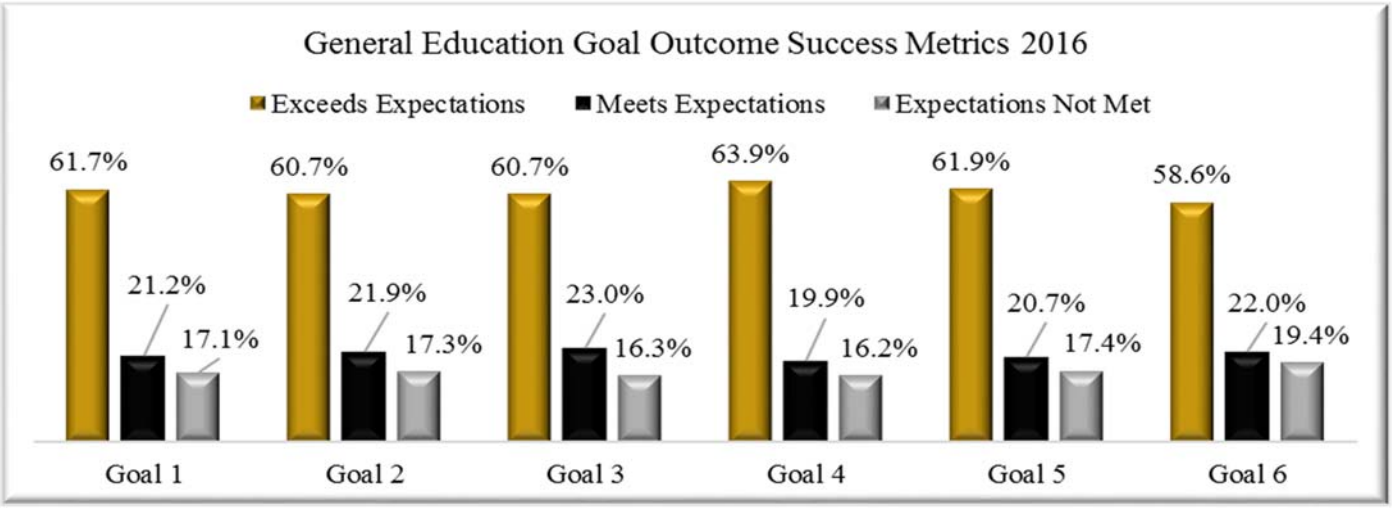
Goal Outcome Success of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET	Total Students
Goal 1	5,751	1,971	1,592	9,314
Goal 2	6,114	2,208	1,744	10,066
Goal 3	4,260	1,612	1,145	7,017
Goal 4	5,581	1,735	1,419	8,735
Goal 5	7,049	2,361	1,980	11,390
Goal 6	2,706	1,014	897	4,617

Goal Outcome Success Percentages of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET
Goal 1	61.7%	21.2%	17.1%
Goal 2	60.7%	21.9%	17.3%
Goal 3	60.7%	23.0%	16.3%
Goal 4	63.9%	19.9%	16.2%
Goal 5	61.9%	20.7%	17.4%
Goal 6	58.6%	22.0%	19.4%

General Education Goal Outcome Success Metrics



APPENDIX K

Goal Outcome Success Metrics by Academic Year

Academic Year 2017 (Summer 2016, Fall 2016, Spring 2017)

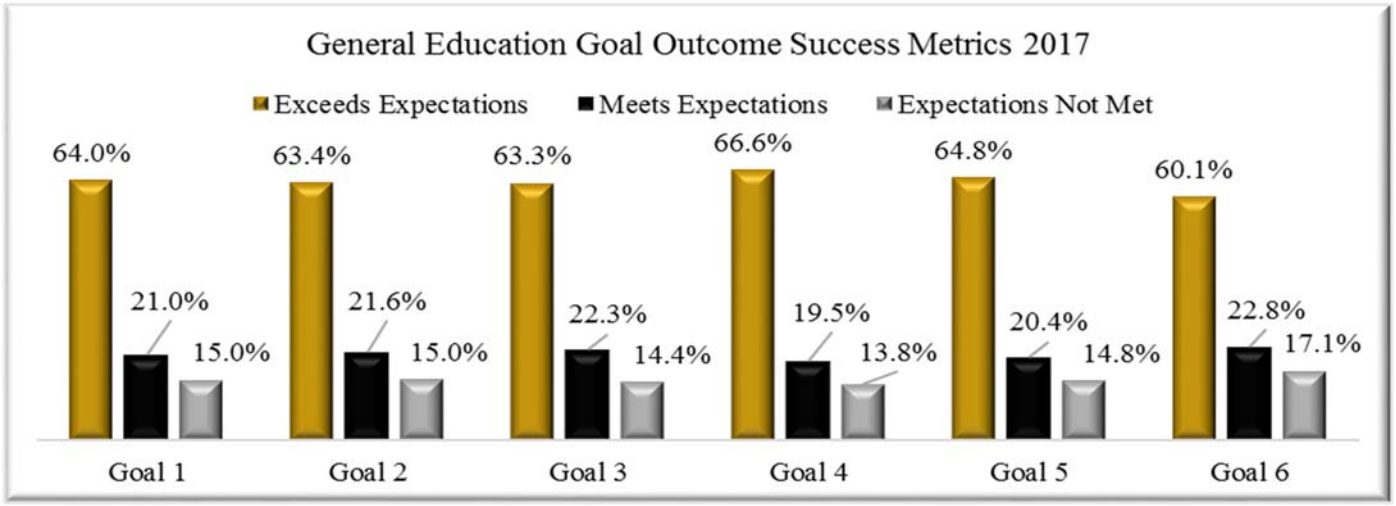
Goal Outcome Success of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET	Total Students
Goal 1	5,532	1,814	1,292	8,638
Goal 2	5,905	2,016	1,396	9,317
Goal 3	4,154	1,463	944	6,561
Goal 4	5,460	1,600	1,134	8,194
Goal 5	6,802	2,145	1,551	10,498
Goal 6	2,576	976	732	4,284

Goal Outcome Success Percentages of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET
Goal 1	64.0%	21.0%	15.0%
Goal 2	63.4%	21.6%	15.0%
Goal 3	63.3%	22.3%	14.4%
Goal 4	66.6%	19.5%	13.8%
Goal 5	64.8%	20.4%	14.8%
Goal 6	60.1%	22.8%	17.1%

General Education Goal Outcome Success Metrics



APPENDIX L

Goal Outcome Success Metrics by Academic Year

Academic Years 2015 – 2017 (Summer, Fall, and Spring Terms Combined)

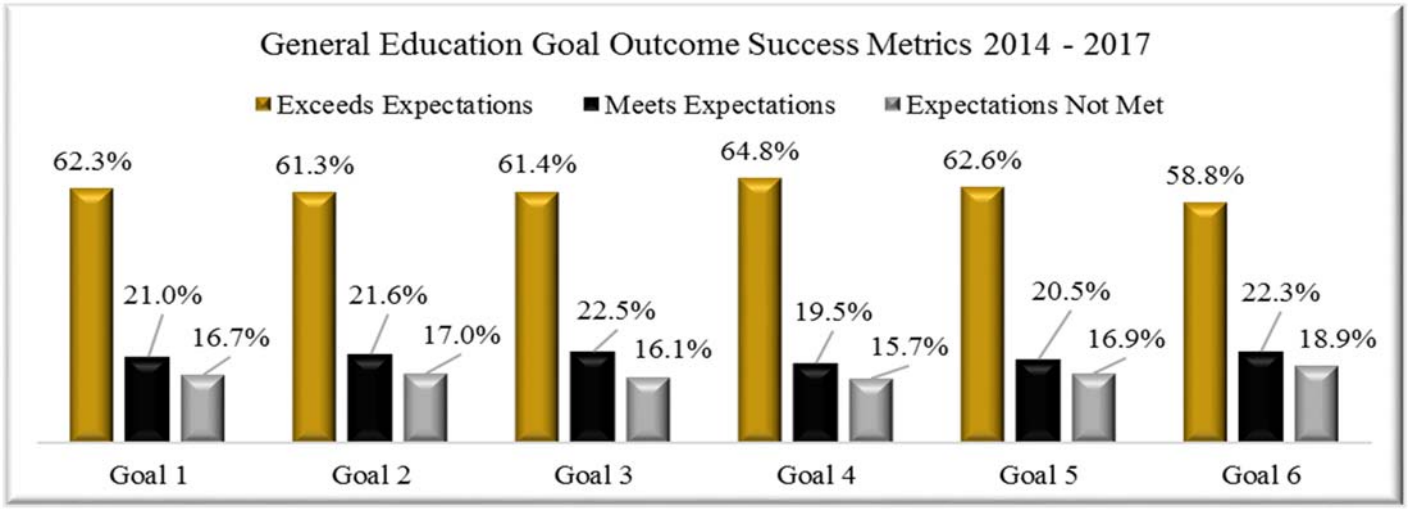
Goal Outcome Success of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET	Total Students
Goal 1	16,943	5,724	4,528	27,195
Goal 2	17,917	6,318	4,973	29,208
Goal 3	12,416	4,539	3,263	20,218
Goal 4	16,418	4,953	3,970	25,341
Goal 5	20,729	6,796	5,588	33,113
Goal 6	7,903	2,994	2,535	13,432

Goal Outcome Success Percentages of Students Completing General Education Courses

General Education Goal	EXCEEDS	MET	NOT MET
Goal 1	62.3%	21.0%	16.7%
Goal 2	61.3%	21.6%	17.0%
Goal 3	61.4%	22.5%	16.1%
Goal 4	64.8%	19.5%	15.7%
Goal 5	62.6%	20.5%	16.9%
Goal 6	58.8%	22.3%	18.9%

General Education Goal Outcome Success Metrics



APPENDIX M

Success Metrics: Annual Percentage Trends by General Education Goal

	Exceeds Expectations			Expectations Met			Expectations Not Met		
	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017
Goal 1	61.2%	61.7%	**64.0%**	21.0%	**21.2%**	21.0%	17.8%	17.1%	**15.0%**
Goal 2	60.0%	60.7%	**63.4%**	21.3%	**21.9%**	21.6%	18.7%	17.3%	**15.0%**
Goal 3	60.3%	60.7%	**63.3%**	22.0%	**23.0%**	22.3%	17.7%	16.3%	**14.4%**
Goal 4	63.9%	63.9%	**66.6%**	19.2%	**19.9%**	19.5%	16.8%	16.2%	**13.8%**
Goal 5	61.3%	61.9%	**64.8%**	20.4%	**20.7%**	20.4%	18.3%	17.4%	**14.8%**
Goal 6	57.8%	58.6%	**60.1%**	22.2%	22.0%	**22.8%**	20.0%	19.4%	**17.1%**

***Bold identifies best percentage success outcome**

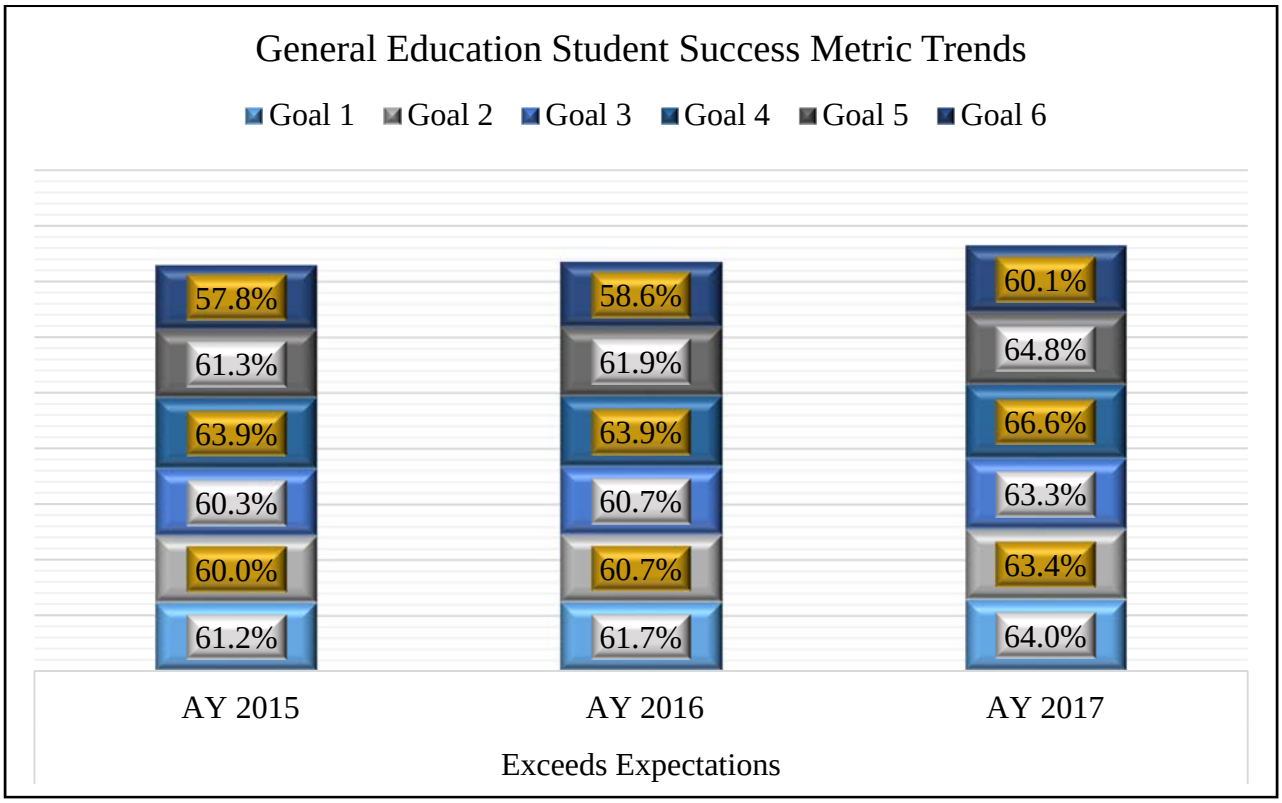
Success Metrics: Annual Percentage Change by General Education Goal

	Exceeds Expectations			Expectations Met			Expectations Not Met		
	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017	AY 2015	AY 2016	AY 2017
Goal 1	-	0.5%	2.3%	-	0.2%	-0.2%	-	-0.7%	-2.1%
Goal 2	-	0.7%	2.7%	-	0.6%	-0.3%	-	-1.4%	-2.3%
Goal 3	-	0.4%	2.6%	-	1.0%	-0.7%	-	-1.4%	-1.9%
Goal 4	-	0.0%	2.7%	-	0.7%	-0.4%	-	-0.6%	-2.4%
Goal 5	-	0.6%	2.9%	-	0.3%	-0.3%	-	-0.9%	-2.6%
Goal 6	-	0.8%	1.5%	-	-0.2%	0.8%	-	-0.6%	-2.3%

***Trends show positive shift of student success outcomes from one category to another.**

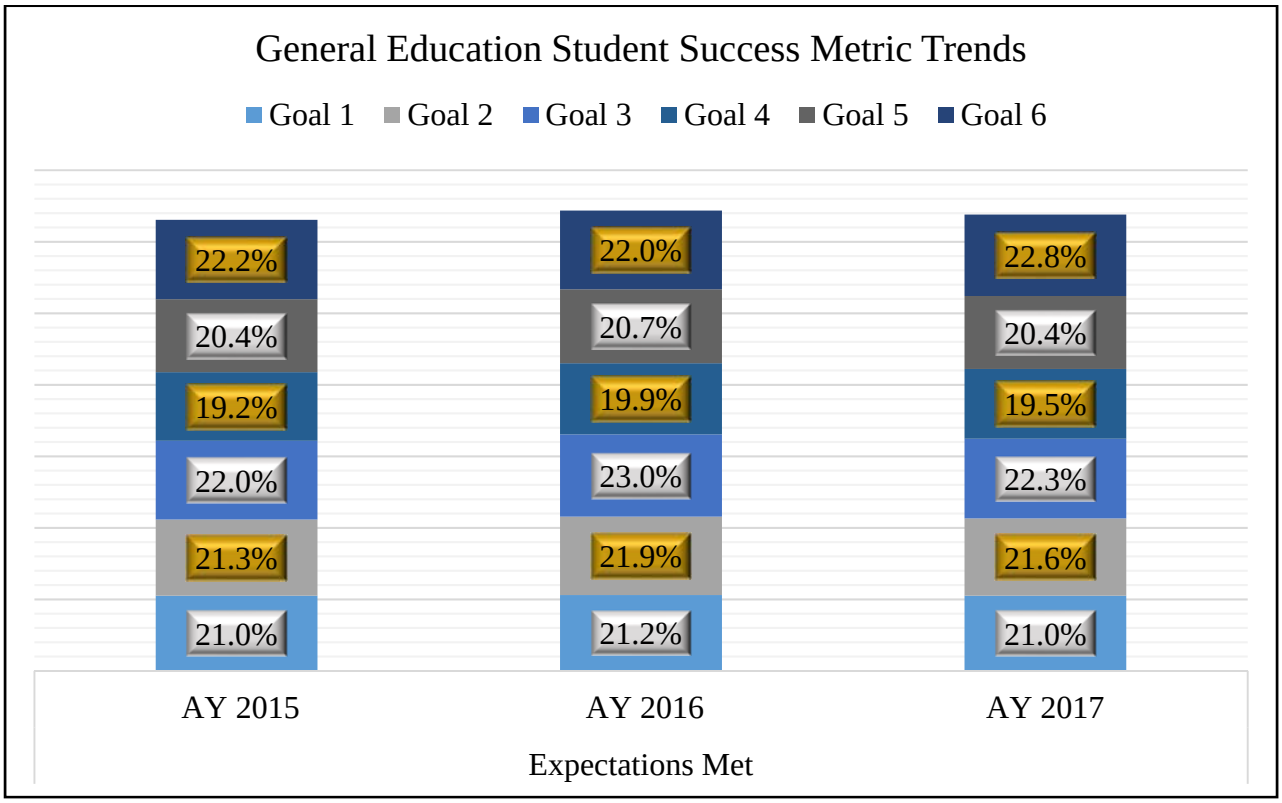
APPENDIX N

Demonstrated Outcome Exceeds Expectations Percentages Trends by Year



APPENDIX O

Demonstrated Outcome Expectations Met Percentages Trends by Year



APPENDIX P

Demonstrated Outcome Expectations Not Met Percentages Trends by Year