



Program-Level Assessment: Annual Report

Program Name (no acronyms): General Studies

Department: N/A

Degree or Certificate Level: Bachelor of Arts

College/School: School for Professional Studies

Date (Month/Year): July 2022

Assessment Contact: Kyle Crews

In what year was the data upon which this report is based collected? Summer 2021 – Spring 2022

In what year was the program's assessment plan most recently reviewed/updated? 2021-2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization? No

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Student Learning Outcome 1: Identify the political and non-political processes that make a difference in the civic life of our communities. **Student Learning Outcome 3:** Explain how ethical perspectives apply in various social contexts. **Student Learning Outcome 5:** Integrate ideas and experiences across disciplines.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

HUM 2100 (SLOs 1, 3): Students complete a final exam comprised of multiple choice, T/F, and short-answer questions. **HUM 2150** (SLO 5): Students complete an eight-part exam through the OpenMind platform that requires self-reflection on their cognitive habits. In some cases, they provide short answers to questions. In others, however, they must provide a written reflection. **HUM 3300** (SLO 1): Students write a final essay explaining how they might apply historical thinking to a situation in their professions. **HUM 3450** (SLO 5): Students complete a comprehensive exam comprised of multiple choice, T/F, and short-answer questions. **HUM 4100** (SLOs 1, 3): Students write a final essay. The final essay gives students an opportunity to synthesize all that they have read and considered, to research further on the various ways one can engage difference in a pluralistic world, and to reflect on the most foundational question of the course: Is "Confident Pluralism" a good and viable way to engage difference in a pluralistic world? **HUM 4200** (SLOs 1, 3, 5): Students write a final essay. They must craft a persuasive argument with substantive research to answer this singular question: How should one committed to Christian ethics approach the common good? (Students are allowed to approach the question from a different ethical perspective if they choose.) **HUM 4960** (SLOs 1, 3, 5): Students write a capstone paper to explain the value of each discipline they encountered in the program and to explore connections between the various disciplines. This means addressing questions like the following: (1) What is the value of history, public policy, theological ethics, etc.? (2) What does theological ethics have to do with public policy? (3) How does historical thinking help someone whose job is not in the historical field? All the courses were offered entirely **online**.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The artifacts were evaluated by the program director in consultation with the course instructor. The evaluation involved one instructor for each course (i.e., one for HUM 2100, another for HUM 2150, another for HUM 3300, etc.). We used a rubric to assess the designated artifact from each course. (The artifacts are described in Section 2 above.) We used three criteria: 1) student does not meet standard, 2) student approaches standard, and 3) student meets

standard. There are descriptions for each category above as they apply to the Student Learning Outcome. For instance, a student that does not meet the standard for SLO 5 “presents examples, facts, ideas, or theories from more than one discipline.” A student that approaches the standard for SLO 5 “connects examples, facts, ideas, or theories from more than one discipline.” Finally, a student that meets the standard for SLO 5 “synthesizes facts, ideas, or theories from more than one discipline to form reasoned conclusions or solutions.” Please see the rubric appended to the end of this report.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

SLO 1: In the Summer 1 2021 section of HUM 2100 (Intellectual Virtues), 100% of the students met the standard. In the Fall 1 2021 section of HUM 2100, 5% of the students did not meet the standard, 9% approached the standard, and 86% met the standard. In the Fall 1 2021 section of HUM 3300 (Thinking Historically), 17% of the students did not meet the standard, 17% approached the standard, and 67% met the standard. In the Spring 1 2022 section of HUM 3300, 8% did not meet the standard and 92% met the standard. In the Fall 2 2021 section of HUM 4100 (Engaging Difference in a Pluralistic World), 100% of the students met the standard. It is worth noting, though, that course only had 3 students. In the Spring 2 2022 section of HUM 4100, 50% of the students approached the standard and 50% met the standard. Similarly, this course only had 4 students. In the Fall 1 2021 section of HUM 4200 (Working for the Common Good), 25% of the students did not meet the standard, 25% approached the standard, and 50% met the standard. The course only had 4 students. In the Spring 1 2022 section of HUM 4200, 14% did not meet the standard, 43% approached the standard, and 43% met the standard. In the Fall 2 2021 section of HUM 4960 (General Studies Capstone), 14% of the students did not meet the standard, 71% approached the standard, and 14% met the standard. In the Spring 2 2022 section of HUM 4960, 20% of the students did not meet the standard, 40% approached the standard, and 40% met the standard.

SLO 3: In the Summer 1 2021 section of HUM 2100 (Intellectual Virtues), 100% of the students met the standard. In the Fall 1 2021 section of HUM 2100, 5% of the students did not meet the standard, 9% approached the standard, and 86% met the standard. In the Fall 2 2021 section of HUM 4100 (Engaging Difference in a Pluralistic World), 100% of the students met the standard. It is worth noting, though, that course only had 3 students. In the Spring 2 2022 section of HUM 4100, 50% of the students approached the standard and 50% met the standard. Similarly, this course only had 4 students. In the Fall 1 2021 section of HUM 4200 (Working for the Common Good), 25% of the students did not meet the standard, 25% approached the standard, and 50% met the standard. The course only had 4 students. In the Spring 1 2022 section of HUM 4200, 14% did not meet the standard, 43% approached the standard, and 43% met the standard. In the Fall 2 2021 section of HUM 4960 (General Studies Capstone), 14% of the students did not meet the standard, 71% approached the standard, and 14% met the standard. In the Spring 2 2022 section of HUM 4960, 20% of the students did not meet the standard, 40% approached the standard, and 40% met the standard.

SLO 5: In the Summer 2 2021 section of HUM 2150 (How To Think), 7% of the students did not meet the standard, 14% approached the standard, and 79% met the standard. In the Spring 2 2022 section of HUM 2150, 8% of the students did not meet the standard, 8% approached the standard, and 83% met the standard. In the Fall 1 2021 section of HUM 3450 (Interpreting Texts), 17% of the students approached the standard and 83% met the standard. In the Spring 1 2022 section of HUM 3450, 25% approached the standard and 75% met the standard. In the Fall 1 2021 section of HUM 4200 (Working for the Common Good), 25% of the students did not meet the standard, 25% approached the standard, and 50% met the standard. The course only had 4 students. In the Spring 1 2022 section of HUM 4200, 14% did not meet the standard, 43% approached the standard, and 43% met the standard. In the Fall 2 2021 section of HUM 4960 (General Studies Capstone), 14% of the students did not meet the standard, 71% approached the standard, and 14% met the standard. In the Spring 2 2022 section of HUM 4960, 20% of the students did not meet the standard, 40% approached the standard, and 40% met the standard.

Please see the attached document for a visual presentation of the data.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

General Conclusions: Most of the students that did not meet the standard did so because they stopped participating in the class (and thus did not submit the final assignment/artifact) or they did not submit the final assignment/artifact after completing other assignments in the course. To put this in perspective, a total of 8 students (across HUM 2100, HUM 3300, HUM 4100, HUM 4200, and HUM 4960) did not meet the standard for SLO 1. Of these 8 students, 6 failed to meet the standard because they did not submit the assignment/artifact. This means, then, that only 2% did not meet the standard while 21% approached the standard and 77% met the standard. A total of 5 students (across HUM 2100, HUM 4100, HUM 4200, and HUM 4960) did not meet the standard for SLO 3. Of these 5 students, 3 failed to meet the standard because they did not submit the assignment/artifact. This means, then, that only 3% did not meet the standard while 25% approached the standard and 72% met the standard. A total of 7 students (across HUM 2150, HUM 3450, HUM 4200, and HUM 4960), did not meet the standard for SLO 5. Of these 7 students, 4 failed to meet the standard because they did not submit the assignment/artifact. So, only 4% did not meet the standard while 25% approached the standard and 70% met the standard. We need to understand why a fair number of students are not submitting the final assignments/artifacts. It is not uncommon when teaching adult students with work and family responsibilities. It could be the case, however, that some students are “intimidated” by the final assignment. Are we, for instance, providing sufficient prompts for the assignments? Do students feel comfortable with the instructions? While I think it is good that 98% of students approached or met the standard for SLO 1, 97% approached or met the standard for SLO 3, and 96% approached or met the standard for SLO 5, I think more needs to be done to increase the percentage of students that meet the standard for each SLO.

SLO 1: The majority of students were thoroughly introduced to SLO 1 in HUM 2100 (100% in Summer 1 2021 and 86% in Fall 2 2021). I do not believe, however, that the students were sufficiently challenged. I think they learn about open-mindedness and receptivity, but the civic part of the SLO is not present. We need to determine whether we make curricular changes to incorporate these themes or whether HUM 2100 should introduce SLO 1. While 92% of the students met the standard in the Spring 1 2022 section of HUM 3300, only 67% met the standard in the Fall 1 2021 section. Some changes were made to the final assignment/artifact between Fall 1 2021 and Spring 1 2022, which likely accounts for the improvement. At this point, I am comfortable with our development of SLO 1 in HUM 3300. Every student in the Fall 2 2021 section of HUM 4100 met the standard while only 50% met the standard in the Spring 2 2022 section. The numbers behind these percentages, however, are so small; there were just 3 students in the Fall 2 2021 section and 4 students in the Spring 2 2022 section. We need more assessment data before we can adequately determine whether we are reinforcing this SLO in HUM 4100. We are troubled by the data in HUM 4200, although the sample size is also small. 50% of the students in the Fall 1 2021 section of HUM 4200 met the standard while 43% met the standard in the Spring 1 2022 section. There were just 4 students in the Fall 1 2021 section and 7 students in the Spring 1 2022 section. We need more assessment data before we can adequately determine whether we are reinforcing this SLO in HUM 4200. The most obvious concern is HUM 4960 where students are expected to demonstrate their achievement of SLO 1. Only 14% of students met the standard in the Fall 2 2021 section and 40% in the Spring 2 2022 section. HUM 4960 is the Capstone for General Studies so enrollment is typically smaller. In this case, we had 7 and 5 students respectively. Still, we are concerned that only 25% of all students (across both sections) met the standard. The majority of students (83%) across both sections approached or met the standard, but the number of students who demonstrate achievement of SLO 1 needs to improve. We need to modify the essay prompt since students are not asked to consider the civic engagement dimension of SLO 1.

SLO 3: The majority of students were thoroughly introduced to SLO 3 in HUM 2100 (100% in Summer 1 2021 and 86% in Fall 2 2021). We do not anticipate major changes at this point. Every student in the Fall 2 2021 section of HUM 4100 met the standard while only 50% met the standard in the Spring 2 2022 section. The numbers behind these percentages, however, are so small; there were just 3 students in the Fall 2 2021 section and 4 students in the Spring 2 2022 section. We need more assessment data before we can adequately determine whether we are developing this SLO in HUM 4100. 50% of the students in the Fall 1 2021 section of HUM 4200 met the standard while 43% met the standard in the Spring 1 2022 section. There were just 4 students in the Fall 1 2021 section and 7 students in the Spring 1 2022 section. We need more assessment data before we can adequately determine whether we are reinforcing this SLO in HUM 4200. The most obvious concern is HUM 4960 where students are expected to demonstrate their achievement of SLO 3. Only 14% of students met the standard in the Fall 2 2021 section and 40% in

the Spring 2 2022 section. HUM 4960 is the Capstone for General Studies so enrollment is typically smaller. In this case, we had 7 and 5 students respectively. Still, we are concerned that only 25% of all students (across both sections) met the standard. The majority of students (83%) across both sections approached or met the standard, but the number of students who demonstrate achievement of SLO 3 needs to improve. We need to consider whether the essay prompt sufficiently encourages students to explain how ethical perspectives apply in various social contexts. We should also consider whether this is the best place for students to demonstrate achievement. The assignment in HUM 4200 (Working for the Common Good) may be a more appropriate course.

SLO 5: 79% of students in the Summer 2 2021 section of HUM 2150 met the standard while 83% met the standard in the Spring 2 2022 section. By far, most students met the standard (82%) across both sections of HUM 2150. We believe this serves as a sufficient introduction to SLO 5. 83% of students in the Fall 1 2021 section of HUM 3450 met the standard while 75% met the standard in the Spring 1 2022 section. By far, most students met the standard (80%) across both sections of HUM 3450. It is important to note, though, the small sample size. We had 6 students in the Fall 1 2021 section and just 4 in the Spring 1 2022 section. We would like to see the numbers improve, particularly since HUM 3450 develops SLO 5, but we need more data before making a significant change. 50% of the students in the Fall 1 2021 section of HUM 4200 met the standard while 43% met the standard in the Spring 1 2022 section. There were just 4 students in the Fall 1 2021 section and 7 students in the Spring 1 2022 section. We need more assessment data before we can adequately determine whether we are reinforcing this SLO in HUM 4200. Finally, students are expected to demonstrate achievement of SLO 5 in HUM 4960. Only 14% of students met the standard in the Fall 2 2021 section and 40% in the Spring 2 2022 section. HUM 4960 is the Capstone for General Studies so enrollment is typically smaller. In this case, we had 7 and 5 students respectively. Still, we are concerned that only 25% of all students (across both sections) met the standard. The majority of students (83%) across both sections approached or met the standard, but the number of students who demonstrate achievement of SLO 5 needs to improve. We believe that students need more instruction on how to write an integrative paper. The essay prompt clearly encourages students to integrate ideas and experiences across disciplines. We need to spend more time, however, demonstrating what this looks like. We anticipate a pedagogical rather than a curricular change.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The program director and faculty met via Zoom at the end of Spring 2022 to discuss the results. We went through the data and discussed variables that might have impacted the data. We also discussed potential changes whether pedagogical or curricular. We discussed whether we needed a different artifact (e.g., an essay instead of an exam), whether we needed to change the expectations in our assignment prompts, or whether we needed to change our teaching techniques.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We are not making any changes to the assessment plan at this point. Rather, we will refine our assignment prompts: more emphasis on civic engagement (SLO 1) in HUM 2100 and more emphasis on applying ethical perspectives (SLO 3) in HUM 4960. We will also change our teaching technique in HUM 4960. The assignment/artifact clearly encourages students to integrate ideas and experiences across disciplines (SLO 5).

However, we feel that students need more instruction on this mode of writing. We will add material to the course (writing resources and sample essays) and an additional lecture to address this concern.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

This is our first year to prepare an assessment report for the new iteration of General Studies. We completely changed the curriculum. We started offering several new courses (like those discussed in this report) because they could be taken by new or existing students in General Studies. For the first two years, nearly all the students in these courses were matriculating under the old Student Learning Outcomes. We finally reached a point in Summer 2021 where these courses were populated with students under the new plan and new SLOs. With no previous report, then, we have no changes to report. We will have changes to report in AY 2022-2023.

B. How has this change/have these changes been assessed?

See explanation above.

C. What were the findings of the assessment?

See explanation above.

D. How do you plan to (continue to) use this information moving forward?

See explanation above.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

**General Studies
Student Learning Outcomes Rubric**

| Learning Outcome | Does Not Meet Standard | Approaches Standard | Meets Standard |
|--|--|---|---|
| Identify the political and non-political processes that make a difference in the civic life of our communities. | Expresses attitudes and beliefs from a one-sided view with indifference to civic engagement for the common good. | Begins to identify knowledge from political and non-political processes that is relevant to civic engagement for the common good. | Connects and extends knowledge from political and non-political processes as a sign of one’s receptivity to civic engagement for the common good. |
| Analyze ideas, data, and events to reach informed conclusions. | Reaches simplistic and obvious conclusions that are based on questionable sources of information. | Information is taken from sources with enough analysis to develop a coherent conclusion. | Proposes creative and logical conclusions that reflect informed evaluation and scrutiny of ideas, data, and events. |
| Explain how ethical perspectives apply in various social contexts. | Recognizes basic and obvious ethical issues but fails to grasp complexity or cross-relationships. | Independently recognizes the complexity of ethical issues OR can grasp cross-relationships. | Recognizes ethical issues that are complex, multilayered, AND interconnected. |

| | | | |
|--|--|--|--|
| Write in different styles, genres, and modalities. | Demonstrates minimal attention to context, audience, purpose, modality, and the assigned task. | Demonstrates adequate consideration of context, audience, purpose, modality, and a clear focus on the assigned task. | Demonstrates a thorough understanding of context, audience, purpose, and modality that is clearly responsive to the assigned task. |
| Integrate ideas and experiences across disciplines. | Presents examples, facts, ideas, or theories from more than one discipline. | Connects examples, facts, ideas, or theories from more than one discipline. | Synthesizes facts, ideas, or theories from more than one discipline to form reasoned conclusions or solutions. |

2021-2022 Assessment Data

General Studies

SLO 1: Identify the political and non-political processes that make a difference in the civic life of our communities.

| | | Summer 1 2021 | Fall 2 2021 | Fall 1 2021 | Spring 1 2022 | Fall 2 2021 | Spring 2 2022 | Fall 1 2021 | Spring 1 2022 | Fall 2 2021 | Spring 2 2021 |
|---------------------------------|---|---------------|-------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| | | HUM 2100-11 | HUM 2100-21 | HUM 3300-11 | HUM 3300-11 | HUM 4100-21 | HUM 4100-21 | HUM 4200-11 | HUM 4200-11 | HUM 4960-21 | HUM 4960-21 |
| Does Not Meet Standard (D to F) | Expresses attitudes and beliefs from a one-sided view with indifference to civic engagement for the common good. | 0% | 5% | 17% | 8% | 0% | 0% | 25% | 14% | 14% | 20% |
| Approaches Standard (B- to C) | Begins to identify knowledge from political and non-political processes that is relevant to civic engagement for the common good. | 0% | 9% | 17% | 0% | 0% | 50% | 25% | 43% | 71% | 40% |
| Meets Standard (A to B) | Connects and extends knowledge from political and non-political processes as a sign of one's receptivity to civic engagement for the common good. | 100% | 86% | 67% | 92% | 100% | 50% | 50% | 43% | 14% | 40% |
| | | Introduced | Introduced | Developed | Developed | Reinforced | Reinforced | Reinforced | Reinforced | Achieved | Achieved |

2021-2022 Assessment Data

General Studies

SLO 3: Explain how ethical perspectives apply in various social contexts.

| | | Summer 1 2021 | Fall 2 2021 | Fall 2 2021 | Spring 2 2022 | Fall 1 2021 | Spring 1 2022 | Fall 2 2021 | Spring 2 2021 |
|---------------------------------|---|---------------|-------------|-------------|---------------|-------------|---------------|-------------|---------------|
| | | HUM 2100-11 | HUM 2100-21 | HUM 4100-21 | HUM 4100-21 | HUM 4200-11 | HUM 4200-11 | HUM 4960-21 | HUM 4960-21 |
| Does Not Meet Standard (D to F) | Recognizes basic and obvious ethical issues but fails to grasp complexity or cross-relationships. | 0% | 5% | 0% | 0% | 25% | 14% | 14% | 20% |
| Approaches Standard (B- to C) | Independently recognizes the complexity of ethical issues OR can grasp cross-relationships. | 0% | 9% | 0% | 50% | 25% | 43% | 71% | 40% |
| Meets Standard (A to B) | Recognizes ethical issues that are complex, multilayered, AND interconnected. | 100% | 86% | 100% | 50% | 50% | 43% | 14% | 40% |
| | | Introduced | Introduced | Developed | Developed | Reinforced | Reinforced | Achieved | Achieved |

2021-2022 Assessment Data

General Studies

SLO 5: Integrate ideas and experiences across disciplines.

| | | Summer 2 2021 | Spring 2 2022 | Fall 1 2021 | Spring 1 2022 | Fall 1 2021 | Spring 1 2022 | Fall 2 2021 | Spring 2 2021 |
|---------------------------------|--|---------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| | | HUM 2150-21 | HUM 2150-21 | HUM 3450 | HUM 3450-11 | HUM 4200-11 | HUM 4200-11 | HUM 4960-21 | HUM 4960-21 |
| Does Not Meet Standard (D to F) | Synthesizes facts, ideas, or theories from more than one discipline to form reasoned conclusions or solutions. | 7% | 8% | 0% | 0% | 25% | 14% | 14% | 20% |
| Approaches Standard (B- to C) | Connects examples, facts, ideas, or theories from more than one discipline. | 14% | 8% | 17% | 25% | 25% | 43% | 71% | 40% |
| Meets Standard (A to B) | Presents examples, facts, ideas, or theories from more than one discipline. | 79% | 83% | 83% | 75% | 50% | 43% | 14% | 40% |
| | | Introduced | Introduced | Developed | Developed | Reinforced | Reinforced | Achieved | Achieved |