

Option B: General Education Student Learning Outcome Assessment

Establishing Humanities and Fine Arts Learning Outcomes in a Scientific Ethics Course

Jenna Yentes, PhD

Department of Biomechanics, University of Nebraska at Omaha, Omaha, NE 68182

Timeline

The Department of Biomechanics is a new department and the Bachelor's in Biomechanics is only two years old. BMCH 1100 was offered for the first time in Spring 2018. Many options were considered to assess the four student learning outcomes (SLOs). After consideration, one assignment was chosen to assess the SLOs.

Fall 2017

- Draft complete
- Draft reviewed by admin, faculty, students
- Revised and finalized

Spring 2018

- Instructor accepted final draft
- Assessment administered

Assessment Assignment

Analysis of an Ethical Situation Assignment Description

This assignment asks you to build upon your ethical reasoning you have been developing throughout the semester. An ethical situation that has occurred in history will be assigned to you. This ethical situation will have already had an outcome. You will compose an analysis statement in which you make your audience aware of the ethical situation/question related to the situation. You will need to articulate a clear analysis of the course of action taken and what else could have been done. The argument and support should be logical and factual, stemming from credible sources. Opinions and feelings are not support for an ethical argument.

While you may organize the analysis in a way you believe most effectively communicates your message, please include the following three main structural components:

1. Brief background introduction to your topic, including any definitions, seminal works, or essential stakeholders relevant to your topic
2. A one-sentence statement of why this ethical situation matters followed by elaboration (please be sure to bold the one-sentence statement so it can be easily found)
3. An analysis of the course of action taken and additional action that could have been taken

It is also important to keep in mind that you will need to demonstrate the following:

1. An understanding of one of the three approaches/theories to ethics: metaethics, normative, or applied ethics.
2. How scientists and other stakeholders responded to the situation you are addressing.
3. How the outcome of the situation has contributed to society's understanding, growth, and well-being. For example, if you are presenting an ethical situation in which you feel a negative impact on society has been made, you will need to explain how that research has negatively impacted society's understanding, growth, and well-being in context of that situation.
4. Your learned ability to interpret, critically evaluate, and explain the significance of the arguments of others and yourself.

Analysis statements should be no more than three-pages, single spaced, 1" margins, with 12-point font. At the top of the first page, please write out the ethical situation/question you are responding to, in order for the reader to understand the context. Statements should be turned in on Canvas electronically. For additional details, please review the assignment instructions on Canvas.

Glossary (definitions that follow were developed to clarify terms and concepts used in this rubric)

- Ethical Reasoning: reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.
- Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Philosophical argument: discussion, or series of statements, used to persuade someone or to present reasons for accepting a conclusion.
- Human condition: ethical events, situations, and/or dilemmas that make up human existence (e.g., How is an ethical situation impacting a particular group of people? What is the issue, how is it addressed?)

Student Learning Outcomes

1. demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition
2. recognize, articulate, and explore how various scientists have responded to the human condition
3. comprehend and evaluate how scientific research contributes to individual and/or sociocultural understanding, growth, and well being
4. use relevant critical, analytic, creative, speculative and/or reflective methods to communicate ideas and explain concepts relevant to the discipline

Rubric (Instrument)

	Mastery (A+)	Advanced (B)	Proficient (C)	Developing (D)
demonstrate an understanding of different ethical theories (SLO #1)	Student names a theory, can present the gist of the theory, and accurately explains the details of the theory used.	Student can name a theory, can present the gist of the theory, and attempts to explain the details of the theory used, but has inaccuracies.	Student can name a major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
demonstrate the ability to apply ethical theories (SLO #1)	Student can independently (to a new example) and accurately apply ethical theory to an ethical question, and is able to consider full implications of the application.	Student can independently and accurately apply ethical theory to an ethical question, but does not consider the specific implications of the application.	Student can apply ethical theory to an ethical question, independently. Student does not present implications of application.	Student can apply ethical perspectives/concepts to an ethical question with support but is unable to apply independently.
articulate how historical and contemporary scientists have responded to the human condition (SLO #2)	Analyzes scientists' responses to ethics in scientific research to develop and advocate for informed, appropriate action to solve complex problems in the human condition.	Analyzes scientists' responses to ethics in scientific research to pose elementary solutions to complex problems in the human condition.	Analyzes scientists' responses to ethics in scientific research to pose elementary solutions to complex problems in the human condition, but has inaccuracies.	Identifies the basic role of ethics in some scientific research, ideas, and processes in the human condition.
reflect on how research contributes to individual and/or sociocultural understanding, growth, and well being (SLO #3)	Effectively, completely, and accurately articulates a rational analysis of the complexity of the reciprocal influence between ethics of research and individuals or society.	Addresses the reciprocal influence between ethics of research and individuals or society. Analysis may contain inaccuracies.	Introduces a reciprocal influence between ethics of research and individuals or society. Does not provide an analysis.	Does not address the reciprocal influence between ethics of research and individuals or society.
using critical thinking to generate and communicate a philosophical argument (SLO #4)	Issue/problem considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem considered critically is stated but description has minor inaccuracies.	Issue/problem not critically considered and description is inaccurate.
Selecting and using information to support a philosophical argument (SLO #4)	Information is taken from credible source(s). Viewpoints of experts are questioned thoroughly. Argument is fully factual and not based upon opinions.	Information is taken from credible source(s). Viewpoints of experts are subject to questioning. Argument is factual yet is influenced by personal opinion.	Information is taken from credible source(s). Viewpoints of experts are taken as mostly fact, with little questioning. Relies more heavily on personal opinion.	Information is taken from questionable source(s). Viewpoints of experts are taken as fact, without question. States personal opinion rather than rationally analyzing evidence.

Mini-Grant Fund option B – General Education SLO Assessment:

The purpose of this fund is to support faculty development, implementation, or refinement of assessment tools in General Education Courses.

Proficiency Target

The proficiency target was set at a score of 70%. This is the minimum grade needed to pass the course. It was expected that 80% of the class would hit this proficiency target.

Results

Twenty-one students were administered the assessment and all 21 completed the assignment. The average total score on the assignment was an 87.1%, with no students scoring below a 70%.

	SLO #1	SLO #2	SLO #3	SLO #4
Number of Students <70%	1	1	1	0
Average Score	86.1%	86.3%	90%	89.5%
Score Range	100-67.5%	100-66.7%	100-66.7%	100-75%
Proficiency Rate	95.2%	95.2%	95.2%	100%

After the assessment was complete, students commented that the rubric was hard to follow. A survey was administered to the students for immediate feedback (n=17).

- Students said they understood the rubric, one said they did not, and everyone said they partially understood
- Format and introduction (SLO #1) sections were most understood
- Least understood sections were SLO #2 & 3
- Feedback centered on simplifying the language

Next Steps for Program Improvement

- Review exceptional assignments from students in the Spring 2018 section
- Evaluate these sample assignments as to why they were exceptional
- Revise the rubric based upon the evaluation and the student feedback, mainly simplifying the language
- After administration a second time, evaluate the rubric by having two faculty score the same papers
- Continue revision of the rubric until inter-rater reliability is found

Assessment of CSCI 1200 (Option B - GenEd Course)

Jong-Hoon Youn and Harvey Siy
 Department of Computer Science, University of Nebraska at Omaha, Omaha, NE 68182

Description of CSCI 1200

Increasingly, computer science is getting recognition as the third pillar of science alongside theory and experimentation. It enables the study of theoretical models of phenomena too complex, costly, hazardous, vast or small for experimentation.

The CSCI 1200 course examines how computation pervades and enables modern scientific discovery by supporting data collection, modeling, analysis and visualization, a new paradigm known as computational and data-enabled science and engineering. The projects and exercises in the course are geared towards helping students develop the basic skills needed for building computational models.

Student Learning Outcomes

Natural Science Course SLO(s)

The SLO's for each general education area have been determined by the UNO General Education Committee. There are four natural science SLOs:

- SLO#1: demonstrate a broad understanding of the fundamental laws and principles of science and interrelationships among science and technology disciplines;
- SLO#2: demonstrate a broad understanding of various natural and/or physical phenomena that surround and influence our lives;
- SLO#3: describe how scientists approach and solve problems including an understanding of the basic components and limitations of the scientific method; and
- SLO#4: solve problems and draw conclusions based on scientific information and models, using critical thinking and qualitative and quantitative analysis of data and concepts in particular to distinguish reality from speculation.

List of Measures Developed

- **Project Proposal:** For this class, students will combine what they have learned about the problem solving process and the way computers work in order to propose an app that could help solve a real world problem of their choosing.
- **Individual Project Report:** This report focuses specifically on the creation of a computer application through the collaborative and iterative process of programming.
- **Project Presentation:** The last step of the project is to present their app to the classmates.
- **Assignment - Tell a Data Story:** This task requires students to manipulate data that they have selected, create a computational artifact in the form of a data visualization, and write about the artifact and its possible interpretations.

Rubric (For SLO1 & SLO2 Only)

SLO1: Student must get 8 points or above from two measures

Assessment	High (6 or 5 points)	Medium (4 or 3 points)	Low (2 or 1 points)	Max Raw Score
Individual Report - Part C: Abstraction	The selected abstraction includes mathematical and/or logical concepts and serves to manage complexity of the program. AND The response indicates that an abstraction was developed and provides an accurate description with specificity of the purpose of the abstraction. AND The response explains how the abstraction manages complexity of the program due to the inclusion of the abstraction in the program or explains how the program would function without the abstraction.	The selected abstraction includes mathematical and/or logical concepts and serves to manage complexity of the program. AND The response indicates that an abstraction was developed and provides an accurate description with specificity of the purpose of the abstraction.	The selected abstraction includes mathematical and/or logical concepts and serves to manage complexity of the program. AND The response indicates that an abstraction was developed and provides a general description or summary of the purpose of the abstraction.	6
Individual Report - Part D: Algorithms	The selected algorithm integrates two or more commonly used or new algorithms and integrates mathematical and / or logical concepts to create a new algorithm. AND The response identifies the algorithm's purpose in the program and accurately describes with specificity how the algorithm achieves this purpose. AND The response accurately describes how two of the algorithms function independently as well as in combination to create a new algorithm.	The selected algorithm integrates two or more commonly used or new algorithms and integrates mathematical and/or logical concepts to create a new algorithm. AND The response identifies the algorithm's purpose in the program and accurately describes with specificity how the algorithm achieves this purpose.	The selected algorithm is a commonly used algorithm and integrates mathematical and/or logical concepts. AND The response provides a general description of the algorithm OR a correct line-by-line summary of the algorithm.	6

SLO2: Student must get 8 points or above from two measures

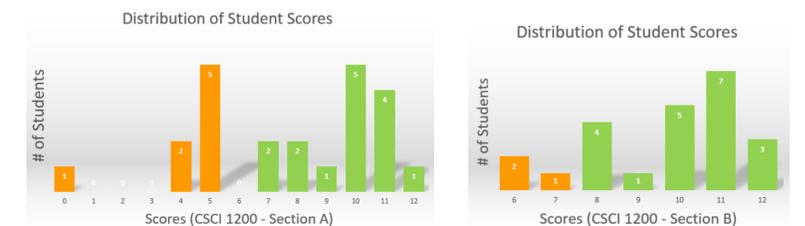
Assessment	High (6 or 5 points)	Medium (4 or 3 points)	Low (2 or 1 points)	Max Raw Score
Proposal - Step 4: Define the problem	The description of the problem is clear and specific. The written response can be used to aid the understanding of the scope of their problem by defining who their audience is, what specifically is the problem, and how they will know they have fixed it.	The description of the problem is adequate but an inexperienced user may not fully understand who their audience is, what specifically is the problem, and how they will know they have fixed it.	The description of the problem is unclear or incomplete. An inexperienced user would find it difficult to understand who their audience is, what specifically is the problem, and how they will know they have fixed it.	6
Proposal - Step 5: Computing Innovation and its effects	The response offers a wealth of technical details, supported by strong explanations of the role computing plays in the innovation. AND The response describes in detail its long and short term impacts, and its beneficial and harmful effects, of the innovation.	The response offers sufficient technical details and explanations of the role computing plays in the innovation. An inexperienced user would find the innovation understandable. AND The response identifies its long and short term impacts, and its beneficial and harmful effects, of the innovation.	The response offers minimal technical details or explanations of the role computing in the innovation. An inexperienced user would find it difficult to understand the innovation. AND The report loosely connects the innovation to its long and short term impacts or its beneficial and harmful effects.	6

The rubrics of SLO3 and SLO4 are not show due to the space limit.

Results (or Timeline)

	Data Collection Date Range	Number of Students Assessed	Percentage of Students who Met/Exceeded Threshold Proficiency
SLO 1 – Measure one	Spring 2018 CSCI 1200- Section A	23	78.3%
SLO 1 – Measure two	Spring 2018 CSCI 1200- Section B	24	87.5%
SLO 2 – Measure one	Spring 2018 CSCI 1200- Section A	23	78.3%
SLO 2 – Measure two	Spring 2018 CSCI 1200- Section B	24	79.2%
SLO 3 – Measure one	Spring 2018 CSCI 1200- Section A	23	86.9%
SLO 3 – Measure two	Spring 2018 CSCI 1200- Section B	24	79.2%
SLO 4 – Measure one	Spring 2018 CSCI 1200- Section A	23	65.22%
SLO 4 – Measure two	Spring 2018 CSCI 1200- Section B	24	87.5%

Interpretation



- According to the assessment results shown in Section II, the results of SLO1, SLO2 and SLO3 meet the SLO Proficiency Target (at least 75% of all students assessed will meet or exceed the proficiency threshold noted above). Thus, no action will be taken as a result of this assessment for SLO1, SLO2 and SLO3.
- For SLO4, based on the assessment results, the status of Gen Ed SLO4 is only partially met; CSCI 1200- Section A was only 65.22% and CSCI 1200- Section B was 87.5%.

This is because the 'Assignment - Tell a Data Story' was given as an extra-credit assignment for CSCI1200- Section A, and 8 out 23 students didn't submit the assignment (all orange bars in the left histogram).

Since the result of the other assessment for SLO4 (Presentation - Social Impact, Market Research, and References) were positive, we decided not to implement any changes in the course contents. However, this assignment will be moved to earlier in the curriculum from Fall 2018.

Gen Ed SLO's for Autobiographical Reading and Writing

Daniel Wuebben, Imafedia Okhamafe, Todd Richardson
 Goodrich Scholarship Program, University of Nebraska at Omaha, Omaha, NE 68182

Rubric (Instrument)

1. Demonstrate an understanding of the theories, methods and concepts used to comprehend and respond to the human condition

For this SLO, we are especially focused on evidence from the writer's artifact that shows understanding of **personal narrative as a method** for comprehending and responding to the human condition

2. Recognize, articulate, and explore how various humanists/artists have responded to the human condition

This SLO is about how students articulate how **other** humanists/artists have responded to the human condition. We acknowledge that this particular SLO is not likely to be displayed in autobiographies, but is achieved in various other writing assignments in which students respond to an author's text.

3. Comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth and well-being

For this SLO, we are especially interested in how well the writer's own autobiography shows some kind of socio-cultural understanding, growth, and well being.

4. Use relevant critical, analytic, creative, speculative, and/or reflective methods

For this SLO, we are especially interested in how well the writer's artifact displays an ability to express meaning through use of descriptive scenes, offer reflections on impactful events, and tries to make sense of how specific experiences may have broader consequences.

As we read each of the 15 artifacts, we scored them as either "exemplary" "proficient" or "developing" in each of the four areas.

Student Learning Outcomes

Gen Ed SLOs Addressed in Rubric

- 1) demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition;
- 2) recognize, articulate, and explore how various humanists/artists have responded to the human condition;
- 3) comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well-being; and
- 4) use relevant critical, analytic, creative, speculative and/or reflective methods.

Description of the Assessment

HUMN 1200 satisfies part of the Humanities and Fine Arts distribution requirements and is a required course for incoming students in the Goodrich Scholarship Program. The official course description describes it as course in which "students are exposed to multicultural perspectives" and which "helps students to write effectively by focusing on their own personal experience and by examining a variety of autobiographical writings." The proposed assessment asks: How does *writing* about a subjective, personal experiences help students develop the fundamental academic skills they need to successfully compose objective, academic arguments? What aspects of HUMN 1200 promote resiliency, problem solving, and creative thinking? How can practicing and studying autobiographical writing create an entry point and result of literacy research?

The goal of this assessment is to understand how activating and practicing these threshold concepts may or may not map onto the four Gen-Ed SLOs and furthermore, how high-stakes deliverables for this course (the 20-page Autobiography) display achievement of SLOs and course performance.

Proficiency Target

At this time, we have set the following targeted proficiency level for each SLO:

SLO #1	80%
SLO #2	50%
SLO #3	80%
SLO #4	80%

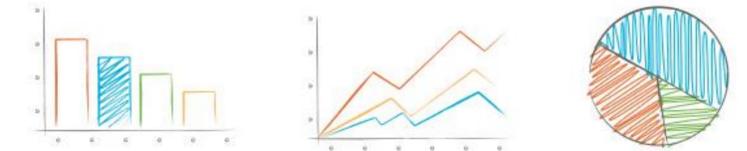
Results (or Timeline)

	Number of Students Assessed	Percentage of Students who Met/Exceeded Threshold Proficiency
SLO 1 – Measure one	15	12/15, 13/15: 12.5/15 Total: 83%
SLO 2 – Measure one	15	8/15, 8/15: 8/15 Total: 53%
SLO 3 – Measure one	15	14/15, 14/15: 14/15 Total: 93%
SLO 4 – Measure one	15	11/15, 10/15: 10.5/15 Total: 70%

Include description of Mini-Grant Fund option:

B – General Education Student Learning Outcomes Assessment

Interpretation and/or Next Steps for Program Improvement



This grant supported a conversation about the writing assignments and the impetus for sharing the assignment handouts we give to explain the 20-page assignment (attached). In addition to better understanding how students are presented with the assignment, the assessment project helped each of us to think about how the autobiography functions as a response to what we have asked students to do in the prompt.

The grant also forced us to think about how our own rubrics for grading differed from the rubric we developed to assess the 4 learning outcomes. Seeing how the learning outcomes could or could not be displayed, especially SLO #2, made us consider how we might revise the final autobiography so students are required to show the ways they engage with other humanists.

Finally, the grant gave us the opportunity to make a plan for future assessments that will satisfy the general education learning outcomes but, in addition, to think about what other kinds of writing skills we want our freshman cohort to develop in their first year courses.

Women's & Gender Studies (WGS) WGST 2020: Introduction to WGS (Humanities) General Education Humanities/Fine Arts Assessment

Karen Falconer Al-Hindi, WGS/Geography/Geology; Maria Arbelaez, WGS/History;
Peggy Jones, WGS/Black Studies; Bridget Sandhoff, WGS/Art History

College of Arts and Sciences, University of Nebraska at Omaha, Omaha, NE 68182

Student Learning Outcomes & Description of the Assessment

GEN ED SLO #1: Demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition

WGST SLO #1: Students learn to analyze texts and other artistic media through a gendered lens, and become familiar with major themes and developments in gender theory. The course immerses students in feminist, womanist, and gendered analysis used to understand and respond to the human condition. The instructor demonstrates and students practice throughout the course as they read and discuss assigned books, view and interrogate film representations, and engage with popular media.

GEN ED SLO #2: Recognize, articulate, and explore how various humanists/artists have responded to the human condition.

WGST SLO #2: Students examine works drawn from 1890 to the present, in a wide range of humanities fields. Woven through the study of this history is an appreciation for the limits imposed and opportunities provided by dynamic constructions of gender. For instance, while students read about and discuss the 1940's, they might view and analyze women's and gender issues in contemporary film representations of the period ("Rosie the Riveter" and the women's baseball league), as well as women's poetry and literature.

GEN ED SLO #3: Comprehend and evaluate how humanistic/artistic expression contributes to individual and socio-cultural understanding, growth, and well-being

WGST SLO #3: Students analyze commonalities and learn to distinguish diverse standpoints in a variety of humanistic works. They learn about the material and experiential basis of diversity among people's experiences, and reflect on their own experiences in light of the texts and creative works studied in the course.

GEN ED SLO #4: Use relevant critical, analytic, creative, speculative and/or reflective methods

WGST SLO #4: Students appreciate the literary, historical, linguistic, and philosophical bases through which gender inequality is created, maintained, and contested. They can identify women's contributions and connect current media representations to these important precedents. They replace binary thinking about gender with more complex, nuanced interpretations.

Rubrics/Instruments

SLO#1 and SLO#4 Rubric Written Assignments-Research and Research Paper				
	A 92-100	B 82-91	C 70-81	DF 69 and below
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Presents the main idea and supports it throughout the paper.	There is a central idea supported throughout most of the paper.	A vague sense of the main idea weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, and statement of the main idea, transitions, and conclusion.	The overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, supported by examples and have smooth transitions.	Most paragraphs have sound ideas, supported by some examples and have transitions.	Some paragraphs are difficult to understand. The support from examples may be missing, and transitions are weak.	There are no clear ideas
Content	Exceptionally well presented and argued, ideas are detailed, well developed, supported by specific evidence & facts, as well as examples and specific details.	Well-presented and argued, ideas are detailed, developed and supported by evidence and details, mostly specific.	Content is sound and reliable, ideas are present but not developed or supported. There is some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well integrated, and they support claims argued in the paper. Quotations and Works Cited conform to accepted styles.	Sources are integrated and support claims in the paper. There may be occasional errors, but the sources and Works Cited conform to accepted styles.	Sources support some claims in the paper, but might not integrate well in the paper's argument. There are few errors in conform to accepted styles.	The paper does not use adequate research, or sources are not integrated. Sources not listed correctly.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex.	Sentences are clear but may lack variation; a few may be awkward.	Sentences are clear but may have an awkward structure or unclear content.	Sentences are not clear
Style: Word choice	Clear use of a personal/ unique style of writing, suited to audience and purpose	Style of writing may be awkward or unsuited to audience and purpose. Not interesting throughout.	Reads as flat and perhaps uninteresting in content, generalized and clichéd.	No attempt at style
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. Examples are too long.	General use of examples and little description without specificity.	No use of examples
Grammar & Mechanics	Excellent grammar, spelling, syntax, and punctuation.	A few errors in grammar, spelling, syntax, and punctuation, but not many.	Pattern of errors in spelling, grammar, syntax and punctuation.	Continuous errors

Instrument for SLO#2

A. Title of Measure	Research paper or exam
B. Alignment of Measure	A comprehensive narrative describes gender construction, description, and representations in specific works of art, literature and other cultural goods in diverse world societies.
C. Domain of Measure	<input checked="" type="checkbox"/> Exam <input checked="" type="checkbox"/> Product <input type="checkbox"/> Performance
D. Type of Measure	<input checked="" type="checkbox"/> Direct
E. Measurement Tool	<input checked="" type="checkbox"/> Exam <input checked="" type="checkbox"/> Other (please describe): Grading schema included in the class syllabus.
F. Population of Students Assessed	<input checked="" type="checkbox"/> Sample of students – Describe below 25% of students enrolled in WGST 2020.
G. Frequency of Data Collection	<input checked="" type="checkbox"/> Every semester <input checked="" type="checkbox"/> Every academic year
H. Proficiency Threshold	A score of 70% is considered proficient.

SLO#1 Rubric PowerPoint Presentation				
	A 90-100	B 80-89	C 70-79	D 60-69 Below F
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Presents the main idea and supports it throughout the presentation.	There is a main idea supported throughout most of the presentation.	A vague sense of the main idea weakly supported throughout the presentation.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of the main idea, transitions, and conclusion.	The overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization
Organization: Paragraphs	All slides have clear ideas, are supported by examples and have smooth transitions.	Most slides have clear ideas, are supported by some examples and have transitions.	Some slides have clear ideas, support for examples may be missing, and transitions are weak.	There are no clear ideas
Content	Exceptionally well-presented and argued, ideas are detailed, well-developed, supported by specific evidence & facts, as well as examples and specific details.	Well-presented and argued, ideas are detailed, developed and supported by evidence and details, mostly specific.	Content is sound and solid, ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well integrated, and they support claims argued in the paper. Quotations and Works Cited conform to accepted styles.	Sources are integrated and support claims in the paper. There may be occasional errors, but the sources and Works Cited conform to accepted styles.	Sources support some claims in the paper, but might not integrate well in the paper's argument. There are few errors in conform to accepted styles.	The paper does not use adequate research, or sources are not integrated. Sources not listed correctly.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward, and a few punctuation errors.	Sentences are clear but awkwardly structured/unclear content; patterns of punctuation errors.	Sentences are not clear
Style: Word choice	There is the clear use of a personal and unique style of writing, suited to audience and purpose, the paper holds the reader's interest with ease.	There is an attempt at a personal style, but the style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style, reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and details. It contains generalized examples and a little description.	Little use of specific examples and details. It contains generalized examples and a little description.	No use of examples
Grammar & Mechanics	Excellent grammar, spelling, syntax, and punctuation.	A few errors in grammar, spelling, syntax, and punctuation, but not many.	It shows a pattern of errors in spelling, grammar, syntax, and punctuation. It could be a sign of lack of proofreading.	Continuous errors

Results

A: Results Table – Report results for each SLO. If an SLO was assessed by multiple measures, report data for each measure. Add rows as needed to accommodate the number of SLOs and measures.

	Data Collection Date Range	Number of Students Assessed	Percentage of Students who Met/Exceeded Threshold Proficiency
SLO 1 – Measure one Reaction Paper (Post)	1/8/18 – 5/4/18	10	90%
SLO 2 – Measure one Research paper	1/8/18 – 5/4/18	10	90%
SLO 2 – Measure two Exam	1/8/18 – 5/4/18	6	90%
SLO 3 – Measure one Media presentation	1/8/18 – 5/4/18	10	80%
SLO 4 – Measure one Research Paper	1/8/18 – 5/4/18	10	90%

B: SLO Status Table

Based on the results reported in the above table, indicate the status of Gen Ed SLOs as Met, Partially Met, Not Met, or Unknown for your course.

SLO 1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Unknown
SLO 2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Unknown
SLO 3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Unknown
SLO 4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Unknown

Proficiency Target

Target is that 75 percent of all students are considered proficient.

Next Steps for Course Improvement

Observation/Event	Decision (made by whom, when)	Informed by	Deadline
Data came from instructors in uniform format	WGASAS 2016-17, May 2017	Experience with assessment data in AY 2016-17	N/A

As all SLO proficiencies were met, the WGS Committee [and/or WGS Assessment Subcommittee (WGS-AS)] will consider raising the proficiency target and/or raising the proficiency standard. This will be considered via WGS faculty discussions. We are also contemplating making a request from students mid-way through the semester and at the end of it if they have suggestions for innovations in course delivery and new materials/subjects we should consider.

References

- Questions for New Century: Women's Studies and Integrative Learning (2007) National Women's Studies Association publication. - http://www.nwsa.org/Files/Resources/WS_Integrative_Learning_Levine.pdf
- How to Use the Holistic Critical Thinking Scoring Rubric - http://www.nyack.edu/files/Facione_Rubric_HCTSR_2012_IA.pdf
- Developing and Using Rubrics – <http://lycofs01.lycoming.edu/~gcat-seek/workshops/2013/ExamplRubrics.pdf>

Option D: General
Education Program
Student Learning Outcome
Assessment

Humanities and English

Lisabeth Buchelt, Tracy Bridgeford, Maggie Christensen, Charles Johanningsmeier, Lisa Knopp, Kim Schwab, Bobby Vasquez, and Dustin Pendley
 Department of English, College of Arts & Sciences, University of Nebraska at Omaha, Omaha, NE 68182

Description of the Assessment

The English Humanities General Ed Assessment Committee met on May 4, 2017 to decide on a rubric to use for assessment of the courses taught which count for university general education credit. The rubric identifies two categories: Unsatisfactory and Competent. It was also decided that the artifacts assessed would be final essays or projects, as it was deemed that these artifacts would best demonstrate whether or not all SLOs are being addressed and met because they generally best demonstrate the cumulative acquisition of the courses' objectives. Before the formal assessment, the chair provided the committee with three examples of artifacts assessed with the rubric to help them prepare for the norming meeting, scheduled for September 1, 2017. At that meeting we normed five papers selected at random, looking to achieve agreement on each artifact's standing for all four SLOs.

The Committee then met on October 13 to formally assess a random selection of artifacts from the above 16 English Gen Ed classes. There were 3 artifacts from each class (a total number of 48 artifacts), and each artifact received at least two readings or viewings from two different members. A third reading was required if an artifact had two initial assessments which differed in their assessment of one of the four SLOs.

Student Learning Outcomes

- Demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition.
- Recognize, articulate, and explore how various humanists/artists have responded to the human condition.
- Comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well-being.
- Use relevant critical, analytical, creative, speculative and/or reflective methods.

Rubric (Instrument)

Criteria	Unsatisfactory	Artifact notes	Competent	Artifact notes
Demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition	Demonstrates little to no understanding of any of the theories, methods, or concepts used to comprehend and respond to the human condition in textual and/or visual documents		Demonstrates competent understanding of any of the theories, methods, or concepts used to comprehend and respond to the human condition in textual and/or visual documents	
Recognize, articulate, and explore how various humanists/artists have responded to the human condition	Demonstrates little to no ability to recognize, articulate, or explore how writers/artists have responded to the human condition		Demonstrates competent ability to recognize, articulate, or explore how writers/artists have responded to the human condition	
Comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well-being	Demonstrates little to no comprehension and evaluation of how textual and/or visual documents contribute to individual and/or socio-cultural understanding, growth, and well-being		Demonstrates competent comprehension and evaluation of how textual and/or visual documents contribute to individual and/or socio-cultural understanding, growth, and well-being	
Use relevant critical, analytical, creative, speculative and/or reflective methods	Demonstrates little to no ability to use relevant critical, analytical, creative, speculative, and/or reflective textual and/or visual methods		Demonstrates competent ability to use relevant critical, analytical, creative, speculative, and/or reflective textual and/or visual methods	

Results

ALL Assessed Humanities courses	Total # of products assessed	Number of products that met or exceeded proficiency	Percentage of products that met or exceeded proficiency	Met or exceeded proficiency target
SLO 1	48	42	88%	*
SLO 2	48	44	92%	*
SLO 3	48	41	85%	*
SLO 4	48	46	96%	*

1000-LEVEL Assessed Humanities Courses	Total # of products assessed	Number of products that met or exceeded proficiency	Percentage of products that met or exceeded proficiency	Met or exceeded proficiency target
SLO 1	9	7	78%	*
SLO 2	9	7	78%	*
SLO 3	9	7	78%	*
SLO 4	9	8	89%	*

2000-LEVEL Assessed Humanities Courses	Total # of products assessed	Number of products that met or exceeded proficiency	Percentage of products that met or exceeded proficiency	Met or exceeded proficiency target
SLO 1	33	32	97%	*
SLO 2	33	31	94%	*
SLO 3	33	31	94%	*
SLO 4	33	32	97%	*

3000-LEVEL Assessed Humanities Courses	Total # of products assessed	Number of products that met or exceeded proficiency	Percentage of products that met or exceeded proficiency	Met or exceeded proficiency target
SLO 1	6	3	50%	*
SLO 2	6	6	100%	*
SLO 3	6	6	100%	*
SLO 4	6	6	100%	*

Interpretation and/or Next Steps for Program Improvement



Committee members realized that having the assignment description was vital to understanding which SLO the assignment was designed to meet.

The large number of humanities general education courses housed in the Department of English combined with the limited number of people able to serve on the committee meant that we had a relatively low number of artifacts we were able to assess in comparison with the number of artifacts collected (over 400 total artifacts averaging 6 pages in length). Additionally, all the artifacts collected were final papers or projects; subsequently, we determined that we should score all four SLOs at once.

Committee members found it difficult to assess SLO #1 for multimodal projects

General Education Humanities SLOs and the subsequent rubric are very easy to use when looking at conventional, textual analyses or literary criticism essays or projects. It was more of a challenge to assess creative works, particularly when it came to finding evidence of competency in SLO 1 ("Demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition"). Going forward, the committee suggests that faculty who assign creative works as a final artifact also incorporate a component (as part of the final assignment or at some other point in the semester) that asks students to analyze and explain the creative, technical, and/or methodological choices made to produce the creative artifact.

Overall, the committee and the department were pleased to discover that the humanities general education courses offered in the Department of English fulfill all four humanities/fine arts SLOs as determined by the Office of General Education

It was discovered that the challenge of the assignments assessed, as well as the quality of the artifacts produced, was maintained across the courses regardless of the delivery method. That demonstrates that the Department of English has been able to maintain a high level of academic rigor even as many of our faculty members have created online versions of the traditionally "brick and mortar" course offerings.

Actions to be taken as the result of the General Education Humanities Assessment

- 1) A reminder that all faculty who teach a course that counts for Gen Ed credit must include the Gen Ed SLOs on their syllabus every semester. The Gen Ed Assessment Committee chair reminded all that an email is sent out to each and every instructor of a Gen Ed course containing the SLOs before the beginning of the semester and it's a simple matter of copying and pasting.
- 2) Although each assignment in a given course is not required to fulfill all four SLOs, we need to be certain that all four SLOs are addressed at some point in each course. In other words, this can happen in a single assignment or over a series of assignments.
- 3) Each and every assignment in all our Gen Ed classes needs to have well-articulated assignment instructions. Examples of particularly good ones will be made available electronically to the department.

Reference

White, Edward A. (1994). *Teaching and Assessing Writing* (Jossey Bass Higher and Adult Education) 2nd ed. San Francisco, CA: Jossey Bass Higher and Adult Education.