

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – X
DATE: December 11-12, 2024

SUBJECT

General Education Assessment Report 2022-23

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2.3.9](#) – Assessment

[AAC Guideline 2.3.7.A](#) – General Education Curriculum Requirements

[AAC Guideline 2.3.9.A](#) – General Education Assessment Reporting

BACKGROUND / DISCUSSION

BOR Policy 2.3.9, Section 2.1, outlining institutional and system responsibilities regarding the assessment of the general education program, states that each institution shall:

“Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report.”

AAC Guideline 2.3.7.A, Section 5 specifies that each university assess two of the six general education goals per year on a rotating basis, prepare a general education report, and submit the report to the Board of Regents Vice President for Academic Affairs using the University Annual General Education Assessment Report Template.

Each institution assessed Goal 2: Oral Communication and Goal 4: Arts and Humanities in 2022-2023, ensuring that their process included general education courses from across the relevant content areas, modalities, locations, and terms. Student artifacts (papers, assignments, projects, test responses) were evaluated using rubrics aligned to the relevant student learning outcomes listed in AAC Guideline 2.3.7.A General Education Curriculum Requirements.

Across the system, observed proficiency rates were satisfactory across all learning outcomes. Institution-level analyses suggest student performance remained consistent (if not improved) across each student learning outcome compared to the last time Goals 2 and

(Continued)

INFORMATIONAL ITEM

4 were evaluated (2019-2020), although it is relevant to note the impact Covid had on student learning in the spring of 2020.

In each of the attached assessment reports, the institutions described the results of their analyses. All of the reports described changes and improvements made to the general education assessment process compared to the previous assessment cycle. This is the second cycle of assessment for Goals 2 and 4 under the revised general education assessment process. Improvements in assessment were noted compared to the last cycle, specifically in increased sample sizes, the inclusion of samples from multiple modalities, and a more diverse representation of courses across the disciplines (particularly for Goal 4).

The plans for continuous improvement included many recommendations specific to the speech and arts/humanities content. However, multiple institutions recommended additional faculty training in assessment. Specific ideas included a “general education assessment of student learning workshop,” “a virtual summit,” and training that includes the norming of assignments for consistent grading across courses and inter-rater reliability for assessment purposes. System collaboration to provide this training could be an efficient use of time and resources.

IMPACT AND RECOMMENDATION

Informational item.

ATTACHMENTS

Attachment I – BHSU General Education Assessment Report

Attachment II – DSU General Education Assessment Report

Attachment III – NSU General Education Assessment Report

Attachment IV – SDSMT General Education Assessment Report

Attachment V – SDSU General Education Assessment Report

Attachment VI – USD General Education Assessment Report

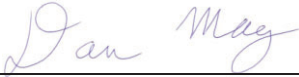
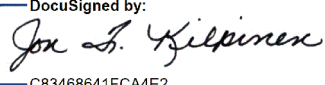


**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

Black Hills State University	2022-2023	
Institution	Academic Year Reporting Period	
Dan May		10/4/2024
Assessment Representative	Institutional Approval Signature	Date
Jon Kilpinen	 <small>DocuSigned by: C83468641FCA4E2...</small>	10/7/2024 9:50:24 AM MDT
Provost	Provost Approval Signature	Date

Section 1. Introduction

This document is an overview of the assessment of General Education Goal 2: Speech and Goal 4: Arts and Humanities performed at Black Hills State University in 2023-2024. The System General Education Goal 2 for Speech reads: “Students will communicate effectively and responsibly through listening and speaking.” The System General Education Goal 4 for Arts and Humanities reads: “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.”

Section 2: Goals Assessed

Goal Assessed: Goal 2: Speech

Methodology: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

Level of Achievement/Learning Outcome: BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Prepare and deliver speeches for a variety of audiences and settings.

SLO2: Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery.

SLO3: Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.

Table 1 summarizes the results of the Speech assessment.

	Below Proficient	Proficient	Exemplary
SLO1	12%	60%	28%
SLO2	16%	41%	43%
SLO3	22%	35%	43%

Table 1: Speech Student Learning Outcomes

Goal Assessed: Goal 4: Arts and Humanities

Methodology: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

Level of Achievement/Learning Outcome: BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience.

SLO2: Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities.

SLO3: Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines.

SLO4: Demonstrate foundational competency in reading, writing, and speaking a non-English language.

SLO5: Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.

Table 2 summarizes the results of the Arts and Humanities assessment.

	Below Proficient	Proficient	Exemplary
SLO1	7%	71%	22%
SLO2	8%	65%	27%
SLO3	3%	48%	49%
SLO4	10%	40%	50%
SLO5	19%	46%	35%

Table 2: Arts and Humanities Student Learning Outcomes

Section 3. Findings

Goal Assessed: Goal 2: Speech

Interpretation of Findings: Drawn from five sections of CMST 101 courses satisfying the Speech general education requirement, 83 total artifacts were collected and assessed by applying a rubric established by the Speech faculty. The rubric guided the faculty in assessing each artifact as being “below proficient,” “proficient,” or “exemplary” in satisfying each of the three student learning outcomes in the Speech general education goal. Table 3 shows the rubric applied for this goal.

Goal 2: Students will communicate effectively and responsibly through listening and speaking.

	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary
SLO1: Prepare and deliver speeches for a variety of audiences and settings.	<i>At the discretion of the assessment coordinator, no artifact or rubric was negotiated for this outcome. Data selected to assess this outcome was the average of student scores on major speech assignments. An average grade of 90% or higher was scored as “Exemplary.” An average grade between 70-89% was scored as “Proficient.” An average grade of 69% or lower was scored as “Not Proficient.”</i>		
SLO2: Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery.	<p>Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful and makes the content of the presentation cohesive.</p> <p>Language: Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.</p> <p>Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</p> <p>Supporting Material: A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</p> <p>Central Message: Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</p>	<p>Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.</p> <p>Language: Language choices are accurate and generally support the effectiveness of the presentation. Language is appropriate to audience.</p> <p>Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation clear. Speaker appears adequately prepared.</p> <p>Supporting Material: Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation and establishes the presenter's credibility/authority on the topic.</p> <p>Central Message: Central message is basically clear.</p>	<p>Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</p> <p>Language: Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.</p> <p>Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the clarity of the presentation. Speaker appears uncomfortable.</p> <p>Supporting Material: Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that only minimally supports the presentation and fails to establish the presenter's credibility/authority on the topic.</p> <p>Central Message: Central message can be deduced, but is not explicitly stated in the presentation.</p>
SLO3: Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.	Relevant, clear, and complete responses consistently demonstrate active listening skills; accurate comprehension of the meaning and tone of listener’s questions; and proficiency in handling inappropriate and unclear questions, when necessary.	Relevant, clear, and partially developed responses demonstrate some active listening skills; moderate comprehension of the meaning and tone of listeners’ questions; and adequate handling of inappropriate or unclear questions, when necessary.	Irrelevant, unclear or incomplete responses demonstrate little or no evidence of active listening skills; little or no comprehension of the meaning and tone of listener’s questions; and an inability to handle inappropriate and unclear questions, when necessary.

Table 3: Speech Rubric

The artifacts included the following:

- Persuasive speech outline, submitted in partial completion of the final speech assignment. The final speech assignment occurs at the end of the semester. The outline is one component which is graded as part of the final speech performance.
- The listening assignment was an in-class “Blue Book” activity that was assigned towards the end of the semester, but before the final speech assignment.
- A speech analysis essay which summarized and analyzed a historically or culturally significant public speech from a recorded video.

Table 4 provides more information about the number of artifacts assessed across each learning outcome and the results of the assessment.

	SLO1	SLO2	SLO3
Number of artifacts sampled	83	81	82
Number of artifacts Below Proficient	10	13	18
Number of artifacts Proficient	50	33	29
Number of artifacts Exemplary	23	35	35
Percentage Below Proficient	12%	16%	22%
Percentage Proficient	60%	41%	35%
Percentage Exemplary	28%	43%	43%

Table 4: Speech Student Learning Outcomes artifact counts

Comparison of Findings from Prior Period: In Table 5, the results of the Speech assessment from Table 1 in Section 2 are compared to results from the previous Speech assessment in 2019-2020.

		Below Proficient	Proficient	Exemplary
2019-2020	SLO1	15%	85% combined	
	SLO2	7%	93% combined	
	SLO3	data unavailable		
2022-2023	SLO1	12%	60%	28%
	SLO2	16%	41%	43%
	SLO3	22%	35%	43%

Table 5: Speech Assessment, 2019-2020 vs. 2022-2023

In general, student achievement on the Speech general education goal was measured to be similar during the 2022-2023 assessment than in the 2019-2020 assessment. While the percentage of artifacts assessed as “below proficient” on SLO1 decreased slightly, the corresponding percentage for SLO2 increased. As such, percentages of students achieving “proficient” and “exemplary” remained fairly stable.

Any minor changes in assessed achievement may have been caused by several factors. Potential factors include sample sizes (a fairly small sample size in the previous assessment), intercoder reliability (different faculty applying the rubric from one assessment to the next), and changes in assessment leadership (new coordinator, different forms). As such, no strong conclusions can be drawn from the minor differences between the 2019-2020 and 2022-2023 assessments.

Goal Assessed: Goal 4: Arts and Humanities

Interpretation of Findings: Drawn from five sections of courses satisfying the Arts and Humanities general education requirement, 85 total artifacts were collected and assessed by applying a rubric established by the Arts and Humanities faculty. The courses were MUS 100, SPAN 102, HIST 122, THEA 101, and PHIL 100. The rubric guided the faculty in assessing each artifact as being “below proficient,” “proficient,” or “exemplary” in satisfying each of the five student learning outcomes in the Arts and Humanities general education goal. Table 6 shows the rubric applied for this goal.

Goal 4: Students will understand the diversity and complexity of the human experiences through study of the arts and humanities.			
	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary
SLO1	Demonstrates a limited ability to describe the diversity among individuals, cultures, or societies in historical or contemporary contexts using methods and concepts from the arts and humanities.	Demonstrates an adequate ability to describe the diversity among individuals, cultures, or societies in historical or contemporary contexts using methods and concepts from the arts and humanities.	Demonstrates a skillful ability to describe the diversity among individuals, cultures, or societies in historical or contemporary contexts using methods and concepts from the arts and humanities.
SLO2	Demonstrates a limited ability to identify and explain basic concepts and terminology of the selected arts and humanities disciplines, as illustrated by less than 70% of the information being correct. Theories and concepts show major mistakes in definitions. Students poorly recognize the strengths and weaknesses of contending explanations or interpretations of concepts from the arts and humanities.	Adequately demonstrates an ability to identify and explain basic concepts and terminology of the selected arts and humanities disciplines, as illustrated by at least 70 to 90% of the information being correct. Theories and concepts are generally correct, but some mistakes may be evident. Students can generally recognize the strengths and weaknesses of contending explanations or interpretations of concepts from the arts and humanities.	Adequately demonstrates an ability to identify and explain basic concepts and terminology of the selected arts and humanities disciplines, as illustrated by greater than 90% of the information being correct. Theories and concepts are correct, and demonstrate detailed knowledge. Students consistently recognize the strengths and weaknesses of contending explanations or interpretations of concepts from the arts and humanities.
SLO3	Students demonstrate a limited creative aesthetic understanding of the	Students demonstrate competent creative and aesthetic understanding of the selected arts and humanities disciplines in	

	<p>selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline,</p> <p>or</p> <p>Students demonstrate a limited ability to explain and interpret formal and stylistic elements of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline.</p>	<p>their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline,</p> <p>or</p> <p>Students demonstrate a competent ability to explain and interpret formal and stylistic elements of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline.</p>	<p>Students demonstrate exemplary creative and aesthetic understanding of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline,</p> <p>or</p> <p>Students demonstrate a skillful ability to explain and interpret formal and stylistic elements of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline.</p>
SLO4	<p>Students demonstrate limited reading, writing, and/or speaking competency in a non-English language.</p> <p>Major grammatical and/or pronunciation mistakes. Exhibits a mastery level is like that of a preteen native speaker of that language.</p>	<p>Students demonstrate basic reading, writing, and/or speaking competency in a non-English language.</p> <p>Grammar and pronunciation are generally correct, but some mistakes may be evident. Exhibits a mastery level is like that of a young adult native speaker of that language</p>	<p>Students demonstrate advanced reading, writing, and/or speaking competency in a non-English language.</p> <p>Grammar and pronunciation are correct and demonstrate detailed understanding. Exhibits a mastery level like that of an adult native speaker of that language</p>
SLO5	<p>Students poorly distinguish the artistic, audiovisual, dramatic, interpretive, literary, and/or musical contributions from other cultures, as illustrated by less than 70% of the information being correct.</p>	<p>Students can generally distinguish the artistic, audiovisual, dramatic, interpretive, literary, and/or musical contributions from other cultures, as illustrated by 70 to 90% of the information being correct.</p>	<p>Students consistently distinguish the artistic, audiovisual, dramatic, interpretive, literary, and/or musical contributions from other cultures, as illustrated by greater than 90% of the information being correct.</p>

Table 6: Arts and Humanities Rubric

The artifacts included the following:

- An essay (5-page minimum) on Lucretius’ *On the Nature of Things*. This was the third of four assigned essays.
- A midterm exam assessing students’ understanding and comprehension of the grammatical content and their communicative practice by making creative speaking task productions. The exam also assesses the four basic language skills: reading, writing, speaking, and listening.
- Demonstrations of a skill set on a particular instrument within performance. Students are given study materials which they may use to prepare for the assessments such as study guides, tablature sheets, drum beat, and keyboard notes. Students are expected to research and find these resources on their own to help them learn their parts for performance.

- Analysis of plays, where students answer questions that pertain to style, genre, themes, characters, conflict, how the play makes them feel, etc.
- The final paper, which asks students to compare two of the primary source readings that were assigned and discussed in-class earlier in the semester. The purpose is to link together core issues/themes of the class in different contexts while practicing close-reading analysis.

Table 7 provides more information about the number of artifacts assessed across each learning outcome and the results of the assessment.

	SLO1	SLO2	SLO3	SLO4	SLO5
Number of artifacts sampled	73	85	70	10	37
Number of artifacts Below Proficient	5	7	2	1	7
Number of artifacts Proficient	52	55	33.5	4	17
Number of artifacts Exemplary	16	23	34.5	5	13
Percentage Below Proficient	7%	8%	3%	10%	19%
Percentage Proficient	71%	65%	48%	40%	46%
Percentage Exemplary	22%	27%	49%	50%	35%

Table 7: Arts and Humanities Student Learning Outcomes artifact counts

For the Arts and Humanities general education requirement, all courses must address both SLO1 and SLO2, and one of SLO3, SLO4, or SLO5. One artifact was assessed as falling between levels of proficiency.

Comparison of Findings from Prior Period: In Table 8, the results of the Arts and Humanities assessment from Table 2 in Section 2 are compared to results from the previous Arts and Humanities assessment in 2020-2021.

		Below Proficient	Proficient	Exemplary
2019-2020	SLO1	6%	94% combined	
	SLO2	8%	92% combined	
	SLO3	5%	95% combined	
	SLO4	6%	94% combined	
	SLO5	15%	85% combined	
2022-2023	SLO1	7%	71%	22%
	SLO2	8%	65%	27%
	SLO3	3%	48%	49%
	SLO4	10%	40%	50%
	SLO5	19%	46%	35%

Table 8: Arts and Humanities Assessment, 2019-2020 vs. 2022-2023

In general, student achievement on the Arts and Humanities general education goal was measured to be similar during the 2022-2023 assessment than in the 2019-2020 assessment. While the percentage of artifacts assessed as “below proficient” on SLO3 decreased slightly, the corresponding percentages for SLO1, SLO4, and SLO5 increased slightly. As such, percentages of students achieving “proficient” and “exemplary” remained fairly stable.

Any minor changes in assessed achievement may have been caused by several factors. Potential factors include sample sizes (a fairly small sample size in the previous assessment), intercoder reliability (different faculty applying the rubric from one assessment to the next), and changes in assessment leadership (new coordinator, different forms). As such, no strong conclusions can be drawn from the minor differences between the 2019-2020 and 2022-2023 assessments.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2: Speech

Each student learning outcome was satisfied at the “proficient” or “exemplary” level by at least 78% of students sampled. While this number is satisfactory, plans for continuous improvement are ongoing. After completing the assessment and compiling the data, faculty members in Speech were consulted for input on how to increase the number of students who are “proficient” or “exemplary.” Here are their recommendations:

- Emphasize keeping our class sizes small. Speech classes happen in real time. We need time for instruction, but we also need actual minutes in class to hear presentations from every student for every assigned speech. When we have large classes, we either need to rush through information or cut something out.
- Find a speech textbook that uses the terminology of classical rhetoric.

Goal Assessed: Goal 4: Arts and Humanities

Each student learning outcome was satisfied at the “proficient” or “exemplary” level by at least 81% of students sampled. While this number is satisfactory, plans for continuous improvement are ongoing. After completing the assessment and compiling the data, faculty members in Arts and Humanities were consulted for input on how to increase the number of students who are “proficient” or “exemplary.” Here are their recommendations:

- Ensure papers are scaffolded to encourage students are more closely directed toward critical analysis/thinking.
- Consider implementing a language placement exam 100 and 200 level courses.
- Continued updating of textbooks to ensure they are relevant.
- Offer additional courses during a summer term.
- Allow students to revise submitted essays.
- Use class time for peer editing.
- Require students to visit the Writing Center at least once during the semester.

Section 5. Summary

As this report indicates, most students sampled for this assessment satisfied every learning outcome at the “proficient” or “exemplary” level for both the Speech and Arts and Humanities general education goals. Black Hills State University remains committed to continual review and improvement of general education offerings, in the hopes of maintaining or improving the quality of student outcomes and learning.



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<u>Dakota State University</u>	<u>2022-2023</u>	
Institution	Academic Year Reporting Period	
<u>Dr. Jeanette McGreevy</u>	<i>Jeanette McGreevy</i>	<u>10/15/2025</u>
Assessment Representative	Institutional Approval Signature	Date
<u>Dr. Rebecca Hoey</u>	<i>Rebecca Hoey</i>	<u>10/15/2025</u>
Provost	Provost Approval Signature	Date

Section 1. Introduction

Dakota State University assesses all six general education System Graduation Requirements (SGRs) annually. Each of the six general education areas (Written Communication, Oral Communication, Social Sciences, Fine Arts/Humanities, Math, and Natural Sciences) has a designated faculty assessment leader who, in collaboration with other faculty teaching general education courses during the academic year, determines course-embedded measures aligned with learning outcomes, targets, benchmarks, and use of results for improvement. General education assessment leaders annually report learning outcome results to DSU’s Institutional Academic Assessment Coordinating Committee for accountability and feedback.

As required by BOR Policy 2.3.9 Assessment and AAC Guideline 2.3.9.A General Education Assessment Reporting, this report includes learning outcomes results for Dakota State University students for the 2022-2023 academic year in the general education areas of Oral Communication and Arts & Humanities.

Section 2: Goals Assessed 2022-2023:

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

Methodology: For the 2022-23 school year, DSU faculty selectively assessed a fraction of the University’s CMST courses. Faculty were also piloting a revised assessment rubric to ensure greater consistency across all sections and courses. The results were shared with the Assessment Committee and University leadership at the end of each semester.

- Number of students assessed: 102
- Measurement instruments selected: As determined by instructor in consultation with program colleagues

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Methodology: As with Goal #2 (Oral Communication), DSU faculty selectively assessed a fraction of the University's CMST courses, utilizing only spring semester courses. Faculty only taught two sections of foreign languages (Spanish), and the instructor quit mid semester. For that reason, the University has no assessment data for "Foundational Competencies of Non-English Language." The results were shared with the Assessment Committee and University leadership at the end of each semester.

- Number of students assessed: 148
- Measurement instruments selected: As determined by instructor in consultation with program colleagues

Section 3. Findings

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

Level of Achievement/Learning Outcome:

	F2F	Online	Total (F2F+OL)
Active Listening Skill			
Exceeding Proficiency	63.2%	92.9%	71.9%
Meeting Proficiency	7.4%	0.0%	5.2%
Not Meeting Proficiency	29.4%	7.1%	22.9%
Speaking Skills			
Exceeding Proficiency	30.9%	82.4%	48.0%
Meeting Proficiency	54.4%	17.6%	42.2%
Not Meeting Proficiency	14.7%	0.0%	9.8%

Interpretation of Findings: The assessment data for oral communications general education courses shows that online students performed at higher levels in both Active Listening and Speaking Skills compared to their in-person peers. Approximately one-third of the students assessed were enrolled in online sections, which included several dual-enrollment students. Over the past year, faculty focused on standardizing the curriculum between two full-time instructors and online instructors, a move that may have contributed to these results by ensuring more consistent learning outcomes across modalities. This suggests that online formats, along with curriculum alignment, might better support key communication skills for certain student populations.

Comparison of Findings from Prior Period:

% of Students Meeting or Exceeding Proficiency in Oral Communication		
Written Communication Goal Areas	2021-2022 Academic Year	2022-2023 Academic Year
Active Listening Skills	86.7%*	77.1%*
Speaking Skills	88.3%*	90.2%

*Did not meet benchmark of 90% Meeting or Exceeding Proficiency

The assessment data for arts and humanities general education courses shows a 9% decline in Active Listening proficiency compared with 2021-22, while Speaking proficiency saw a 2% increase relative to the previous year.

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Level of Achievement/Learning Outcome:

	F2F	Online	Total (F2F+OL)
Concepts within A&H			
Exceeding Proficiency	40.9%	66.6%	48.5%
Meeting Proficiency	47.0%	30.9%	42.1%
Not Meeting Proficiency	12.2%	2.4%	9.3%

Cultural Contributions			
Exceeding Proficiency	0%	66.6%	38.1%
Meeting Proficiency	100%	29.1%	59.5%
Not Meeting Proficiency	0%	4.1%	2.4%
Diversity of Values, Beliefs, Practices, Ideas			
Exceeding Proficiency	28%	71.5%	55.2%
Meeting Proficiency	72%	26.2%	43.3%
Not Meeting Proficiency	0%	2.4%	1.5%
Expressive Abilities			
Exceeding Proficiency	37.2%	NA%	37.2%
Meeting Proficiency	48.9%	NA%	48.9%
Not Meeting Proficiency	13.9%	NA%	13.9%

Interpretation of Findings: The assessment data for arts and humanities general education courses reveals differences between online and face-to-face sections. Online students performed better in understanding key Concepts but scored lower in areas of Cultural Contributions and Diversity. Approximately one-third of the students assessed were in online courses. Challenges during this period included losing DSU’s online Spanish language instructor mid-semester. These results suggest that while online courses excel in foundational concept teaching, more attention is needed to strengthen cultural and diversity components.

Comparison of Findings from Prior Period:

% of Students Meeting or Exceeding Proficiency in Arts & Humanities		
Arts & Humanities Goal	2021-2022 Academic Year	2022-2023 Academic Year
Concepts within the Arts and Humanities	96.0%	90.7%
Cultural Contributions within Arts and Humanities	96.3%	97.6%
Diversity of Values, Beliefs, Practices, or Ideas	94.7%	98.5%
Expressive Abilities	95.4%	86.1%*

*Did not meet benchmark of 90% Meeting or Exceeding Proficiency

Assessment data shows increased levels of student achievement in comparison with the previous year in the areas of “Diversity of Values” and “Cultural Contributions,” while there was a decline in levels of student achievement for “Concepts” and “Expressive Abilities.” Students met the faculty determined benchmark in three of the four areas.

Section 4. Plans for Continuous Improvement

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

Based on these findings, faculty should continue refining and standardizing the curriculum across all modalities to ensure consistent learning outcomes, especially given the success of online students in Active Listening and Speaking Skills. To further support continuous improvement, faculty can explore what specific aspects of the online format are enhancing these skills and consider incorporating them into face-to-face sections. Additionally, faculty should assess whether online students receive more

targeted feedback or benefit from certain tools and make those resources available to in-person students. Given the presence of dual-enrollment students, faculty might also create more flexible resources tailored to the needs of those students. Regular workshops or professional development for instructors across both formats would ensure ongoing alignment and improvement.

To enhance students' speaking skills in the Oral Communications area, faculty could introduce more structured and frequent speaking opportunities, such as short impromptu speeches, group discussions, and peer presentations throughout the course. Offering regular, low-stakes speaking assignments can help students build confidence and improve over time. Providing detailed feedback with specific areas for improvement—such as clarity, tone, and organization—will also support skill development.

Incorporating multimedia tools like video recording platforms could allow students to practice and review their own presentations, receiving both instructor and peer feedback. Additionally, integrating more peer evaluations during speaking activities can create a collaborative learning environment and help students learn from each other's strengths. Workshops or targeted coaching sessions that focus on specific aspects of speaking, such as nonverbal communication, vocal projection, and audience engagement, would further reinforce their proficiency. Finally, ensuring alignment of speaking skill assessments with real-world communication scenarios can make the practice more relevant and engaging for students.

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

To promote continuous improvement in our arts and humanities general education courses, faculty should focus on enhancing the teaching of Cultural Contributions and Diversity in online sections, where students performed lower than their face-to-face peers. This could involve incorporating more interactive and culturally immersive online activities, such as virtual discussions with diverse guest speakers or collaborative projects centered on global issues. Given that some students in these courses are Digital Arts and Design majors, faculty could leverage student interests by integrating culturally diverse design projects or media analysis into the curriculum. Regular training for instructors on culturally responsive teaching methods across all formats can further support this improvement.

To improve student proficiency in "Concepts within the Arts and Humanities" and "Expressive Abilities," faculty could implement several strategies. First, for concepts, incorporating more interactive and applied learning techniques—such as case studies, multimedia content, or problem-based learning—can help students engage with theoretical material more deeply. Additionally, integrating frequent low-stakes assessments could allow students to receive timely feedback and reinforce foundational knowledge throughout the course.

For "Expressive Abilities," increasing opportunities for students to practice creative expression through assignments like presentations, written reflections, or peer-reviewed projects could help improve proficiency. Providing clearer rubrics and exemplars for expressive tasks would guide students toward higher performance. Regular workshops or mini-lessons that focus specifically on building expressive skills in both written and oral formats might also help bridge proficiency gaps. Finally, professional development for instructors on innovative methods of teaching expression, such as digital storytelling or collaborative art projects, could contribute to a more dynamic learning environment.

Section 5. Summary

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

In one of the two general education oral communication learning outcomes, the Dakota State University students assessed during the 2022-2023 academic year met or exceeded the faculty-determined benchmark of 90% proficiency. Faculty teaching general education oral communication courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, onboard a new faculty member, and carefully consider the use of online instructors.

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

In three of the four general education Arts & Humanities learning outcomes, the Dakota State University students assessed during the 2022-2023 academic year met or exceeded the faculty-determined benchmark of 90% proficiency. Faculty who teach general education Arts & Humanities courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, and analyze multiple semesters of learning outcomes results to inform decision making.



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General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

<u>Northern State University</u>	<u>2022-2023</u>	
Institution	Academic Year Reporting Period	
<u>Kristi Brownfield</u>		<u>10/30/2023</u>
Assessment Representative	Institutional Approval Signature	Date
<u>Michael Wanous</u>		<u>10-29-2024</u>
Provost	Provost Approval Signature	Date

Section 1. Introduction

During 2022-23, Northern State University faculty assessed student learning related to General Education Goals 2 & 4. Per BOR Policy 2.11, Goal 2 is stated as: Students will communicate effectively and responsibility through listening and speaking. Goal 4 is: Students will understand the diversity and complexity of the human experience through study of the arts and humanities

Section 2: Goals Assessed

Goal Assessed: Goal 2

Methodology:

Instructors of Goal 2 courses designed assignments that prompted students to demonstrate their abilities related to each of the two learning outcomes in Goal 2. Results were collected during both the fall and spring terms from 22 sections of CMST 101 for a total of 421 students assessed. No data was collected from any other courses offered within this goal. Faculty typically used different assignments for each of the outcomes and used assignments that took place during the middle or at the end of the semester. The majority of faculty reported using assessments in their course sections at the end of the semester, with only 3 reporting assessments used from the beginning of the semester. Assignments that were assessed by faculty for the individual learning outcomes persuasive included: speeches, persuasive speeches and a question-and-answer section, listening to and evaluating an oral speech, and a public discourse paper. Instructors were asked to complete student assessment ratings for both outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 2 rubric attached for ease of scoring student work. The full rubric was included but for the sub-sections outcome 1 were not included in the D2L grade items. Faculty were also asked to submit a cover sheet for each section of a Goal 2 course they taught which summarized results and shared them with the Office of

Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient, Proficient, Exemplary. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 2 Assessment Results	Below Proficient	Proficient	Exemplary
Learning Outcome 1: Outcome 1: Students will demonstrate the ability to speak thoughtfully, clearly, and effectively in a variety of contexts.	8%	34%	58%
Learning Outcome 2: Students will demonstrate active listening skills in a variety of contexts.	4%	28%	68%

Goal Assessed: Goal 4

Methodology:

Instructors of Goal 4 courses designed assignments that prompted students to demonstrate their abilities related to each of the four learning outcomes in Goal 4. At Northern, results were collected during both the fall and spring terms from 38 sections across 3 different departments originating from 2 different colleges/schools for a total of 558 students assessed. Faculty predominantly used the same assignment or assignment types for all three outcomes; only 6 sections reported using different assignments for the outcomes. Not all faculty provided time periods for each assessment but of those that did, the majority of faculty reported using assessments in their course sections either in the middle of the semester (n=9) or the end of the semester (n=39). Instructors were asked to complete student assessment ratings for all four outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 4 rubric attached for ease of scoring student work. Faculty were also asked to submit a cover sheet for each section of a Goal 4 course they taught which summarized results and shared them with the Office of Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient and Proficient. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 4 Assessment Results	Below Proficient	Proficient
Learning Outcome 1: Demonstrate knowledge of the diversity of values, beliefs, practices, or ideas embodied in the human experience.	10%	90%
Learning Outcome 2: Demonstrate basic understanding of concepts of the selected disciplines within the arts and humanities.	9%	91%

Learning Outcome 3a: Demonstrate an ability to express creative, aesthetic, formal or stylistic elements of the disciplines.	8%	92%
Learning Outcome 3b: Demonstrate foundational competency in reading, writing, and speaking a non-English language.	0%	100%
Learning Outcome 3c: Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.	12%	88%

Section 3. Findings

Goal Assessed: Goal 2

Interpretation of Findings: This is the first time in which ratings data was collected through D2L and we were unable to capture as detailed data as previously acquired for Outcome 1. We only have collective proficiency ratings and no data on the sub-categories of organization, language, delivery, supporting material, and central message within that outcome. This will be fixed moving forward to obtain more robust data that allows for a better understanding of student proficiency within this outcome. There is a statistical difference between student performance in Outcome 1 and Outcome 2¹ when accounting for the delineation between below proficient, proficient, and exemplary. The difference is not significant when looking only at below proficient versus proficient and exemplary as a combined category. This indicates the difference in ratings is in how instructors and faculty chose to evaluate students between the proficient and exemplary categories. The faculty suggest some of this difference may be explained by the lacking sub-category data within Outcome 1 which provides more insight into specific student performance.

There is a statistical difference in student performance for Outcome 1 based on delivery method² but not for outcome 2. Like the difference in proficiency between outcomes, this disappears when calculating Outcome 1's proficiency ratings as below proficient versus a combined proficient and exemplary category. The high number of Rising Scholars students rated as "Exemplary" for outcome 2 (100%) may also have skewed the data. However, without previous assessment data, it is difficult to make any substantive comparison. When comparing based on delivery term, there are no statistical differences between the terms though students were more likely to be reported as "Exemplary" compared to "Proficient" in the Spring. During the debrief session, faculty suggested this difference may be related to higher levels of "optimism" in the spring compared to the fall.

Due to the inclusion of a rating system within D2L, Northern is now able to capture demographic data to better enhance our understanding and assessment of student learning. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. Female students are significantly more likely than male students to be rated at exemplary and proficient compared to male students for both Outcomes 1³ and 2⁴ however this difference is not significant when using categories of "below proficient" and an aggregate category of "proficient/exemplary." This indicates the difference in ratings is in how instructors and faculty chose to evaluate students between the proficient and exemplary categories.

¹ $\chi^2 (2, N = 421) = 11.24, p < 0.01.$

² $\chi^2 (4, N = 421) = 60.35, p < 0.01.$

³ $\chi^2 (2, N = 421) = 36.9836, p < 0.01.$

⁴ $\chi^2 (2, N = 421) = 19.2743, p < 0.01.$

The faculty suggest some of this difference may be explained by the lacking sub-category data within Outcome 1 which provides more insight into specific student performance. For the difference in Outcome 2, faculty suggested this may be explained in differences in gender expectations in performance and public speaking leading to higher ratings for female students compared to male ones. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=83) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is a significant difference between students in Outcome 1⁵ and Outcome 2⁶. This difference is significant for both Outcome 1⁷ and Outcome 2⁸ when using aggregate categories of “below proficient” and “proficient/exemplary”. Faculty suggested this difference may be due to differences in cultural expectations for demeanor and performance when engaging in public speaking. As this is the first time, we have been able to make the comparison using demographic data, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall.

Comparison of Findings from Prior Period:

This assessment cycle included the addition of new types of sections being assessed (e.g., Rising Scholars, Online sections) and a greater number of students assessed compared to when Goal 2 was last assessed in 2019-2020 (n=118). Three years ago, 72% of students were rated as proficient or exemplary for outcome 1 (92% in AY22-23) and 90% of students were rated as proficient or exemplary for outcome 2 (96% in AY22-23), This indicates an overall increase of proficiency.

In 2019-2020, limited data was collected and only from on-campus face-to-face sections. This, combined with the lack of sub-category data from Outcome 1, makes a direct comparison to results when looking at delivery method and term troublesome. The collection of data that required direct engagement with public speaking and listening, particularly within Spring 2020 during the COVID-19 pandemic when classes were remote, also contributes to the previous data being an outlier rather than a benchmark we should use for a comparison. This indicates, particularly given the differences we are seeing in performance based on demographics, that we may not have enough data from Goal 2 to make informed conclusions at this time.

Goal Assessed: Goal 4

Interpretation of Findings:

Students appear to perform relatively the same in terms of proficiency for outcomes 1 and 2. Outcome 3 had more variation within the three subcategories. Outcome 3a requiring students to express creative, aesthetic, formal or stylistic elements of the disciplines, accounting for 66 percent of the ratings within Outcome 3, had a proficiency rating of 92 percent compared to the 100 percent proficiency ratings of the other two sub-outcomes. Outcome 3a, requiring students to demonstrate an ability to express creative, aesthetic, formal or stylistic elements of the disciplines, accounted for over half of the ratings within this outcome. Outcome 3c, requiring students to identify and explain cultural contributions from the perspective of the

⁵ $\chi^2 (2, N = 421) = 34.4281, p < 0.01.$

⁶ $\chi^2 (2, N = 421) = 26.0814, p < 0.01.$

⁷ $\chi^2 (1, N = 421) = 8.4081, p < 0.01.$

⁸ $\chi^2 (1, N = 421) = 17.1184, p < 0.01.$

selected disciplines within the arts and humanities and accounting for 21 percent of the ratings within this outcome is the only outcome in Goal 4 where less than 90 percent of the students achieved benchmark proficiency. While the difference is marginal (88%), this outcome remains an outlier. Outcome 3b, requiring students to demonstrate foundational competency in reading, writing, and speaking a non-English language, accounting for 13 percent of the ratings within this outcome, is also an outlier in goal 4 in that 100 percent of students achieved benchmark proficiency. The ratings for Rising Scholars students are somewhat notable in that only in Outcome 2 did less than 100 percent of students achieve proficiency.

Students performed relatively the same between the different delivery methods, though the smaller number of students rated in Huron or Rising Scholars courses potentially skews the results for comparison. Similarly, this is the first time we have assessed student learning within a broader scope of course delivery types so we have no previous data to use as a comparison for delivery mode beyond online or on-campus courses. When comparing based on delivery term, there is no discernable difference in student proficiency. Outcome 3c does show a marginal decrease in proficiency, from 93 to 85 percent, between Fall and Spring semesters. There were 37 Fall sections offered, and 36 Spring sections offered within Goal 4. In Fall, only 15 sections provided ratings and in Spring, 23 sections provided ratings. The participation increase between Fall and Spring may account for some of the discrepancy between semesters as there is a bigger pool.

Within the disciplines is where we see the most variation. Some instructors provided ratings for all five categories. This means that some of the data we have collected may be invalid and not actually reflect an assignment or other assessment that truly measures student proficiency in all the outcome 3 sub-categories. For example, sections of both ART 111 (Drawing I) and ENGL 210 (Introduction to Literature) rated students in Outcome 3b (non-English language proficiency). Without any means of cross-checking the data, there is no way to declare the data submitted valid or invalid currently and these rates have been included in the cumulative total. Similarly, 3 sections of SPAN 101 and 3 sections of SPAN 102 included ratings in all five categories, though it may be less reasonable to suspect this evidence as invalid given that the course subject matter more closely aligns with all sub-categories of Outcome 3, in comparison to the other two disciplines. In contrast, CHIN courses were only assessed on Outcome 3b and did not include ratings for Outcomes 1 and 2. Both ARTH and HIST courses included ratings for 4 outcomes instead of only 3. Both included ratings for both Outcomes 3a and 3c. All language courses (i.e., CHIN, FREN, GLAN, and SPAN) assessed Outcome 3b. Considering the expectation described in 3b, this was anticipated. In addition, all language courses indicated 100 percent proficiency on all outcomes assessed. MUS courses account for 37 percent of all courses assessed in goal 4. This is down 10 percent from the previous cycle (48%). In comparison, the number of ARTH (3% previously), ENGL (9% previously) and HIST (11% previously) courses assessed have increased. This may be due to the increase of instructors completing the rating process in these disciplines in comparison to AY2019-2020.

HIST ratings are the lowest overall in outcomes 1, 2, and 3c. Outcomes 1⁹, 2¹⁰, and 3c¹¹ are significantly different compared to all other disciplines. Faculty indicated this may stem high rate of use of the final exam or paper in the discipline as a measure. As this measured overall cumulative learning, faculty were more likely to rate with higher expectations of student performance compared to assignments that were completed at earlier points in the semester.

With student artifacts being rated in D2L, we can now tie our assessment ratings to student demographics of interest to NSU. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. Outcome 3c does indicate that female students were more likely to be considered proficient than male students¹². Faculty indicated this difference may be due to the perception of arts and humanities classes as being more “accessible” or “acceptable” for feminine-presenting students compared to male-presenting students. Some faculty also indicated this difference was likely the result of the simple gender imbalance (60% female, 40% male) in students taking the course rather than an indicator of a genuine difference in learning proficiency. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=121) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is no statistical difference in proficiency ratings for outcomes 1, 2, 3a, and 3b. A chi-square test of independence for Outcome 3c does indicate that students within the non-white category were more likely to be considered proficient than white students¹³. Faculty indicated this difference due to students of color having experienced diversity in a way that our white students have not. Faculty also noted that some white students have shown a resistance to learning about cultures or ideas that do not apply to them. Despite this, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall.

Comparison of Findings from Prior Period:

This assessment cycle included the addition of new types of sections being assessed (e.g., Rising Scholars) and a smaller number of students assessed compared to when Goal 4 was last assessed in 2019-2020. Three years ago, 85% of students were rated as proficient for outcome 1 (90% in AY22-23), 82% of students were rated as proficient for outcome 2 (91% in AY22-23), 84% of students were rated as proficient for outcome 3a (92% in AY22-23), 83% of students were rating as proficient in outcome 3b (100% in AY22-23), and 85% of students were rated as proficient in outcome 3c (88% in AY22-23). This indicates an overall increase in proficiency since the previous assessment cycle.

⁹ $\chi^2(1, N = 547) = 8.4705, p < .01$. Analyses between disciplines involved comparing HIST to the combined totals of all other disciplines to mitigate potential validity errors stemming from frequencies below 1.

¹⁰ $\chi^2(1, N = 573) = 9.8536, p < .01$

¹¹ $\chi^2(1, N = 143) = 24.2808, p < .01$.

¹² $\chi^2(1, N = 143) = 2.774, p < .10$. NSU typically uses $p = 0.05$ as the threshold for determining significance but given that this is the first time we have collected and analyzed demographic data, the director of assessment felt the lower threshold was appropriate at this time to better understand the data and establish an indicator for potential areas of concern in future analyses.

¹³ $\chi^2(1, N = 143) = 2.7614, p < .10$. See previous footnote for more information about the confidence level used to determine significance.

In 2019-2020, students were more proficient in spring sections compared to fall sections. Other than Outcome 3c, students performed relatively the same in AY2022-2023 regardless of the semester. In terms of delivery type, when comparing on-campus and online sections to previous assessments, there is an overall increase in proficiency in all outcomes, mirrored by the total increase we see in proficiency.

When comparing across disciplines, there also seems to be a general trend of higher assessment ratings all disciplines that participated in AY2019-2020; no results were available from CHIN to compare in the previous assessment cycle. There were particularly higher ratings in AY2022-2023 for ENGL, FREN, and GLAN. These differences are likely a reflection in a higher number of students in ENGL courses being rated (AY2019-2020 n=62) and a much lower number of students being rated in FREN (AY2019-2020 n=43) and GLAN (AY2019-2020 n=56). Despite the higher ratings, there is not much variation between the different disciplines and what variation that can be seen is likely due to an instructor's assessment process (e.g., choice of assignment, use of the rubric) or self-selection bias of students enrolling in particular courses.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2

Due to the breadth of disciplines and multiple delivery modalities included in Goal 2, it is difficult to measure and ensure intercoder reliability. Faculty suggested requiring participation in a virtual "summit" for all Goal 2 instructors during the next assessment cycle at both the start and the end of the academic year. This would include group ratings with sample student artifacts and allow the Assessment Director to have some measure of intercoder reliability and check how consistently the rubric is being used and applied.

We will also need to do a better job with our evidence collection to ensure that we have comprehensive data. Missing data, particularly from the spring semester, does not allow us to have a full picture of how our students are doing within our Goal 2 general education courses. This is also the initial collection of Goal 2 assessments from Huron, Rising Scholars, Online E-Learning, as delivery modes. This gives a fuller picture of how Goal 2 courses are taught but only at this one period. Further longitudinal data will provide more insight into the development and trends found in our delivery of general education at Northern. Similarly, we will need to ensure that there are sufficient supports for our students from traditionally marginalized groups so that they may continue to succeed in our classes. Further cross-sections of student demographics will help us discover those trends.

Goal Assessed: Goal 4

Reflecting on the assessment process and results described in this report, the most important recommendation is to continue collecting assessment data in a consistent and regularized fashion. We will also need to do a better job with our evidence collection to ensure that we have comprehensive data. Missing data, particularly from the fall semester, does not allow us to have a full picture of how our students are doing within our Goal 4 general education courses. This is also the initial collection of Goal 4 assessments from Huron, Rising Scholars, Online E-Learning, as delivery modes. This gives a fuller picture of how Goal 4 courses are

taught but only in this one period. Further longitudinal data will provide more insight into the development and trends found in our delivery of general education at Northern.

Similarly, we will need to ensure that there is sufficient support for our students from traditionally marginalized groups so that they may continue to succeed in our classes. Further cross-sections of student demographics will help us discover those trends.

Given the lack of specificity within the Goal 4 rubric, we will also need to ensure interrater reliability between instructors. Moving forward, the Assessment Director will work with Institutional Research and the Provost's office to create a 1- to 2-hour general education assessment of student learning workshop during in-service week that will explore the rationale behind this assessment, the assessment process, and sample ratings activities to better ensure and measure interrater reliability. During the Goal 4 debrief session, faculty noted three potential areas for improvement or expansion during the next cycle of our assessment of learning: an expansion of the required courses and better cohort tracking to understand how freshmen do over time. Faculty indicated that the lack of depth in types of courses offered, as measured by students largely taking a small number of courses out of a larger list, may be a detriment to student exposure to difference ideas, cultures, and groups. Furthermore, faculty were concerned that many students' exposure to the student of arts and humanities was only in the required general education course, often taken early on in their college careers or as high school students. Faculty believed this trajectory indicated students were not well-rounded as there was no reinforcement of the learning later as students matured.

Section 5. Summary

The 2022-23 academic year was the second cycle of general education assessment for Goals 2 and 4 under the current guidelines and faculty showed an understanding of the new process the overall and purpose of assessing student learning. The observed proficiency rates were generally satisfactory across all learning outcomes, although faculty noted potential areas for improvement in both Goals. Upon having a group discussion about the assessment results described in this report, faculty made suggestions that were meaningful and feasible for improving student learning across delivery modalities.

Moving forward, the Assessment Director will specifically work with faculty and instructors to increase interrater reliability as this was an area of concern noted by faculty during debriefs for both Goals 2 and 4. The amount of missing data from sections not assessed is also an issue that will need to be addressed to ensure that we continue collecting assessment data in a consistent and regularized fashion. We have not, in this or previous assessment cycles, measured summer sections of our general education courses. This is due to the qualitative difference in length and intensity of 5- or 10-week summer course in comparison to the regular 15-week semester. However, beginning with AY2022-2023, Northern has begun offering 6-week and 8-week course sections of selected general education courses during the regular fall and spring semesters that may provide more reliable comparisons to summer sections. In our next assessment cycle, this is one of the potential new areas we should explore.



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South Dakota Mines	<u>AY2022-2023</u>	
Institution	Academic Year Reporting Period	
Darcy Briggs	<u>Darcy Briggs</u>	<u>11.8.2023</u>
Assessment Representative	Institutional Approval Signature	Date
Lance Roberts	<u>Lance Roberts</u>	<u>11.8.2023</u>
Provost	Provost Approval Signature	Date

Section 1. Introduction

Academic Year 2022-2023 represented the first full year of the newly designed and revamped general education assessment process being in place at South Dakota Mines. During this academic year, Oral Communication (Goal 2) and Fine Arts and Humanities (Goal 4) were assessed. This report serves to summarize the data, information, and insights gained through that assessment, and the continuous improvement strategies identified to improve student learning.

Section 2: Goals Assessed

Goal Assessed: Goal 2 – Oral Communications

Methodology:

Oral Communication learning outcomes are included in two specific general education courses offered at South Dakota Mines:

- ENGL 279: Communications in the STEM Workplace
- ENGL 289: Explorations in STEM Communications

Sections of each of these courses were selected to be included in the assessment activities, and included sections taught by full-time faculty and part-time instructors. The evaluation of student achievement toward the learning outcomes utilized the Goal 2 Communication Rubric.

Level of Achievement/Learning Outcome:

The overall achievement at the learning outcome level is reflected in the following table:

	Below Proficient	Proficient	Exemplary
Outcome 1	51 (13%)	274 (67%)	81 (20%)
Outcome 2	10 (12%)	32 (39%)	18 (22%)

More detailed analysis of achievement, as identified through the specific artifacts, was completed and is reflected in the following summary:

	Below Proficient	Proficient	Exemplary
Organization	9 (11%)	49 (59%)	25 (30%)
Language	8 (10%)	58 (70%)	17 (20%)
Delivery	14 (17%)	58 (70%)	10 (12%)
Supporting Material	14 (17%)	53 (64%)	16 (19%)
Central Message	6 (7%)	56 (67%)	23 (28%)
Listening	10 (12%)	32 (39%)	18 (22%)

Goal Assessed: Goal 4 – Fine Arts and Humanities

Methodology:

Various Fine Arts and Humanities learning outcomes are included in several general education courses offered at South Dakota Mines. For this evaluation cycle, courses covering learning outcomes 1, 2, and 5 were selected because there are ample sections to consider including in the evaluation. The following courses had sections selected for inclusion in the assessment:

- HIST 121: Western Civilization I
- HUM 250: Environmental Ethics and STEM
- PHIL 233: Philosophy and Literature

Level of Achievement/Learning Outcome:

The overall achievement at the learning outcome level is reflected in the following table:

	Below Proficient	Proficient	Exemplary
Outcome 1	7 (8%)	26 (28%)	58 (64%)
Outcome 2	1 (1%)	27 (35%)	50 (64%)
Outcome 3	--	--	--
Outcome 4	--	--	--
Outcome 5	9 (9%)	31 (33%)	55 (58%)

The evaluation of student achievement toward the learning outcomes utilized the Goal 4 Fine Arts and Humanities Rubric.

More detailed analysis of achievement, as identified through the specific artifacts, was completed and is reflected in the following summary:

The following artifacts were selected from each course for the evaluation of Outcome 1:

HIST 121 – In-Class Writing Assignment 2 (**95%** proficient or exemplary)

HUM 250 – Week 12 Journal (**93%** proficient or exemplary)

PHIL 233 – Exam 2 Long-Answer Questions (**88%** proficient or exemplary)

The following artifacts were selected from each course for the evaluation of Outcome 2:

HIST 121 – In-Class Writing Assignment 8 (**100%** proficient or exemplary)

HUM 250 – Week 3 Journal (**95%** proficient or exemplary)

PHIL 233 – Short Paper #2 (**100%** proficient or exemplary)

The following artifacts were selected from each course for the evaluation of Outcome 5:

HIST 121 – In-Class Writing Assignment 10 (**95%** proficient or exemplary)

HUM 250 – In-Class Group Discussion Notes (**86%** proficient or exemplary)

PHIL 233 – Exam 1 Long-Answer Questions (**88%** proficient or exemplary)

Section 3. Findings

Goal Assessed: Goal 2 – Oral Communications

Interpretation of Findings:

The assessment and evaluation conducted this cycle indicate that, overall, current instructional approaches are effective. The majority of students reached proficiency or exemplary performance in all of the rubric categories. In no category did fewer than 83% of students reach proficiency. However, the weakest performance was in the category of “delivery” in which 17% of students failed to reach proficiency and only 12% were rated as exemplary.

Based on these data, the clearest area for improvement is in “delivery.” The Goal 2 Communication Rubric defines *exemplary delivery* as when “Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.” Therefore, the focus for instructional improvement should be in supporting students to develop their skills in nonverbal and physical delivery of oral communication.

Comparison of Findings from Prior Period:

Oral Communication (Goal 2) was last assessed in academic year 2019/2020, which appears to be the first academic year following the discontinuation of the Summer Summit. Some of the planned assessment work was understandably impacted by the COVID-19 pandemic during this academic year. That year’s assessment work was conducted primarily during the Fall 2019 semester, so there was not an indication that the COVID-19 pandemic impacted the work. The summary report from 2019/2020 identified some potential assessment process improvements, including the creation of a practice for norming assessments among faculty to mitigate assessment differences between faculty.

Goal Assessed: Goal 4 – Fine Arts and Humanities

Interpretation of Findings:

Based on the assessment and evaluation we conducted this cycle, current instructional approaches can be considered quite effective. Evaluation of the artifacts from the selected courses indicated that the vast majority of students are proficient or exemplary in each of the three targeted student learning outcomes. None of the student learning outcomes had less than 86% of students reaching proficiency in any of the selected courses.

However, there is always room for improvement and the assessment cycle offers an opportunity to explore ways to ensure that our Goal 4 courses remain relevant and engaging for today’s college students. Technological developments, such as AI-powered chatbots, rapid social change, and cultural conflicts not only pose challenges for how to approach teaching the humanities today, but also offer opportunities for adapting our pedagogical strategies to be the most beneficial at a time when the humanities are critical in shaping our future.

Comparison of Findings from Prior Period:

Fine Arts and Humanities (Goal 4) was last assessed in academic year 2019/2020, which appears to be the first academic year following the discontinuation of the Summer Summit. Some of the planned assessment work was understandably impacted by the COVID-19 pandemic during this academic year. The findings from that year’s assessment work identified some potential assessment process improvements, as well as a commitment from the involved faculty to remain current and connected to research and pedagogy best practices in their disciplines.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2 – Oral Communications

We propose to introduce a self-assessment of public speaking skills instrument focused on physical delivery of presentations. This self-assessment will be completed by students in ENGL 279 and ENGL 289 at the beginning of the semester to gauge their current skill level and then again at the end of the semester in order to measure growth in these skills.

The use of this self-assessment will provide students an opportunity to reflect on their ability to convey confidence, ease, and credibility through their use of nonverbal communication skills and to identify areas for improvement over the course of the semester. Such metacognitive activities [have been shown](#) to encourage student learning. The assessment will also highlight these delivery skills as important in the course and provide useful information for instructors so they will know the areas in which their students have room for improvement and can plan lectures and assignments accordingly.

Goal Assessed: Goal 4 – Fine Arts and Humanities

We propose that professional development opportunities (e.g., faculty attendance at a workshop or conference) focused on pedagogical approaches to confronting current technological, social, and cultural challenges, as well as continued discussion of these issues among faculty, would invigorate our Goal 4 courses thereby promoting continued student engagement and proficiency in the student learning outcomes. By funding one faculty member's attendance/participation at a pedagogical conference or workshop who would then share what they learned with the other Goal 4 faculty, there will be relevant professional benefit for the collective as well as for an individual faculty member.

Resources needed to implement the identified improvement strategy include the following funding for one faculty member:

- Conference/Workshop registration
- Travel
- Lodging
- Meals

A request for professional development funding to support continuous improvement efforts was submitted to, and approved by, the Office of the Provost.

Section 5. Summary

This is the first full year of general education assessment utilizing the new structure, process, and forms created by South Dakota Mines in AY 2021/2022. While there are always room for improvement, the process worked very well.

The established learning outcomes and rubrics for the entire BOR system were utilized as the foundation for the assessment work. The faculty readily engaged in the assessment work, and through the analysis of the data and information, gained valuable insights. Further, through their collaborative discussions, strategies and initiatives to improve student learning in the future were identified and are in the process of being implemented.

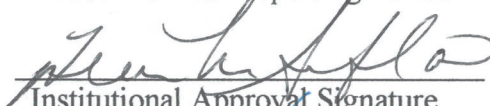


**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

<u>South Dakota State University</u>	<u>2022-2023</u>	
Institution	Academic Year Reporting Period	
<u>Teresa Seefeldt</u>		<u>10/11/23</u>
Assessment Representative	Institutional Approval Signature	Date
<u>Dennis Hedge</u>		<u>10-12-23</u>
Provost	Provost Approval Signature	Date

Section 1. Introduction

The South Dakota State University General Education Assessment Plan outlines the purpose, principles, and processes which guide the assessment of student learning identified by the System General Education goals and student learning outcomes.

The goal of general education assessment is to determine how well and in what ways students are achieving the intended learning outcomes. In addition, the assessment process can provide meaningful information and feedback for faculty who teach general education courses. Most important, general education assessment identifies successes of student learning, areas for improvement, and documentation of evidence-based changes.

Good assessment practices encourage the use of multiple methods to examine student learning outcomes. SDSU's general education assessment plan incorporates multiple methods to assess student learning as related to the general education curriculum. These methods include:

1. Review of student artifacts from randomly selected general education courses/sections
2. Items from the Senior Exit Survey
3. Items from the National Survey of Student Engagement
4. Focus Groups (optional)

For all general education learning outcomes, SDSU has established a benchmark that 75% of students included in the sample will achieve proficiency or exemplary on general education student learning outcomes.

Section 2: Goals Assessed**Goal Assessed: SGR #2**

Methodology:

Following the SDSU Section and Artifact Sampling procedure (see General Education Assessment Plan), a sample of approximately 25% of the available courses on the approved list was selected by the Assistant Vice President of Institutional Research and Assessment.

For the **2022-23** cycle, the following course was selected for **Goal #2**:

- CMST 101 – Fundamentals of Speech

Level of Achievement/Learning Outcome:

Oral Communication included 8 course sections with a total of 156 scored student artifacts. The artifacts were scored by each student learning outcome (SLO). The results for SLO 1 (n = 138) were 6 (4%) artifacts rated as below proficient, 72 (52%) rated as proficient, and 60 (43%) rated as exemplary. The results for SLO 2 (n = 138) were 7 (5%) artifacts rated as below proficient, 49 (35%) rated as proficient, and 82 (59%) rated as exemplary.

Goal Assessed: SGR #4

Methodology:

Following the SDSU Section and Artifact Sampling procedure (see General Education Assessment Plan), a sample of approximately 25% of the available courses on the approved list was selected by the Assistant Vice President of Institutional Research and Assessment.

For the **2022-23** cycle, the following courses were selected for **Goal #4**:

- ART 111 – Drawing I
- ARTH 100 – Art Appreciation
- ENGL 210 – Introduction to Literature
- ENGL 240 – Juvenile Literature
- FREN 102 – Introductory French II
- GER 102 – Introductory German II
- HIST 122 – Western Civilization II
- PHIL 220 – Introduction to Ethics
- REL 224 – Old Testament
- SPAN 101 – Introductory Spanish I
- SPAN 102 – Introductory Spanish II
- THEA 131 – Introduction to Acting

Level of Achievement/Learning Outcome:

Arts & Humanities/Diversity included 16 course sections with a total of 720 scored student artifacts. The artifacts were scored by each student learning outcome (SLO). The results for SLO 1 (n = 720) were 112 (16%) artifacts rated as below proficient and 608 (84%) rated as proficient. The results for SLO 2 (n = 702) were 98 (14%) artifacts rated as below proficient

and 610 (86%) rated as proficient. The results for SLO 3 (n = 163) were 24 (15%) artifacts rated as below proficient and 139 (85%) rated as proficient. The results for SLO 4 (n = 81) were 5 (6%) artifacts rated as below proficient and 76 (94%) rated as proficient. The results for SLO 5 (n = 412) were 88 (21%) artifacts rated as below proficient and 324 (79%) rated as proficient.

Section 3. Findings

Goal Assessed: SGR #2

Interpretation of Findings:

The results indicate that students performed above the benchmark for SGR Goal #2 (Oral Communication) for both SLOs.

Comparison of Findings from Prior Period:

SPCM 215 was selected for assessment in the prior period. SLO 1 assessment results showed that a higher percentage of students performed in the exemplary category in 2022-2023 compared to 2019-2020. SLO 2 was unable to be assessed in 2019-2020 due to course changes necessitated by the pandemic.

Goal Assessed:

Interpretation of Findings:

The results indicate that students performed above the benchmark for all SGR #4 goals.

Comparison of Findings from Prior Period:

In 2019-2020, SDSU students met the benchmark for all student learning outcomes except SLO 4 (demonstrate foundational competency in reading, writing, and speaking a non-English language). 73% of students were proficient on this SLO.

Section 4. Plans for Continuous Improvement

Goal Assessed: SGR #2

The faculty that teach courses for **SGR #2** will use the information in this report to improve student learning (and instructor pedagogical practices) in the following ways:

- Reexamine the assessment methodology for listening skills.
- Emphasize grade norming in the instructor training for this course.

Goal Assessed: SGR #4

The faculty and departments that teach courses for **SGR #4** will use the information in this report to improve student learning (and instructor pedagogical practices) in the following ways:

- Increase time spent discussing specific content areas.
- Addition of discussion questions to enhance student engagement in online and hybrid course delivery formats.
- Add formative assessments at the end of course modules to better assess student learning.
- Increase active learning in courses with use of case studies.
- Review course attendance policies.

Section 5. Summary

Overall, students performed well on the learning outcomes for SGR #2 and #4. Opportunities to enhance student learning were identified. The General Education Subcommittee has also identified opportunities to improve the assessment process by providing additional professional development opportunities for faculty teaching general education courses.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

University of South Dakota	2022-2023	
Institution	Academic Year Reporting Period	
Lisa K. Bonneau, Ph.D.		10/10/24
Assessment Representative	Institutional Approval Signature	Date
Kurt Hackemer, Ph.D.		
Provost	Provost Approval Signature	Date

Section 1. Introduction

General Education is an academic program that provides students with a foundation of knowledge and skills to prepare them for success. General education requirements in South Dakota are outlined in SDBOR Policies 2:7, 2:11, and 2:26, and AAC Guidelines 8.3, 8.4, and 8.7. Faculty members in each discipline from all six BOR universities meet to review the goals and learning outcomes and create rubrics to evaluate the degree to which students meet the stated student learning outcomes for the given goal.

The two System General Education Goals and Student Learning Outcomes assessed this year are: Goal #2: Students will communicate effectively and responsibly through listening and speaking, and Goal #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Section 2: Goals Assessed

Goal Assessed: Goal 2 Oral Communication

Methodology: Faculty teaching the course sections in the goal were notified of the assessment process and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and instructions for submission of results into the software solution, Nuventive. This was the first year where Nuventive was utilized to collect assessment data from faculty participating in general education assessment for this goal. Assessment results were submitted by the end of the semester, and data for each goal were collated and analyzed by the Assistant Provost to generate a report for the institution.

Level of Achievement/Learning Outcome: There were 2 different courses that meet the general education Goal 3 offered in the 2022-23 academic year, CMST 101 and UHON 101. There were 63 course sections that submitted results for the academic year, of those, 24 were online sections and 6 were sections of courses from additional locations. There were 1244 student results submitted for the general education assessment of Goal 2.

For the Goal 2 results submitted, 88.6% were rated as proficient in Outcome 1 and 88.1% were rated proficient in Outcome 2. Data were analyzed separately for proficiency in traditional face-to-face sections and online sections.

- In face-to-face sections 89.1% of students were rated proficient for Outcome 1 and 90.4% of students were rated proficient for Outcome 2.
- In sections taught in Sioux Falls, 90.9% of students were rated proficient for Outcome 1 and Outcome 2.
- In sections taught online, 86.5% of students were rated proficient for Outcome 1, and 84.5% were proficient for Outcome 2.

Generally, students in online sections had lower levels of proficiency than main campus and additional location students.

Goal Assessed: Goal 4 Fine Arts and Humanities

Methodology: Faculty teaching course sections that meet Goal 4 were notified of the assessment process and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and instructions for submission of results into the software solution, Nuventive. This was the first year where Nuventive was utilized to collect assessment data from faculty participating in general education assessment for this goal. Data for each goal were collated and analyzed by the Assistant Provost to generate a report for the institution.

Level of Achievement/Learning Outcome: For the Goal 4 results submitted, 88.8% were rated as proficient in SLO 1; 87.8% were rated proficient in SLO 2, 93% were rated proficient in SLO 3, 74.5% were rated proficient in SLO 4, and 84.8% were rated proficient in SLO 5. Data were analyzed separately for proficiency based on location and delivery method.

- In main campus face-to-face sections 90.3% of students were rated proficient for SLO1, 89.3% were proficient for SLO2, 90.5% were proficient for SLO3, 78.7% were proficient for SLO4, and 88.5% were proficient for SLO5.
- In online sections 86.5% of students were rated proficient for SLO1, 86.3% were proficient for SLO2, 95.4% were proficient for SLO3, 65.5% were proficient for SLO4, and 81.9% were proficient for SLO5.
- In Sioux Falls sections 95% of students were rated proficient for SLO1, 84.6% were proficient for SLO2, 93% were proficient for SLO3, 87.5% were proficient for SLO4, and 80% were proficient for SLO5.

Generally, proficiency in the goal is high with SLO4 having the highest level of “Below Proficient” student work, especially in the online and main campus sections. Since SLO4 has lowest number of sections reporting, it is likely that sample size impacts results for this

particular outcome. The low section size may also be impacting the SLO5 “Below Proficient” rates which are lower for the Sioux Falls and online sections than for the face-to-face main campus sections.

Section 3. Findings

Goal Assessed: Goal 2 Oral Communication

Interpretation of Findings:

Overall, the majority of students in CMST 101 were proficient in both SLO1 and SLO2 for SGR2. Face-to-face courses performed slightly better than online sections. The online sections of the course did see growth in dual-credit enrollment so one potential reason for this discrepancy could be the larger number of dual-enrolled students navigating the online learning systems. In particular, given that the dual-credit students being taught face-to-face (i.e., UM) performed the best out of the four offerings, it may be that dual-credit students enrolled in online sections require a better onboarding process to the course. Since the online course is offered asynchronously, it could be argued that students are not getting as much synchronous listening practice resulting in lower SO2 scores. Additional course content may be needed to bridge this outcome gap. Overall, the total percentage of students rated as proficient and in particular the number of students noted as exemplary provides compelling evidence of the strength of the course and its instruction. Paired with the suggestions for improvements noted below, it is feasible that the proficiency levels in the course can be improved in future iterations.

Goal Assessed: Goal 4 Fine Arts and Humanities

Interpretation of Findings:

Art: The full academic year assessments for art studio and art history sections showing Proficient and Exemplary appears to be in line with assessments across the Arts and Humanities. Those rated at Below Proficient represent students who either failed to submit the requested work or submitted late. It appears in the Department of Art the percentage of those rated as Exemplary truly demonstrate a high level of engagement in the class and possibly demonstrate a superb talent in the specific discipline of the class assessed. This is especially true when looking at the results for SLO3, focused on creative, aesthetic, formal or stylistic elements.

All assignments assessed involved an element of research, whether it was focused on specific contributors in the art history or an analysis of stylistic differences among various world cultures. Examples of assignments in the ART 111 sections include generating copies of master drawings where students research historic pieces of art and imitate them to learn more about the artist and their style, while adding their own touch to the piece to show their understanding of how that style functions in terms of value and movement. The ART 121 sections researched stylistic differences across the history of architecture and all aspects of design to create illustrations of doorways, gates, and entryways leading to anything the student

wishes. All aspects of form were determined by what each student discovered about their chosen styles. The ART 123 class created pinatas as they researched the history of these forms and then each shared in the activity of breaking them open to see what the students had hidden inside. We have determined these assignments to be engaging for the student and successful in satisfying the Goal 4.

History: HIST and PHIL courses have no students marked as achieving "exemplary performance." UT courses [HIST 111 and PHIL 220] have higher percentages of students who are non-proficient for "contribution of other cultures" and "creative and aesthetic" than aggregated results. On campus (U) courses similar to aggregate or by location save for the absence of exemplary performance, except for "creative and aesthetic."

Music: The full academic year assessments for all music courses showing Proficient appears to be in line with assessments across the Arts and Humanities. Those rated at Below Proficient represent students who either failed to submit the requested work or were unable to submit work due to poor attendance and lack of preparation. The Department of Music chose not to assess for exemplary performance because we believed that the nature of our work was either proficient in the assessed skills or not. Exemplary performance was not necessary to assess the work in the classroom. It appears in the Department of Music the percentage of those rated as Proficient demonstrate a high level of engagement in the classes and a high quality of work being done within the specific discipline of the classes assessed. This is especially true when looking at the results for SLO3, focused on creative, aesthetic, formal or stylistic elements.

All assignments assessed involved an element of study and practice, whether it was focused on specific contributors and backgrounds in the music appreciation courses or individual and group rehearsals within the ensembles and lessons. Examples of assignments in the MUS 100 sections including test and projects regarding specific eras of history that explored the stylistic differences across the history of music specific to discipline studied (classical, rock & roll, jazz, etc.) All aspects of form were determined by what each student discovered about their chosen styles. The MUS 117 courses were assessed through performance, whether this be a juried solo performance for those in applied music, group assessment through concert performance or individual playing exams within the ensembles. We have determined these assignments to be engaging for the student and successful in satisfying Goal 4 while also producing high level performance.

Modern Languages: Our best understanding of the dynamic is that the discrepancy is a combination of the delivery method (Online does not allow for instantaneous feedback which is very important for language learning) and student self-selection.

Theatre: The full academic year assessments for Film Appreciation, Acting, and Theatre Appreciation sections showing Proficient appears to be in line with assessments across the Arts and Humanities. Those students who fell under the "Below Proficient" categories either failed to submit the required assignments or had a history of attendance and/or preparedness issues during their time in their respective classes. The very high percentages of students demonstrating "proficient" skills and understanding in SGR 4's SLOs 1 (knowledge of the diversity of values, beliefs, practices, or ideas embodied in the human experience), 2 (basic

understanding of concepts of the selected disciplines within the arts and humanities), and 3 (ability to express creative, aesthetic, formal, or stylistic elements of the discipline) shows the effectiveness of the instruction and assessments across the areas.

All assignments assessed involved critical analysis of the diversity of ideas and values; basic understanding of concepts; and the ability to express aesthetic, creative, formal, or stylistic elements in one form or another. As an example, in our THEA 131: Introduction to Acting classes, students submitted a Performance Reflection Paper on USD's production of *Eurydice* that focused on the craft of acting, examining fundamentals of action, objective, and super objective that were found therein and how it manifest based on the style of the production. Another example, also from THEA 131: Introduction to Acting, had students perform a long (5- to 10-minute scene) that called on the students to embody and creatively express their understanding and command of the formal elements of acting. A final example comes from our THEA 201: Film Appreciation class where students explored the understanding of the concepts of film making through active online discussion boards, which centered on film history—demonstrating their understanding of the concepts as they were first being conceived and implemented. We have determined these assignments to be engaging for the student and successful in satisfying Goal 4 while appropriate for their course work and producing high level performance.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2 Oral Communication

Faculty mentioned the following as methods to improve success in meeting the learning outcomes in courses meeting this goal.

Opportunities for improvement: Given that the field of CMST and in particular listening and speaking skills (SLO1 and SLO2) continue to move into online environments (e.g. Zoom meetings and presentations), the department is working to diversity the course content, speaking assignments, and assessments to help students develop the necessary skills for both in-person and online environments. In making these changes to the course content in particular, we hope to not only strengthen the course at large, but in particular improve the outcomes of students taking the course online. As noted above, we are also working to make the onboarding process for students new to online learning more efficient.

Opportunities to capitalize on areas of strength: Student scores in listening provide compelling evidence for the importance of the CMST 101 course not only in improving one's speaking skills, but also in improving one's ability to listen and engage with other students' ideas. As this is one of the only courses with an explicit emphasis on listening skills, we are pleased with the percentage of students scoring at an exemplary level. As we continue to evolve the course content to enhance student speaking skills, we will be mindful of ensuring that listening skills remain equally centered.

Goal Assessed: Goal 4 Fine Arts and Humanities

Faculty mentioned the following as methods to improve success in meeting the learning outcomes in courses meeting this goal.

Art: The Department of Art is satisfied with the results of this assessment and plans to continue supporting the type of projects students experience when enrolled in our courses. Graduate teaching assistants develop many of these projects with the Department of Art's Foundation Coordinator and benefit from this experience in their educations as well. The Foundation Coordinator develops workshops at the beginning of each school year focused on curricula development and classroom management. The ID Weeks Library has been a solid resource for students to develop research as well as reliable sources accessed the internet. Development of course curricula with our graduate teaching assistants will continue to focus on experiences that meet Goal 4.

History: The department hopes to understand what should constitute "exemplary performance" in assessed courses and bring online courses into closer alignment (particularly as taught by multiple faculty). In addition, there is room to investigate and identify potential reasons for the "creative and aesthetic" outcome as a consistent outlier in course assessments.

Music: The Department of Music is satisfied with the results of this assessment and plans to continue supporting the type of projects and student experience we are currently doing within our courses. Development of course curricula with our graduate teaching assistants and Music faculty will continue to focus on experiences that fulfill the standards set in Goal 4.

Modern Languages: Improving technology will allow for greater help with the improved performance of the online sections, but increased demand for online courses may well offset these gains. Our goal is to reach 85% proficiency in face-to-face and 75% in online in the short term.

Theatre: The Department of Theatre is satisfied with the results of this assessment and plans to continue supporting our faculty and graduate teaching assistants strengthen our current success. We can strengthen our success by promoting student experiences in the arts, whether face-to-face or online courses, and in both live and mediatized performances and productions.

Section 5. Summary

Based on the assessment data for both the Oral Communication and Fine Arts and Humanities SGRs, students at USD have a high proficiency in the learning outcomes. Faculty from the departments offering general education courses within this goal have provided reasonable strategies for improvement of outcomes in their respective courses. It is also noted that the institution could better support improvement efforts by providing department chairs and faculty additional assessment data at the level of the course.