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Appendix A. FSEM Assessment Report

Common Curriculum Assessment

First-Year Seminar

2013-2014 Annual Assessment Report

Submitted by: ___Jennifer Karas / Rob Flaherty____

This report focuses on the faculty discussions and actions surrounding student learning in the Freshman Seminar component of the common curriculum. For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the assessment results that were identified as most useful by the faculty**
1. Demonstrate what it means to be an active member of an intellectual community by meeting rigorous academic expectations through critical reading, discussion, research, and/or writing.	• Student course evaluations showed high levels of agreement that critical thinking was emphasized at the college level. • Direct student performance data was not especially useful.
2. Practice newly acquired skills in an active learning environment where writing, performing laboratory experiments, quantitative analyses, or other forms of experiential and/or creative activities will shape the goals and activities of the seminar.	• The data was not relevant; the data centered on skills acquired through the course content which varied across every section, rather than on the student learning outcomes.

Other, general observations about the data (bullet points preferred):

- The individual faculty reports come from such disparate topics and disciplines that it is not reasonable to draw conclusions from aggregate data.
- There was a good deal of discussion about the purposes of FSEM, and the value of performance measures as assessments of those purposes. We want students to have a challenging but engaging academic experience that introduces university performance and behavioral expectations.
- The learning outcomes are complex, and it is unclear whether the faculty teaching FSEM have a shared understanding of the outcomes or what constitutes successful performances.

Describe/list the recommendations of the FSEM faculty for changes in the FSEM curriculum, pedagogy or assessment process.

- The committee recommends additional resources for FSEM faculty. For example:
    - A document/handout for all FSEM faculty

        - Emphasizing the purpose of FSEM re: student engagement
            - Creating an intellectual challenge
            - Introducing them to the academic community
            - Sharing the “fun” (academic passion) of the work in the discipline
- The committee recommends targeted indirect assessment measures to get student perception and satisfaction data. If the purpose is engagement and building a student’s academic (DU) identity, the best way to assess this is through self-report survey data. We can implement this data through assess-it or through the student course evaluations. Additionally the committee would like faculty members to reflect upon their perceptions of how the student engagement process unfolded in their FSEM.
- The committee recommends a review of the learning outcomes for FSEM.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

FSEM Appended document

Freshman seminar assessment report to the Freshman Seminar Committee

Class Size

On average, the class size was 19 students. This is a significant increase over the prior year, where the class size was 15. Because the FSEM curriculum is not standardized across the multiple sections, there is no one assessment tool or even one standard of "proficient" shared across the multiple sections. Faculty do express some frustration with the lack of applicability of the student learning outcomes to their coursework.

Number of Courses/ Disciplines

2012	**2013**	**2014**
86 sections	**75 sections**	**85 sections**
48 AHSS	40 AHSS	51 AHSS
23 NSM	23 NSM	23 NSM
8 Writing	11 Writing	11 Writing
3 SECS	1 SECS	
4 ELC		

Types of assignments being assessed

Individual faculty members selected assignments that they felt presented the best opportunity to assess the learning outcomes for FSEM. There was a good deal of variability in the types of assignments selected. The following are examples of the most common assignment types assessed.

- writing assignments
- oral presentations
- leading a group discussion
- journals
- exams

Criteria for Proficient Performance

Individual faculty members determined the criteria for proficient performance on the learning objectives in their courses. Because of the excessive variability across courses, a few illustrative examples of the criteria for proficient performance are included

SLO1: *Demonstrate what it means to be an active member of an intellectual community by meeting rigorous academic expectations through critical reading, discussion, research, and/or writing.*

Examples of criteria:

1. Correctly analyzed changing behavior for families of dynamical system (different seed values for each one)
2. These students show a clear growth in their ability to acquire the new skills highlighted in this seminar as evidence by their attempt to practice them at the highest levels when required by course assignments. Most students were really engaged with their very personal research. It was very rewarding to observe the way in which they polish their research and writing skills and how they had to summarize all their quarter research in a final paper shared with the eldest member of their family. Recurrent communication with grandparents and family members was encouraged. Mailing a final paper to a family member was required.
3. Some students were strong readers and readers and writers; some of the intermediate students were clearly not sure about expectations and were able to improve their writing skills significantly over the quarter. Several students were significantly hampered by issues with reading comprehension.

SLO2: *Practice newly acquired skills in an active learning environment where writing, performing laboratory experiments, quantitative analyses, or other forms of experiential and/or creative activities will shape the goals and activities of this seminar.*

Examples:

1. Was able to correctly analyzed behavior for orbits in all categories of Real numbers, Complex numbers, or Geometric figures.
2. These students show a clear growth in their ability to acquire the new skills highlighted in this seminar as evidence by their attempt to practice them at the highest levels when required by course assignments. Most students were really engaged with their very personal research. It was very rewarding to observe the way in which they polish their research and writing skills and how they had to summarize all their quarter research in a final paper shared with the eldest

member of their family. Recurrent communication with grandparents and family members was encouraged. Mailing a final paper to a family member was required.

3. There were several students with quantitative interests who of course did fairly well; some students in the middle of the field apparently needed a refresher on math skills and were able to regroup after the initial shock of being asked to do calculations. However, there were a significant number of students who lacked, in my opinion, even high school level algebra skills and who showed little initiative in improving but instead seemed resigned to waiting for the next topic in the hope that it would be less quantitative. Some students who initially expressed an interest in art- offered as an excuse for their poor math skills- did not show much interest in their art assignments either, and seemed to want simply to get by on the minimum possible effort, but I was very pleased that several students were very creative and productive in their art assignments.

Assessment Results

The following data represents the breakdown of student performance with respect to the FSEM SLOs over the past two years. Fall 2012 was the first year that data was collected directly on student performance in FSEM.

Fall 2012

SLO 1:

70% proficient

25% somewhat proficient

5% not proficient

SLO 2:

65% proficient

30% somewhat proficient

5% not proficient

Fall 2013

SLO 1:

59% proficient

32% somewhat proficient

9% not yet proficient

SLO 2:

65% proficient

27% somewhat proficient

7% not proficient

Interpretation

The FSEM findings for 2012 reveal a slightly different story for SLO1, learning what it means to be a member of an intellectual community, perhaps the most important outcome associated with FSEM. In 2013 the proficient category drops by more than 10%. Certainly there are differences between each cohort, new students (although academic profile is the same) some different faculty (although trainings the same, and not a different number of novice faculty in this group)… the difference is the class size. The class size average for 2013 was 19 as compared to 15 the year before. The addition of 4 students in the class may have changed the dynamic of the classroom from a close knit mentoring group to a small seminar academic class.

Suggestions for change to individual FSEM courses

Because of the individualized nature of the assessment tools used, the feedback that faculty find most useful is specific to their particular course. What the data tend to reveal are strengths and weaknesses within their particular course. Most frequently faculty garner information about a particularly difficult text or course unit, or they see opportunities for creating deeper connections across readings, or even across other sections of FSEM. Here are some of the individual faculty member recommendations for changes to their FSEM courses:

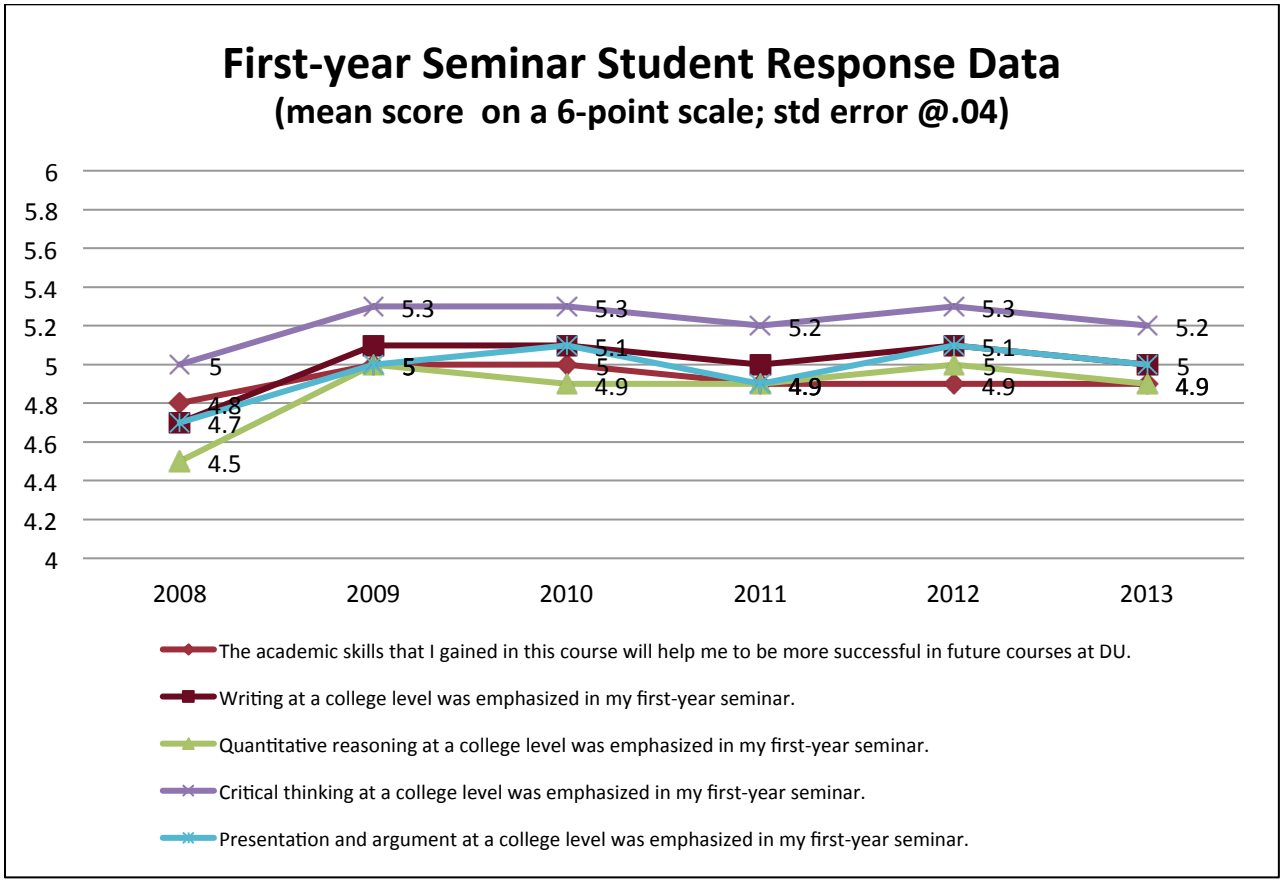
- Update readings
- Spend more time writing in class
- Spend more time unpacking difficult academic prose
- Adjust texts; spend time with students explaining difficult texts
- Develop more hands on activities, consider service learning
- Continue to provide additional academic support for international students. Despite increased language requirements for matriculations, our international students still have a difficulty adjusting to university level work in a non-native language.
- Maybe consider linkages and linked assignments with FSEM classes—to that end hand out a list of the class descriptions at the FSEM trainings.
- Shift balance between individual and group assignments
- Create an online space to make student work public
- Create and conduct an in class workshop on majors: how to think about choosing one and what to do once you have

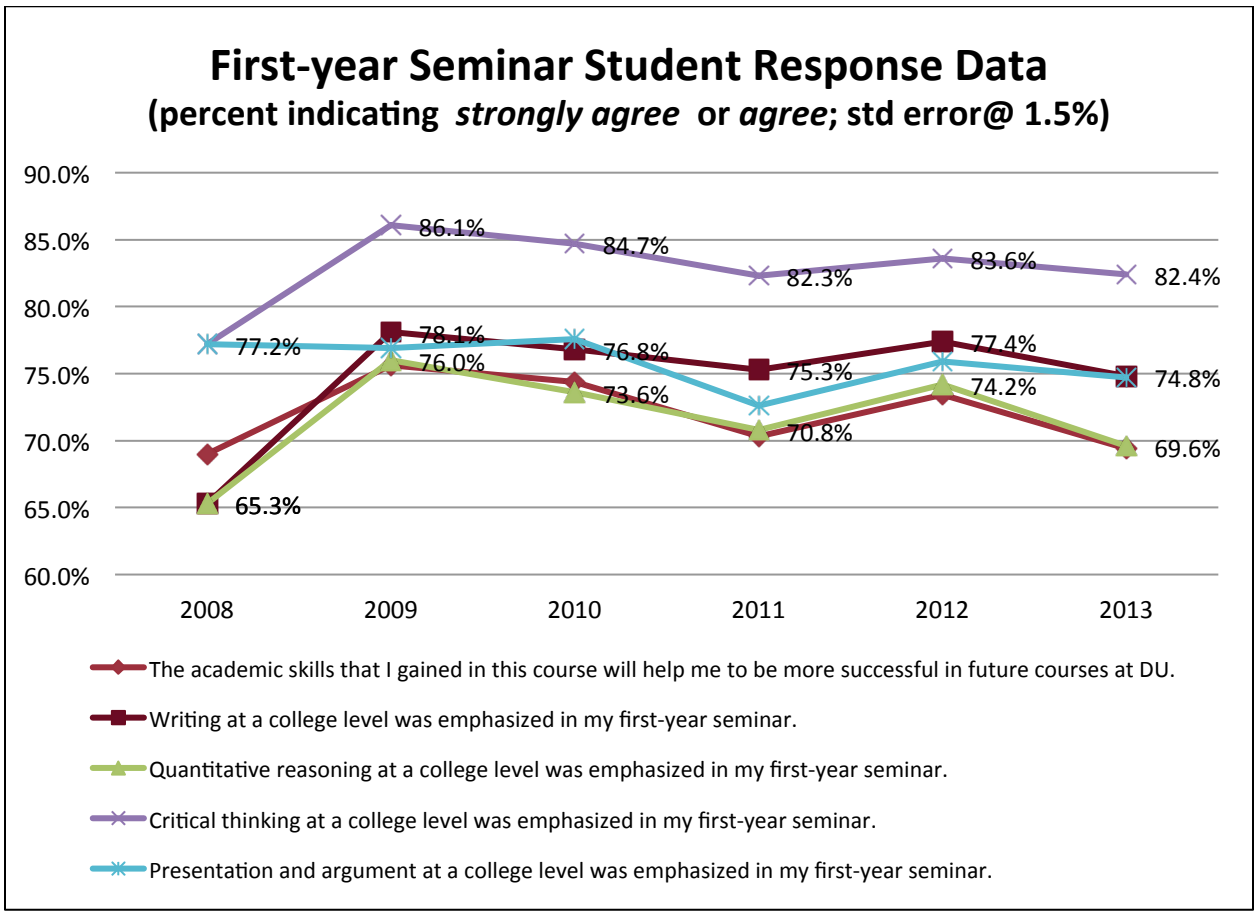
Course elements faculty reported as beneficial about FSEM

- Holding high expectations for students and communicating this to them frequently.
- Hands on work and experimentation
- Requiring students to meet individually with the faculty member
- Writing assignments that require revision
- Using grading rubrics for assignments and distributing them to students with the assignment.

Information from Student Evaluations of Teaching

In addition to direct assessment data, the FSEM courses have common questions on the student evaluations of teaching. Here are the results of this indirect assessment method:





Interpretation

Data drawn from the student evaluations of teaching reveal strong levels of student satisfaction with the core elements of the course: academic skills for future success, writing, quantitative reasoning, critical thinking, presentation and argument. The highest level of satisfaction students indicated is with the critical thinking skills that are emphasized. After the debut of the curriculum in 2008, the critical thinking skills score has generally remained high in the mid to low 80% agree/strongly agree range. Satisfaction with the emphasis of writing is the next highest score, ranging in the mid 70%. This finding is not surprising given that 2/3 of the FSEM courses are taught by arts, humanities, social sciences and writing faculty. Presentation skills and quantitative reasoning skills are emphasized in a smaller number of FSEM classes, with close to 70% of students agreeing or strongly agreeing that these elements are emphasized in their class.

Analysis summary for the committee

What to take away? FSEM is most certainly a successful class. The data we have about this class are the levels of proficiency on the learning outcomes that students demonstrate and the student levels of

satisfaction with the course. These indicators, while revealing positive results, are difficult to interpret because of the divergence in curriculum across 80 plus sections of the course taught each Fall quarter. Perhaps because of the lack of a standardized curriculum, FSEM is a keystone to the first year experience. The unspecified and therefore untested expectation for the course is that through this experience students are exposed to the intellectual passion of some of our outstanding faculty members, and by doing so, they become integrated into the academic enterprise at DU.

Here are some specific recommendations that were mentioned by several faculty members.

- Reduce the class size. 20 is just too large. (2/3 of faculty mentioned this)
- Make assessment rubric less vague—delay it until week 9.
- Modify the assessment rubric. If we have specific questions, ask them. I got more interesting data post quarter just asking faculty more general questions about things that worked well in their classes. Can we make this similar to ASEM? Does that process yield better kinds of information?
- Assessment reports are variable at best. Better instructions about how to write up the findings based on course data (assess it data and student evaluations of teaching) would be beneficial.

What recommendations does the Committee wish to make regarding this component of the common curriculum?

This question permits faculty to make suggestions about the FSEM curriculum in general based on their particular experience in the class.

Appendix B. WRIT Assessment Report

Writing Program Assessment Report 2014

Submitted by Jennifer Campbell, Assistant Director for First Year Writing
and Doug Hesse, Executive Director of Writing
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September 11, 2014

Background and Processes

Since 2007, students in the University of Denver Writing Program have created writing portfolios at the end of their first year writing sequence. Initially, all faculty participated in portfolio scoring, and we used the results to generate discussions about pedagogy and to adjust the wording and emphasis of course goals. In 2008, our program was awarded the highly selective CCCC Writing Program Certificate of Excellence. One criterion is "The program uses effective, ongoing assessment," and our robust portfolio system was cited as a national model.

From 2008 to 2011, a team of writing program faculty participated in Cohort V of the Inter/National Coalition for Electronic Portfolio Research. Team members learned more about the use of ePortfolios in composition and conducted several research projects to answer questions about how we can use our WRIT portfolios to foster student learning and professional development. We used multiple sources of information and multiple methods, including: scoring randomly selected portfolios; conducting discourse analyses of selected portfolios; scoring using descriptive rubrics for introductory essays; interviewing students; collected open written responses from faculty; interviewing faculty; and analyzing syllabi. We shared our findings with the faculty and with our coalition peers at regular cohort meetings. Our final report to the coalition, along with a number of documents and presentations related to the initiative, is available under the Electronic Portfolio Research tab on the Writing Program Portfolio site.

Based on findings from this research, we made several changes to the portfolio assessment process. We responded to faculty concerns about how well the final portfolio prompt fit with our variety of approaches by developing multiple prompt options. Now, faculty can choose to have their students respond to the "Making a Case" or "Reflective" prompt, or they can design an individual prompt that complements their course design while still asking students to address their understanding of course goals (see Appendix A). Because the existing assessment focused only on WRIT 1133, we designed a final

portfolio prompt for WRIT 1122 that would allow us to assess students in the middle of our sequence, and also help them develop habits of reflection that would prepare them for the final portfolio in WRIT 1133 (see Appendix B).

During this time, we also changed the portfolio scoring process. Rather than having all faculty participate in scoring during fall workdays and meetings, a group of volunteer lecturers scored portfolios in June. The change addressed 'assessment fatigue' from some lecturers and we expected fewer scorers would lead to greater consistency. This shift also allowed the assessment committee and assistant director to analyze the results and prepare for reports and faculty discussions earlier in the fall term. This more focused assessment team also began examining and coding portfolio features related to goals we'd like to improve—notably addressing specific audiences. We've shared scoring and coding results every fall with the entire writing program faculty, and those findings have been the focus of several hours of conversation and professional development activities each term.

While these conversations were fruitful, the Curriculum and Assessment Committee began discussing ways to get all faculty more engaged with assessment again. We had already shifted the focus of our fall assessment discussions from "reporting the numbers" to "developing generative questions," and last year we asked lecturers to review and discuss selected portfolios. Because we had gathered several years worth of fairly similar scoring and coding results, it seemed reasonable to start completing our standard scoring of a random sample every second or third year and to conduct assessments that would involve all faculty the rest of the time. With an eye toward current best practices in the field of composition/writing studies, the Curriculum and Assessment Committee proposed an alternative approach to year-end portfolio assessment procedures (see Appendix C). As a pilot project, beginning in 2014, we began conducting assessments that are more clearly in line with current reflective practitioner models. The revised procedure complements previous assessment efforts, which produced scores, with an assessment that produces more qualitative results that embeds pedagogical revisions and reflection directly into the evaluative process.

In 2014, we also began discussions with Rob Flaherty about how our existing assessment procedures, which are based on the course goals for WRIT 1122 and WRIT 1133, do not directly align with the three outcomes for the Writing and Rhetoric requirement listed in the "Common Curriculum at DU." To address this issue, the assistant director, in consultation with the Curriculum and Assessment

Committee, Doug Hesse, and Rob Flaherty, designed an assessment that called for faculty to report student performance on the common curriculum outcomes more specifically (see Appendix D). Because this new system was implemented in the spring, faculty completed only the process for WRIT 1133 this year, though an instrument was created for WRIT 1122 as well. We will solicit feedback on this reporting process as an assessment method during an upcoming faculty meeting and determine 1) if/how the common curriculum outcomes for our program should be revised, 2) if faculty reporting is an appropriate method for our program, and 3) if/how the reporting system should be improved.

In order to provide additional context for our current assessment procedures and results, we have included our 2013 assessment report as Appendix E. (We can happily furnish reports for 2007, 2008, 2009, and 2010 on request.) This report includes scores from 2012 and 2011 for comparison. It may be noted that scores decreased somewhat during this span. We suspect these changes are the result of several factors: an increasing number of the strongest students placing out of one or more WRIT classes; changing admissions criteria at DU; a greater number of new faculty in the program resulting in less consistency in how portfolios are administered; increasing rigor in our classes and higher standards among scorers. We also know that, in earlier years, our discussions suggested faculty considered some goals more important than other ones. For example, faculty seemed to play less attention to the goal of writing for public as well as academic audiences in WRIT 1133. In their attempt to devote more attention to these goals, they might have shorted the amount of attention to previous ones. We've discussed whether we might, in fact, have too many goals. In short, based on this analysis and other evidence (including annual teaching portfolios that include two to four-page discussions of how specific courses were taught, why, and with what effect), we are not concerned that the quality of instruction provided by the Writing Program has decreased. Toward the end of the Appendix E report, you will see the types of questions generated by the portfolio scorers to prompt further discussion, some of which informed our decision to alternate between quantitative scoring and more qualitative assessment of portfolios.

Assessment Results for 2014

Common Curriculum Outcomes Report for WRIT 1133/1633/1733

Faculty in the Writing Program were asked to follow the directions below to report student proficiency on Common Curriculum outcomes for each section taught:

> For each outcome listed below, please indicate how many students performed at each level. Base your assessment of Outcomes 1-4 on their final course portfolios, major course projects,

and exercises. Base your assessment of Outcome 5 on their process through drafts leading to the final versions of major papers and the portfolio, and their proficiency with peer review and/or collaboration.

Lecturers entered their reports in a Google Form, and results were analyzed in Excel. There were minor discrepancies in numbers reported. According to the Schedule Archives, 1135 students were enrolled in sections of WRIT 1133, 1633, and 1733. A few lecturers did not complete the assessment for one or more of their sections, which resulted in an *n* of 981, or 86% of all students, still a very high and credible rate. There were some entry errors, so the total number of students recorded per outcome ranged from 974-982. While recognizing that some students must have accidentally been omitted or added twice, we have decided to report whole numbers and percentages for each outcome as they were entered by lecturers.

1. Ability to analyze rhetorical strategies used in a variety of situations/texts. (Outcome 1A) n=974

Excellent	391	40%
Good	372	38%
Competent	171	18%
Weak	40	4%

2. Ability to use appropriate rhetorical strategies in his/her own writing. (Outcome 1B) n=977

Excellent	374	38%
Good	380	39%
Competent	176	18%
Weak	47	5%

3. Ability to analyze research and writing strategies used in a range of academic traditions. (Outcome 2A) n=977

Excellent	400	41%
Good	359	37%
Competent	166	17%
Weak	52	5%

4. Ability to use research and writing strategies in a range of academic traditions in their own writing. (Outcome 2B) n=976

Excellent	389	40%
Good	359	37%
Competent	174	18%
Weak	54	5%

5. Ability to engage in effective writing processes including generating, shaping, revising, editing, proofreading, and working with other writers. (Outcome 3) n=982

Excellent	409	42%
Good	368	37%
Competent	157	16%
Weak	48	5%

These findings suggest that students were very successful in meeting the outcomes for WRIT 1133, 1633, and 1733, and our initial review of lecturers' reflective writing also indicate that students performed well in those courses. We note a gap between the range of these scores and the range of previous assessments. In previous years, when we scored randomly selected portfolios on course goals closely related to these outcomes, the combined ratings were not as high. For example, the 2013 ratings below suggest that 11% would be considered poor/weak and only 19% were strong or very strong. We suspect that students didn't change vastly between this year and last.

2013 Combined Assessment (n=115)	
Poor	13 (11%)
Passing	47 (41%)
Good	33 (29%)
Strong	15 (13%)
Very Strong	7 (6%)

On September 9, 2014, we held a two-hour faculty meeting discussing the findings. We discussed performance level definitions, expectations, and the basis of lecturer ratings, focusing on four questions:

- Do the Common Curriculum Outcomes adequately capture the content of our courses or should they be changed/reworded?
- Did you find this process of assessing your students using this method useful/meaningful?
- Do you think these results accurately capture the performance of students in your spring classes?
- What can we do to improve the content or logistics of this assessment?

We noted that the Common Curriculum outcomes are much more broadly worded than our individual course goals and that, as a result, they invite more extrapolation. In general, faculty did not believe this assessment approach added as much value to their teaching as did either the previous approach or the newly instituted qualitative approach, either for themselves individually in completing the process or for the program in interpreting the combined results. We thought that the results accurately reflected overall performance in our classes. In terms of improving the content or logistics of the assessment, some fine-tuning would be to have direct conversations with faculty whose reports seemed unrealistic. (For example, one adjunct lecturer who did not attend the meeting where this system was introduced reported that all but one or two students were excellent on all outcomes.) However, there was generally

agreement that this approach was less meaningful than more the thorough analysis of individual portfolios. We also thought the language of the common curriculum learning outcomes, which were written with only some input from our program, might be revised. We ran out of time for specific wording proposals during the September 9 meeting, but the program's Curriculum and Assessment Committee has taken that up.

Faculty Portfolio Reflection

Over half of the faculty participated in a June, 2014, workshop to review their selected portfolios, draft initial reflections, and discuss salient features of strong, competent, and weak portfolios. Each lecturer added his/her writing to a shared document, and the remaining lecturers added their reflections in August. We collected over 100 pages of faculty writing about their students' portfolios. A review of this writing indicates that lecturers are engaging in these reflections thoughtfully. Most have described how the majority of their students are producing strong writing, identifying traits that distinguish the strongest portfolios.

The entire faculty met two hours on September 11, 2014, to discuss selected portfolios and generated themes that emerged among multiple faculty. Members of the Curriculum and Assessment committee facilitated small group discussions, and the entire group addressed several questions:

- Reflect on the three portfolios of your students, and share what stands out as strengths and weaknesses in your sample; why did you pick these three as representative in some way of strong, average, and weak portfolios? Discuss as a group what patterns you see emerging as common features of strong, average, and weak portfolios.
- Which course goals did you and your colleagues seem to emphasize most in your reflections?
- Which values/features that *aren't* in the course goals did you discuss?
- What did you find useful about selecting and reflecting on your representative portfolios?
- What did you find useful about reading your colleagues' reflections and discussing the portfolios?
- How might this assessment process influence your teaching in the coming year?
- Do you have suggestions for improving this process in the future?

These questions resulted in an extraordinarily rich discussion, so much so that we will continue it for at least two more faculty meetings. At the end of our conversation on 9/11/14, though, we had five pages

of writing about several of them. As an example, following are parts of ten responses to the question about how these assessment findings will influence their teaching:

- . . . I found myself drawn to qualities of voice and ambition for the very best portfolios, which made me wonder how much I actually taught those in class. . . . The next time I teach how I might better help students find the kinds of topics and foci that can qualify them for better grades. . . .
- . . . I valued style and depth of research in my students portfolios, and these criteria help differentiate the strong, good, and weak portfolios. I imagine emphasizing these criteria even more explicitly in my portfolio assignment. . . .
- . . .It reminded me that perhaps I could be more transparent with my students about what I value. There is a way, I'm sure, and one that I'll work toward, to make my grading rubrics more in line with what I wrote in this assessment activity. . . .
- . . . To be honest, the process of reading artifact essays and discussing patterns and gaps with a small group of other faculty was much more valuable to me than the aggregate numbers that come from scoring. When I saw, up close, the vast differences in my students' demonstration of synthesis, I recognized that I need to spend more time on synthesis. . . .
- . . . The nuance was in how I looked at research. The processes of doing research are something that I value and teach, but seeing things that I ask my students to do but don't teach in class (although I teach in responding to students in written comments) makes me rethink how I might offer students more direct instruction for interpreting research findings. . . .
- . . . [I'll] re-design assignment prompts in a way that would more effectively put me in line with what other teachers are doing, and that would more fully test students' ability to address certain goals that, perhaps, in prior assignments, they hadn't been as clearly challenged to address. . . .
- . . . I found that I value style as a marker of excellent writing, but it is not integral to my teaching, which emphasizes higher order concerns (audience, purpose, writing process, evidence, etc.). I find this discrepancy disconcerting and feel compelled to adjust my teaching to help students recognize the connections between form and content. . . .
- . . . For example, I might include some activities where students are able to revise in class, I might add additional peer reviews, or I might further make sure that my main energy in commenting papers is directed at making sure that this work will be revised further (rather than

in putting primary commenting energy into justifying final grades). This seems to point towards possibly continuing a portfolio style grading process, rather than grading papers individually. . . .

- . . . Looking at my students' work more holistically (as opposed to searching for the demonstration of a particular goal) encouraged me to consider both higher and lower order concerns. My discussion dealt initially with style–something I value but don't often articulate. . . .
- . . . I do think that this process has helped me further understand my own teaching goals—so I can more honestly talk to my students about what I value, what I think determines "good writing" and successful learning. I will also adjust my learning objectives (I include these in my syllabi in addition to the program's course learning objectives) to make these personal pedagogical goals transparent. . . .

There's clear evidence, then, that this assessment process has yielded information that is shaping teaching at the level of individual faculty and courses. During the remainder of September, committee members will further both the individual and combined reflection document, making program-wide conclusions and suggestions for faculty development or curricular revision.

WRIT Appended Documents

Appendix B1

WRIT xx33 Portfolio Prompts

Option 1: "Making a Case"

What is the rhetorical situation?

Create a portfolio that shows a group of DU writing instructors, including your own professor, how well you have achieved the goals of WRIT 1133. Your readers will find two ingredients most helpful and convincing. (1) They'll want to read several examples of your writing, and (2) they'll want to read your analysis and discussion of those examples. Together, these ingredients should show your audience how well you've achieved the course's goals.

What should I include in the portfolio?

Your final portfolio should consist of four pieces of writing. Please include three papers you have already written, one of which may come from a DU course other than WRIT 1133 (for example, from WRIT 1122 or from any other course). You will also include an introductory essay that describes and analyses those papers. To be most effective, the introductory essay will probably need to be about three to four pages long.

How should I select papers for the portfolio?

Choose three papers that together demonstrate your understanding and accomplishment of three goals of 1133:

- Demonstrate a practical understanding of multiple academic research traditions—text-based, qualitative, and quantitative—through having written in least two of those traditions.
- Demonstrate a practical understanding of appropriate rhetorical choices in writing for specific academic audiences and specific popular, civic, or professional audiences, through both analysis and performance.
- Demonstrate proficiency in finding, evaluating, synthesizing, critiquing, and documenting published sources appropriate to given rhetorical situations.

How should I write the introductory essay?

Your introductory essay should:

- introduce the papers you've selected, explaining the assignment and/or rhetorical situation for the work. Remember that most of your readers will be unfamiliar with your class.
- use those papers as evidence to illustrate the extent to which your writing has met the course goals. Please refer to or quote specific elements from your papers to support your claims.

Because, in effect, you're making an argument about your writing, your readers will value an ethos characterized by honesty, thoroughness, and thoughtfulness. In addition to discussing the strengths of your work this quarter, you might also discuss limitations of your papers. This kind of discussion will help us understand how we might improve our courses.

How should I submit my portfolio?

Although you will be presenting four different writings, please cut and paste them into **one** single document. Appearing first in this document should be your Introduction and Analysis. The order of the other documents is up to you.

Upload that file into to the Assess-It system following instructions in the email from the Writing Program.

Thank you!

Option 2: "Reflective"

What is the rhetorical situation?

How have you developed as a writer and researcher during WRIT 1133? Create a portfolio in which you explore this question. Your professor and other DU writing instructors will be very interested in your self-analysis and reflection. To do this well, you'll need to select several examples of your writing, and you'll need to explain and discuss the pieces you've chosen.

What should I include in the portfolio?

Your final portfolio should consist of four pieces of writing. Please include three papers you have already written, one of which may come from a DU course other than WRIT 1133 (for example, from WRIT 1122 or from any other course). The fourth piece is a reflective essay that describes and analyses those papers. To be most effective, the reflection will probably need to be about three to four pages long.

How should I select papers for the portfolio?

Choose three papers that illustrate the writing and research skills you developed in the course.

How should I write the reflective essay?

Your reflective essay should:

- Introduce the papers you've selected, explaining the assignment and/or rhetorical situation for the work. Remember that most of your readers will be unfamiliar with your class.
- Reflect on how you have learned and met course goals through writing these assignments. Please refer to or quote specific elements from your papers to illustrate your observations. You might also talk about your drafting processes and what you learned or how you grew during the course. Try to connect your work to the concepts and strategies that your class emphasized.

Your readers will value an ethos characterized by honesty, thoroughness, and thoughtfulness. In addition to discussing the strengths of your work this quarter, you might also discuss limitations of your papers. You might also reflect on how your writing and researching abilities transfer to future writing situations.

How should I submit my portfolio?

Although you will be presenting four different writings, please cut and paste them into **one** single document. Appearing first in this document should be your Reflection and Analysis. The order of the other documents is up to you.

Upload that file into to the Assess-It system following instructions in the email from the Writing Program.

Thank you!

Option 3: Created by Individual Professor

Note to Colleagues: The third portfolio option allows you to design your own portfolio. As you write your prompt, please meet some important criteria:

1. Students must select and present two or more pieces of writing they produced in the course.
2. Students must include at least three pages of writing about the pieces they've chosen. This may also include writing about the course itself.
3. The portfolio should help readers understand how students have met the goals of WRIT 1133.
4. Students should upload that file into to the Assess-It system following instructions in the email from the Writing Program.

In designing your own portfolio and prompt, you could combine prompts 1 and 2 and ask students to argue for how their portfolio demonstrates how their writing meets course goals **and** ask students to reflect on how they have grown as a writer. Or you could create an entirely different option of your own choosing, as long as it meets the criteria above.

Appendix B2

WRIT xx22 Portfolio Prompt

Your professor and the Writing Program faculty assess WRIT 1122/1622 by reading student writings at the end of the course. To help this effort and to demonstrate your writing accomplishments, please create a brief portfolio that contains at least three pieces of writing.

At least two of them should be projects you completed during WRIT 1122/1622 this quarter; choose works that best show either 1) your ability to analyze the rhetorical strategies in texts written by others, or 2) your ability to produce effective texts for specific rhetorical situations, or 3) both.

The third piece of writing should be a short Introductory Essay that explains the first two. For each piece: 1) briefly describe the assignment (after all, most of your readers won't be familiar with your course); 2) explain the rhetorical situation for your work; and 3) discuss elements of your writing that illustrate your ability to analyze rhetorical strategies, to produce rhetorically effective texts, or both.

Please cut and paste all of these papers into one file. First should be your Short Introductory Essay, followed by the other pieces, in the order that makes sense to you. (NOTE: In the rare event that you cannot combine one of your papers into this portfolio, due to the incompatibility of programs, please upload it separately and add a note in your Portfolio document directing readers to view that file as well).

Appendix B3

Proposal for Qualitative Portfolio Assessment Pilot

Proposed Assessment Practices for Fall 2014

Curriculum and Assessment Committee

With an eye toward current best practices in the field of composition/writing studies, the Curriculum and Assessment Committee proposes an alternative approach to year-end portfolio assessment procedures. As a pilot project, beginning in fall 2014, we propose assessment that is more clearly in line with current reflective practitioner models of assessment. The goal of this revised procedure would be in addition to previous assessment efforts, which produced a collection of numerical scores, to an assessment that would produce more descriptive, qualitative results.

The committee also proposes this change with an eye toward the potential benefits practitioner participants themselves may receive from assessment activities. By requesting that all faculty be included in the assessment process, rather than relying on a select few volunteers, our hope is that the faculty body will not only feel a greater sense of involvement, but will also then have the exigence to implement possible change in their own pedagogy based on these assessment activities. The committee also anticipates that faculty members will benefit from assessment discussions that allow for contextualization, reflection, and acknowledgement of pedagogical processes.

Faculty members will select three of their own students' 1133 portfolios from those collected in spring 2014: one portfolio that demonstrates strong work, one that demonstrates average work, and one that demonstrates weak or below-average work. During the faculty retreat, faculty members will use these portfolios as fodder for discussion in faculty roundtables, and will also use them as evidence in an individually written reflective piece (which might possibly take the place of some elements of the annual review document).

At the retreat, faculty will meet in groups of three or four for discussion, and then, if time permits, may begin drafting reflections on the same day. We would like new faculty members to participate in the roundtable discussions, but their reflections will likely be geared toward addressing what they've gleaned from the program based on roundtable discussions, how what they might bring to the program in order to address any issues they've observed.

The CAC plans on providing some conversation starters for roundtable discussion, but would like to leave these prompts open-ended in order to observe where the conversation organically progresses. The conversation prompt will likely be along these lines: Reflect on the three portfolios of your students, and share what stands out as strengths and weaknesses in your sample; why did you pick these three as

representative in some way of strong, average, and weak portfolios? Discuss as a group what patterns you see emerging as common features of strong, average, and weak portfolios.

The CAC suggests introducing the pilot in one of the spring faculty meetings, and having the fall retreat date planned early so that we can better ensure all faculty members are able to attend. In the fall retreat roundtables, one member from the CAC will be at each table and the committee will meet back to collate and report on impressions from the informal conversations that occur.

After the roundtable is complete and faculty members have submitted their reflections (names will be removed for CAC assessment purposes), the CAC will pull from these two sources of data and use grounded theory methodology (GTM) to discover common themes, which can then be shared with the faculty body for further discussion.

Appendix B4

New Common Curriculum Assessment

DU Writing Program Common Curriculum Assessment

Adopted April 2014 for Implementation in June 2014

"The Common Curriculum At DU" states that students who complete the Writing & Rhetoric requirement will be able to:

1. Analyze strategies used in a variety of rhetorical situations and employ those principles in their own writings and communications.
2. Analyze research and writing strategies used in a range of academic traditions and use those strategies in their writings.
3. Adapt, to specific situations, a strong repertory of writing processes, including generating, shaping, revising, editing, proofreading, and working with other writers.

To assess student performance, all faculty members will complete the following assessment rubrics for each of their sections.

Performance Levels

Assessment of student performance levels may be based on: formal assignments, informal writing activities, and participation in relevant class activities.

Excellent: Student consistently demonstrates an exemplary level of ability in written assignments and/or class activities.

Good: Student generally demonstrates a high level of ability in written assignments and/or class activities; OR student excels in some situations/aspects of the outcome and performs competently in others.

Competent: Student generally demonstrates an average level of ability in written assignments and/or class activities; OR student performs strongly in some situations/aspects of the outcome but is weak in others.

Weak: Student consistently demonstrates a below average level of ability in written assignments and/or class activities.

WRIT 1122/1622

For each outcome listed below, please indicate how many students performed at each level. Base your assessment of Outcomes 1 and 2 on their final course portfolios and major course projects. Base your assessment of Outcome 3 on their process through drafts leading to the final versions of major papers and the portfolio, and their proficiency with peer review and/or collaboration.

1. Ability to analyze rhetorical strategies used in a variety of situations/texts. (Outcome 1A)

Excellent
Good
Competent
Weak

2. Ability to use appropriate rhetorical strategies in his/her own writing. (Outcome 1B)

Excellent
Good
Competent
Weak

3. Ability to engage in effective writing processes including generating, shaping, revising, editing, proofreading, and working with other writers. (Outcome 3)

Excellent
Good
Competent
Weak

WRIT 1133/1633/1733

For each outcome listed below, please indicate how many students performed at each level. Base your assessment of Outcomes 1-4 on their final course portfolios, major course projects, and exercises. Base your assessment of Outcome 5 on their process through drafts leading to the final versions of major papers and the portfolio, and their proficiency with peer review and/or collaboration.

1. Ability to analyze rhetorical strategies used in a variety of situations/texts. (Outcome 1A)

Excellent
Good
Competent
Weak

2. Ability to use appropriate rhetorical strategies in his/her own writing. (Outcome 1B)

Excellent
Good
Competent
Weak

3. Ability to analyze research and writing strategies used in a range of academic traditions. (Outcome 2A)

Excellent
Good
Competent
Weak

4. Ability to use research and writing strategies in a range of academic traditions in their own writing. (Outcome 2B)

Excellent
Good
Competent
Weak

5. Ability to engage in effective writing processes including generating, shaping, revising, editing, proofreading, and working with other writers. (Outcome 3)

Excellent
Good
Competent
Weak

Appendix C. LANG Assessment Reports

Arabic

Common Curriculum Assessment

Language Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: Arabic 1003 Submitted by: Maha Foster

The official learning outcomes for this component of the common curriculum are:

- ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***
- ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
1. Demonstrate appropriate proficiency in: READING	A long reading passage with reading comprehension questions	Most students have acquired a great deal of vocabulary and can comprehend it mostly in the context learned. Most students are not yet at a point where they can generalize vocabulary to different unmet contexts.	I think students are generally where they need to be. At this point, I am not planning on making any pedagogical or curricular changes.
2. Demonstrate appropriate proficiency in: WRITING	Students were asked to write about a trip they took with their family and describe it in detail: packing, flight, weather, dining, things they visited … This topic incorporated most of what they have learned since 1001.	Most students can get their message across, and demonstrate a fairly good ability to use in writing the vocabulary they've learned. Sentence structure is still in the developing stage.	I think students are generally where they need to be. At this point, I am not planning on making any pedagogical or curricular changes.

3. Demonstrate appropriate proficiency in: LISTENING	The students listened to a fairly long selection in spoken Arabic and answered comprehension questions	This is the most difficult skill in language learning. Their listening comprehension is good in familiar contexts and has not yet generalized to unfamiliar contexts.	I would like to provide more opportunities for more listening practices, but there is simply no time for additional activities.
4. Demonstrate appropriate proficiency in: SPEAKING	This was assessed through unprepared interviews. The interview was in the form of an informal conversation.	I stressed speaking a lot in class and students generally do better than what is reflected in their grades. The interview setting made many very nervous.	Again, I would like to create more opportunities for students to speak outside the classroom setting maybe by working something out with the ELC where most of the students are Arabs.
5. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	Students were given an English quiz with cultural questions. Some of the answers were in Arabic	Students implicitly picked up a lot of culture from the readings and the videos that accompany the book. Every other Thursday was a culture day; a lot of what we talked about during culture days were retained and well understood. Some facts that relate to things like the geography of the Middle East were introduced at the beginning of the year but forgotten by most.	I feel that culture permeates everything we do with the Arabic language. I don't foresee making any changes at this point.

Briefly state any general recommendations regarding this component of the common curriculum (for all language sections)

French

Common Curriculum Assessment

Language Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: **French** Submitted by: Jennifer Pap with input from Terri Woellner

The official learning outcomes for this component of the common curriculum are:

- ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***
- ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
6. Demonstrate appropriate proficiency in: READING	Week 7: students read a short passage in French and answer comprehension questions in English.	Cognates an advantage to Anglophone students, as opposed to Asian language speakers who didn't recognize them. Non-recognition of basic vocab led to much trouble for some. Otherwise results ok (?)	Possible action items were discussed, but this will have to be handled by coordinator and full time faculty devoting more time to the matter. Be more progressive in reading skills, moving toward upper-level needs. Use more appropriate samples from the textbook's "cultural panorama" as sample reading texts. Read more in depth through the course, worry less about coverage. The group discussed ways of teaching reading and culture. If realia are used, tie in literature and culture. The coordinator intends a substantial change to curriculum in 1000s next year: adding a day per week (approx) focussed on culture/reading skills.

7. Demonstrate appropriate proficiency in: WRITING	Week 8: students write a short (200 word) essay in French.	It was noticed that there is a rush to complete the textbook grammar at the end of the academic year.	We don't know yet what to do about this.
8. Demonstrate appropriate proficiency in: LISTENING	Week 7: aural comprehension activity. An audio file will be played twice in class and students will answer multiple choice questions.	There were some differences in how instructors administered the test. Here too,cognate disadvantage for Asian students: the word "prudent" which wasn't presented in book vocabulary, but which we can safely assume an anglophone learner will simply pick up as cognate.	Possible future action items: ***Standardize the way this test is administered.*** No need for change in teaching listening skills seemed to emerge from results. We will strive to write a test that is equally accessible to anglophone and non-anglophone learners.
9. Demonstrate appropriate proficiency in: SPEAKING	Week 5: an interview in pairs with all students from the course. Graded using a rubric.	Results were ok (?). Some instructors talked about tendancy to be more lenient in grading speaking. Some instructors value memorization of dialogue in advance, others not. (this should be standardized and understood/agreed to by the group) Some instructors pointed out grammar structures that should be used in each prepared (?) dialogue, others not. Circumlocution didn't come easy to some students. The grading of pronunciation was raised as a tricky problem. Similarly with "communication" - not all shared common definition of what that is. The separation of "Verbs" and "Grammar" on the rubric was subject of a question by one instructor.	Possible action items or suggestions raised by individual instructors: (Rob suggests): Document the scoring of things like "communication" with a rubric. Rubric language need not be entered for each number (1-3 or 1-5); rather, for 3 (what we expect) or 5 (what we are aiming for. ***In the future we will assess natural communicative language and not prepared or memorized samples of speech.*** Suggestion to use pictures shown students on the spot, rather than questions they can prepare, to provoke dialogue.
10. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	Week 7: students answer one question in French and one question in English to provide insights into the cultural competencies acquired in this	Lazy answers observed in some cases. Perhaps we're not clear on what culture we want them to learn, and we're letting the book drive that too much. The group discussed the	Curricular revision to focus on regions of France and selected Francophone countries, using material furnished in the text book, but using it more selectively.

	course.	pacing of the book and its tendancy to present many many micro-units on culture.	

Briefly state any general recommendations regarding this component of the common curriculum (for all language sections)

I find myself wanting different column headings for the last two columns on the right. i.e. What were the most useful points in the discussion of the results? /// What possible action items for curricular or pedagogical change resulted from the discussion?

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

German

Common Curriculum Assessment

Language Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: GERMAN Submitted by: Gabi Kathöfer

The official learning outcomes for this component of the common curriculum are:

- ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***
- ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
11. Demonstrate appropriate proficiency in: READING	Short reading exercises throughout the quarter (as part of chapter tests)	Compared to other skills (listening and speaking), students tested lower on reading; 14 % of students scored 69% or lower	We will incorporate additional reading texts in all three quarters (1001-1003).
12. Demonstrate appropriate proficiency in: WRITING	Essay assignment	Compared to other skills (listening and speaking), students tested lower on writing; 6 % of students scored 69% or lower. However, only one essay assignment was used for the assessment	We will assign 2-3 shorter essays and add a writing assignment to the chapter tests in all three quarters (1001-1003). We will provide rubrics for instructors and guidance on how to use them.
13. Demonstrate appropriate proficiency in: LISTENING	Short listening exercises throughout the quarter (as part of chapter tests)	84% of students scored 80% or higher	None
14. Demonstrate appropriate proficiency in: SPEAKING	Oral exam + group performance	82% of students scored 80% or higher; however, one speaking assignment involved a script that the students memorized	We will incorporate student presentations and short oral exams in all three quarters (1001-1003). We will provide rubrics for instructors and

			guidance on how to use them.
15. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	Short questions on various cultural topics throughout the quarter (as part of chapter tests)	78% of students scored 80% or higher	We will incorporate cultural projects in all three quarters (1001-1003).

Briefly state any general recommendations regarding this component of the common curriculum (for all language sections). Please attach any data presentation or analysis documents shared with the faculty as part of this process.

FOLA 2013-2014

Schreiben/ Writing

A (90-100), 10 (20%)

B (80-89), 21 (43%)

C (70-79%),15 (31%)

D (60-69%), 1 (2%)

F (0-59%) 2 (4%)

Hören/ Listening

A (90-100), 21 (43%)

B (80-89), 20 (41%)

C (70-79%), 7 (14%)

D (60-69%), 1 (2 %)

F (0-59%) 0

Lesen/ Reading

A (90-100), 18 (37%)

B (80-89), 13 (27%)

C (70-79), 11 (22%)

D (60-69%), 5 (10%)

F (0-59%) 2 (4%)

Sprechen/ Speaking

A (90-100), 20 (41%)

B (80-89), 20 (41%)

C (70-79%), 6 (12%)

D (60-69%), 1 (2%)

F (0-59%) 2 (4%)

Kultur/ Culture

A (90-100), 26 =53%

B (80-89), 12 =25%

C (70-79%), 9 = 18%

D (60-69%), 2 = 4%

F (0-59%)

Hebrew

Common Curriculum

Assessment Language

Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: Hebrew Submitted by: Sari Havis

The official learning outcomes for this component of the common curriculum are:

- *Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).*
- *Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.*

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Desc ribe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
1. Demonstrate appropriate proficiency in: READING	**a) A reading text about *childhood memories* in Israel** **b) A short article from an Israeli newspaper**	**Eight (8) students obtained 100%** **Nine (9) students obtained 90 to 90%+** **Two (2) students obtained 80 to 80%+**	**Depending on class size/time availability there is a consideration for an additional/modified rubric to assess further reading objectives such as in-class online sites' research on assigned topics.**

2. Demonstrate appropriate proficiency in: WRITING	**A writing component in the final exam. Students are provided with a selection of four (4) topics and are to write about one of them.**	**On the written component of the final exam** **One (1) student obtained 40/40 points** **Thirteen (13) students obtained 30-30+/40 points** **Six (6) students obtained 20-20+/40 points** **One (1) student obtained**	**Consideration to revise the rubric to be more inclusive of various facets presented in the students' work.**

3. Demonstrate appropriate proficiency in: LISTENING	**a)4 short audio clips on the final exam** **b)A dialog about a search for an apartment for sale (longer clip; 2 speakers)**	**a)Seventeen (17) students obtained 100%** **Four (4) students obtained 80 to 80%+** **b)Thirteen (13) students earned 80-100%** **One (1) student earned 75%** **One (1) failed** **Five (5) haven't completed the assignment**	**No change recommended, though I continually look out for new audio resources to integrate in the classes**
4. Demonstrate appropriate proficiency in: SPEAKING	**A video-taped dialog about a search for an apartment for rent. Each of the students is graded separately via a rubric posted on the next slide**	**Eight (8) students obtained 90-100%** **Twelve (12) students obtained 80-90%**	**No change recommended; students have additional venues to engage in Hebrew outside the classroom, e.g. Café Ivrit, etc.**

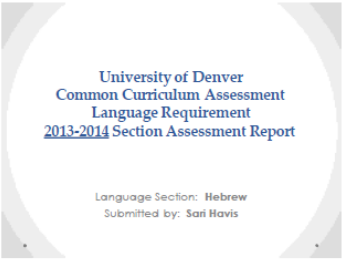
5. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	**Viewing of an Israeli TV series called *A Touch Away* and English research about a related topic addressed in the series.**	Students' papers **reflect a growing understanding of Israeli culture and society and enhanced inquisitiveness into other cultures and customs**	**Ongoing search for updated resources to present Israeli culture.**

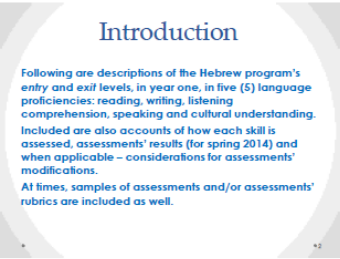
Briefly state any general recommendations regarding this component of the common curriculum (for all language sections) - None

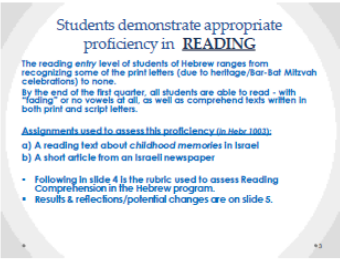
Please attach any data presentation or analysis documents shared with the faculty as part of this process.

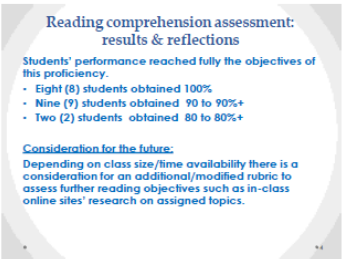
Hebrew Appended document

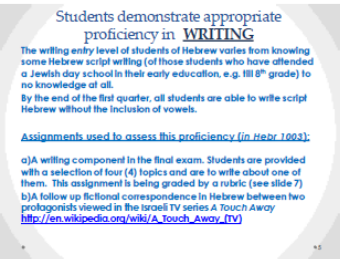
The following powerpoint was attached.

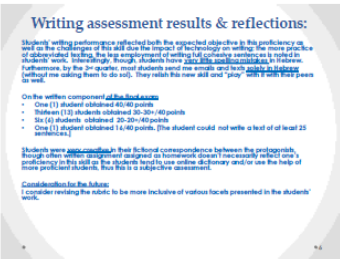












Students demonstrate appropriate proficiency in LISTENING

The listening COMPREHENSION entry level of students of Hebrew in the first year is minimal or non existent.

Throughout the year students are exposed to diverse audio input (mostly clips, though there are also videos) whether they are recorded by me or available from other sources. The latter afford students an exposure to various intonations, speech pace, etc.

The listening assignments vary from translation, to written/spoken-recorded answers.

Assignments used to assess this proficiency (at the end of Hebr 1003):

Students listened to two assignments and had to reply to multiple-choice questions - posed in English– about the audio content.

a) A dialog about a search for an apartment for sale (longer clip; 2 speakers)

b)4 short audio clips on the final exam. (Two samples are included.)

Listening assessment results & reflections:

Students' performance reached the objectives of this proficiency as expected.

Students did better on the shorter/final exam clips than on the longer clip.

Still, thirteen (13) students earned 80-100% on the first/longer audio clip.

On the 4 , short clips of the final exam

- Seventeen (17) students obtained 100%
- Four (4) students obtained 80 to 80%+

Consideration for the future:

Thus far the various audio clips and assignments used in the course seem to achieve the objectives set for this level. I continually look out for new audio resources to integrate in the classes.

Students demonstrate appropriate proficiency in SPEAKING

The SPEAKING entry level of students of Hebrew in the first year is minimal or non existent. Though it is the proficiency they most wish to master.

From the first lesson of Hebr 1001, students are engaged in talking Hebrew, and during the first weeks of the 1001 class I use a variety of ice-breaker activities to familiarize students with each other. Throughout the year I also use a social question/daily topic to listen to/, e.g. what is your name, etc., or reading a list of vocabulary/phrases to ensure accurate pronunciation. This practice continues weekly (and at times, bi-weekly). In latter quarters students are assigned to opine about texts/visuals, etc.

Due to lack of time, no OPI is conducted in the Hebrew program. In lieu of it, every quarter, students are assigned either to present in class or record a pair/triad skit.

Assignments used to assess this proficiency (In Hebr 1003):

a) A video-taped dialog about a search for an apartment for rent. Each of the students is graded separately via a rubric posted on the next slide (See slide 12).

While in the past students posted their videos on Youtube, this quarter they have used DU's VideoManager.

Here is an uploaded (on Youtube) video sample:
http://youtube/1LSUY1ezp5A

Speaking assessment results & reflections:

Albeit speaking is the most sought after proficiency, it is also the most challenging one. As the Hebrew course is offered in the proficiency – communicative approach, students are continuously immersed in the oral-aural input of Hebrew and they are quite surprised by their end of the year's accomplishments of speaking Hebrew.

This year, like in the past, students' oral performance reached the objectives of this proficiency as expected.

- Eight (8) students obtained 90-100%
- Twelve (12) students obtained 80-90%

Consideration for the future:

Speaking is a multi-faceted proficiency and each student's progress in it is individual and unique regardless of the shared input in the course. I provide students with multiple venues and opportunities to progress in this proficiency, e.g. we meet leisurely for Café Ivrit outside of class time, students visit my office to practice their speaking skills, motivated students talk among themselves in Hebrew by their own initiation in the hallways, etc.

Students demonstrate appropriate proficiency in CULTURAL UNDERSTANDING

The cultural understanding entry level of students of Hebrew emphatically reflects the difference between Judaism and "Israeliness" – both of which are strongly interconnected to Hebrew and vice versa. While some students know (barely) nothing about either, others, due to their heritage and observance, are familiar with some Jewish cultural customs and terms. As the latter, though, are fulfilled quite differently in Israel vs. the US, students' perceptions of Israeli culture –whether observant or secular is quite lacking.

Via in-class presentations, readings and discussions as well as use of visual means, students gradually become familiar with a variety of Israeli and Jewish cultural and social facets embedded in geography, architecture, art, and daily life in Israel.

[Assignments to assess this proficiency are presented in slide 15.]

Assignments used to assess cultural proficiency (in Hebr 1003)

Throughout the quarter, the students view an Israeli TV series called A Touch Away (http://en.wikipedia.org/wiki/A_Touch_Away_(TV)), which was streamed via DU's CourseMedia.

As a culminating assignment to this ongoing cultural activity a research paper in English on one of the following topics was expected:

- a) The role and place of a woman in the Orthodox society: Love in the Orthodox society, social status in the Orthodox society, the place of the individual in the Orthodox society, etc.
- b) The Russian immigration to Israel
- c) Jewish religious laws and customs introduced and observed throughout the series/ the meaning of the series title: A Touch Away
- d) The role and use of music in the series
- e) A comparison between social and cultural groups presented in the film and those in American society

Additional varied cultural activities and assignments have been part of the course, and all of them required students' impressions either verbally or in writing, e.g. researching online the site of Yad Vashem (Holocaust museum in Israel), etc.

Though no particular rubric has been used to assess this proficiency, students' reports, both in English and Hebrew, as well as their comments on the Hebrew program internal evaluation form (see some quotations on slide 16) reflect a growing understanding of Israeli culture and society and enhanced inquisitiveness into other Cultural and customs.

Students' comments regarding cultural awareness and interest

- "We learned so much about places in Israel as well as the holidays when they came around which was super neat"
- "We learned a lot about Israel, culturally, geographically, from projects & HW assignments; watching the TV series was AWESOME!"
- It taught me facts about culture and country. I especially liked seeing the video about what happens on Holocaust and Memorial day"

Consideration for the future:

I continuously explore other venues to expand students' exposure to Israeli culture, though I have found that at this level the visual arts (vs. written texts) engage them the most. Nonetheless, my search for updated resources to present Israeli culture is on-going.

Summary

Based on ACTFL Hebrew Language proficiencies Guidelines, as expected, at the end of Hebrew 1003 students reach the Novice–High/Intermediate Low levels in all the proficiencies.

Italian

Common Curriculum Assessment

Language Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: Italian 1003 Submitted by: Angela Polidori

The official learning outcomes for this component of the common curriculum are:

- ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***
- ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
16. Demonstrate appropriate proficiency in: READING	Students were given an authentic reading in the target language which was followed by questions that assessed their understanding of the information that was given to them	We were very pleased to see that the majority of students achieved a Proficient score in reading comprehension (3-85; 2-12; 1-1) See attachment	There will be no proposed changes to the curriculum; we were very pleased with the outcome
17. Demonstrate appropriate proficiency in: WRITING	Students were given a choice of three subjects and have to write 8 sentences in the target language	Although more than half of the students scored in the **3- proficient** range. (3-60; 2-33; 1-5), we will be implementing changes to the curriculum to decrease the amount of students who scored in the somewhat proficient range. See attachment	**Proposed changes to the curriculum are:** 1. incorporate more writing activities throughout the year, which will be done in in class, besides the one's already given out of class; 2. add writing quizzes.
18. Demonstrate appropriate proficiency in: LISTENING	Students heard three conversations that dealt with three different situations. These conversations were	This is probably the area in which students scored the worst (3-35; 2-47; 1-16). See attachment.	**Proposed changes to the curriculum:** 1. the listening activities that students did last year as homework, will be done instead in class; 2. a new

	followed by questions that had to be answered both in English and in Italian		video sequence will be added that will be assigned as homework; 3. Youtube videos on Italy will be shown in Italian in class, followed by questions; 4. finally, it is absolutely imperative that all instructors be reminded to use the target language in classroom.
19. Demonstrate appropriate proficiency in: SPEAKING	Student chose from various situations and presented a dialogue (no notes were allowed).	We were pleased with the amount of students who scored 3-Proficient for this task (3-92; 2-6; 1-0)	No proposed changes
20. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	Students were given various situations where they had to demonstrate their cultural understanding of the country, so that they could function in that culture	Although more than half of the students scored 3-Proficient (3-54), we would like to decrease the amount of students who scored 2-Somewhat Proficient (3-37), which is still high.	**Proposed Changes**: 1. this year, we showed YouTube videos that exposed students to a cultural understanding of Italy only in third quarter. Next year, we will be adding them first and second quarter; 2. The new video which we will be incorporating for our Listening section, also addresses a lot of cultural items that will be incorporated in the curriculum.

Briefly state any general recommendations regarding this component of the common curriculum (for all language sections) No comments

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

Italian Appended Document

Attachment

98 students participated in the 1003 FOLA Assessment

	3 Proficient	**2** Somewhat proficient	**1** Not proficient
Speaking from oral Presentation	(28-24 points) **92**	(23-20 points) **6**	(19 or below) **0**
Reading section # 13 from final	(11-10 points) **85**	(9-8 points) **12**	(7 or below) **1**
Writing section # 12 from final	(24-22 points) **60**	(21-18 points) **33**	(17 or below) **5**
Listening sections # 1-3 from final	(17-16 points) **35**	(15-13 points) **47**	(12 or below) **16**
Culture sections #14-16 from final	(22-20 points) **54**	(19-16 points) **37**	(15 or below) **7**

Russian

Common Curriculum Assessment

Language Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: __RUSS 1003-1 and RUSS 1003-2_____ Submitted by: ___P. Rikoun___

The official learning outcomes for this component of the common curriculum are:

- ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***
- ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
21. Demonstrate appropriate proficiency in: READING	Reading comprehension section of final exam.	Reading comprehension meets program target of most students attaining Novice high to Intermediate low. High proficiency in reading comprehension helped confirm efficacy of recently augmented reading assignments.	Additional reading assignments were recently produced for the course textbook (under development by P. Rikoun and co-author), and incorporated into the course on a trial basis. The efficacy of these assignments is supported by assessment findings. **They are retained in the curriculum.**

22. Demonstrate appropriate proficiency in: WRITING	Essay section of final exam.	Writing skills meet program target of most students attaining Novice high to Intermediate low. Next to speaking, writing skills tend to be most challenging to develop. Higher than average rate of Intermediate low ratings in 1003-1 was discussed and attributed to individual strengths of students in the group.	Assessment findings **support our current approach of placing special emphasis on developing writing skills in homework assignments.**
23. Demonstrate appropriate proficiency in: LISTENING	Listening comprehension section of final exam.	Listening comprehension meets program target of most students attaining Novice high to Intermediate low. Consistently high proficiency in listening comprehension helped confirm efficacy of recently implemented listening comprehension assignments.	Substantially more challenging listening comprehension assignments were recently integrated into the course on a trial basis. Despite our initial concern that the challenge might overwhelm the students, these assignments proved highly beneficial, as demonstrated by assessment data. **These assignments are retained in the curriculum.**
24. Demonstrate appropriate proficiency in: SPEAKING	Oral final exam.	Speaking skills meet program target of most students attaining Novice high to Intermediate low. The fact that most "Novice" ratings are in the speaking category conforms to faculty expectations, reflecting the highly inflected nature of Russian, and the resulting difficulty of producing correct forms in spontaneous conversation.	Assessment findings **support our current approach of placing special emphasis on developing speaking skills during class meetings.**

25. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	Essay section of final exam and oral final exam.	Cultural understanding meets program target of most students attaining Novice high to Intermediate low.	This skill is challenging to develop due to time constraints. However, the strategy of explaining cultural and historical underpinnings behind grammatical structures and vocabulary is working well. **Additional material of this type is to be included in course textbook**.

Briefly state any general recommendations regarding this component of the common curriculum (for all language sections)

Language study is essential to DU's mission of graduating global citizens, who can function at a high level in different cultural contexts and foster intercultural communication.

To better support this goal, the language requirement should be strengthened.

We recommend adding three quarters at the intermediate level for those students who begin studying a language at the elementary level. We also recommend increasing the number of required quarters from one to three for those students who place beyond the elementary level upon arrival at DU.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

ATTACHED:

- Modified ACTFL proficiency guidelines used in the assessment process.
- Data spreadsheet: Quantitative summary of proficiency levels attained in each of the two sections.

Russian – Appended document

Course Name: **RUSS 1003-1**

Term: **Spring 2014**

Enrollment: **13**

Skill	Novice	Novice High	Intermediate Low
Speaking	2	9	2
Listening	0	0	13
Reading	0	4	9
Writing	0	4	9
Culture	0	5	8

Course Name: **RUSS 1003-2**

Term: **Spring 2014**

Enrollment: **8**

Skill	Novice	Novice High	Intermediate Low
Speaking	2	3	3
Listening	0	3	5
Reading	0	4	4
Writing	2	4	2
Culture	0	5	3

Spanish

Common Curriculum Assessment

Language Requirement

2013-2014 Section Assessment Report

This report focuses on the faculty discussions and actions surrounding the first year of language instruction in a specific language.

Language Section: _Spanish_____ Submitted by: _Salvador Mercado_____

The official learning outcomes for this component of the common curriculum are:

- ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***
- ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***

For each component of the learning outcomes assessed, please complete the table.

Student Learning Outcome components	**Describe the assignment or course component used to assess this outcome.**	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy decided upon by the faculty**
26. Demonstrate appropriate proficiency in: READING	Exercise in 1003 final exam; short reading followed by questions testing comprehension.	Pending Discussion	Pending Discussion
27. Demonstrate appropriate proficiency in: WRITING	Exercise in 1003 final exam; prompt to write a paragraph, testing for grammar, vocabulary, content, and organization.	Pending Discussion	Pending Discussion
28. Demonstrate appropriate proficiency in: LISTENING	Exercise in 1003 final exam; after listening to a reading, students respond to multiple selection questions and/or fill in blanks.	Pending Discussion	Pending Discussion

29. Demonstrate appropriate proficiency in: SPEAKING	Not assessed		
30. Demonstrate appropriate proficiency in: CULTURAL UNDERSTANDING	Exercise in 1003 final exam A variety of exercises centered on content, according to instructor's preferences	Pending Discussion	Pending Discussion

Briefly state any general recommendations regarding this component of the common curriculum (for all language sections)

Preliminary recommendations:

The question of whether it is appropriate to use grading results directly from exams instead of assessing materials separately was not thoroughly discussed at the Spanish section level. We entered into this practice thinking of it more as an experiment, and to go along with what our colleagues in other sections thought that made sense for them. It would be good to revisit this issue now that we have some results and see how much sense it makes for us. Even the timeline for assessing results from a final exam imposes more complications for Spanish, where we may have 10 instructors teaching 16 sections of a course, and using different exams. However, the following recommendations are made assuming that the same model may continue to be used. At this time the recommendations have more to do with the assessment process, not so much with the first year language courses.

For the evaluation of writing in the final exam & its assessment, it may be useful to record a separate score for various components (grammar, vocab., content, organization).

Listening Assessment: Consider giving preference in the final exam to multiple selection exercise (recognition) over filling blanks (production).

Curricular Focus on Culture: Determine cultural aspects or themes to consider with priority over others; themes covered in the exam seemed at times random, casual or trivial (even when coming from the book). This is not a simple matter, and we may have conflictive views. However, it is worth exploring further.

Culture in the final exam: Determine a type of exercise to be used across all sections, even if there is some latitude in specific subject matter.

In regard to the two versions of the exam, keeping a consistent amount of points for corresponding exercises on both exams would simplify the assessment process, and the results would more easily allow for comparisons.

Spanish Appended Document

Spanish – FOLA

Appendix to Report – Spring 2014

Converting Grades to an Assessment Scale

The rubric that had being used in years past for FOLA assessment of writing provided a measure on a scale of 1 to 4 for each of the areas that were evaluated. The assessment then rested on the evaluation of student's compositions done by instructors other than the ones who had taught each individual student. The operative words to characterize the pieces according to the scale were, from one to four: "almost none", "some", "most", and "almost all". This language was used in reference to the degree of achievement of, for example, accurate and correct communication (as appropriate to the course level). This year we worked with a sample of data from the final exam, rather than evaluating compositions separately. Assuming, as was agreed by the instructors in charge of FOLA Assessment, that there is generally a direct correlation between the student's grades and their assessed performance, the following table was used to convert the raw grade data into a 1-4 scale that would presumably allow for comparison with results from previous years:

80-100%	4	Demonstrates appropriate proficiency
70-79%	3	Demonstrates some proficiency
60-69%	2	Demonstrates a deficient level of proficiency
0-50%	1	Failed to achieve appropriate proficiency

The Data Sample Used

There were 16 sections of SPAN 1003 taught in the Spring of 2014. From the final exams administered to seven of these groups, results were recorded for exercises corresponding to four skills: reading, writing, listening, and culture. For each class, results were collected for all students and converted to a percentage, for easier manipulation, comparison, and later conversion to the 1-4 scale. Seven out of

sixteen groups equals 43.75 %, the actual number of exams reviewed was 146 out of a total of 342 students, which is 42.69 %.

Section	Num. of Students	Students in Data Set
1	16	16
2	24	24
3	22	22
4	20	20
5	22	0
6	22	22
7	22	0
8	25	0
9	21	0
10	24	0
11	20	0
12	22	21
13	21	0
14	22	0
15	21	21
16	18	0
	342	146 = 42.69%

Assessment Results

For each of the skills assessed, the number of students, and the percentage of the total that they represent, according to their performance in the exercises assessed is as follows:

READING	Num.	%
Demonstrates appropriate proficiency	119	82
Demonstrates some proficiency	9	6
Demonstrates a deficient level of proficiency	15	10
Failed to achieve appropriate proficiency	3	2

WRITING	Num.	%

Demonstrates appropriate proficiency	108	74
Demonstrates some proficiency	21	14
Demonstrates a deficient level of proficiency	10	7
Failed to achieve appropriate proficiency	7	5

LISTENING COMPREHENSION	Num.	%
Demonstrates appropriate proficiency	118	81
Demonstrates some proficiency	8	5
Demonstrates a deficient level of proficiency	16	11
Failed to achieve appropriate proficiency	4	3

CULTURAL UNDERSTANDING	Num.	%
Demonstrates appropriate proficiency	107	73
Demonstrates some proficiency	13	9
Demonstrates a deficient level of proficiency	15	10
Failed to achieve appropriate proficiency	11	8

Overall these results are encouraging. However, it will be prudent to keep in mind that they are based on grading. We are equating grading and assessing, and we are not accounting for possible grade inflation. Therefore, these results should be checked against other evidence. Still, they seem to suggest that the program is for the most part successful with a substantial amount of its students. At the same time, we would like to see even a larger portion of students achieving the appropriate level of proficiency.

LANG Final Report

FOLA Assessment Meeting (9/8/14)

Report to the Central Committee

As established in the FOLA assessment process, a meeting of the language representatives was scheduled to discuss the 2013-2014 FOLA results and to make recommendations to the Central Committee.

Attendance:

Rob Flaherty (Dir. of Academic Assessment), Ingrid Tague (Assoc. Dean, AHSS), Polina Rikoun (Russian), Maha Foster (Arabic), Sari Havis (Hebrew), Jun Xu (Japanese), Gabi Kathoefer (German), Kara Traikoff (Spanish)

The following chart demonstrates the percent of students determined to be "proficient" in each language for 2013-2014

	Speak	Write	Listen	Read	Culture
Arabic	56.3%	31.3%	50.0%	60.0%	62.5%
French	90.0%	90.0%	80.0%	90.0%	95.0%
German	81.6%	63.3%	83.7%	63.3%	77.6%
Hebrew	100%	75.0%	61.9%	100%	*
Italian	93.9%	61.2%	35.7%	86.7%	55.1%
Russian	81.0%	100%	100%	90.5%	100%
Spanish	*	74.0%	80.8%	81.5%	73.3%

Each language program represented in the chart submitted a report that included recommended changes within the language program. The purpose of this meeting was to discuss the effectiveness of the assessment process, and of the language requirement as a whole in the common curriculum.

There was a broad discussion of a variety of issues including the meaning and measurement of cultural proficiency, the general meaning of student proficiency in the first year, the variability in difficulty of language acquisition across different languages, and the usefulness of assessment data in informing curricular decisions.

Changes to the assessment process

In terms of the effectiveness of the assessment process, the faculty supported the current practice of defining student proficiency within each language program. That is, each language program constructs their own criteria for determining if students meet the learning outcomes for the common curriculum. This approach is valuable because it recognizes the substantial differences in the languages. The annual meeting of the language program representatives is important to establish the broad expectations for this aspect of the curriculum.

From an examination of the chart provided, it was clear that there are differences in understanding of the concept of proficiency for first year students. As an attempt to clarify and standardize an understanding of proficiency at this level, the director of assessment suggested the following scale which was adopted by the committee:

> Level 1: Students are not prepared to advance to the next level of study in this aspect of the language
>
> Level 2: Students are prepared to advance to the next level of study in this aspect of the language
>
> Level 3: Students performance is well above what is needed to advance to the next level of study in this aspect of the language.

This scale will be included in the instructions with the FOLA report form for 2014-2015. In addition, following a lengthy discussion regarding the development of cultural learning in the first year, the committee agreed to discuss the assessment of culture more directly at the next FOLA representatives meeting. Individual programs will share their processes and expectations for cultural learning at that meeting. Cultural learning component will be a focus of the assessment discussion for 2014-2015.

Recommendations to the Central Committee

The committee discussed the current learning outcomes for the language requirement, and identified changes that would clarify the task of assessment and the discussion of student learning across the languages. For SLO1, the revision in the learning outcome helps to align this outcome with current assessment practice. The faculty felt that the change supported the flexibility in assessment that was necessary to accommodate the differences in language instruction across different languages. For SLO2, the revision allows for higher expectations for the development of cultural learning because it is not completely tied to the skills of the language. The faculty felt this emphasized more strongly the impact

of this component of the curriculum on students' cultural awareness. In addition the more general statement encompasses differences in the assessment of culture across languages, and allows for differences in expectations for first year language students in developing cultural learning through the use of the language. The final revision recommendations are listed below:

SLO1

- Current - ***Based on learning samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading).***

- Revision - ***Students will demonstrate basic proficiency in a language of choice in the following skills: writing, speaking, listening and reading.***

SLO2

- Current - ***Demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.***
- Revision - ***Demonstrate proficiency in learning about a culture associated with a language of choice.***

In addition, the committee expressed interest in a larger discussion of the purpose of the language requirement in the common curriculum. In particular, the committee suggested that there might be curricular changes that would benefit student learning through the language requirement, but that those changes would depend on a clear understanding of the purpose. For example, if the primary purpose of the requirement is adequately preparing students to function using the language in other cultures (such as in a study abroad experience), additional language instruction would be needed to meet that kind of standard. Or, if cultural awareness is a primary purpose, the committee suggested that additional cultural instruction might be needed to more effectively achieve that learning outcome. The recommendation from the FOLA committee is for the Central Committee to encourage a discussion of these issues.

Report submitted by: Rob Flaherty, Director of Academic Assessment

Appendix D. AI-NP Assessment Reports

Computer Science

Common Curriculum Assessment

Analytical Inquiry- Natural and Physical World

2013-2014 Departmental Assessment Report

This report focuses on the faculty discussions and actions surrounding the components of the common curriculum under the responsibility of a single department.

Department: Computer Science Submitted by: Jeffrey Edgington

The following courses were assessed as part of the assessment process for AI-NPS in this department:

Two sections of the Comp 1101 - Analytical Inquiry course taught in Winter 2014 and one section of the Comp 1101 - Analytical Inquiry course taught in Spring 2014.

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy controlled by the**
1. Apply formal reasoning, mathematics or computational science approaches to problem solving within mathematics or computational science, and other disciplines.	In general, this was the first time that the faculty had seen these Learning Outcomes. We will be defining better rubrics for each of the three Learning Outcomes. We will also collect more consistent artifacts across our course sections (the exams in each section were quite different). We are concerned with the increase in the number of Somewhat Proficient students from Winter to Spring quarter. This is the first course where we applied new rubrics and the exam question evaluated for this learning outcome involved more mathematics. Only complete and mathematically correct solutions were marked as Proficient. Each of the Somewhat Proficient responses was incorrect mathematically in some way. All non-proficient marks were from exams with no response.	We do not feel that the results shown below require changes to the course pedagogy. Final exams should be more consistent across sections. The specific portions and descriptions of the Student Learning Outcomes meant to apply to Computer Science should be rewritten. We will undertake this task during Spring Quarter of 2014.

2. Understand and communicate connections between different areas of logic, mathematics or computational science, or their relevance to other disciplines.	Again we are somewhat concerned with the increase in the number of Somewhat Proficient students. All of these responses were due to the following: students described the process but did not indicate that the process would repeat indefinitely.	
3. Communicate formalisms in logic, mathematics or computing sciences.	Results for this learning outcome are similar to previous courses.	

What recommendations does the department wish to make regarding this component of the common curriculum?

We feel that the third Student Learning Outcome is included in the first two. Students cannot apply formal reasoning in Computer Science without communicating those formalisms. The application of formal reasoning to problem solving in Computer Science results in the description of an Algorithm or a computer program.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

Data from Winter Quarter 2014

Both course sections shown above were sections of COMP 1101 - Analytical Inquiry. Section One was taught by Susanne Sherba. Section Two was taught by Erica Liszewski. Both sections used the Scratch programming environment.

Learning Outcome	Proficient	Somewhat Proficient	Not Proficient
SLO 1: Apply Formal Reasoning			
Section One	25	4	1
Section Two	29	2	2
SLO 2: Communicate			
Section One	25	5	
Section Two	32	1	
SLO 3: Communicate			
Section One	28	2	
Section Two	32	1	

We have archived scanned copies of all the student final exams (before grading). Final exam questions were examined to determine the outcomes shown above. For Section One, exam questions {7}, {1, 2}, and {4} were used to assess the learning outcomes. For Section Two, exam questions {8}, {3}, and {4} were used to assess the learning outcomes.

Data from Spring Quarter 2014

Learning Outcome	Proficient	Somewhat Proficient	Not Proficient
SLO 1: Apply Formal Reasoning			
Section One	19	9	4
SLO 2: Communicate Connections			
Section One	22	10	
SLO 3: Communicate Formalisms			
Section One	28	4	

Philosophy

Common Curriculum Assessment

Analytical Inquiry- Natural and Physical World

2013-2014 Departmental Assessment Report

This report focuses on the faculty discussions and actions surrounding the components of the common curriculum under the responsibility of a single department.

Department: __Philosophy_____ Submitted by: Candace Upton_____

The following courses were assessed as part of the assessment process for AI-NPS in this department:

PHIL 2040: Practical Logic

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy controlled by the department**
4. Apply formal reasoning, mathematics or computational science approaches to problem solving within mathematics or computational science, and other disciplines.	Faculty employed a set of nine one-page writings to assess SLO1. Each writing requires students to identify and symbolize a dense philosophical argument (regarding metaphysics, ethics, or epistemology) in terms of a deductively valid argument. Out of 24 students who completed the 9 writings, nine received an A, five an A-, six a B+, one a B, two a B-, and one a C-. I am unconcerned about the high percentage of students receiving high grades. First, the assignments are extremely difficult. Second, six students, all of whom were performing poorly on these assignments, dropped the class.	Past student outcomes from these assignments has been very satisfactory. Hence, no need for curricular or pedagogical changes is present.

5. Understand and communicate connections between different areas of logic, mathematics or computational science, or their relevance to other disciplines.	Faculty employed a formal, written paper to assess SLO2. Each student wrote a paper on the problem of induction, a philosophical-logical problem with implications for science, math, and all forms of means-end reasoning. Out of 24 students, five received an A; four an A-, four a B+, seven a B, two a B-, and one each for C+, C, and F.	Past student outcomes from this assignment have been very satisfactory. Hence, no need for curricular or pedagogical changes is present.
6. Communicate formalisms in logic, mathematics or computing sciences.	Faculty employed a comprehensive final to assess SLO3. The final covered deductive and inductive arguments, soundness and cogency, logic puzzles, truth tables for the logical operators, proofs within propositional logic, Aristotelian logic, and translations within propositional and Aristotelian logic. Out of 24 students taking the final, the outcomes were as follows: 5 A, 3 A-, 1 B+, 4 B, 3 B-, 1 C+, 4 C, 1 C-, 1 D, 1 F.	Past student outcomes from this assignment have been very satisfactory. Hence, no need for curricular or pedagogical changes is present.

What recommendations does the department wish to make regarding this component of the common curriculum? The department is satisfied with this component of the common curriculum at this time. Please attach any data presentation or analysis documents shared with the faculty as part of this process.

Proficient: A through B

Somewhat Proficient: B- through C-

Not Proficient: D+ through F

Mathematics

Common Curriculum Assessment

Analytical Inquiry- Natural and Physical World

2013-2014 Departmental Assessment Report

This report focuses on the faculty discussions and actions surrounding the components of the common curriculum under the responsibility of a single department.

Department: _Mathematics Submitted by: _Alvaro Arias_

The following courses were assessed as part of the assessment process for AI-NPS in this department:

Math 1200 – Business Calculus

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy controlled by the department**
7. Apply formal reasoning, mathematics or computational science approaches to problem solving within mathematics or computational science, and other disciplines.	Some questions of the final exam are selected to assess the Student Learning Outcomes. The question for this outcome addressed exponential models. Faculty were able to see how students were doing with this topic—and in particular, that some students lacked facility with the topic (the "e" and/or logarithms made them uncomfortable). Also, faculty saw students connecting theory with applications as they answered the rate of change and "in the long run" questions, which shows students understand how to connect theory and applications. Finally, the results showed that some students are less precise with their notations with limits.	From Fall to Spring, instructors increased time focused on exponential and logarithmic functions and ideas, as well as application problems in general, in response to the results from fall. Additionally, to address the precision issue in limits, instructors attempted to bring more careful analysis of wording and notation (what consists of a complete answer or a clear answer) for a problem, which could be applied to other topics across the course curriculum as well.
8. Understand and communicate connections between different areas of logic, mathematics or computational science, or their relevance to other	Faculty were very satisfied with student responses on these questions; performance on this outcome has increased or stayed level from when this question was first used, and the students perform fairly well on the first 4 questions. However, there are	We cannot yet determine what pedagogical change could be made in this topic/outcome until we adjust the instrument to gain better data about student understanding in this area. We will monitor this further in future assessments.

disciplines.	concerns that the questions which are most missed may be a consequence of the instrument used for assessment (the wording of the true/false questions), which may be leading to ambiguous results.	
9. Communicate formalisms in logic, mathematics or computing sciences.	The students overall do well on this formal procedure.	No changes to teaching of the formal definition of the derivative, or its assessment, are needed at this time.

What recommendations does the department wish to make regarding this component of the common curriculum?

None at the moment.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

We haven't shared data with the faculty, but all the lecturers who teach the course met with me to prepare this report. I will mention the results in the Undergraduate Committee in the Fall and we will determine if this will be enough or if we need to present it to the whole faculty at a faculty meeting.

To prepare the report we look at data entered in Assess-it by the faculty who taught Math 1200. The following table summarizes the proficiency level of the Student Learning Objectives (SLO)

Learning objective	Not Proficient	Somewhat Proficient	Proficient
SLO 1	25%	36%	39%
SLO 2	19%	61%	20%
SLO 3	24%	31%	45%

Appendix E. SI-NP Assessment Reports

Biology

Biology Discussion Notes

Summary of our group conversation related to your suggested discussion questions:

Questions:

- After looking at the data on student performance related to the common curriculum goals, do you have any observations or reactions? Is there an explanation for variability across quarters?
- Is there a common understanding of what "proficiency" means? Is there a common understanding of the SLOs
- What does the data suggest about students' abilities to achieve the learning outcomes for natural science (in your department) in the common curriculum?

Group Consensus:

We are convinced that this data speaks more about our assessment strategies than it does about the relative effectiveness of our instructional techniques or the student's abilities to learn. We think the confusion (in our department), is mainly due to our varied interpretations of the SLOs (and how those SLOs should map across our 3-quarters series), rather than any big differences in what we think "proficiency" looks like.

Questions:

- After reviewing (and discussing) the course sequence and assignments used to assess the students, are you satisfied with the current approach to teaching science to non-science students? What recommendations for change do you have?
- What recommendations for change do you have?

Group Consensus:

Before we can seriously discuss the relative effectiveness of our various approaches, we need to do a better job of coordinating our assessments and mapping the SLOs across the three quarters. We would like to develop a subset of common assessment assignments (probably consisting of some pre/post questions, and a writing assignment asking students to evaluate claims (in any resource) based the

quality of the evidence used to support them. We would also like to work on refining/simplifying our current SLOs. We feel that the content/intent of the SLOs is basically good, but that they are written in a way that makes them difficult to assess.

Chemistry

Common Curriculum Assessment

Scientific Inquiry- Natural and Physical World

2013-2014 Departmental Assessment Report

This report focuses on the faculty discussions and actions surrounding the components of the common curriculum under the responsibility of a single department. This report is due on ~~August 1~~. **July 1** (2014 only).

Department: _Chemistry_ Submitted by: _Brian Majestic

The following courses were assessed as part of the assessment process for SI-NPS in this department:

Chemistry 1001, 1002, 1003

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy controlled by the department**
1. Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments.	The only SLO to show an upward trend over the course of the year.	Do not use laboratory experiments to test the SLO. Try to eliminate the "binary" P/F assessment criteria. More than one assignment / quarter to test the SLO.
2. Recognize science as a process that considers uncertainty when drawing conclusions from scientific evidence and making predictions from existing data.	Consistently showed a downward trend, implying that the students are getting WORSE at drawing conclusions from scientific evidence.	Do not use laboratory experiments to test the SLO. Try to eliminate the "binary" P/F assessment criteria. More than one assignment / quarter to test the SLO.
3. Apply and distinguish between qualitative and quantitative forms of analysis and evidence, and demonstrate skills for using and interpreting quantitative information in various formats based on validation and replication of results.	No real trends.	Do not use laboratory experiments to test the SLO. Try to eliminate the "binary" P/F assessment criteria. More than one assignment / quarter to test the SLO.

What recommendations does the department wish to make regarding this component of the common curriculum?

We determined three areas that the department should attempt to address.

Using laboratory assignments as a metric is troublesome because this adds complexity based on changing lab partner ability over the course of the year. We recommend that the SLO objectives are tested in the classroom on individual assignments. Laboratory assignments could be used to SUPPORT the SLO (e.g., that science is a process), but the actual assessment should be done individually.
At the minimum, we should add a third option to assess the students' ability to perform the SLO. Perhaps "does not meet expectation," "meets expectation," and "exceeds expectation." In reality, however, a sliding scale would be ideal.

Having only one laboratory assignment per quarter to test the SLO adds significant variability. We recommend implementing several (classroom) assignments which are designed towards the SLO. Another option would be to have an exercise on each mid-term and final for each quarter.
I also note that the Chemistry Department has hired a new faculty member to teach the Chemistry SI courses. Thus, we do not anticipate making major changes during his first year (2014-2015 academic year).

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

Engineering

SI-N Assessment Results and Reflections - July 7, 2014

Ron DeLyser, Assessment Coordinator for ENGR Courses

I have looked over the assessment data and summaries from AY 12-13 and the Fall and Winter quarters of AY 13014. I have examined the SI-N SLOs and how the ENGR courses address those SLOs. I have attached reflections on the SLOs by Dr. James Wilson and Dr. George Edwards. This is the first year for Dr. Edwards teaching these courses; Mr. Jerry Edelstein was the previous instructor.

Taking all of this into consideration, I have some general observations as well.

1. Given the current SLOs, they are not broken down sufficiently to be measurable. For instance, SLO 1 states, "Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments." The outcome asks instructor to determine if students can articulate concepts, articulate principles, apply scientific methods, ask questions, design experiments, perform experiments, or judge arguments. Are student to be able to do all of these or some of these. The "or" at the end of the series seems to suggest some.
2. Looking at SLO 1 again, I see inconsistency within the outcome as students are to articulate concepts and principles specific to a field of study in natural science or technology and then they must apply scientific methods to do other things. First, I think we all need to realize that "technology" is different from "science"; technology is rather a manifestation of applying scientific principles to solving problems. For technology, we apply "engineering methods", not scientific methods.
3. There are two different instructors teaching our three course sequence. Expectations and experience differ from instructor to instructor. We also have different instructors teaching courses over the years. Some mechanism has to be put into place to mediate rater variability. Engineering has addressed this by explicitly identifying work products in courses tied to specific student learning outcomes. These work products do not change from year to year or instructor to instructor unless brought before a committee.

I only gave examples for SLO 1, the others need work as well. As the outcomes are stated and addressed in our courses, I am not sure it is really possible at this point to make any conclusions as to what should be done to improve student learning. I'm not even sure if we have determined if the students have learned what we want them to learn. Indeed, I'm not even sure if we know what we want them to learn.

Reflections on the SLOs - James Wilson

Memo:

To: Ron Delyser, Nancy Sasaki

Date: 3 July 2014

Re: Assessment pf SI-N Courses.

From: Chuck Wilson

Assessing Common Curriculum SI-N Courses.

We are to assess whether students achieve student learning outcomes (SLOs) by applying rubrics to student work. Thus the process involves SLOs, assignments and rubrics. My experience is that actually using the SLOs to design courses, assignments and rubrics can be helpful if one is committed to the SLOs. (Commitment may be easier to come by in Engineering where the SLOs are traceable to accreditation requirements. I rather like being able to refer to SLOs when designing a course so that I can see how my course fits into Departmental and University objectives.) If the SI-N teaching community can agree to SLO's, then it is likely that teachers could design assignments, tests, labs to assess the outcomes.

My Experience with the Current SLO's

I am a failure when it comes to the current SLO's. I do not mean to pin my failures on the folks who wrote these SLOs. I am indeed responsible for some of the words in them. But I find them to be unworkable and unhelpful in building my assignments, tests or experiments. (Number 2 could probably be saved with effort.)

SLO 1: Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments. I am confused by SLO1. Am I to deal with each of these different activities (articulate concepts and principles, ask questions, design and perform an experiment, judge arguments) or to choose one. As it stands it is impossible to deal with all the activities and I choose one.

SLO 2: Recognize science as a process that considers uncertainty when drawing conclusions from scientific evidence and making predictions from existing data. This SLO is nicely limited to two activities, drawing conclusions and making predictions. I simply do not know how to recognize recognition in student work. I can think of lots of assignments involving uncertainty. If students complete the assignment, have they recognized uncertainty? Or could it have escaped unrecognized?

SLO 3: Apply and distinguish between qualitative and quantitative forms of analysis and evidence, and demonstrate skills for using and interpreting quantitative information in various formats based on validation and replication of results. I utterly fail to understand this. So I make something up.

Recommendations for SLO's for Natural Science Courses (SI-N)

There is no reason to believe that my SLOs would be better than anyone else's. Of course this work requires a committee. But I hope that they illustrate the virtue of treating one topic. The assignments and rubrics are of course dependent on the specific courses, but seeing them together may illustrate an approach to the exercise. I have included comments arising from my efforts to teach SI-N courses and an assignments that are relevant to Climate Science and Policy.

1) SLO1: Students identify a fundamental scientific proposition or law in the discipline, cite evidence that supports it and explain why that evidence is compelling.
    a. Comments. I find that I am so familiar with the fundamental propositions of my discipline that I often assume that they are givens and that the course involves applications of the fundamental propositions. I also imagine that students will be compelled by demonstrations that "show" results that actually can only be seen by the trained eye. I sometimes believe that some results are compelling to students when in fact they are struggling to understand to understand what they saw and why it is relevant to the question at hand.
    b. Assignment: State the first law of thermodynamics and explain the observations shown on a video, acquired in lab or in a classroom demonstration in which heat is transferred to or from an object and its temperature changes.
    c. Rubric: Statement of law; correct vocabulary in description of observations; correct quantitative analysis. One point for each achievement. 0-3 scaled as relative proficiency.
2) SLO2: Students identify an open question in the discipline and cite evidence and arguments that could address it. The discussion will address uncertainties.
    a. Assignment: Design an experiment to test a geo-engineering concept. For example increasing albedo by increasing low-level, marine clouds by cloud seeding. Discuss the experiment, the needed observations and how they could be interpreted.
    b. Rubric: Correct physical description of the experiment; correct description of needed observations; discussion of uncertainties in interpreting the observations. 0-3 scaled as relative proficiency.

3) SLO3: Students explain experiments or observations using the facts and logic of the discipline.
    a. Assignment. Students observe or conduct an experiment involving an infrared camera and a heat gun and CO_2 source. They observe the heated air coming out of the heat gun with the IR Camera and compare what they see with and without added CO_2.

Rubric: Correct description of observations (relevant features chosen for discussion); Correct physical principles invoked to explain the experiment; principles logically invoked. 0-3 scaled as relative proficiency.

Reflections on the SLOs - George Edwards

I found all the SLOs to be applicable to Tech 21 Energy. However, I only found SLO 1 applicable to Tech 21 Information. SLO 2 and 3 were simply not applicable to the Tech 21 Information Sequence.

SLO 2: We do very rudimentary probability, so the students can compute the information in an event, but I do not believe this qualifies to satisfy SLO 2. I really do not see how we can make the changes to course to meaningfully satisfy SLO 2.

SLO3: This too is not applicable to the course. However, maybe I could stretch what we go over in image processing section of the course to obliquely satisfy some form of measurement for SLO3. In the image processing section of the course, we look at a number of images with different compression resolutions to see how appearance (which is qualitative) matches with the number of pixel of resolution in the image. This probably could pass, but seems contrived.

Geography

Common Curriculum Assessment

Scientific Inquiry- Natural and Physical World

2013-2014 Departmental Assessment Report

This report focuses on the faculty discussions and actions surrounding the components of the common curriculum under the responsibility of a single department This report is due on ~~August 1~~. **July 1** (2014 only).

Department: ___GEOG_____ Submitted by: _____Hillary Hamann_____

The following courses were assessed as part of the assessment process for SI-NPS in this department:

GEOG1216, 1217, 1218 Our Dynamic Earth I, II, II
GEOG1264, 1265, 1266 Global Environmental Change I, II, III (Honors)
GEOG1201, 1203 Environmental Systems (this course is taught primarily as a majors course and assessment was not required of all faculty)

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the assessment results that were identified as most useful by the faculty**	**Describe any specific changes to the curriculum or course pedagogy controlled by the department**
10. Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments.	None were identified as useful.	Some faculty commented that they would make stronger emphasis in class related to learning outcomes or that they would alter their expectations, but none were tied to specific SLOs. See comments below for suggested changes.
11. Recognize science as a process that considers uncertainty when drawing conclusions from scientific evidence and making predictions from existing data.	None were identified as useful.	
12. Apply and distinguish between qualitative and quantitative forms of analysis and evidence, and demonstrate skills for using and interpreting quantitative information in various formats based on validation and replication of results.	None were identified as useful.	

What recommendations does the department wish to make regarding this component of the common curriculum?

Overall, in talking to the Geography faculty, I identified four major themes of concern about the SLOs and assessment of SLOs.

1. **Communication to faculty:** There was general consensus that assessment of SLOs occurred as an afterthought rather than as a forethought. One faculty member commented that the role of and information from the assessments was not communicated well to faculty and that they were teaching the class "the way I would anyway" and then assigning the assessment numbers after the fact. They commented that "testing" the students more specifically rather than pulling something out of the syllabus might be more effective. Although the faculty were familiar with the SLOs, one faculty member had never been asked to list SLOs specifically on their syllabus. In addition, the assessment data have not been shared effectively with faculty, especially among different faculty who teach in the same sequence. **Solutions:** The divisional meetings and completion of the departmental assessment report this spring have been a helpful step in expanding the discussion of SLOs and assessment in a positive way that will help for pre-planning courses in a way that assessment of SLOs can occur in a more efficient and meaningful way. Continuing these discussion at both the departmental and divisional levels is encouraged. As Departmental Assessment Coordinator, I have already begun reaching out to two new faculty members who will teach GEOG1216-18 in 2014-15 to introduce them to the SLOs and introduce them to the assessment process (as it is developing).
2. **Student Learning Outcomes:** Though there are three outcomes, they are somewhat vague and have overlap. One faculty member used the same tool to assess all three SLOs. Most faculty agreed that the content and goals of their classes do reflect the learning goals, but that are both more specific goals and more vague goals embedded. Examples of the' specific' include: making sure that students can read and interpret a graph; explaining the peer-review process; and distinguishing between annual variability and long-term trends. Examples of the 'vague' include: introducing students to skepticism and wonder; promoting confidence in students who feel they can't "do science"; and helping students to recognize the role of science in their everyday lives. Faculty also felt that the assessment of proficiency in the SLOs was unreliable because they are so different in each class. The GEOG SI-NP classes have a somewhat unique role in that though they are populated primarily by non-majors, they all can serve as a major requirement for Geography or Environmental Science and therefore have a more confined set of content-specific

learning outcomes in addition to the common curriculum. **Solutions:** There were no suggestions offered about this issue, but the intra- and inter-departmental discussions might help.

3. **Usefulness:** There was a general feeling that the assessments were a chore and that there was no uniquely helpful information derived from assessing the information. Faculty are constantly assessing student learning across a broad range of outcomes in both specific and intuitive ways. The longitudinal information was not felt to be accurate or helpful. **Solutions:** One faculty member suggested that the we develop a standardized, short multiple-choice post-test for students in GEOG SI-NP classes that would be easy to administer and would provide clear results comparable across classes. The types of questions would remain the same from quarter to quarter, but the content and examples would reflect the content of the class.
4. **Consistency:** The definition of "proficient" and "partly proficient" appears to be poorly communicated and inconsistent from instructor to instructor and class to class, making comparability and change difficult. Some instructors view "proficient" as passing, while others view it as "A" work. **Solutions:** It was suggested that the "partly proficient" category be eliminated. The standardized assessment would also help to create consistency, though discussions of what score accounts for "proficiency" would still need to occur and would likely still be difficult. Finally, it appears as though including GEOG1201, 1202, 1203 Environmental Systems in the assessment process would provide some useful comparative results.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

The documents shared with the faculty included the GEOG data 12-14 spreadsheet and the Scientific Inquiry NPS report provided by R. Flahtery

SI-NP Appended Document

Scientific Inquiry – Natural and Physical World

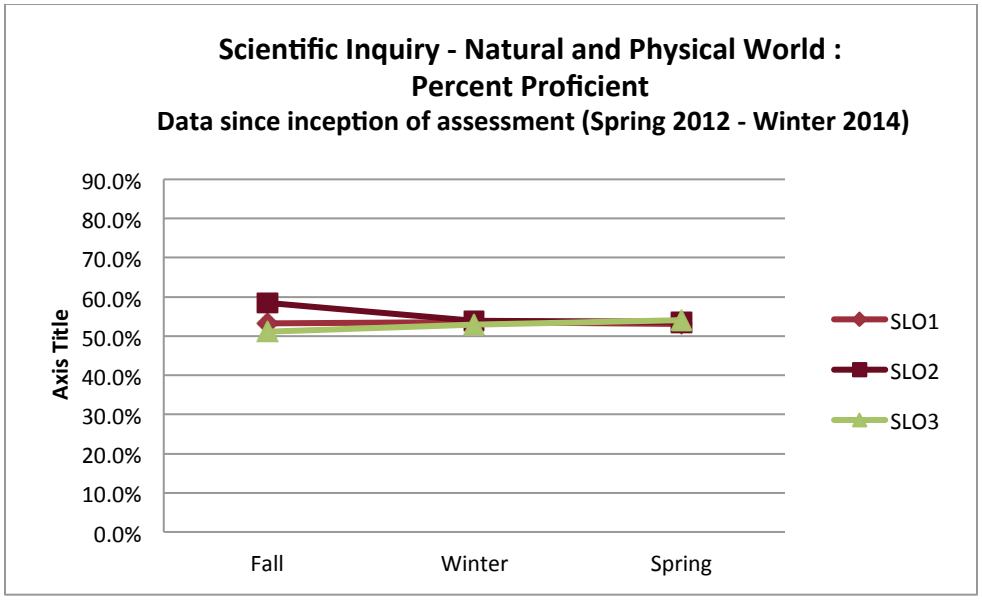
Assessment Data

Spring 2012- Winter 2014

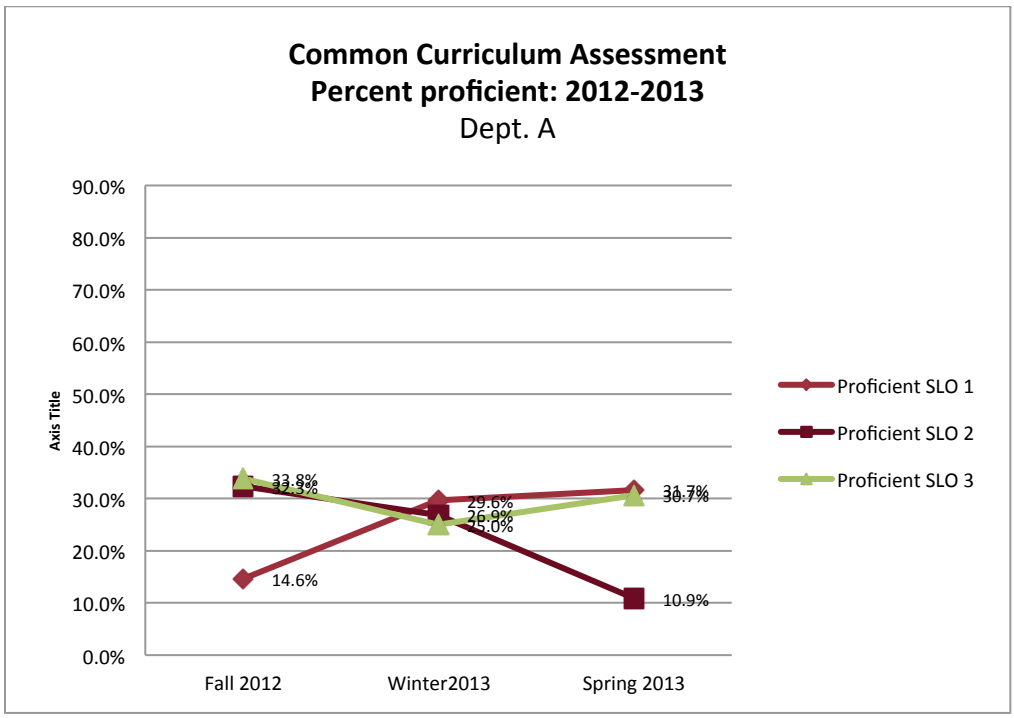
Learning Outcomes (SLOs)

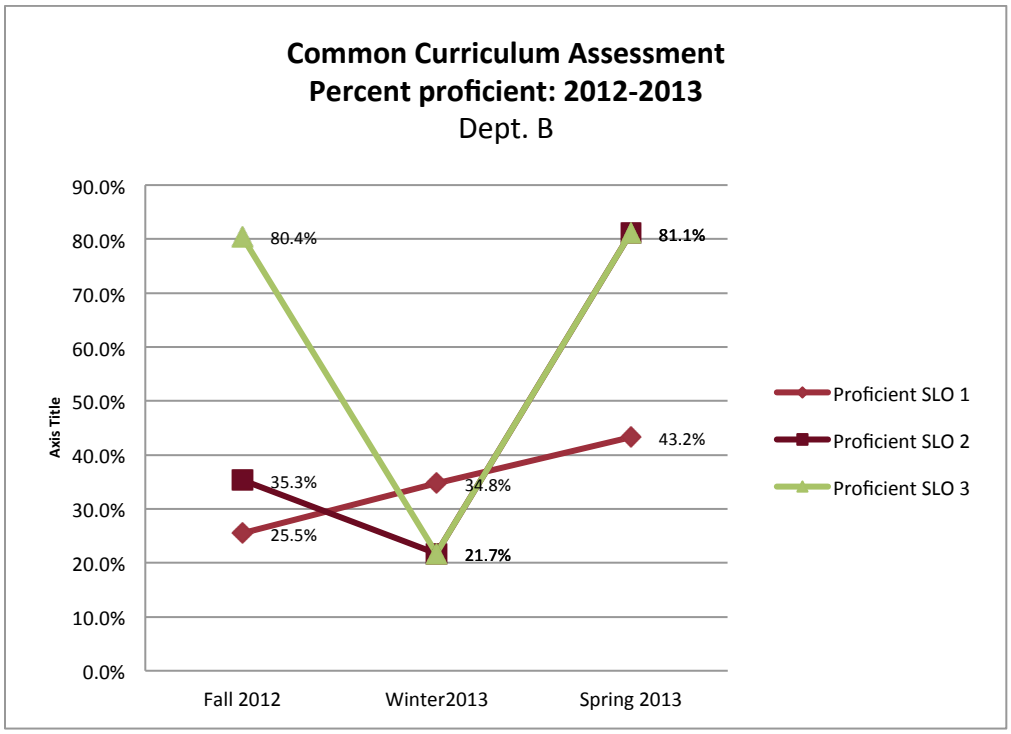
1. Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments.
2. Recognize science as a process that considers uncertainty when drawing conclusions from scientific evidence and making predictions from existing data.
3. Apply and distinguish between qualitative and quantitative forms of analysis and evidence, and demonstrate skills for using and interpreting quantitative information in various formats based on validation and replication of results.

Fig. 1: Data collapsed across all non-majors science sequences (SI- NP)



The following figures provide data from each SI - NP department (BIOL, CHEM, ENGR, GEOG, PHYS) for the 2012-13 academic year. The data is provided in this form to illustrate the impact of variability on clear interpretation of this data for the common curriculum. *Departments will receive additional department-specific reports.*


Common Curriculum Assessment
Percent proficient: 2012-2013
Dept. A
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Axis Title
33.8%
32.3%
14.6%
29.6%
26.9%
25.0%
31.7%
30.7%
10.9%
Fall 2012
Winter2013
Spring 2013
Proficient SLO 1
Proficient SLO 2
Proficient SLO 3


Common Curriculum Assessment
Percent proficient: 2012-2013
Dept. B
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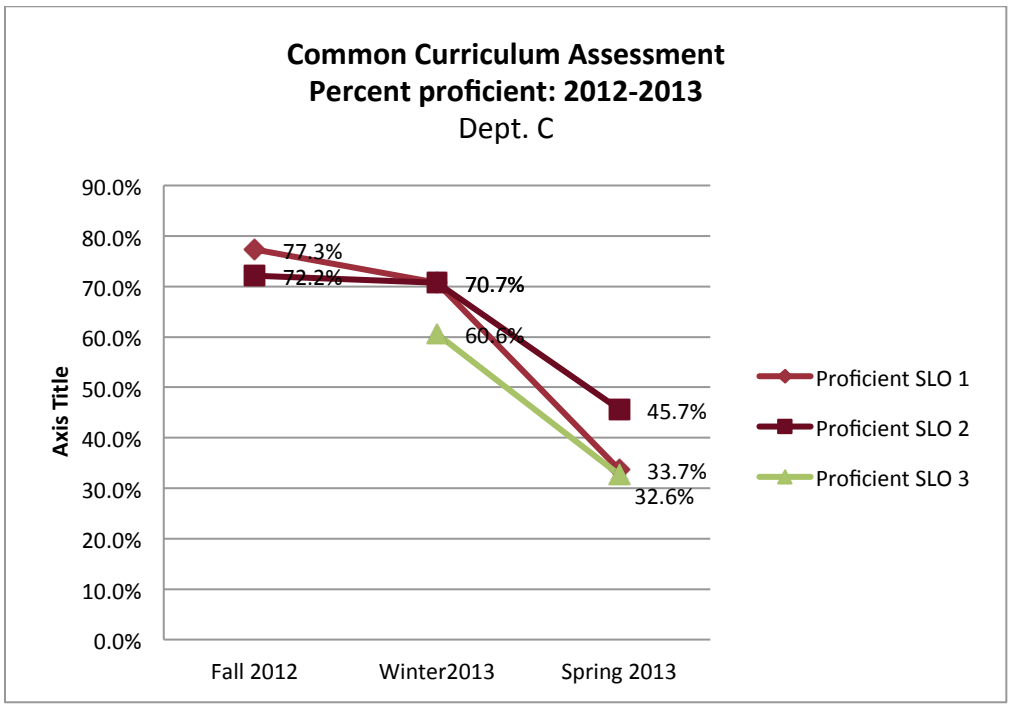
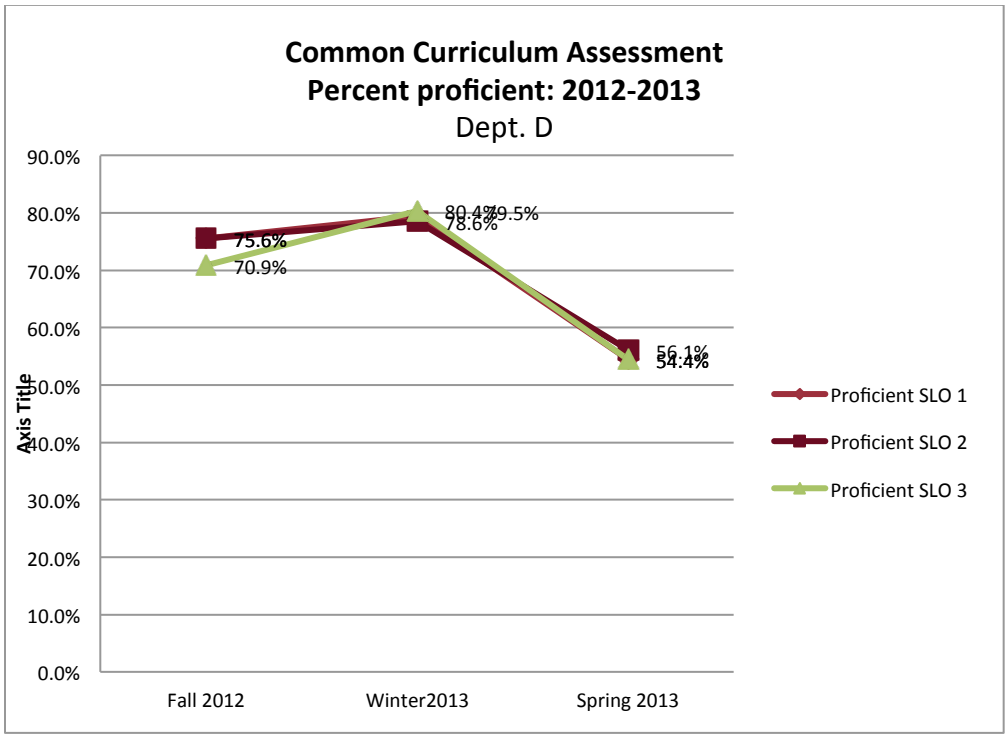
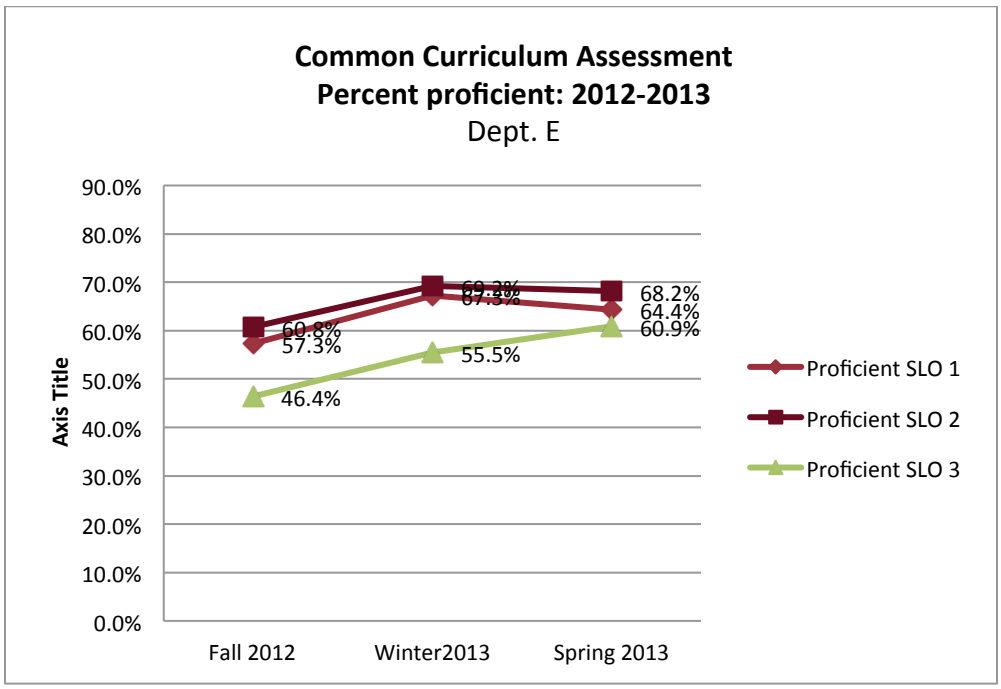
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Axis Title
80.4%
81.1%
43.2%
35.3%
34.8%
25.5%
21.7%
Fall 2012
Winter2013
Spring 2013
Proficient SLO 1
Proficient SLO 2
Proficient SLO 3


Common Curriculum Assessment
Percent proficient: 2012-2013
Dept. C
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Axis Title
77.3%
72.2%
70.7%
60.6%
45.7%
33.7%
32.6%
Fall 2012
Winter2013
Spring 2013
Proficient SLO 1
Proficient SLO 2
Proficient SLO 3


Common Curriculum Assessment
Percent proficient: 2012-2013
Dept. D
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Axis Title
75.6%
70.9%
80.4%
79.5%
78.6%
56.1%
54.4%
Fall 2012
Winter2013
Spring 2013
Proficient SLO 1
Proficient SLO 2
Proficient SLO 3



<u>Questions for departmental discussion.</u>

1. Is there an explanation for variability across quarters (we should see increasing proficiency)?

   Are there any patterns that fit with your experience?

2. Why, in some areas, is the percent of proficient students so low?

   What does "proficient" mean? Is there a better term? Should there be additional levels (e.g., mastery)?

3. Is there a common understanding of the SI-NP learning outcomes?

   What should every person with a DU undergraduate degree know about science – at minimum?

4. What kind of assignments best lend themselves to assessment of this nature?

   What type of student performance is needed to assess these goals?

Appendix F. AI-SC Assessment Report

Common Curriculum Assessment

Analytical Inquiry: Society and Culture

2013-2014 Assessment Report

This report focuses on the committee discussions and recommendations relating to this component of the common curriculum. This report is due on July 1, 2014.

Submitted by: Eleanor McNees, Associate Dean, AHSS

Please attach a list of courses submitting assessment data for this component of the common curriculum.

___attached (please check or "x")

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the main assessment results identified as useful by the committee.**	**Describe any general changes to the curriculum or pedagogy requirements for instructors in AI: SC courses.**
#1 Demonstrate the ability to create in written, oral or any other performance medium (e.g., art, music, dance, etc.) or Interpret (e.g., critical analysis) texts, ideas, or artifacts.	In fine arts performance equaled creation In music and drama. Response papers (to texts) and critical reviews (for film) allowed for adequate measurement of proficiency in other humanities disciplines.	A slight change in wording of SLO #1 to include "create" or "interpret" allowed for more flexibility in assessing student proficiency.
#2 Identify and analyze the Connections between texts, Ideas, or cultural artifacts and The human experience.	Assignments requiring students to draw connections between texts or performance pieces was more useful and pointed than having them make connections with human experience.	No changes have been made to This SLO.

Other, general observations about the data (bullet points preferred):

- Proficiency for SLO #1 ranged from 55% to 77%
- Proficiency for SLO #2 ranged from 58% to 72%
- Percentages are less useful than narrative comments for AI: Society and Culture perhaps because of the very wide range of disciplines and subjects measured according to two general SLOs.
- Narrative comments reflect some confusion about choosing one assignment and then distinguishing between SLO #1 and SLO #2.
- Data do not indicate number of majors vs. non-majors, nor do they indicate whether or not students have already taken one course in fulfillment of AI or SI in common curriculum.

What recommendations does the committee wish to make regarding this component of the common curriculum? (note: recommendations can include changes to assessment processes, learning outcomes, or curriculum approval processes.)

- The committee suggested the need to define *proficiency* across the variety of AI courses. This might involve developing a rubric to allow for distinguishing not proficient from somewhat proficient or proficient.
- The assignment to be assessed should be indicated on the syllabus and should be closely attached to at least one of the SLOs.
- Perhaps a "signature assignment" should be required across the AI courses (e.g., case study in the discipline).
- Faculty are encouraged to attend quarterly training assessment sessions especially if they are teaching SI courses for the first time.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

AI-SC Appended Document

June 2014

SLO 1: Demonstrate the ability to create or interpret the texts, ideas, or artifacts of human culture.

Spring 2012

Concert rehearsals and performances in which performances are recorded and critiqued. Students on midterm are required to analyze quotations as the basis of their response to questions. One art history assignment requires students to research a work from the Denver Art Museum and then to place that work in a new cultural environment. In a foreign language (here French) students had to argue for or against a position involving a controversial issue. Students had to analyze a short film sequence and then relate it to the larger film. Students had to write a foundation myth and apply it to a local Colorado area. Students had to "pitch" an imagined production of a play to a hypothetical artistic board and have the class critique this "pitch."

Fall 2012

Students use an assignment to challenge specific gender norm. Students fill out historical chart about primary sources in order to interpret sources and understand intellectual frameworks that shaped human interactions. Students were required to develop a short story from an unidentified complex text in order to utilize performance and narrative concepts. Students had in the final exam to demonstrate the connection between operatic music and plot elements.

Winter 2013

(45 sections) (GERM) In in-class essay students discuss connection between ancient Greece and Nazi Germany based on a 1938 documentary film that makes this connection. (PHIL) Student must write a short paper critically discussing a philosophical issue stemming from their viewing of several video game clips. (THEA) After writing about five characters they had observed or imagined they chose one and created a one-minute session of physical performance to present to class. (MFJS) Newspaper analysis: students choose an event from the American Revolution and read about this event in a newspaper from the Early American Newspaper Digital Database. They write a brief essay discussing how the newspaper covered the event according to four different areas. [Combination of essays, oral presentations, exam questions]

Spring 2013

(30 sections) Students wrote essay relating piece of music to issues and trends in 20th century music; assessed on ability to create text that accurately described the music. Students discussed message of

film about war from 1950s but set much earlier. Students selected one iconic image to analyze and interpret and then to create a new image that subverted or recast the original one and comment on this. Students in small groups were assigned an article to teach to the class—topic was on consumerism and advertising in U.S. In final paper students contrasted two Shakespeare plays to discuss development of his dramatic craft in response to socio-political issues of time. Students attended DCPA production and wrote formal essay critiquing one aspect of performance. Students performed persona of player in historical incident in a Town Hall Meeting and had to debate pros and cons of outcome.

Fall 2013

(35 sections) Students create original work of art based on library special collection archive and explain their choice and interpretation. Construct dialogue between several historical figures employing primary sources. Create a multimedia project on an historical 18th century crime and discuss affinities with literary depictions of similar crimes in readings. Explain and interpret why you think either Legal Positivism or Natural Law theory does a better job in explaining the nature of law drawing on authors read in class. Students improvise on a 12-bar blues chord progression. Review of a film on Spanish Civil War identifying main subtopics from film and explaining revisionist position taken by film director. Creation of short video in Denver Art Museum on a work using texts from annotated bibliography. Students asked in an essay on exam to explain nationalistic contexts and meanings of two paintings they've studied.

Winter 2014 (38 classes)

Exam question where students describe and interpret a sociological concept related to diversity and nationalist feelings in Spain. Creates=evaluating their capacity to express their ideas in Spanish; Interprest=evaluating their ability to interpret a concept and the broadness of their interpretation. Students write a paper on a theatre production in which they analyze script and draw conclusions about artists' interpretations of that script based on evidence from live production. Musicology: Create=paper relating course content to specific piece of music; Interpret=listened to recorded performance and wrote essay about performance relating this to course material. [Note that many instructors describe 2 assignments for winter since rubric distinguishes between "create" and "interpret." This seems to elicit clearer responses and work better than combining these under revised rubric.} Students asked in final essay to compare crisis in 17th century China with the fall of the Ming Dynasty and Manchu conquest to crises in late antique Roman history. Students read memoir about WWI experience and wrote paper interpreting the text and making original argument. Comparison / contrast paper comparing two films by Pedro Almodovar in response to historical time period in which films were made. [A number of

instructors discuss assessing several assignments to fulfill SLO 1.] Ex of distinction between create & interpret: "interpretation portion of this assignment was a bit more challenging than the creating portion. All of the students wrote good papers. However, some were much better at interpreting different themes in the film than others."

Spring 2014

Students compare two paintings from two different cultures and consider the effects of colonization on each work. Students write a six-page paper on heroism in which they consider two cases of recent "heroism" and apply ethical theory studied in course. Students write a critical review of a film and substantiate it with at least two sources from the reading. Each student interviewed two people about experiences in the 1960s and developed a thesis that linked the responses to broader cultural issues during the period. Students tracked a trend on social media sites and analyzed patterns of rhetoric about gender and sexuality augmented by class reading assignments. Students related sacred texts from monotheistic religions to historical context in which these texts were created.

SLO 2: Identify and analyze the connections between texts, ideas or cultural artifacts and the human experience and/or perception of the world.

Spring 2012

After orchestra rehearsals students must respond to questions to indicate their contextual understanding of the piece. Students gain greater knowledge about how art historians use a number of different contexts (historical, religious, political, social) to approach visual imagery. Students employ a Hegelian model to argue their position/perspective. Students use the final exam to apply three different critical methods to films studied in class. Students learn to apply "mythical thinking" from Greco-Roman genres to more recent Colorado history. Peer discussion of the "pitch" to the Artistic Board had to challenge individual interpretations.

Fall 2012

Students reflected on insights gained from challenging gender norm, especially implications of supporting or resisting these norms. Students had to assume the persona of a historical figure and thus understand past decisions that might be irrational today. Students compare various editions of a musical score to interpret similarities and differences and to reflect on what they've gained as musicians from the process.

Winter 2013

[Many simply list an assignment that covers both SLO 1 & 2—some hesitancy to distinguish between these two] Term paper on ancient Egyptian worldview requires students to make connections between

texts read in the course and assimilated through individual research (HIST). Students write in class on a short story about 17th century Chinese society in which they describe challenges people faced in that period [seems to follow SLO 1 better] (HIST)

Spring 2013

In a group presentation students blended theory and practice to apply complex concepts to concrete social and political dilemmas in modern society. Students asked to write paper on iconic image they created in order to argue for their transformation of original image. Students write essay arguing whether portrayal of terrorist leader is accurate or realistic or avoids demonstrating polemical character. [Note that responses to SLO 2 are fewer in AI courses than responses to SLO 1 suggesting that faculty don't realize difference here between the two SLOs]

Fall 2013

Interpret written compositions in several different musical styles. Students asked to assess own group presentation. Describe and analyze forms and historical periods where Colonialism can be applied to Latin America. Write essay on patterns of change and continuity in British monarchy. Students make connections between documentary and feature film on topic of disappearance in Argentina. Group presentation on topic with intersections between rhetoric and public culture. Students form groups of mixed international students and domestic students and identify topic of religious culture, then present on sub-topic before class. How do blues lyrics and format help one shape an instrumental blues?

Winter 2014

MUAC: students in groups to perform a medieval or Renaissance piece for class followed by paper about rehearsal process and performance practice. Paper reflects experience about what performing piece entails. Essay based on question "Should Catalonia become independent from Spain or not?" (Instructor separates rubric into "Identifies" and "Analyzes" in instructions.) Music: separated identify and analyze and assessed two different portions of final exam. Students analyzed Lowenstein art piece (from special collections) to draw conclusions between documents and readings and the work of art. Tale home exam essay asked students to choose various media studied in quarter and propose own ethnomusicological fieldwork project. Students defended a piece of argumentative reasoning on whether natural law theory or legal positivism was a better concept of law. [Conclusions: Some trouble distinguishing between SLO 1 and SLO 2. Many simply listed different assignment or if the same assignment tried to tease out how it fit SLO 2.]

Spring 2014

Same painting assignment as SLO #1. Students had to connect the message of a film to the institutions of society. Students asked to compare a Japanese puppet theatre production to an aspect of contemporary American cultural production. Students wrote an essay debating whether Catalonia should be independent from Spain based on "real life" situation in the country. Students wrote an essay analyzing the arguments of the social model of disability. Students consider how an ancient god(dess) stands in relation to current problems and even debates at DU. In final take-home exam students asked to relate knowledge from SLO #1 to experience of the contemporary world.

What worked well in this class to help students meet SLO 1:

Spring 2012

Instructor explains stylistic features of compositions and differences in interpretations. Weekly "screening" reports based on concepts and films under study.

Fall 2012

The use of current events to support findings about gender norms. DU Course Media galleries reinforce analysis of images. Use coaching sessions to assist students in making connections among various sources.

Winter 2013

Modelling class expectation by analyzing a performance on video for the class. Incorporating learning outcomes into rehearsal process (MUAC) instead of merely "rehearsing" for concerts. Making assignments classroom-focused. Varying class format from lecture to film clips to clips from video games and material on Blackboard. Using a variety of testing components. Assigning essay after allowing adequate time to familiarize selves with factual information and begin to analyze it. Introducing audiovisual materials in addition to textbook.

Spring 2013

Students rewrote questions after receiving feedback from peers and instructor. Group presentations and group discussion of larger issues (2 classes). In-class writing assignments after class discussion. Using well-known images to demonstrate "rules" of discourses about gender, sexuality, race. Practice interpreting primary sources in class. Allowing adequate time to formulate thesis. Concise paper prompts and clear in-class explanation of assignments. Town Hall Meeting.

Fall 2013

Regular rehearsals with full and ensemble class. Second day field trip to Museum of Contemporary Art to write descriptive essay on form and content. Contemporary issue presentations. Assigning and working with primary sources. Opening up final class project to range of creative projects. Continually

reminding students how to apply three kinds of time historians use in autobiographical texts by members of immigrant communities. Use of a variety of media to reinforce concepts. Having students post questions about readings before class. Discussion board postings. Optional writing lab for students. Frequent class discussion about how to focus on textual analysis in writing. Clarity and specificity in outlining assignment.

Winter 2014

Student performances put into practice what they've learned. Students submit two essays using same prompt about two different live performances. Second set shows improvement. Interactive, discussion-based classes over lecture. In-class workshops on improving writing, interpreting and analyzing literature. Workshops on how to deal with primary source texts.

Spring 2014

"All students demonstrated the ability to interpret texts related to the course in a consistent manner and often times exceedingly so." Sight-reading for rehearsals and giving students concert repertoire in advance. Asking students to generate their own interpretation of a text, then guide a class discussion. Keeping class lively with a variety of sources and time periods in music. Adopting different approaches to assignments and allowing students to argue for a particular position. Using technology which students constantly use in daily lives as basis for assignments.

Curricular and pedagogical changes you plan to implement based on these assessment-generated findings:

Spring 2012

Develop earlier assignments (than the midterm) to identify students who are not meeting SLOs. Require self-evaluation to accompany final projects and to see how the assignment addresses SLOs. Provide clearer instructions for completing assignment. Record rehearsals more often to allow students to assess progress. In general instructors decided to incorporate evaluation of assignments earlier to monitor student progress.

Fall 2012

Introduce "theoretical toolkit" earlier in quarter to assist students in making connections and facilitating discussion. Employ small group discussion more to help students understand cultural context of images. Make more frequent use in weekly assignments of new vocabulary acquired in class.

Winter 2013

Have students present papers in class to receive more feedback. Coach GTAs to better teach skills to students. Do closer readings of material, paying more attention to details. Assign two shorter papers instead of one large one at end and stipulate topic of first paper. Limit presentations to ONE You Tube video. Have students understand that they need to look at contemporary editions of newspapers from databases. Include more group activities to generate more discussion. Stress Writing Center help more and invite Writing Center representatives to class. Give students examples of well-developed arguments as models for their own work. Experiment more with debate-style model in engage students. Assign a late critical writing assignment to enhance critical thinking. Spend more time giving students chance to improvise on blues format: "Experience is one of the ingredients for success."

Spring 2013

Clarify expectations about essay format. Specify paper requirements on syllabus. Make students more accountable for in-class writing assignments and allow for revision of at least one writing assignment. Include at least one reading that challenges one of the main assumptions of text (counter narrative?). Develop feedback rubric for second essay. Spend more time going over primary sources and teaching students how to read these sources.

Fall 2013

More field trips to museums with artists giving gallery talks. Post more historical information and use more listening assignments to help students develop independence and intellectual curiosity about their interpretative skills. Use more primary-source readings and give more guidance about how to approach writing papers focused on historical analysis. Incorporate more literary readings into discussions. Lessen emphasis on lecture format. Collect assigned annotated bibliography earlier in course.

Winter 2014

Incorporate other activities to help students develop their own arguments. Improve peer review work of students. Make evaluation criteria clearer. Use fewer books and work more intensively on ones selected. Implement online blog responses in next iteration of course. Give more small group assignments. Try topic-based approach instead of historically chronological one. Punctuate lectures with film clips and changes of pace. "I occasionally failed to curb the tendency of students to assert rather than demonstrate their views of our subject." Focus more on "informed participation." [Observation: last two categories most interesting since they force instructors to reflect more on methods, content, what worked or didn't. Overall, biggest challenges come from choosing one assignment and then having to apply both SLO1 and SLO2.]

Spring 2014

Take time during quarter to emphasize “big-picture comparisons” between texts and students’ own experiences. Strengthen idea of reading as “impersonation” as opposed to “passive transfer.” Add summaries to lecture slides. Clarify expectations about need to connect observations of specific pieces (of art) to larger trends. Allocate more time to each assignment in order to allow for reflection. Continue to develop assignments in response to earlier assessments. Give more specific prompts on assignments to improve performance. Assign more guided homework questions.

Appendix G. SI-SC Assessment Report

Common Curriculum Assessment

Scientific Inquiry: Society and Culture

2013-2014 Assessment Report

This report focuses on the committee discussions and recommendations relating to this component of the common curriculum. This report is due on July 1, 2014.

Submitted by: Eleanor McNees, Associate Dean, AHSS

Please attach a list of courses submitting assessment data for this component of the common curriculum.

___attached (please check or "x")

For each learning outcome in this element of the common curriculum, complete the following table:

Student Learning Outcome	**Briefly describe the main assessment results identified as useful by the committee.**	**Describe any general changes to the curriculum or pedagogy requirements for instructors in SI: SC courses.**
#1 Describe the basic principles of human functioning and conduct in social and cultural contexts.	Specific assignments that included elements of SLO #1 appeared to work best in evaluating students' proficiency.	No general changes have been implemented yet.
#2 Describe and explain how social scientific methods are used to understand these underlying principles.	SI instructors found evaluating performance using SLO#2 criteria much easier and more straightforward than using SLO #1. There was more agreement about definitions of "scientific methods."	No general changes have been implemented yet.

Other, general observations about the data (bullet points preferred):

- Proficiency for SLO #1 ranged between 47% and 76%
- Proficiency for SLO #2 ranged between 49% and 75%
- There is a discrepancy between the percentages and the narrative comments for both SLOs with narrative comments suggesting frustration with the vagueness of SLO #1 and considerably more satisfaction with SLO #2.
- Most instructors were better able to use a specific assignment to measure how social scientific methods are used to understand underlying principles of human functioning and conduct.
- Assessment reflection question about what worked well generated useful reflection on varieties of pedagogical techniques and types of assignments used to assess both SLOs.
- Assessment reflection question about prospective pedagogical changes based on assessment-generated findings elicited a range of comments generally focused on more thorough

dissemination of materials through increased discussion and more thorough exposure of students to social science contexts and social scientific approaches.

What recommendations does the committee wish to make regarding this component of the common curriculum? (note: recommendations can include changes to assessment processes, learning outcomes, or curriculum approval processes.)

- Consider revising SLO #1 to better define "basic principles of human functioning and conduct in social and cultural contexts." This is difficult, however, since such a wide range of social science disciplines (from psychology to media,
  film, and journalism) is required to use the same assessment SLO.
- Alternatively, split SLO #2 and jettison SLO #1.
- Encourage SI instructors to explain and clarify SLOs to students both on syllabi and in early class discussions.
- Sharpen criteria to define social science methods.
- Agree on a "signature assignment" for SI assessment possibly to be evaluated by an SI committee, not the specific instructor.

Please attach any data presentation or analysis documents shared with the faculty as part of this process.

- Faculty are encouraged to attend quarterly training assessment sessions especially if they are teaching SI courses for the first time.

SI-SC Appended Document

June 2014

SLO 1: Describe the basic principles of human functioning and conduct in social and cultural contexts

Spring 2012 (10 SI classes)

By tracing students' own family histories they are then encouraged to make connections between those histories and the motivation for migration with larger forces and populations in societies. Another (ECON) assignment required students on a midterm essay to distinguish between embedded and disembodied economies and connect their observations both to the individual and society. A third (POLS) assignment (final exam) asked students to integrate knowledge of specific concepts to an argument connecting American preferences and the political system. These three examples exhibit an attempt to push students to situate their own individual understandings of processes and systems within a larger societal context thus fulfilling SLO 1.

Fall 2012 (7 SI classes)

Short quiz on a notecard to have students discuss the influence of demographic and social groups on identification with political parties. (ECON) Description of Karl Polanyi's distinction between embedded and disembedded economies in order to address SLO 1.

Winter 2013 (19 SI classes)

In a final exam question students discuss socio-economic bias present in voting system (PLSC). On midterm exam (GWST) students had to define differences among sexed, gendered, and sexual orientation of main character from reading as novel progressed.

Spring 2013 (12 classes)

Final group project=team debate demonstrating knowledge of current policies related to debate topic and how current policies impact and often undermine democratic process. Midterm essay on novel asking students to identify differences between biological sex, gender and sexuality within cultural contexts and institutions. Exam asking students to describe social and cultural contexts of migrant populations.

Fall 2013 (19 classes)

Describe and analyze contexts and incentives for the making of policy. Midterm essay asks students to explore/analyze differences between biological sex, gender and sexual orientation based on a novel

read by class. Experience essay asking students to interpret set of their own experiences using theories from class.

Winter 2014

Using communication principles create a non-verbal presentation of a narrative. Final exam essay question on key elements of neoclassical economic thinking within the context of Great Recession. Identify two human and environmental consequences as a result of re-authorized Farm Bill. Use cartographic principles to understand location, scale and map types. Using core concepts from media, culture and society students write a reflective essay and post to course website.

Spring 2014

Assign short blog/reflective essay and post to course website to incite class discussion. Students had to address question about each of three basic principles of human functioning in society (psychology). Students worked in groups to suggest resolutions to everyday ethical dilemma using theories of communication. "I did not focus on this SLO because there is no clarity about what a 'basic principle' is."

SLO 2: Describe and explain how social scientific methods are used to understand these underlying principles.

Spring 2012

Assignments included a wide variety from a self-guided field trip in which students were required apply basic social scientific methods to observe frequently overlooked everyday behavior like riding public transport to applying the Median Voter Theorem to a set of primary elections.

Fall 2012

Application of political polling methods to information about party identification. Students learned to distinguish between members' own understanding of a society and a more theoretical social scientific understanding of that society.

Winter 2013

Final exam question requires students to calculate and explain economic data and then apply data to fictional economy (ECON). Students choose policy issue and discuss problems of measurement of success in possible solution (PPOL). Students on final exam (GWST) had to discuss two texts from class and apply to a documentary film.

Spring 2013

Use of classical debate tools of ethos, pathos and logos to employ as argumentative models. Students employ quantitative and qualitative methods to analyze crime data and media coverage of crime. Students focus on theoretical question of democracy in emerging nation states and compare politics in four disparate countries.

Fall 2013

Students asked to solve ethical dilemma using methods of conflict resolution, ethical evaluation and application of methodical analysis to understand type of communication / conflict at play. Students use self-guided field trip to practice basic principles of observation. Students choose institution to analyze gendered/sexed/raced dimensions and suggest solutions. Blogging/reflective essay asks students to work within social scientific approaches.

Winter 2014

Midterm exam question describing and explaining which parts of Marxian theory predict globalization of capitalism (require rewrite). Compare major differences between capitalism and previous economic systems considering both human motives and institutional structures. Use of multiple choice questions to assess methodology and application of methods in psychological research.

Spring 2014

In blog posts students work with social scientific methods and approaches. Students in final exam asked to instance two articles they believed had scientific credibility to support their answers.

What worked well:

Spring 2012

Wide variety of readings from different sources, weekly quizzes, opportunities to re-write essays.

Fall 2012

Small group in-class assignments based on student evaluations from previous year. Critical reading handouts. First essay based on class discussion of a text.

Winter 2013

Students learned value of social science methods in helping to evaluate effectiveness of voting as collective act (PLSC). Focused, in-class discussion of assignments (GEOG). Studies of failed states in group project helped students understand how state's problems can become more universal (PLSC). Allowing papers and exams to build on each other. Long midterm essay allows for more evaluation and application of methods.

Spring 2013

Collaboration to decide debate topics. Finding research that connected to students' lives in order to help them articulate relationship between theory and practice. Lectures highlighting major themes of reading assignments.

Fall 2013

Media and politics journal demonstrates student mastery of social scientific theories. Use of case studies and media examples. Original research on gender problem / controversy of student's choice. Experience essay allowed for insight into how theories and methodologies discussed in class were useful tools for interpreting world around them. Student discussions and use of clickers.

Winter 2014

Group work allowed for more democratic pedagogical process. Engage students through small and large-group discussions. Teach a variety of economic thinkers and competing schools of economic thought to help students achieve broader understanding of social science approach. Use of comparative case studies to provide different perspectives on population, life expectancy, religion.

Spring 2014

Blog posts elicited good responses. Preparation for final assignment to be assessed allowed for better performance—in-class assignments about theory, methods and on-concept checks. Structured lectures illustrating theories of applied communication in everyday interactions.

Discuss curricular and pedagogical changes that you plan to implement based on these assessment-generated findings:

Spring 2012

Need to revise readings based on number of students who did not meet SLO 1. Change texts to find one that works better with outcome goal of scientific literacy. Eliminate multiple choice tests and replace with essays. Expand class discussion options. These responses are largely based on reviewing the proficiency percentages.

Fall 2012

Discuss material before administering quiz. Require more participation by students in class discussions to increase proficiency for SLOs. Bring new examples and news from current events to class (though this instructor uses his/her own authored textbook).

Winter 2013

Plan more even geographic distribution of case studies to assure more representation. Will try to bring out the character of social science principles more explicitly by contrasting different social science

approaches. Will be more specific in addressing social scientific methods when assessing effects of voting reform. Spend more time on description and explanation of methodology. Emphasize theory as part of social scientific methods. [Most responses indicated need to clarify and explain social scientific methods in order to apply them to course content.]

Spring 2013

Develop future courses and syllabi that address different learning styles (behavioral, cognative, etc.). Spend more time on paradigms of research. Increase space for class discussion.

Fall 2013

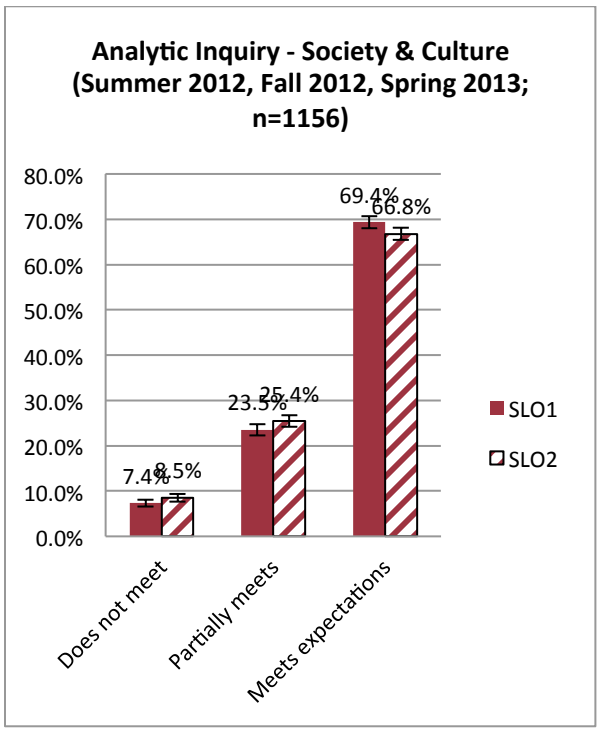
In large class include more pop quizzes and discussion. Increase specificity of questions and expose students to more social science contexts. Give workshop on social science methodology to better address SLO2. Workshop data bases earlier well in advance of research paper deadlines. Find more effective ways to utilize social scientific approaches to study of society and culture and be more explicit about how and why to do this.

Winter 2014

More small group discussions. Use more current readings and eschew textbook. Return to key principles and research methods throughout the course. Emphasize methods and measurement in class. Better ground students in key theories and concepts before asking them to incorporate these in writing assignments. Do more on-line “concept checks” to reinforce theory, issues, methods.

Spring 2014

Focus more on basic principles and methods of social science before having students complete assessment assignment. Spend more time reviewing earlier (SLO #1) material. Update articles to remain current within field.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7.4%
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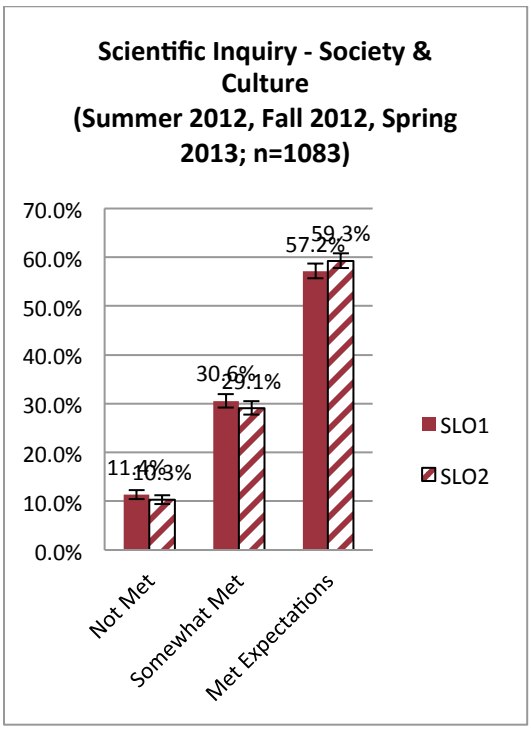
Does not meet
Partially meets
Meets expectations
SLO1
SLO2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11.4%
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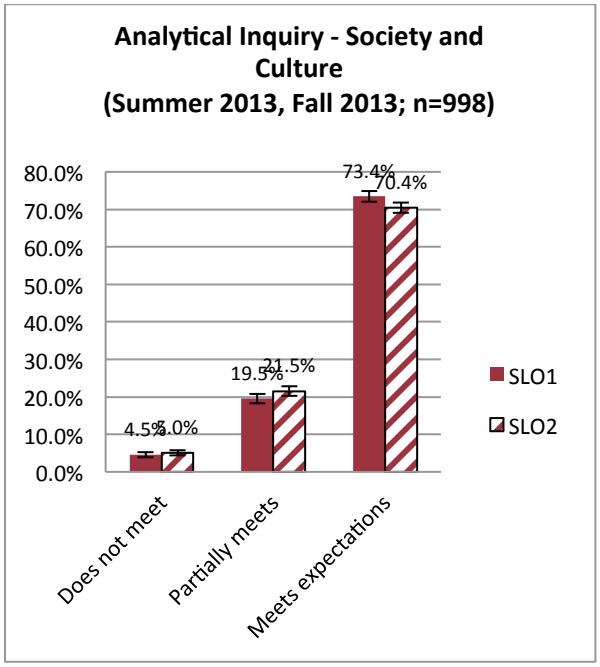
59.3%
Not Met
Somewhat Met
Met Expectations
SLO1
SLO2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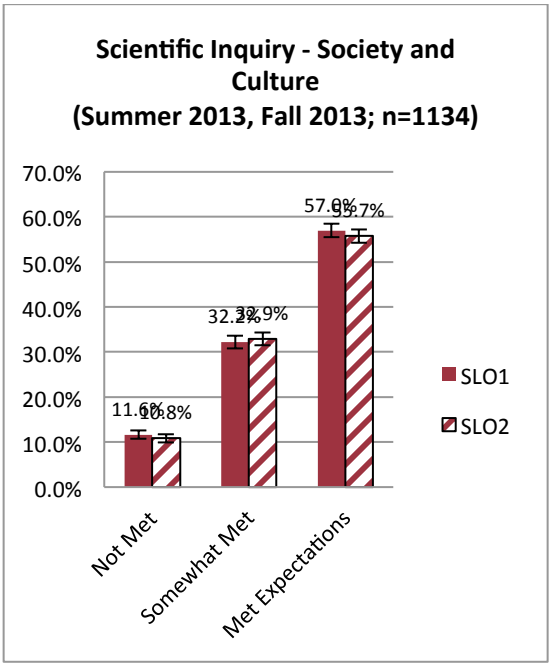
21.5%
73.4%
70.4%
Does not meet
Partially meets
Meets expectations
SLO1
SLO2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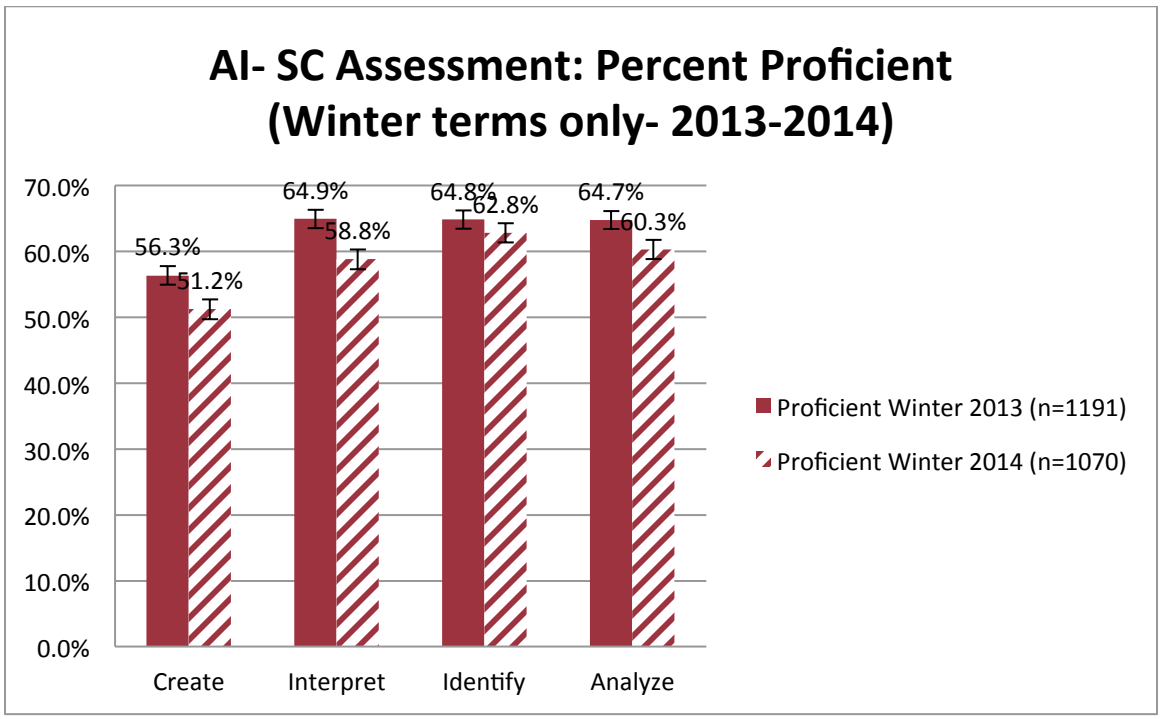
Not Met
Somewhat Met
Met Expectations
SLO1
SLO2


AI- SC Assessment: Percent Proficient
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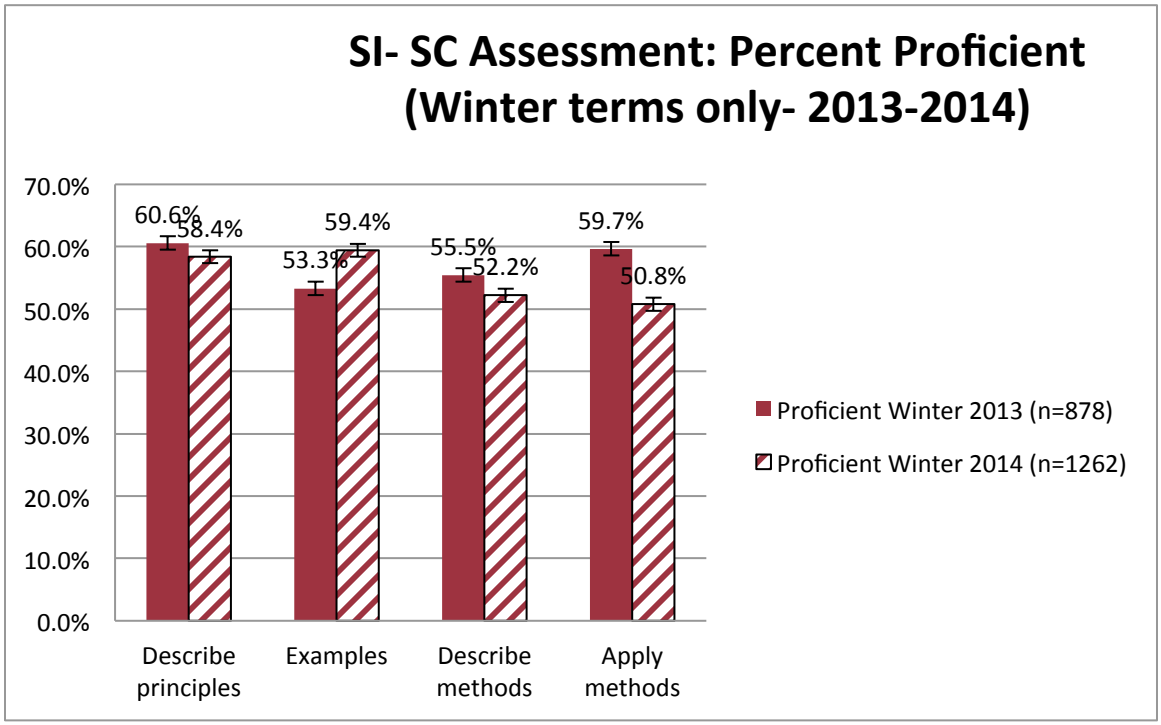
10.0%
0.0%
56.3%
51.2%
64.9%
58.8%
64.8%
62.8%
64.7%
60.3%
Create
Interpret
Identify
Analyze
Proficient Winter 2013 (n=1191)
Proficient Winter 2014 (n=1070)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10.0%
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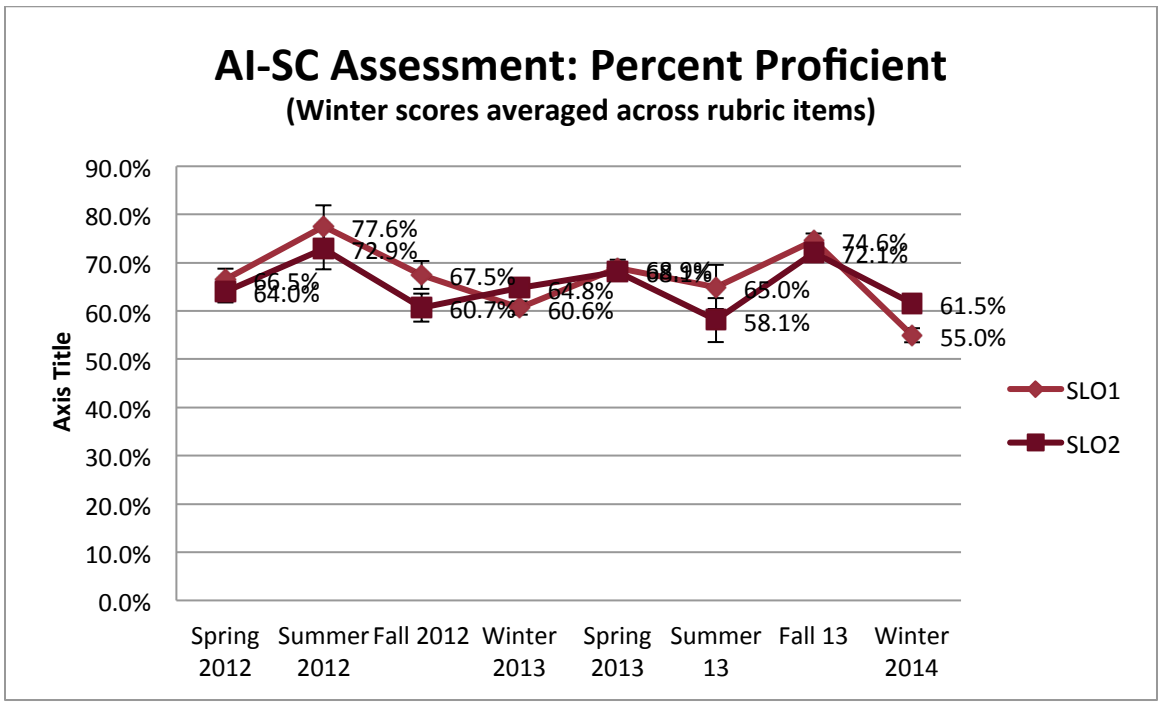
60.6%
58.4%
53.3%
59.4%
55.5%
52.2%
59.7%
50.8%
Describe principles
Examples
Describe methods
Apply methods
Proficient Winter 2013 (n=878)
Proficient Winter 2014 (n=1262)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(Winter scores averaged across rubric items)
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Spring 2012
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Fall 2012
Winter 2013
Spring 2013
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Winter 2014
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72.9%
67.5%
60.7%
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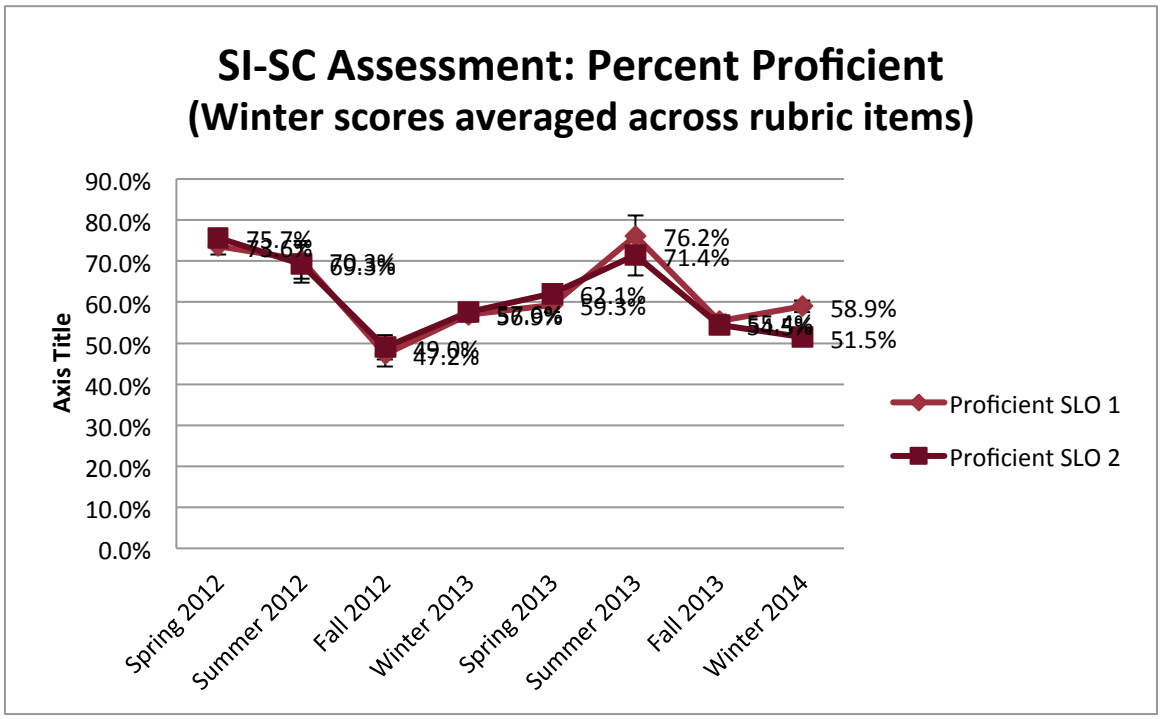
61.5%
55.0%
SLO1
SLO2


SI-SC Assessment: Percent Proficient
(Winter scores averaged across rubric items)
Axis Title
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30.0%
20.0%
10.0%
0.0%
Spring 2012
Summer 2012
Fall 2012
Winter 2013
Spring 2013
Summer 2013
Fall 2013
Winter 2014
76.2%
71.4%
62.1%
59.3%
58.9%
51.5%
Proficient SLO 1
Proficient SLO 2

Appendix H. 2014 ASEM Assessment Report

to the ASEM Committee and to the Central Committee
Douglas D. Hesse
Executive Director of Writing
Professor of English
Chair, ASEM Committee
dhesse@du.edu / 7-7447
June 30, 2014

Executive Summary

Faculty who taught Advanced Seminars in 2014 report a reassuring degree of student achievement of the two course goals. In terms of students' ability to integrate and apply knowledge and skills from multiple perspectives to an appropriate intellectual topic or issue, faculty rated 57% of students proficient, 33% somewhat proficient, and only 10% not proficient. In terms of students' abilities to write effectively, providing appropriate evidence and reasoning for assertions, faculty rated 56% of students proficient, 32% somewhat proficient, and only 12% not proficient.

These evaluations were based on direct measures: the scoring of student artifacts against a common rubric, conducted by 27 ASEM faculty of 304 students in winter and spring, a total of 71% of all students and faculty teaching in that period. Individual faculty each reviewed their assessments and stated explicit plans for revising their curriculum or pedagogy based on that analysis. In addition, on June 19, 2014, a group of 25 ASEM professors convened for a two-hour discussion of the assessment results. These conversations generated 22 pages of notes, which have been analyzed and synthesized below.

In addition to the two ASEM course goals, faculty also rated their students on eight different "Global" measures of academic behaviors, dispositions, and attitudes, a process that bookends one conducted by FSEM faculty. Again the results were reassuring. For example, in terms of "willingness to challenge familiar ideas and existing frameworks," faculty rated 45% of students as advanced, 35% as intermediate, and 20% as novice. In terms of "ability to consider, synthesize and appropriately use evidence in analysis or problem-solving," faculty rated 47% of students as advanced, 32% as intermediate, and 20% as novice. In terms of "openness to challenge existing believes by adopting new perspectives," faculty rated 53% of students as advanced, 31% as intermediate, and 16% as novice. (Complete results are in the reports that follow.)

That said, both individual and group analysis of these findings indicate several areas for improvement, both at the individual course and programmatic levels. These include fostering stronger student intellectual attitudes and practices and stronger student writing. Among this report's seven conclusions and recommendations, three merit particular attention:

1. Students are performing well in ASEM courses, but there is considerable room for them to perform better.
2. Most faculty who completed the assessment identified specific changes they will make in their courses as a result.
3. Increased faculty development opportunities beyond the initial ASEM workshop would be valuable. These include clarifying course goals; sharing curricular and pedagogical strategies, especially surrounding the writing component in the course; providing course materials, including annotated examples of student work; and exchanging ideas and practices, even in an informal fashion.

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Overview of the Process

Each year, the ASEM Committee asks all faculty who are teaching ASEM to designate one course for assessment. There are two parts to the assessment. One focuses on the two course outcomes. There are rubrics for each outcome, and faculty indicate how many of their students have performed at each level in the rubric (proficient, somewhat proficient, not proficient), basing their evaluations on one or more student artifacts they identified for this purpose. Faculty enter this information online through AssessIt! [sic], also providing extensive writing comments interpreting their reports and explaining how they will use the findings to alter their teaching. The second assessment, also entered through AssessIt!, asks faculty to rate their students on eight learning behaviors/dispositions/attitudes, judging them as novice, intermediate, or advanced.

Doug Hesse, Chair of the ASEM Committee, and his colleague Amy Kho, Writing Program Office Manager, compile all of these findings and lead a two-stage analysis process. First, they share findings with ASEM faculty, some via email and some via face to face conversations. In 2013, for example, there was a three-day institute that focused, in part, on interpreting the Assessit! Reports; in 2014, there was a two-hour faculty discussion of the results and other matters related to ASEM. Second, Hesse writes an interpretive report, which he shares with the ASEM faculty, the ASEM Committee, and the Central Committee.

In short, then:

1. Individual faculty use direct measures to assess their students.
2. Individual faculty explicitly state how they will use their findings to modify course goals, materials, or pedagogies. One feedback loop is thus closed. See Questions 13, 14, page 6.
3. Individual faculty ratings are combined into a report about ASEM, which begins on page 2.
4. Groups of faculty interpret the compiled findings and the draft reports.
5. In light of these findings and interpretations, the ASEM Committee discusses potential course-wide changes, and the ASEM Chair plans, leads/coordinates faculty development activities. A second feedback loop is thus closed.

This direct assessment is grounded in course artifacts, supported analysis and discussion, and lead to course/teaching modifications.

ASEM 2014 Winter and Spring Outcomes Report

Collated from AssessIt! [sic]

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Data entry by Amy Kho, 6/2/2014

We contacted 21 faculty to assess their ASEM courses in the Winter 2014, and 7 faculty to assess their courses in Spring 2014. Twenty completed the assessment, for a rate of 71%.

- Winter 2014, 14 ASEM courses, 209 students. (While a 15th ASEM course was assessed, the professor did not add any information other than the total amount of students enrolled, so I took the course out of this analysis.)
- Spring 2014, 6 ASEM courses, 94 students.

ASEM Outcome #1. Students are able to integrate and apply knowledge and skills gained from multiple perspectives to an appropriate intellectual topic or issue.

Level 3: Proficient

Proficient -- Student is effectively able to synthesize content derived from two or more points of view, scholarly interpretations or perspectives, bodies of data or information, or disciplinary/methodological traditions. This synthesis, further, is accompanied by analysis or interpretation that makes an effective point about an appropriate topic or issue. For example, the student explains and justifies how one perspective is preferable to others, or the student articulates the bases of convergence or divergence among multiple perspectives. Number of students performing at Level 3: Proficient:

Proficient	**Winter**	**Spring**
Number of Students	123	50
Percent of total	59%	53%
Average per section	8.79	8.33

Level 2: Somewhat Proficient

Somewhat Proficient -- Student is able to present content derived from two or more points of view, scholarly interpretations or perspectives, bodies of data or information, or disciplinary/methodological traditions. While the topic or issue is appropriate, the student relies primarily on summary. When analytic points are made, they remain largely at the level of assertion, with relatively little explanation, development, or justification. Number of students performing at Level 2: Somewhat Proficient:

Somewhat Proficient	**Winter**	**Spring**
Number of Students	64	36

Percent of total	30%	38%
Average per section	4.57	6.0

Level 1: Not Proficient

Not Proficient -- Student is unable to present content derived from two or more points of view, scholarly interpretations or perspectives, bodies of data or information, or disciplinary/methodological traditions. As a result, the work lacks depth or is one sided. Or, when the student does present content from multiple perspectives, the presentation is shallow or, even, inaccurate. Or, the student chooses a topic or issue that is inappropriate. Number of students performing at Level 1: Not Proficient:

Not Proficient	**Winter**	**Spring**
Number of Students	22	9
Percent of total	10%	10%
Average per section	1.57	1.5

Q8. If you'd like, please share any notes or comments you might have about distribution of students' proficiency for this learning outcome (optional).

(Winter)

1. The biggest problem was arguing with specific text from the sources rather than just making assertions and summarizing.
   Also, most of the students did reasonably well with one evaluative perspective used on one set of data. They were asked to use two evaluative perspectives on the same set of data, however. One of the two evaluative perspectives was usually treated with much less depth than the other. Finally, one student scored as "performing at Level 1: Not Proficient" failed to turn in the assignment.
2. Some of the students had a tendency to report findings without going as far into their own analysis of the implications of their studies. Their analysis was good but lacked the originality of the others.
3. The subject matter of the course required students to analyze and synthesize various anthropological perspectives on ethnicity and nationalism. In addition, the course takes a

multidisciplinary appoarch to ethnicity and nationalism drawing on political science, sociology and philosophy.

4. Most of the students found the readings for the course quite challenging. But some of them worked hard to understand them, and in the final essay showed a new level of understanding: so, on the basis of their earlier work, I would have placed them as somewhat proficient or even not proficient, whereas the final essay showed them as proficient or somewhat proficient.

(spring)

1. Oddly enough with this class' second papers, the majority of students did an excellent job of analyzing scholarly research and developing their own arguments from this, or they did an excellent job of analyzing some qualitative and quantitative research that students engaged in individually (qualitative) and collaboratively (quantitative), but very few did both simultaneously. Clearly each task was not beyond them, but integrating both existing scholarly research with their own contributions seemed quite beyond them. Maybe it was just spring quarter and they were "done" by the last two weeks of the quarter and final exams.
2. Though my assignments, by their nature, require students to synthesize evidence, I'm rating as Proficient those students who didn't simply rehearse reasoning from advocates in the various debates; rather, they supported conclusions independently through their use of evidence.
3. I thought students were a bit lazy in their final papers, which fell a bit in quality from their first paper. They were less likely to weigh competing points of view, and instead often presented only one that supported their position.
4. This was an honors class and the students were generally exceptionally good.
5. Although I gave only 2 straight "A's" in this course, most stepped up to the task and made enormous strides by participating in the game. The 4 I deemed "somewhat proficient," it seemed to me, were fully capable of performing at level 3, but were suffering from senior-it is or had to miss part of the game due to illness or travel on job interviews. The two I've judged "not proficient" are students who, unfortunately, are leaving DU with degrees, perhaps competent in their majors, but half-baked in terms of their ability to work/think interdisciplinarily.

ASEM Outcome #2. Students will write effectively, providing appropriate evidence and reasoning for assertions.

Level 3: Proficient

Student produces texts that meet the conventional expectations of an academic readership, using ample evidence from worthy sources. Student explicitly analyzes evidence and logically ties it to assertions. The chain of reasoning is clear and convincing. The very best work summarizes and refutes alternative positions or interpretations. Number of students performing at Level 3: Proficient:

Proficient	**Winter**	**Spring**
Number of Students	116	55
Percent of total	55%	59%
Average per section	8.29	9.17

Level 2: Somewhat Proficient

Student produces texts that meet the conventional expectations of an academic readership; the amount of evidence may be minimal or derived from lesser sources; or, the evidence may be plentiful and appropriate but not subjected to analysis. Argument may rely more on assertion or declaration rather than on demonstration, leaving readers to do much of the connecting of evidence to claims. Number of students performing at Level 2: Somewhat Proficient:

Somewhat Proficient	**Winter**	**Spring**
Number of Students	69	28
Percent of total	33%	30%
Average per section	4.93	4.67

Level 1: Not Proficient

Student produces texts that fail to meet the conventional expectations of an academic readership. Or, evidence may be so minimal or inappropriate as to be unconvincing. Or the student may so misinterpret or misapply evidence as to lead the reader to question the writer's grasp of material. Or the student may simply do a "data dump," reporting sources with almost no analysis or reasoning about them. Number of students performing at Level 1: Not Proficient:

Not Proficient	Winter	Spring
Number of Students	24	8
Percent of total	11%	9%
Average per section	1.71	1.33

Q12. If you'd like, please share any notes or comments you might have about distribution of students' proficiency for this learning outcome (optional).

(winter)

1. The Level 1 student is a non-native speaker.
2. Students did well in putting appropriate source material in the paper, usually in places that made its link to the summary ideas fairly clear. Very few, however, pointed out particular sentence and passages and said, "This idea links to this piece of evidence." So the inference was fairly easy to make, but the student often did not drive home the point.

   One interesting note is that most of the students rated at "Level 2" wrote only about 4 pages for a 5-page assignment. So the page-length would have allowed more evidence and close exposition.

   The student who did not turn in the final assignment is included in "Level 1: Not Proficient."
3. All of the students used their evidence well. They conducted good research and used that research to build credible arguments.
4. The one student who did not demonstrate any proficiency stopped attending the class and did not withdraw. This assessment includes that one student.

   The others showed remarkable aptitude and adaptability to difficult theoretical material and the ability to apply and expand them when generating their own writing.
5. Before students submit their topic papers, I hold a library workshop instructing students on how to find sources for their papers. The library workshop also covers how to evaluate sources in which students learn to consider the authority of the writer, website and publisher and to check for bias in the source. In addition, students are required to submit an annotated bibliography of ten sources. These two exercises enable students to draw on worthy sources for their topic and research papers and to use the data presented to support their thesis.

6. Same as for previous [Most of the students found the readings for the course quite challenging. But some of them worked hard to understand them, and in the final essay showed a new level of understanding: so, on the basis of their earlier work, I would have placed them as somewhat proficient or even not proficient, whereas the final essay showed them as proficient or somewhat proficient.]

(spring)

1. The 3 not proficient in this outcome demonstrated little improvement in the quality of their writing over the quarter--writing which could be best described as informal or rushed.
2. This summary mimics what I found/reported in 1 above. I think it is important to note that 2 of the students I've ranked in Level 3 are really above and beyond proficient; they did graduate-level work that would stack up anywhere.

Q13. Things you learned Briefly comment on what you learned from the assessment. In particular, what worked well in students meeting your learning outcomes? (For example, what will you will do again? What might you recommend to others teaching ASEM.)

(winter)

1. This class was pretty successful in achieving the desired learning outcomes. I noticed significant improvement (at least one ¿level¿) in nearly half the class, who started the term struggling to integrate multiple perspectives and/or provide adequate support through reasoning and evidence. I will definitely keep the multiple-revision research paper as well as the shorter writing assignments (blog posts).
   I would suggest that other ASEM instructors consider utilizing appropriate educational technologies to draw students into the conversation, especially when they¿re outside the classroom. A majority of my students seemed encouraged by our class¿s use of Twitter to pose discussion questions, provide examples, and engage in discussion and debate. (We even live-tweeted popular documentary, which drew attention from the filmmakers and others interested in the topic.)
2. essentially all worked well in students meeting my learning outcomes. I will definitely do it again. My only mistake was expanding the class from 15 to 20 students, which placed time constraints on the syllabus. I will not go beyond 15 students as this becomes less effective.

3. What works reasonably well is assigning groups of students small passages of text related to major points of the source and asking the students to specify the main point in the passage and how the minor points relate to it. This helps them get the architecture of the conceptual system.
4. I think the students wrote interesting and compelling papers. The combination of the 3 kinds of writing--informal blog, exploratory inquiry, and formal research essay--worked well to allow them to explore the material of the class from various perspectives.
5. I highly recommend that students engage in a variety of peer-review exercises over the course of the quarter.

   I also like assigning a handful of 4-page papers of the course of the quarter where students can work to improve on writing issues that came to the fore in previous assignments.
6. Clear prompts for shorter papers that focused on a limited number of skills (e.g., thesis, developing a feminist lens) worked well. They knew the grading criteria and what I was looking for - they also liked seeing the rubric.

   I developed a short "common errors and reflection on Revision" handout that I asked them to turn in with revisions. It was great - it "encouraged" them to take my feedback into account during revisions.

   Peer reviews were helpful
7. I think the most important thing I recognized was that while nearly all of the students were proficient at writing, the class was not a class of English majors. There was a mixture of understanding about the expectations and conventions about writing about literature. I spent some time discussing these conventions at the beginning of the quarter--I prepared a handout and went through it, and we had a question and answer session after each paper was returned--but I think I probably needed to spend a bit more time on this aspect.
8. The dialogue assignment and the speech assignment forced students to take a position and defend it. This was useful in guiding them infusing reasoning to develop an argument and refute a hypothetical counter-argument.
9. Each week, theoretical readings were paired with several film excerpts, play analysis, and performance art examples, usually organized chronologically. I think this helped students to see continuity between academic debates and historical and everyday cultural production. This

worked really well to help students cultivate a critical point of view that is sustainable beyond the classroom.

10. I have emphasized frequent informal writings ... both solo and collaborative ... to create a lot of material for students to work from. Some of this is very creative writing, writing from conceptual, often musical prompts, and writing with a variety of rules and constraints. These creative writings are then treated through a number of meta-writing self-assessments and dialogues with other students/instructor that bring in our class readings and more scholarly frameworks.
11. I think this is a very valuable assignment. It is very appropriate for the subject matter of my course.
12. I think that it was key to students doing well in these assignments to have them run their essays ideas by me (and their classmates) in group sessions we held every other week.
13. After the assessment, I learned that the writing requirements of the course comprise of formal writing exercises. I realized that I needed to incorporate informal writing activities. For this reason, I have assigned an editorial assignment for the spring quarter ASEM.

(spring)

1. Students were generally successful in organizing their ideas, knowing how to provide supporting evidence, and communicating complex ideas. A number of students were doing a better job of articulating and providing supporting evidence in their written work over other types of communication. Workshop their essays in class proved helpful and I will build opportunities like this in future classes.
2. The directed, collaborative collection of quantitative data and directed, individual collection of in-depth qualitative sources yielded much better research than has typically been the case in past courses given that I devoted more time during class to "workshop" sessions to help students navigate some viable sources. There were a lot fewer attempts to invoke online sources of dubious reliability. And the class as a whole produced data that spanned the entire EU membership and several candidate states, which would have been too much for any individual student to do on their own.
3. I'd definitely suggest inviting writing program staff to consult or attending a workshop.
4. One of the tactics I use in my ASEM is student led discussions. Each meeting, one student is assigned to lead an hour long discussion on one of the major readings. I find that the discussion

leaders do a generally good job in this role and that they are able to spark good discussion. A supporting tactic that helps is to have the discussion leaders ask a question, then have students first discuss it in pairs before having a full group discussion.

5. The best students at DU are stunningly good. Students valued the debates and being able to choose their own writing assignments. Having the students revise each essay based on Camtasia Relay feedback was very effective. The class periods were spent working "thinking" exercises. I highly recommend this to other faculty.
6. I think using the Reacting to the Past game is a perfect way to achieve ASEM goals.

Q14. Actions Briefly discuss any curricular or pedagogical changes that you will implement based on this assessment.

(winter)

1. In the future, I intend to make the use of theory, reasoning, and evidence more central to the day-to-day curriculum. This was often an underlying issue, and one I addressed in response to their writing, but I think putting a greater emphasis on reviewing relevant literature and reasoning with the help of applicable theories and evidence, will make the course more successful overall.
2. none
3. Next year I will devote at least one class session to comparing conceptual frameworks, rather than expecting the students to be able to do so on the basis of knowing them individually. Some students made excellent, explicit comparisons of relevant features of the frameworks, but many seemed stuck on the fact that the two systems are different.
4. I overestimated their writing skills however and was somewhat disappointed with their understanding of the English language. I think I will allow more time between first and final drafts and include more in-class discussion of expression.
5. N/A
6. I spent too much time giving extensive feedback on papers; the result was that several students "changed" what I asked them to do but didn't really "revise" in a thoughtful or comprehensive manner.

   I'm going to spend more time with revision protocol/explanation in the future. And, I'm going to chuck a few readings that didn't go over so well.... and keep the good ones!

7. I think I'd like to implement a formal revision step into the writing process. I struggle a bit with doing this during a literature course simply because there never seems to be enough time to do just two formal papers and I really want them to have a chance to write on a couple of different texts rather than working only with one text over the course of the quarter. But I think that, in the ASEM courses, with the different levels of ability and familiarity with literary analysis, a formal revision process would be worthwhile.
8. I will likely revise the instructions for the speech assignment to require a refutation of what students consider the most comepelling point raised by a hypothetical adversary.
9. Some readings were assigned to expand even further on a concept we had already discussed, but we often stalled at a particular juncture in the pertinent debate. I think perhaps those readings are best suited for graduate level work and will be removed from the syllabus.
10. I need to tighten up the ethnographic assignment and tie that in more specifically with one of the texts that I use in the class. I don't think students fully got the connection between what they were doing as writers and what they were reading and hearing in my own class presentations.
11. Although I am very specific about how I want students to structure the assignment. I might need to be more specific about how they should divide into sections and label the assignment. Also, students sometimes try to fit in too much or carry on too much about one part of the assignment that relates to their own experience. I might have to be more specific about length requirements and limitations for some sections.
12. Perhaps review some readings that didn't work as well as intended and also include individual presentations of assigned readings on weekly basis.
13. I have assigned an editorial assignment for the spring quarter. Students will write a one-page editorial or commentary reflecting their opinion on France¿s headscarf controversy for a newspaper or magazine.

(spring)

1. Some students need support in developing the complexity of their arguments and presentation of them to take them to the next level of analysis. I will add this to a class lecture using course readings as an example.

2. I might differentiate the paper assignments to a greater degree, where the first paper assignment entails analysis of student research findings as the primary goal, framed fairly simply in terms of a major controversy in the field. And then I may have the second paper essentially be a "take-home exam" that requires them to write a full paper that is an analysis of all of the literature of the assigned readings. The hope is that by calling that second paper an "exam," it will concentrate their minds on the facts that they must engage the full range of assigned readings (even the ones they disagreed with or found very challenging). They could not expect to earn a passing grade by substituting random things they find online for assigned readings.
3. I feel that my assignments are helping meet the SLOs quite well, actually, from the more global view provided by the assessment.
4. I need to provide time for me to read a draft of the final papers first in order to give the students feedback.
5. I'll let students choose their writing assignments. I'll organize in-class debates differently. I'll probably not invite a guest speaker.
6. In the future I will meet one-on-one with students to indicate more explicitly my expectations about the research (and documentation) necessary for pulling off the simulations successfully, and probably develop a special set of rubrics and provide some concrete examples.

Q15. Recommendations to the ASEM Committee Please share any recommendations about the course learning outcomes, about the assessment rubrics, or about any other aspect of ASEM. The ASEM committee will use your input to consider revisions in this course category. (Optional)

(winter)

1. It may be beneficial to make these learning outcomes more explicit during the ASEM approval process and accompanying workshops. While I think my student met these goals pretty well, I am left wondering how the daily structure and final grades would be different if I made these goals my primary objective in the course. (In reality, these goals made up 30-40% of my concern, with the remainder focused on the subject matter itself.)
2. assessment rubrics good.
   the ASEM funds for special activities are invaluable. We benefited immensely from these and the students were amazingly surprised at the outcome.

3. The assessment task would be facilitated by knowing before we start the task how the questions will be phrased and what the rubrics will say. To know the overall outcomes for ASEM is not the same as knowing the assessment question. To go back through all the papers to answer the second question is daunting. Keeping track of the scores for both questions and then filling them in after reviewing the papers once would be much easier.
4. N/A. I enjoy this class.
5. I found that offering non-traditional writing options alongside more conventional analytical writing assignments really helped students engage on a more personal level with the material. They showed enthusiasm and high levels of sophistication when applying academic perspectives to creative work, which in itself is an exercise in cultivating critical ability and acumen. I think students would respond to and benefit from a range of ASEMs that prioritize creative writing output.
6. I don't have any recommendations.

(spring)

1. Questions 13 and 14 specifically ask me as an instructor what I did well in the course and what I will do differently with my ASEM to improve learning outcomes related to the ASEM. However, the ASEM is the capstone of the common curriculum. One class cannot accomplish these goals, rather work to contribute to the development of students. In some ways, it seems this assessment might be better if focused on the preparedness of students for the tasks being asked of them in this course. Did the common curriculum effectively prepare them for what we ask of them in the ASEM? Additionally, I had at least 3 transfer students this quarter in the course.
2. The proficient rating descriptions here seem to describe an ideal that few of our students attain, while the somewhat proficient description is a quite a big step down. I think many of my students I put in either of these two categories were somewhere in between them.
3. I just don't know how to help students achieve a more formal, academic style when they begin the quarter with an informal style. I've tried to identify some traits of informal style (e.g., colloquialisms, extensive reliance on personal experience for evidence and assertions, etc.). But even when I call their attention to it, something persists structurally, or maybe in ways that I can't quite put my finger on, to make their papers just read of a non-academic quality. I don't think this would be a suggestion, but more an observation that came to me in completing the assessment.

ASEM Global Rating Assessment: Fall 2012-Spring 2014

Fall 2012, 8 ASEM courses, 121 students

Winter 2013, 7 ASEM courses, 105 students

Spring 2013, 5 ASEM courses, 77 students

Winter 2014, 16 ASEM courses, 242 students (note that faculty didn't address all questions)

Spring 2014, 6 ASEM courses, 94 students

1. Disposition to engage others in intellectual discussion:

Engage in Intellectual Discussion **Fall 2012--**	**Novice**	**Intermediate**	**Advanced**
Number of Students	20	56	45
Percent of total	17%	56%	45%
Average per section	2.5	7	5.63
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	14	40	51
Percent of total	13%	38%	49%
Average per section	2	5.71	7.29
Spring 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	9	35	33
Percent of total	12%	45%	43%
Average per section	1.8	7	6.6
Winter 2014 –	**Novice**	**Intermediate**	**Advanced**
Number of Students	52	77	113
Percent of total	21%	32%	47%
Average per section	3.25	4.81	7.06
Spring 2014 –	**Novice**	**Intermediate**	**Advanced**
Number of Students	18	42	34
Percent of total	19%	45%	36%
Average per section	3.0	7.0	5.667

2. Willingness to challenge familiar ideas and existing frameworks:

Challenge ideas and frameworks			
Fall 2012–	**Novice**	**Intermediate**	**Advanced**
Number of Students	42	40	39
Percent of total	35%	33%	32%
Average per section	5.25	5	4.86
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	10	33	62
Percent of total	10%	31%	59%
Average per section	1.43	4.71	8.86
Spring 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	9	31	37
Percent of total	12%	40%	48%
Average per section	1.8	6.2	7.4
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	43	91	108
Percent of total	18%	38%	45%
Average per section	2.69	5.69	6.75
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	25	25	44
Percent of total	27%	27%	47%
Average per section	4.167	4.167	7.333

3. Demonstration of critical analysis no matter what form of expression (e.g., writing, speaking, problem-solving):

Critical Analysis			
Fall 2012–	**Novice**	**Intermediate**	**Advanced**
Number of Students	31	49	41
Percent of total	26%	40%	34%
Average per section	3.88	6.13	5.13
Winter 2013 –	**Novice**	**Intermediate**	**Advanced**

Number of Students	26	28	51
Percent of total	25%	27%	49%
Average per section	3.71	4	7.29
Spring 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	2	43	32
Percent of total	3%	56%	42%
Average per section	0.4	8.6	6.4
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	51	82	109
Percent of total	21%	34%	45%
Average per section	3.19	5.13	6.81
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	25	38	31
Percent of total	27%	40%	33%
Average per section	4.167	6.33	5.167

4. Inclination to improve intellectual skills (e.g., writing, argumentation, logic, problem-solving, discussion, numerical analysis):

Improve Intellectual Skills			
Fall 2012–	**Novice**	**Intermediate**	**Advanced**
Number of Students	24	55	42
Percent of total	20%	45%	35%
Average per section	3	6.88	5.25
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	24	31	50
Percent of total	23%	30%	48%
Average per section	3.43	4.43	7.14
Spring 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	5	37	35
Percent of total	6%	48%	45%

Average per section	1	7.4	7
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	29	81	134
Percent of total	12%	33%	55%
Average per section	1.81	5.06	8.38
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	21	26	47
Percent of total	22%	28%	50%
Average per section	3.5	4.33	7.833

5. Ability to consider, synthesize and appropriately use evidence in analysis or problem-solving:

Use Evidence in Analysis			
Fall 2012–	**Novice**	**Intermediate**	**Advanced**
Number of Students	17	56	50
Percent of total	14%	46%	41%
Average per section	2.13	7	6.25
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	15	38	52
Percent of total	14%	36%	50%
Average per section	2.14	5.43	7.43
Spring 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	10	40	34
Percent of total	13%	52%	44%
Average per section	2	8	6.8
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	47	83	113
Percent of total	19%	34%	47%
Average per section	2.93	5.18	7.06
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	19	33	42

Percent of total	20%	35%	45%
Average per section	3.167	5.5	7.0

6. Eagerness to explore ambiguous and/or complex issues:

Improve Intellectual Skills			
Fall 2012–	**Novice**	**Intermediate**	**Advanced**
Number of Students	16	66	42
Percent of total	13%	55%	35%
Average per section	2	8.25	5.25
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	12	30	63
Percent of total	11%	29%	60%
Average per section	1.71	4.29	9
Spring 2013 –	**Novice**	**Intermediate**	**Advanced**
Number of Students	9	39	29
Percent of total	12%	51%	38%
Average per section	1.8	7.8	5.8
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	40	76	126
Percent of total	17%	31%	52%
Average per section	2.5	4.75	7.86
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	17	30	47
Percent of total	18%	32%	50%
Average per section	2.833	5.0	7.83

7. Openness to challenge existing beliefs by adopting new perspectives:

Improve Intellectual Skills			
Fall 2012--	**Novice**	**Intermediate**	**Advanced**

Number of Students	18	73	35
Percent of total	15%	60%	29%
Average per section	2.25	9.13	4.38
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	20	24	60
Percent of total	19%	23%	57%
Average per section	2.86	3.43	8.57
Spring 2013 –	**Novice**	**Intermediate**	**Advanced**
Number of Students	5	41	31
Percent of total	6%	53%	40%
Average per section	1	8.2	6.2
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	30	71	126
Percent of total	12%	29%	52%
Average per section	2	4.73	8.4
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	20	29	45
Percent of total	21%	31%	48%
Average per section	3.33	4.833	7.5

8. Displays intellectual curiosity and is driven to seek out additional knowledge:

Displays Intellectual Curiosity			
Fall 2012--	**Novice**	**Intermediate**	**Advanced**
Number of Students	22	70	32
Percent of total	18%	58%	26%
Average per section	2.75	8.75	4
Winter 2013–	**Novice**	**Intermediate**	**Advanced**
Number of Students	13	39	53
Percent of total	12%	37%	50%
Average per section	1.86	5.57	7.57

Spring 2013–	Novice	Intermediate	Advanced
Number of Students	5	41	31
Percent of total	6%	53%	40%
Average per section	1	8.2	6.2
Winter 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	42	90	113
Percent of total	17%	37%	47%
Average per section	2.63	5.63	7.06
Spring 2014–	**Novice**	**Intermediate**	**Advanced**
Number of Students	20	29	45
Percent of total	21%	31%	48%
Average per section	3.333	4.833	7.5

ASEM Analysis Workshop

June 19, 2014, 11:30-1:30 | 282 Anderson Academic Commons | Doug Hesse, leader

I sent an email invitation to every professor on campus who had taught at least one section of ASEM during 2013-14, a total of 38 faculty, inviting them to participate in a two-hour lunch time conversation on June 19. 27 faculty said yes (71%), and 25 of these actually participated. Hesse divided people into five discussion groups, each led by a member of the writing program faculty, who served as scribes. Discussion groups are listed below. Each group was asked to consider nine questions, also listed below, although groups varied in terms of their focus and attention. Scribes turned in detailed written notes of the conversations, some 22 single-spaced pages. Because of the nature of conversations and the presence of identifying information in those notes, I've not included them in this report, though they could be made available to qualified faculty and administrators, perhaps in a scrubbed form.

ASEM Discussion Groups

Golightly, Jennifer
Reddell, Trace
Urquhart, Robert
Taavola, Kristin
Conant, Lisa
--Juli Parrish, scribe: Writing Conference

Waldman, Diane
Hanson, Peter
Tague, Ingrid
Kiteley, Brian
Dixon, Sandra
Schofield, Alison
--Sara Hart Micke, scribe: Chan room

Barnard, Stephen
Campbell, Jennifer
Cole, Paula
Foust, Christina
SaintJacques, Ermitte
--Brad Benz, scribe: AAC 212

Robbins, Gregory
Morelli, Sarah
Feitz, Lindsey
Cruz, M. Dores
Wilms, Wilfried
--Eliana Schonberg, scribe: AAC 389

Reich, Jennifer
Willock, Nicole
Reichardt, Charles
Wilson, James
--Kara Taczak, scribe: AAC 390

Discussion Questions

(as productive and as time allows)

1. Review the results for Outcome 1 and Outcome 2. A) How would you characterize those results to someone who hasn't taught the course? B) What questions, insights, or suggestions do those results generate?

2. Look at the responses to open-ended questions 13, 14, and 15. Are there any patterns or trends? Which of the comments here strike you as interesting, perhaps because they resonate with something you've thought, perhaps because it's something new, perhaps for some other reason?

3. Look at the "Global Rating Assessment." How do you interpret the results reported there?

4. Choose one or two of the "Global" questions that you think would be most important to pursue more rigorously. Why? How might we go about

5. What was a successful aspect of your ASEM course?

6. What did you enjoy most about teaching your ASEM?

7. What did you enjoy least?

8. What revisions or improvements might we make in ASEM, in terms of outcomes, design, student expectations, faculty development or support, or what have you?

9. What's one piece of advice you might give someone designing and teaching an ASEM for the first time?

Synthesis of 6/19/14 Discussion Notes

As I noted above, lively conversations in the five discussion groups yielded 22 single spaced pages of notes. Many individual comments were striking and insightful, but I've tried here to distill those ideas that many participants shared. I've broken these into three categories: points that had relative consensus in two or more groups, suggesting that at least ten faculty more or less held that view; points that had relative consensus within one group, suggesting that a cluster of faculty working together reached a similar view; and points shared by at least a few individuals. These last include positions that

individuals across multiple groups had or that two or three people within a single group had, even if it did not rise to the level of consensus.

Points that Had Relative Consensus in Two or More Groups

- Despite positive ratings on the two ASEM outcomes, we should not interpret these results as saying that students are "strong" or "exceptional." Many faculty perceived many students performing at levels lower than is desirable, even if they are performing adequately. Part of the discrepancy may be due to the assessment categories. Many faculty believe that "proficient" is actually a modest standard; even though it's the top of three categories, "proficient" for these professors is closer to "adequate" or "fine" than it is to "superior" or "excellent," the detailed criteria notwithstanding. One professor used the interesting analogy of the gap between teaching drawing students to "render" v. to produce art. Perhaps there needs to be a fourth term added to the scale or perhaps there needs to be different terminology. Furthermore, there are several aspects of writing occluded under the broad umbrella of Outcome 2.

- Faculty highly value intellectual curiosity and openness, even as they believe that students' intellectual curiosity (Global #8) and willingness to challenge existing beliefs (Global #7) should be more advanced than the Global Ratings might suggest. A difficulty in ASEM is getting students to do some of the basic intellectual moves captured in the global assessment (and specifically 1, 7, and 8). There was a sense that students are firmly situated in ideas and perspectives that they are unwilling or unable to displace, and one group saw this as an important skill that students are able to pull off. However, ASEMs reasonably differ in terms of how much they do or don't challenge existing beliefs and how much investment students may have in a given belief.

- Faculty wished students displayed stronger writing abilities both coming into ASEM courses and leaving them. Students should also display stronger critical reading and analytic skills; some students struggle to grasp the basic material, let alone grapple with and synthesize multiple critical perspectives

- Students this year, especially in the spring, seemed less able or engaged to many professors than did students in previous of their ASEMs. Business students were most often designated as problematic, and several faculty also expressed challenges with international students.

- More strategies or techniques for addressing specific teaching matters would be desirable. These include teaching revision, peer response, critical reading, how to analyze and construct arguments, and providing effective feedback. Revision seemed to be the largest issue, with many faculty seeing students doing only perfunctory work in this regard. In response to teaching challenges, many participants shared strategies and solutions with their respective groups. There was a general call for more models and examples, an archive of techniques.

- There are significant opportunities and needs for campus-wide conversations about the connections between FSEM and ASEM and WRIT.

- The point of the ASEM assessment is unclear.

Points that Had Relative Consensus in One Group

- Time is a big concern; a two-course sequence would offer more time to both cover complex content and really work with students on developing their writing.

- It's unreasonable to expect dramatic changes in ten weeks, and many students stay fairly much the same in terms of skills, even if they've had more practice and feedback.

- Faculty ultimately saw the teaching of content as separate from the teaching of writing.

- Although there was some sense that students do not always know how to deploy evidence to support assertions, they do know the difference between argument and description. In terms of writing, the missing link seems to be synthesis: these professors agreed that students do not know how to synthesize multiple texts, perspectives, and so on.

- Faculty defined "good writing" in ASEM as "using critical thinking and building an argument," though they didn't know how to teach that.

- Most of them have assigned long research papers for theirs course, some involving scaffolding and some not, but most have already abandoned this practice or are planning to do so. There is an opening for creative, smart writing assignments that incorporate multimodal elements and/or mirror the type of writing students will do after graduation.

- While faculty in one group were all "passionate" about student writing, they were less certain about the commitment of colleagues across campus.

- Faculty would like a small budget to do interesting excursion-type things with their classes. [Note: all faculty are eligible to apply for grants to up to $500 to enrich their ASEMs; however, this may not be well understood.]

- Students should be more "self sufficient" in terms of following directions, following the syllabus, and so on.

- We should try to get more "faculty-centered" feedback on the efficacy and desirability of ASEM, asking them, for example, about how well they think it's working, how much they enjoy teaching the course, and what they ask themselves as they decide on changes in their own courses.

Points Shared by at Least a Few Individuals

- Faculty enjoyed teaching ASEM for various reasons, including the opportunity to teach a special interest, the relationships they have with fifteen students, seeing students engage completely new material, and challenging established student assumptions.

- Teaching ASEM is different than teaching an advanced course in the major. The difference is often pleasant, and people designing courses should pay attention to it. One professor said, "The advice I would give is that it's not a graduate seminar and you can't control the people who are walking in the door. If you want to have a good experience, assign less and cover it better in greater depth."

- The opportunity to have students do interdisciplinary work and write for broad (one person said "civic") audiences is desirable. A few faculty cited the "liberal arts" or "life goals" aspect of ASEM.

- How much to focus on "writing" versus on "content" is an unsettled issue for many. Some faculty worried they aren't doing enough with writing. This was sometimes tied to the concern about not enough time in 10 weeks.

- The kind of writing that should be assigned is hazy. Some faculty worried about the differences between "formal" papers that students are writing in some ASEMs and "mere response" papers that students are writing in others. Having students write in different voices and genres, especially nondisciplinary ones or social media may be valuable for engagement. A few faculty said their students were newly engaged with writing as a consequence of "unconventional" writing assignments. Good writing means different things in different contexts.

- The ASEM workshops and support coming from the writing center are valuable. More would be useful.

- Student writers need to identify better sources and sources beyond the course minimum. (Faculty shared examples of problems.) They also need to integrate them better and more critically, doing something beyond stating whether they agree or disagree.

- Global assessment ratings focus on student disposition, but it's difficult to assess disposition.

Conclusions and Recommendations

1. Students are performing well in ASEM courses, but there is considerable room for them to perform better.

2. Most faculty who completed the assessment identified specific changes they will make in their courses as a result.

3. Increased faculty development opportunities beyond the initial ASEM workshop would be valuable. These include clarifying course goals; sharing curricular and pedagogical strategies, especially surrounding the writing component in the course; providing course materials, including annotated examples of student work; and exchanging ideas and practices, even in an informal fashion.

4. The nature of ASEM writing tasks and the reasonable level of accomplishment in them should be a continued subject of discussion.

5. The current assessment rubric and, perhaps, course outcomes should be refined to provide a more accurate and useful picture of student performances. That said, the process should be parsimonious and respectful of faculty time.

6. The purposes and uses of the assessment should be clarified. Several faculty say that "nothing comes of the assessment," but in fact, quite a bit comes of it. On an individual level, professors use the process as part of their course revisions, and on a programmatic level, the assessments have informed at least three faculty workshops, including the one on 6/19/14. There are ways that much indeed comes of the assessment, especially as fostering conversation and analysis, which is no small matter. Still, more specific visible consequences need to exist.

7. We need to articulate more effectively the information that exists. For example, despite the WRIT course goals and features long being available in detail on the Writing Program website and in various publications, some faculty felt they didn't know what students were learning in the WRIT courses. A few faculty were uncertain how the Writing Center worked. Some faculty seemed to be unware that they could apply for up to $500 of course enhancement funds.

I will work with the ASEM Committee during fall 2014 to address points 3, 4, 5, 6, and 7.

Appendix I. National Survey for Student Engagement

Peer Comparison Group for NSSE

For each item, DU student responses are compared to the responses of students from other institutions.

For the 2014 administration, DU selected specific institutions to create three peer comparison groups.

Peer Comparison Group for NSSE

DU Peer Comparison I	DU Peer Comparison II (Private Carnegie RU/High)	DU Peer Comparison III (Private 5,000-10,000 UG enrollment)	
American University (Washington, DC)	Baylor University (Waco, TX)	Adelphi University (Garden City, NY)	Pace University (New York, NY)
Boston University (Boston, MA)	Boston College (Chestnut Hill, MA)	American University (Washington, DC)	Regis University (Denver, CO)
Colorado College (Colorado Springs, CO)	Brigham Young University (Provo, UT)	Belmont University (Nashville, TN)	Savannah College of Art and Design (Savannah, GA)
Gonzaga University (Spokane, WA)	Clark University (Worcester, MA)	Boston College (Chestnut Hill, MA)	Seton Hall University (South Orange, NJ)
University of Colorado Boulder (Boulder, CO)	Clarkson University (Potsdam, NY)	Carnegie Mellon University (Pittsburgh, PA)	Suffolk University (Boston, MA)
University of Puget Sound (Tacoma, WA)	Fordham University (Bronx, NY)	Chapman University (Orange, CA)	Texas Christian University (Fort Worth, TX)
University of Vermont (Burlington, VT)	Howard University (Washington, DC)	Elon University (Elon, NC)	The New School (New York, NY)
	Illinois Institute of Technology (Chicago, IL)	Fordham University (Bronx, NY)	The University of Tampa (Tampa, FL)
	Loyola University Chicago (Chicago, IL)	Hawaii Pacific University (Honolulu, HI)	Tiffin University (Tiffin, OH)
	Northeastern University (Boston, MA)	Hofstra University (Hempstead, NY)	Touro College (New York, NY)
	Nova Southeastern University (Fort Lauderdale, FL)	Howard University (Washington, DC)	Tulane University of Louisiana (New Orleans, LA)
	NYU - Polytechnic School of Engineering (Brooklyn, NY)	Inter American University of Puerto Rico-Metro (San Juan, PR)	University of Dayton (Dayton, OH)
	Saint Louis University (Saint Louis, MO)	Ithaca College (Ithaca, NY)	University of La Verne (La Verne, CA)
	Stevens Institute of Technology (Hoboken, NJ)	Johnson & Wales University (Providence, RI)	University of Sacred Heart (Santurce, PR)
	The Catholic University of America (Washington, DC)	Lindenwood University (Saint Charles, MO)	University of San Francisco (San Francisco, CA)
	University of Dayton (Dayton, OH)	Loyola Marymount University (Los Angeles, CA)	University of St. Thomas (Saint Paul, MN)
		Loyola University Chicago (Chicago, IL)	University of the Incarnate Word (San Antonio, TX)
		Marist College (Poughkeepsie, NY)	Wayland Baptist University (Plainview, TX)
		Marquette University (Milwaukee, WI)	Wilmington University (New Castle, DE)
		Mercy College (Dobbs Ferry, NY)	York College of Pennsylvania (York, PA)
		Nova Southeastern University (Fort Lauderdale, FL)	

Trend Report on Undergraduate Learning (2008-2012)

NSSE Trend Report on Undergraduate Learning

Report to the Central Committee

This report provides a review of the indirect evidence of learning for all undergraduate students provided by the National Survey for Student Engagement (NSSE) since 2008. The object of this report is to look for trends in NSSE ratings that may have implications for the Undergraduate Student Outcomes.

NSSE Overview

The NSSE is currently administered to first year and senior students every 2 years. This trend analysis includes data from previous administrations of the NSSE in 2008, 2009, 2010 and 2012. The NSSE results reported here include basic analyses that compare DU student responses to three separate institutional groups:

1. A specific group of peer schools selected by DU (this group changes across administrations)
2. Institutions that belong to DU's Basic Carnegie Classification: Research Universities (high research activity)
3. All institutions in the NSSE database

DU Undergraduate Student Outcome #1: Epistemology and Inquiry

"Students recognize the provisional nature of knowledge and understand the distinct and complementary character of diverse modes of inquiry, and apply these modes of inquiry to both disciplinary and interdisciplinary problems."

National Survey of Student Engagement (NSSE)

All NSSE items are scored on a 4-point scale, with higher scores indicating greater frequency or amount of contribution. The NSSE items that relate to this learning outcome are:

- During the current school year, how much has your coursework emphasized: **Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships?**

- During the current school year, how much has your coursework emphasized: **Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components?**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Solving complex, real-world problems?**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Thinking critically and analytically?**
- In your experience at DU during the current year, how often have you: **Worked on a paper or project that required integrating ideas or information from various sources?**

How much has your coursework emphasized: **Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships?**

Senior Year		2008	2009	2010	2012
	DU Seniors	3.21	3.27	3.29	3.25
	Peer	3.11	3.13	3.10	3.20
p<.05	Carnegie	3.01	3.06	3.07	3.11
p<.01	NSSE	3.05	3.08	3.10	3.14
p<.001					
First Year		2008	2009	2010	2012
	DU First year	3.13	3.15	3.17	3.21
	Peer	2.94	2.99	2.97	3.08
	Carnegie	2.85	2.93	2.96	2.97
	NSSE	2.89	2.93	2.94	2.99

How much has your coursework emphasized: **Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components?**

Senior Year		2008	2009	2010	2012
	DU Seniors	3.42	3.43	3.44	3.42
	Peer	3.32	3.35	3.30	3.38
p<.05	Carnegie	3.22	3.28	3.28	3.32
p<.01	NSSE	3.24	3.28	3.29	3.33
p<.001					
First Year		2008	2009	2010	2012
	DU First year	3.31	3.37	3.38	3.39
	Peer	3.18	3.23	3.18	3.27
	Carnegie	3.09	3.15	3.16	3.19
	NSSE	3.10	3.14	3.15	3.20

Findings: Senior and first year DU students rate greater emphasis on **Synthesizing** and **Analyzing** than do students in other institutional groups. This is a consistent pattern over time.

In your experience at DU during the current year, how often have you: **Worked on a paper or project that required integrating ideas or information from various sources?**

Senior Year		2008	2009	2010	2012
	DU Seniors	3.52	3.47	3.53	3.48
	Peer	3.39	3.38	3.33	3.38
p<.05	Carnegie	3.24	3.29	3.29	3.28
p<.01	NSSE	3.30	3.33	3.35	3.38
p<.001					

First Year		2008	2009	2010	2012
	DU First year	3.20	3.28	3.30	3.27
	Peer	3.01	3.11	3.07	3.16
	Carnegie	3.01	3.07	3.06	3.08
	NSSE	3.06	3.10	3.11	3.14

Findings: Senior and first-year DU students have more experience with **integrating ideas or information from various sources** for papers and projects**.** This is a consistent pattern over time

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Thinking critically and analytically?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	3.42	3.36	3.43	3.38
	Peer	3.40	3.40	3.39	3.43
p<.05	Carnegie	3.34	3.35	3.36	3.37
p<.01	NSSE	3.36	3.36	3.38	3.40
p<.001					
First Year		2008	2009	2010	2012
	DU First year	3.31	3.27	3.29	3.30
	Peer	3.25	3.29	3.24	3.29
	Carnegie	3.19	3.22	3.24	3.24
	NSSE	3.21	3.23	3.25	3.27

Findings: There are no differences between DU students and students in other institution groups in the degree to which they felt that the University helped them to develop **critical and analytic thinking skills.**

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Solving complex, real-world problems?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.85	2.75	2.81	2.82
	Peer	2.79	2.80	2.85	2.94

p<.05	Carnegie	2.78	2.80	2.84	2.84
p<.01	NSSE	2.78	2.80	2.83	2.87
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.76	2.56	2.55	2.61
	Peer	2.65	2.73	2.73	2.72
	Carnegie	2.68	2.71	2.73	2.72
	NSSE	2.69	2.72	2.72	2.74

Findings: Current (2012) senior DU students are less likely than students in the Peer group to believe that DU contributed to their **ability to solve complex, real-world problems.** There was no previous indication of this pattern.

First-year students at DU have shown a consistently lower (compared to other groups) rating of DU's contribution to their **ability to solve complex, real-world problems** over the past three NSSE administrations.

DU Undergraduate Learning Outcome #2: Quantitative Reasoning

"Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions."

National Survey of Student Engagement (NSSE)

All NSSE items are scored on a 4-point scale, with higher scores indicating greater frequency or amount of contribution. The NSSE items that relate to this learning outcome are:

- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Analyzing quantitative problems?**

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Analyzing quantitative problems?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	3.18	3.02	3.14	3.07
p<.05	Peer	3.10	3.04	3.12	3.11
p<.01	Carnegie	3.11	3.09	3.14	3.15
p<.001	NSSE	3.08	3.08	3.11	3.14
First Year		2008	2009	2010	2012
	DU First year	2.97	2.95	2.88	2.96
	Peer	2.96	3.03	3.02	2.98
	Carnegie	2.98	2.97	3.02	3.04
	NSSE	2.96	2.96	2.99	3.02

Findings: Currently (2012) there are no differences between DU students and students in other institution groups in the degree to which they felt the university contributed to their ability to **analyze quantitative problems.** No trends were identified.

DU Undergraduate Learning Outcome #3: Communication

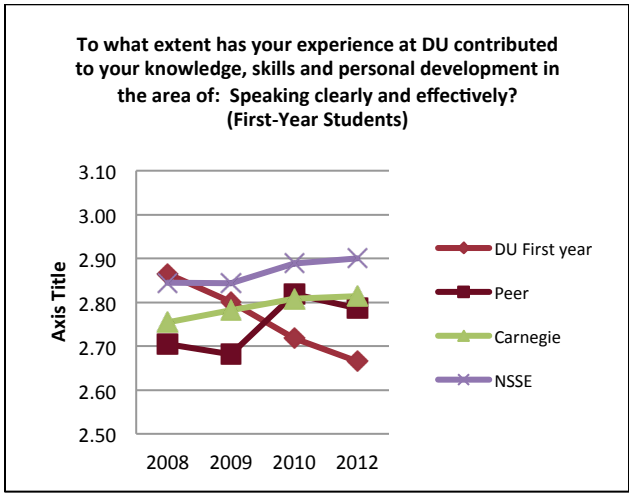
"Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.

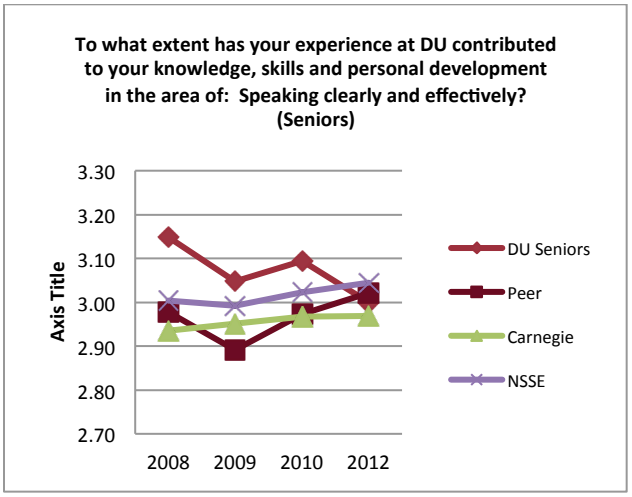
National Survey of Student Engagement (NSSE)

All NSSE items are scored on a 4-point scale, with higher scores indicating greater frequency or amount of contribution. The NSSE items that relate to this learning outcome are:

- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Speaking clearly and effectively?**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Writing clearly and effectively?**
- In your experience at DU during the current year, how often have you: **Prepared two or more drafts of a paper or assignment before turning it in?**

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Speaking clearly and effectively?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	3.15	3.05	3.09	3.00
	Peer	2.98	2.89	2.97	3.02
p<.05	Carnegie	2.94	2.95	2.97	2.97
p<.01	NSSE	3.00	2.99	3.02	3.04
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.87	2.80	2.72	2.66
	Peer	2.70	2.68	2.82	2.79
	Carnegie	2.75	2.78	2.81	2.81
	NSSE	2.85	2.84	2.89	2.90





Findings: First-year DU students provide lower ratings of the contribution of the university to their abilities to **speak clearly and effectively**, compared to other student groups. There is an indication of a trend for both first-year and senior students. DU students in previous years ranked this question higher than other institution groups, but have continued to reduce their rankings over time.

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Writing clearly and effectively?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	3.13	3.09	3.13	3.06
	Peer	3.10	3.04	3.10	3.13
p<.05	Carnegie	3.04	3.06	3.08	3.07
p<.01	NSSE	3.11	3.11	3.13	3.16
p<.001					
First Year		2008	2009	2010	2012
	DU First year	3.13	3.11	3.07	3.14
	Peer	2.94	2.96	2.98	3.02
	Carnegie	2.95	2.96	2.99	2.97
	NSSE	3.02	3.02	3.05	3.06

Findings: Seniors rate DU's contribution to their writing skills similarly to students at other institutions. First-year students report greater contribution to writing skills compared to students at similar institutions.

In your experience at DU during the current year, how often have you: **Prepared two or more drafts of a paper or assignment before turning it in?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.31	2.20	2.30	2.31
	Peer	2.38	2.35	2.38	2.33
p<.05	Carnegie	2.44	2.44	2.47	2.47
p<.01	NSSE	2.47	2.49	2.51	2.54
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.71	2.60	2.55	2.59
	Peer	2.44	2.56	2.57	2.60
	Carnegie	2.60	2.62	2.65	2.63

	NSSE	2.65	2.69	2.70	2.70

Findings: Seniors report lower frequency of revision in writing than students at other schools. First-year students report revising papers and assignments at about the same rate as students at other schools. No trends were observed.

DU Undergraduate Learning Outcome #4: Intellectual Engagement and Reflection

"Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible."

National Survey of Student Engagement (NSSE)

All NSSE items are scored on a 4-point scale, with higher scores indicating greater frequency or amount of contribution. The NSSE items that relate to this learning outcome are:

- In your experience at DU during the current year, how often have you: **Discussed ideas from your readings or classes with faculty members outside of class?**
- In your experience at DU during the current year, how often have you: **Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc)?**
- Which of the following have you done or plan to do before graduation: **Work on a research project with a faculty member outside of course or program requirements.**
- During the current school year, how often have you: **Examined the strengths and weaknesses of your own views on a topic or issue?**
- During the current school year, how often have you: **Learned something that changed the way you understand an issue or concept?**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Learning effectively on your own?**

In your experience at DU during the current year, how often have you: **Discussed ideas from your readings or classes with faculty members outside of class?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.23	2.18	2.15	2.31
	Peer	2.21	2.10	2.03	2.18
p<.05	Carnegie	2.06	2.05	2.04	2.05
p<.01	NSSE	2.12	2.08	2.09	2.09
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.01	1.95	1.93	2.02
	Peer	1.91	1.91	1.84	1.94
	Carnegie	1.86	1.84	1.84	1.86
	NSSE	1.91	1.88	1.89	1.91

In your experience at DU during the current year, how often have you: **Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc) ?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.92	2.92	2.90	3.11
	Peer	2.89	2.93	2.88	2.97
p<.05	Carnegie	2.85	2.89	2.89	2.88
p<.01	NSSE	2.84	2.90	2.90	2.91
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.71	2.74	2.81	2.90
	Peer	2.74	2.79	2.73	2.80
	Carnegie	2.68	2.75	2.74	2.73
	NSSE	2.69	2.76	2.77	2.76

Findings: DU first year students and seniors report more opportunity for discussion of ideas outside of class than do students at other institutions (both with faculty and with others). There is a slight increasing trend (particularly among first-year students) in the report of discussing ideas with those who are not faculty members.

During the current school year, how often have you: **Examined the strengths and weaknesses of your own views on a topic or issue?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.80	2.77	2.92	2.81
	Peer	2.74	2.73	2.71	2.77
p<.05	Carnegie	2.70	2.71	2.72	2.71
p<.01	NSSE	2.68	2.73	2.72	2.75
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.68	2.66	2.68	2.73
	Peer	2.63	2.64	2.60	2.65
	Carnegie	2.61	2.61	2.65	2.61

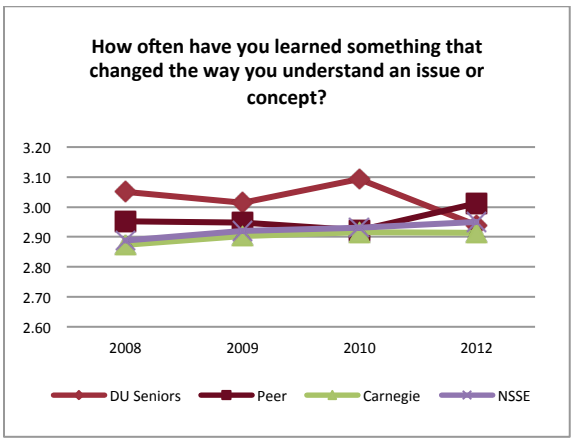
	NSSE	2.60	2.62	2.63	2.64

Findings: There is no consistent pattern for DU students compared to others on the frequency of critically examining their own views on a topic. First year students in the most recent administration of the NSSE reported a higher frequency than students from institutions in the same Carnegie class.

Will you have done the following prior to graduation: **Work on a research project with a faculty member outside of course or program requirements?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	.259	.249	.213	.245
	Peer	.285	.263	.230	.276
p<.05	Carnegie	.197	.197	.191	.199
p<.01	NSSE	.198	.193	.192	.199
p<.001					
First Year		2008	2009	2010	2012
	DU First year	.085	.034	.063	.092
	Peer	.042	.049	.055	.064
	Carnegie	.052	.047	.050	.057
	NSSE	.054	.053	.054	.057

Findings: There is no significant difference between DU students and other students in recent years in the percent who plan to do research with faculty members outside of class. About 25% of seniors and 9% of first-year students plan to do (or have done) research of this kind.

During the current school year, how often have you: **Learned something that changed the way you understand an issue or concept?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	3.05	3.01	3.09	2.94
	Peer	2.95	2.95	2.92	3.01
p<.05	Carnegie	2.87	2.90	2.92	2.91
p<.01	NSSE	2.89	2.92	2.93	2.95



p<.001					
First Year		2008	2009	2010	2012
	DU First year	3.01	2.95	2.94	2.97
	Peer	2.90	2.93	2.86	2.92
	Carnegie	2.83	2.87	2.89	2.89
	NSSE	2.84	2.88	2.89	2.91

Findings: In the 2012 administration of the NSSE, there are no differences between DU students and other students in the reported frequency of learning something that changed they way the think about an issue or concept. For senior students, past NSSE results have shown a higher rate for DU compared to other schools, thus this represents a drop in reported frequency.

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Learning effectively on your own?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	3.01	2.96	3.05	3.01
	Peer	3.05	3.03	3.08	3.13
p<.05	Carnegie	3.03	3.03	3.06	3.06
p<.01	NSSE	3.05	3.05	3.07	3.11
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.99	2.94	2.80	2.92
	Peer	2.97	3.04	2.96	2.97
	Carnegie	2.95	2.98	2.97	2.97
	NSSE	2.96	2.99	2.95	2.98

Findings: There are no differences between DU and other institutions in students' perception of the contribution of DU to their skills in independent learning. For First-year students, this represents an improvement over prior administrations of NSSE.

DU Undergraduate Learning Outcome #5: Engagement with Human Diversity

"Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own."

National Survey of Student Engagement (NSSE)

All NSSE items are scored on a 4-point scale, with higher scores indicating greater frequency or amount of contribution. The NSSE items that relate to this learning outcome are:

- In your experience at DU during the current year, how often have you**: Had serious conversations with students of a different race or ethnicity than your own**
- In your experience at DU during the current year, how often have you: **Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values**
- In your experience at DU during the current year, how often have you: **Tried to better understand someone else's views by imagining how an issue looks from his or her perspective**
- Does DU emphasize: **Encouraging contact among students from different economic, social, and racial or ethnic backgrounds**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Understanding people of other racial and ethnic backgrounds**
- In your experience at DU during the current year, how often have you: **Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments**
- Which of the following have you done or plan to do before graduation**: Study abroad**

In your experience at DU during the current year, how often have you: **Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.89	2.86	2.89	2.96
	Peer	2.81	2.85	2.80	2.90
p<.05	Carnegie	2.68	2.76	2.72	2.68
p<.01	NSSE	2.71	2.76	2.72	2.71
p<.001					

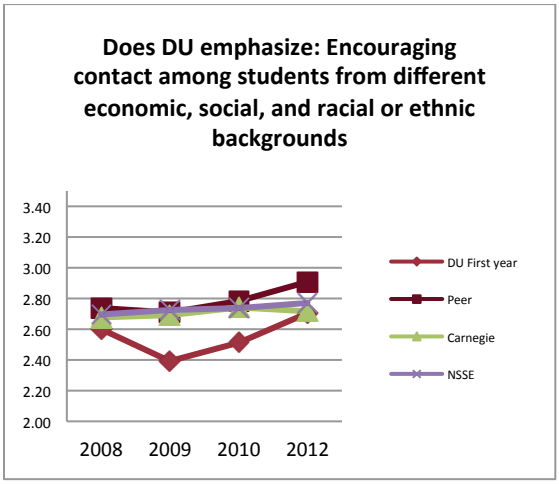
First Year		2008	2009	2010	2012
	DU First year	2.80	2.81	2.93	2.88
	Peer	2.81	2.86	2.71	2.88
	Carnegie	2.69	2.72	2.71	2.69
	NSSE	2.69	2.72	2.69	2.68

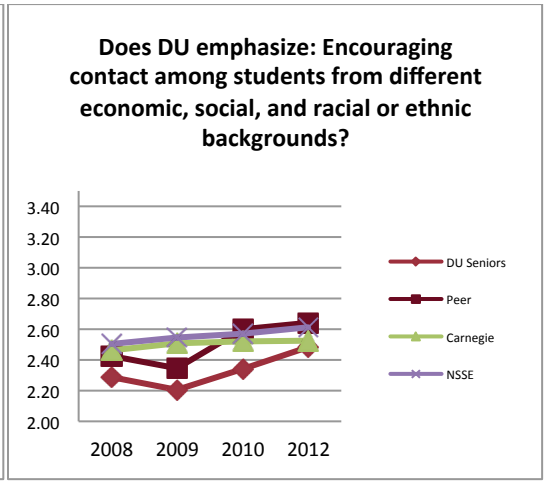
Findings: Both first-year and senior DU students report greater frequency of serious conversations with students holding different opinions or values than do students at other institutions.

In your experience at DU during the current year, how often have you: **Had serious conversations with students of a different race or ethnicity than your own**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.64	2.64	2.58	2.72
	Peer	2.62	2.60	2.73	2.85
p<.05	Carnegie	2.67	2.71	2.72	2.70
p<.01	NSSE	2.67	2.70	2.68	2.69
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.49	2.43	2.72	2.56
	Peer	2.56	2.66	2.62	2.82
	Carnegie	2.59	2.62	2.66	2.65
	NSSE	2.60	2.62	2.61	2.64

Findings: Seniors at DU are not different from other students in the frequency of conversations with students of other races or ethnicities. This represents a slight improvement over the previous NSSE administration. First-year DU students are less likely than students from peer schools to have had conversations with others of different races or ethnicities. Although first-year scores are higher than in some previous administrations of NSSE, this does represent a drop in ratings from the 2010 scores.

Does DU emphasize: **Encouraging contact among students from different economic, social, and racial or ethnic backgrounds?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.29	2.21	2.34	2.48
	Peer	2.43	2.35	2.60	2.64
p<.05	Carnegie	2.46	2.51	2.52	2.52
p<.01	NSSE	2.50	2.55	2.57	2.61
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.60	2.39	2.51	2.71
	Peer	2.74	2.71	2.78	2.91
	Carnegie	2.68	2.69	2.74	2.72
	NSSE	2.70	2.73	2.74	2.77

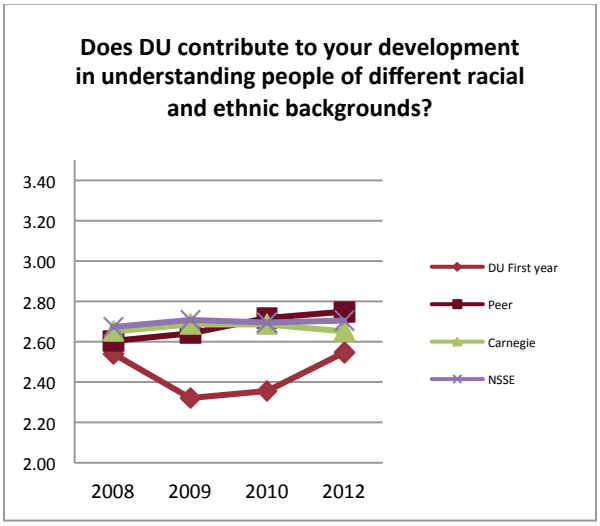


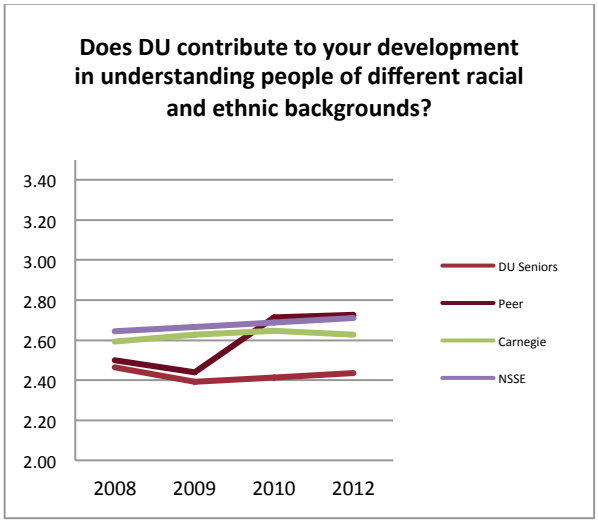


Findings: First-year and senior students are less likely than students at peer schools to indicate that DU encourages contact with diverse students. However, the ratings do indicate an increasing trend since 2009.

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of:
Understanding people of different racial and ethnic backgrounds?

Senior Year		2008	2009	2010	2012
	DU Seniors	2.46	2.39	2.42	2.44
	Peer	2.50	2.44	2.72	2.73
p<.05	Carnegie	2.59	2.63	2.65	2.63
p<.01	NSSE	2.64	2.67	2.69	2.71
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.54	2.32	2.36	2.55
	Peer	2.60	2.64	2.72	2.75
	Carnegie	2.65	2.68	2.69	2.65
	NSSE	2.67	2.71	2.70	2.71





Findings: Seniors and first-year students at DU rate the contribution of the University to their understanding of people of different races and ethnicities lower than students at other institutions. For

first-year students, there appears to be an increasing trend in these ratings since the 2009 administration of the NSSE.

In your experience at DU during the current year, how often have you: **Tried to better understand someone else's views by imagining how an issue looks from his or her perspective**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.93	2.91	2.99	2.93
	Peer	2.88	2.87	2.87	2.95
p<.05	Carnegie	2.82	2.86	2.86	2.86
p<.01	NSSE	2.83	2.88	2.88	2.91
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.86	2.82	2.82	2.91
	Peer	2.79	2.82	2.77	2.83
	Carnegie	2.76	2.78	2.81	2.79
	NSSE	2.76	2.80	2.81	2.83

Findings: There are no differences between DU seniors and other students in the frequency with which they take another person's perspective to understand their views. First-year students are more likely to take another's perspective in this manner than are students from institutions in the same Carnegie class. No clear trends are apparent.

In your experience at DU during the current year, how often have you: **Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments**					
Senior Year		2008	2009	2010	2012

	DU Seniors	2.83	2.80	2.79	2.83
	Peer	2.75	2.74	2.83	2.84
p<.05	Carnegie	2.72	2.76	2.76	2.74
p<.01	NSSE	2.81	2.83	2.85	2.88
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.81	2.77	2.80	2.88
	Peer	2.75	2.82	2.77	2.85
	Carnegie	2.75	2.79	2.76	2.76
	NSSE	2.78	2.80	2.80	2.80

Findings: There are no differences between DU seniors and other students in the frequency with which they include diverse perspectives in class discussion or assignments. First-year students are more likely to include diverse perspectives in this manner than are students from institutions in the same Carnegie class. There is a slight increasing trend among first-years.

Have you participated in: **Study Abroad**					
Senior Year		2008	2009	2010	2012
	DU Seniors	.614	.612	.702	.600
	Peer	.273	.301	.191	.293
p<.05	Carnegie	.124	.151	.120	.125
p<.01	NSSE	.150	.150	.143	.139
p<.001					
First Year		2008	2009	2010	2012
	DU First year	.016	.010	.015	.033
	Peer	.012	.020	.033	.029
	Carnegie	.029	.025	.027	.028
	NSSE	.031	.030	.033	.034

Findings: DU seniors have participated in Study abroad in much greater numbers than other student groups. First-year students have participated at the same rate as students at other institutions (an increase from previous administrations)

DU Undergraduate Learning Outcome #6: Community Engagement

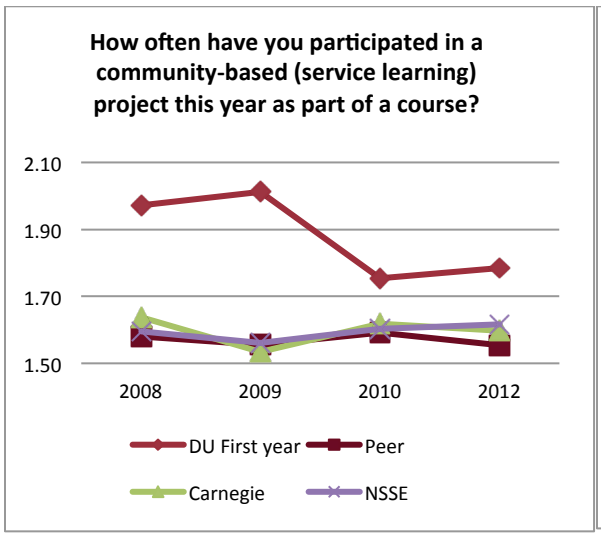
"Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities."

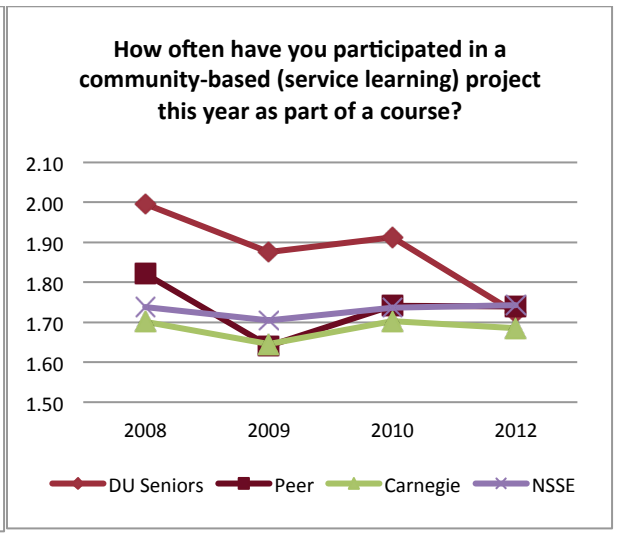
National Survey of Student Engagement (NSSE)

All NSSE items are scored on a 4-point scale, with higher scores indicating greater frequency or amount of contribution. The NSSE items that relate to this learning outcome are:

- In your experience at DU during the current year, how often have you: **Participated in a community-based project (e.g., service learning) as part of a regular course?**
- Which of the following have you done or plan to do before graduation: **Participate in a learning community or some other formal program where groups of students take two or more classes together.**
- Which of the following have you done or plan to do before graduation: **Community service or volunteer work**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Contributing to the welfare of your community?**

In your experience at DU during the current year, how often have you: **Participated in a community-based project (service learning) as part of a regular course?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.00	1.88	1.91	1.72
	Peer	1.82	1.64	1.74	1.74
p<.05	Carnegie	1.70	1.65	1.70	1.68
p<.01	NSSE	1.74	1.70	1.74	1.74
p<.001					
First Year		2008	2009	2010	2012
	DU First year	1.97	2.01	1.75	1.78
	Peer	1.58	1.56	1.59	1.55
	Carnegie	1.64	1.53	1.62	1.60
	NSSE	1.60	1.56	1.60	1.62





Findings: Both first-year and senior students report a decreasing frequency of service learning since 2008. Although the first-year students still report higher frequencies than other student groups, the senior students no longer report greater frequency of service learning compared to other students.

Will you have done the following prior to graduation: **Participate in a learning community or some other formal program where groups of students take two or more classes together?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	.42	.34	.37	.32
	Peer	.31	.30	.27	.31
p<.05	Carnegie	.26	.26	.26	.27
p<.01	NSSE	.26	.26	.27	.27
p<.001					
First Year		2008	2009	2010	2012
	DU First year	.21	.21	.23	.24
	Peer	.19	.23	.18	.26
	Carnegie	.18	.20	.18	.22
	NSSE	.16	.18	.16	.18

Findings: Seniors at DU are no more likely than other student groups to participate in learning communities (or groups of students taking two or more classes together). This marks a change from previous NSSE reports which suggested DU students were more likely than others to participate in this kind of academic program.

Will you have done the following prior to graduation: **Community service or volunteer work?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	.77	.78	.76	.77
	Peer	.72	.69	.66	.72
p<.05	Carnegie	.60	.59	.60	.58
p<.01	NSSE	.60	.59	.60	.59
p<.001					
First Year		2008	2009	2010	2012
	DU First year	.52	.59	.48	.46
	Peer	.37	.38	.41	.39
	Carnegie	.40	.39	.42	.41
	NSSE	.38	.39	.40	.40

Findings: DU seniors are more likely to have done community service or volunteer work prior to graduation. However, first-year DU students are no different than other student groups to report that they will engage in service. This is a change from previous NSSE reports which suggested the DU freshmen were more likely to believe they would engage in service during their time at DU. Around 77% of seniors and 46% of freshmen indicate that they will engage in service while at DU.

To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Contributing to the welfare of your community?**					
Senior Year		2008	2009	2010	2012
	DU Seniors	2.61	2.51	2.53	2.51
	Peer	2.60	2.46	2.53	2.70
p<.05	Carnegie	2.48	2.46	2.52	2.48
p<.01	NSSE	2.48	2.49	2.52	2.54
p<.001					
First Year		2008	2009	2010	2012
	DU First year	2.63	2.49	2.50	2.55
	Peer	2.59	2.58	2.50	2.61
	Carnegie	2.51	2.48	2.57	2.48
	NSSE	2.47	2.50	2.50	2.51

Findings: There are no differences between first-year students at DU and other students in the their perception of the contribution of the university to their personal development in community engagement. Senior DU students are less likely to perceive DU as contributing to their development in this way than are students at peer institutions. This difference is likely due to an increase at peer institutions in the perception that the university is helping them develop as contributors to the community.

2014 NSSE Report for the Common Curriculum

NSSE 2014 Report to the Central Committee

For a variety of reasons, we were unable to extend the trend analysis presented in the 2008-2012 NSSE trend report on student learning. In addition, as an assessment of the common curriculum, the 2014 senior class represents the first group of students whose general education at DU is based on the Common Curriculum. In reviewing these results, please keep in mind the following:

- Some previous questions were eliminated in the current version, new questions were added (see strikeouts for eliminations)
- The comparison groups are not at all comparable to previous administrations of the NSSE
    - Number of schools per comparison group (2014):
        - Group 1: Peers N=7
        - Group 2: RU/H Privates N=16
        - Group 3: Private 5-10k N=41
- Response rate comparison

Response Rate (Sampling error)

	First year	Senior
2014	11% (6.7%)	18% (5.7%)
2012	22% (5.4%)	22% (5.4%)
2010	36% (3.7%)	29% (4.3%)
2009	42% (3.6%)	37% (3.4%)
2008	31% (4.2%)	37% (3.8%)

The following section shows the differences between previous items on the NSSE and items on the current NSSE that relate to the DU Undergraduate Student Outcomes. Strike outs indicate language from the previous versions of the survey that are no longer in use.

DU Undergraduate Student Outcome #1: Epistemology and Inquiry

"Students recognize the provisional nature of knowledge and understand the distinct and complementary character of diverse modes of inquiry, and apply these modes of inquiry to both disciplinary and interdisciplinary problems."

- ~~During the current school year, how much has your coursework emphasized: **Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships?**~~
- ~~During the current school year, how much has your coursework emphasized: **Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components?**~~
- ~~In your experience at DU during the current year, how often have you: **Worked on a paper or project that required integrating ideas or information from various sources?**~~

- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Solving complex, real-world problems?**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Thinking critically and analytically?**

New:

- During the current school year, about how often have you done the following?
  - **Combined ideas from different courses when completing assignments?**
  - **Connected your learning to societal problems or issues?**
  - **Connected ideas from your courses to your prior experiences and knowledge**

- During the current school year, how much has your coursework emphasized the following?
  - **Applying facts, theories or methods to practical problems or new situations?**
  - **Analyzing an idea, experience, or line of reasoning in depth by examining its parts?**
  - **Evaluating a point of view, decision, or information source?**
  - **Forming a new idea or understanding from various pieces of information?**

DU Undergraduate Learning Outcome #2: Quantitative Reasoning

"Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions."

- ~~To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Analyzing quantitative problems?**~~

New

- How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
    - **Analyzing numerical and statistical information?**
- During the current school year, about how often have you done the following
    - **Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?**
    - **Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?**
    - **Evaluated what others have concluded from numerical information?**

DU Undergraduate Learning Outcome #3: Communication

"Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.

- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Speaking clearly and effectively?**
- To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Writing clearly and effectively?**
- In your experience at DU during the current year, how often have you: **Prepared two or more drafts of a paper or assignment before turning it in?**

DU Undergraduate Learning Outcome #4: Intellectual Engagement and Reflection

"Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible."

- ~~In your experience at DU during the current year, how often have you: **Discussed ideas from your readings or classes with faculty members outside of class?**~~
- ~~In your experience at DU during the current year, how often have you: **Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc)?**~~
- ~~Which of the following have you done or plan to do before graduation: **Work on a research project with a faculty member outside of course or program requirements.**~~

- ~~To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Learning effectively on your own?**~~

- During the current school year, how often have you: **Examined the strengths and weaknesses of your own views on a topic or issue?**
- During the current school year, how often have you: **Learned something that changed the way you understand an issue or concept?**

New

- During the current school year, about how often have you done the following?
    - **Discussed course topics, ideas or concepts with a faculty member outside of class?**
    - **Identified key information from reading assignments?**
    - **Reviewed your notes after class?**
    - **Summarized what you learned in class or from course materials?**

- Which of the following have you done or do you plan to do before you graduate?
    - **Work with a faculty member on a research project?**

DU Undergraduate Learning Outcome #5: Engagement with Human Diversity

"Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own."

- ~~In your experience at DU during the current year, how often have you~~**~~: Had serious conversations with students of a different race or ethnicity than your own~~**
- ~~In your experience at DU during the current year, how often have you:~~ **~~Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values~~**
- ~~Does DU emphasize:~~ **~~Encouraging contact among students from different economic, social, and racial or ethnic backgrounds~~**
- ~~To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of:~~ **~~Understanding people of other racial and ethnic backgrounds~~**

- In your experience at DU during the current year, how often have you: **Tried to better understand someone else's views by imagining how an issue looks from his or her perspective?**

- In your experience at DU during the current year, how often have you: **Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments**
- Which of the following have you done or plan to do before graduation**: Study abroad**

New

- During the current school year, about how often have you had discussions with people from the following groups?
    - **People of a race or ethnicity other than your own?**
    - **People from an economic background other than your own?**
    - **People with religious beliefs other than your own?**
    - **People with political views other than your own?**
- How much does your institution emphasize the following?
    - **Encouraging contact among students from different Backgrounds (social, racial/ethnic, religious, etc.)?**

- How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
    - **Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)?**

DU Undergraduate Learning Outcome #6: Community Engagement

"Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities."

- ~~In your experience at DU during the current year, how often have you: **Participated in a community-based project (e.g., service learning) as part of a regular course?**~~
- ~~Which of the following have you done or plan to do before graduation: **Community service or volunteer work**~~
- ~~To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Contributing to the welfare of your community?**~~

- Which of the following have you done or plan to do before graduation: **Participate in a learning community or some other formal program where groups of students take two or more classes together.**

New

- Which of the following have you done or plan to do before graduation:
  - **Hold a formal leadership role in a student organization or group?**
- **About how many of your courses at this institution have included a community-based project?** (effect sizes =
- About how many hours do you spend in a typical 7-day week doing the following?
  - **Doing community service or volunteer work?**
- How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
  - **Being an informed and active citizen**

Results

The data below is restricted to senior students and organized by Undergraduate Student Outcomes. Only those items that show statistically significant differences from other institutions are presented. The effect sizes are a measure of how big a difference there is between DU students and students in the comparison group (i.e., "who cares").

- Positive effect sizes indicate higher ratings from DU students compared to others, while negative effect sizes indicate lower ratings.
- If an effect size is not listed, there is no significant difference between DU students and students in the comparison institutions.
- All effect sizes below .30 (absolute value) can be considered small effects.

DU Undergraduate Student Outcome #1: Epistemology and Inquiry

	Peer Group Effect Sizes		
NSSE Item	**Peer (n=7)**	**RU/H Privates**	**Private 5 -10K**
During the current school year, about how often have you c**onnected your learning to societal problems or issues?**		**.15**	
During the current school year, about how often have you c**onnected ideas from your courses to your prior experiences and knowledge**		**.15**	
To what extent has your experience at DU contributed to your knowledge, skills and personal development in the area of: **Solving complex, real-world problems?**		**-.24**	**-.16**

DU Undergraduate Learning Outcome #2: Quantitative Reasoning

	Peer Group Effect Sizes		
NSSE Item	**Peer (n=7)**	**RU/H Privates**	**Private 5 -10K**
During the current school year, about how often have you **reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?**		**.15**	**.22**
During the current school year, about how often have you **used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?**	**.18**	**.24**	**.26**
During the current school year, about how often have you **evaluated what others have concluded from numerical information?**		**.19**	**.27**

DU Undergraduate Learning Outcome #3: Communication

	Peer Group Effect Sizes		
NSSE Item	**Peer (n=7)**	**RU/H Privates**	**Private 5 -10K**
In your experience at DU during the current year, how often have you **prepared two or more drafts of a paper or assignment before turning it in?**	**.15**		
In your experience at DU during the current year, how often have you **given a course presentation?**	**.52**	**.53**	**.36**

DU Undergraduate Learning Outcome #4: Intellectual Engagement and Reflection

	Peer Group Effect Sizes		
NSSE Item	**Peer (n=7)**	**RU/H Privates**	**Private 5 -10K**
During the current school year, about how often have you **identified key information from reading assignments?**	**.21**	**.23**	**.16**
During the current school year, about how often have you **reviewed your notes after class?**	**.17**		
During the current school year, about how often have you **summarized what you learned in class or from course materials?**	**.25**	**.21**	
During the current school year, how often have you e**xamined the strengths and weaknesses of your own views on a topic or issue?**	**.15**	**.17**	

DU Undergraduate Learning Outcome #5: Engagement with Human Diversity

	Peer Group Effect Sizes		
NSSE Item	**Peer (n=7)**	**RU/H Privates**	**Private 5 -10K**
In your experience at DU during the current year, how often have you **tried to better understand someone else's views by imagining how an issue looks from his or her perspective?**	**.18**	**.16**	
In your experience at DU during the current year, how often have you **included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?**	**.20**	**.21**	
During the current school year, about how often have you had discussions with **people with religious beliefs other than your own?**		**.35**	
During the current school year, about how often have you had discussions with **people with political views other than your own?**	**.27**	**.25**	
During the current school year, about how often have you had discussions with **people of a race or ethnicity other than your own?**			**-.20**
How much has your experience at this institution contributed to your knowledge, skills, and personal development in **understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)?**		**-.16**	**-.24**
Which of the following have you done or plan to do before graduation**:** **Study abroad**	**.61**	**.76**	**83**

DU Undergraduate Learning Outcome #6: Community Engagement

	Peer Group Effect Sizes		
NSSE Item	**Peer (n=7)**	**RU/H Privates**	**Private 5 -10K**
Which of the following have you done or plan to do before graduation: **participate in a learning community or some other formal program where groups of students take two or more classes together.**	**.17**		**.14**
Which of the following have you done or plan to do before graduation: **hold a formal leadership role in a student organization or group?**	**.30**	**.29**	**.42**
About how many hours do you spend in a typical 7-day week **doing community service or volunteer work?**			**-.11**

Appendix J. Course and Teacher Evaluations Common Curriculum Report 2014

CTE for the Common Curriculum: 2014

Report to the Central Committee

CTE Overview

Course and Teacher Evaluations (CTEs) provide an opportunity to gather student perceptions regarding learning. Within the common curriculum, additional questions related to learning have been added to the standard evaluation questions in the following courses: CTE data is presented for multiple years to allow for the examination of trends.

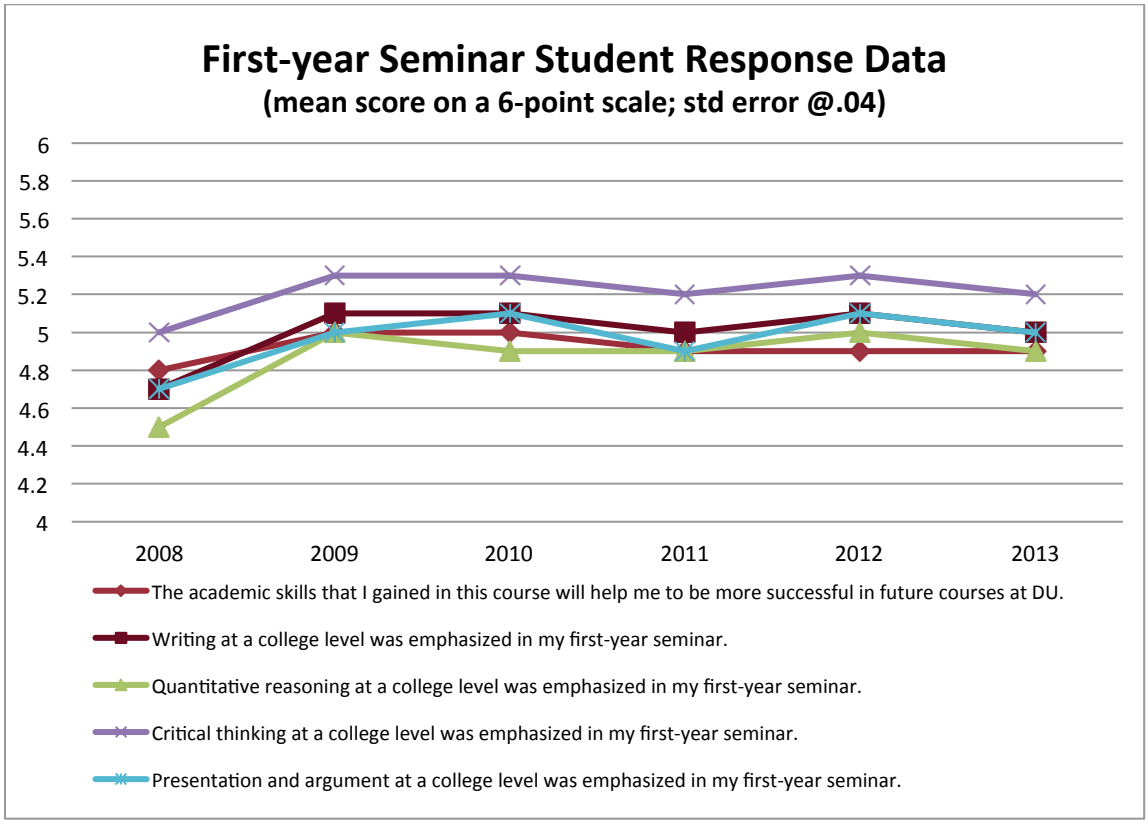
- First-year Seminar (FSEM) courses
  - Only fall course evaluation responses were used in this analysis.
- Writing and Rhetoric (WRIT) courses
  - Course evaluation responses for winter sections of WRIT 1122 and spring sections of WRIT 1133 were used in this analysis.
- First-year of Language (FOLA) courses
  - The majority of undergraduates fulfill the common curriculum language requirement by completing a full year of language, including 1001, 1002 and 1003-level courses. CTE data from all 1003 courses was used for this analysis.
- Advanced Seminar (ASEM) courses
  - CTE data for ASEM courses was combined across quarters to provide a yearly average.

All CTE items are scored on a 6-point scale, with higher scores indicating more agreement with the statement.

FSEM items:

- ***Critical thinking at a college level was emphasized in my first-year seminar.***
- ***Quantitative reasoning at a college level was emphasized in my first-year seminar.***
- ***Presentation and argument at a college level was emphasized in my first-year seminar.***
- ***The academic skills that I gained in this course will help me to be more successful in future courses at DU.***

Results:

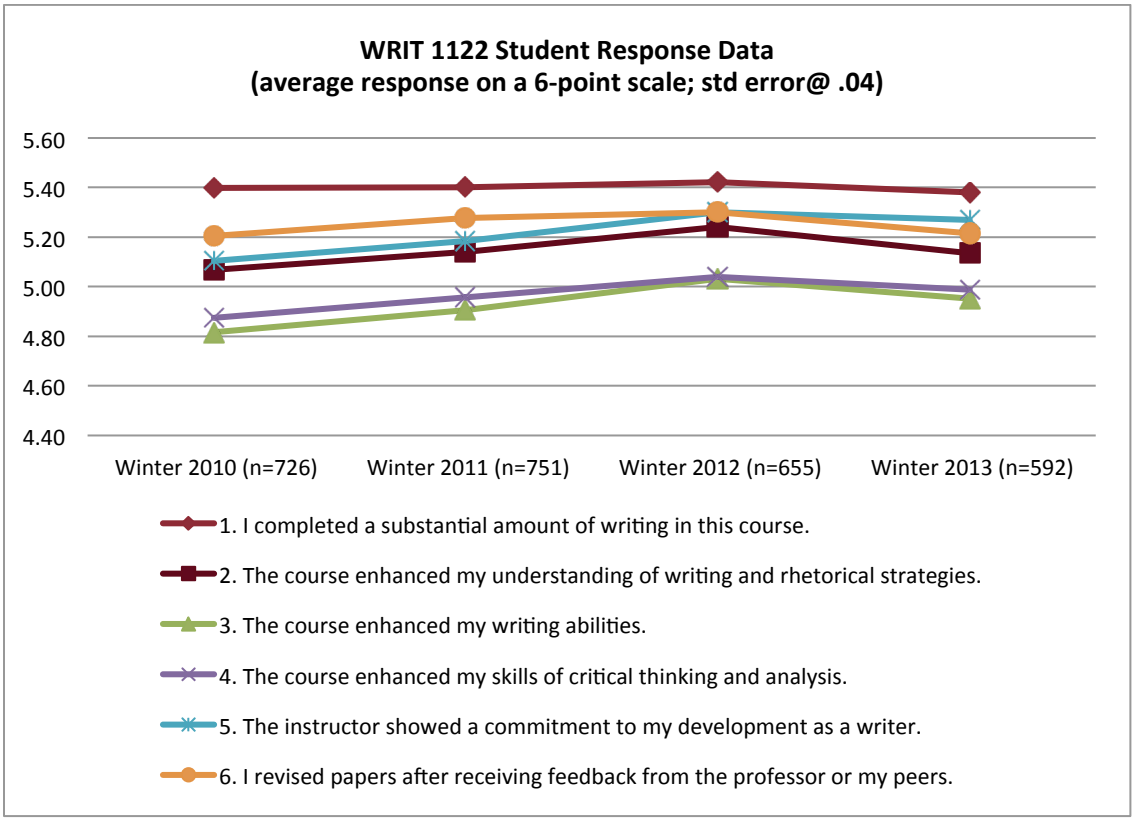


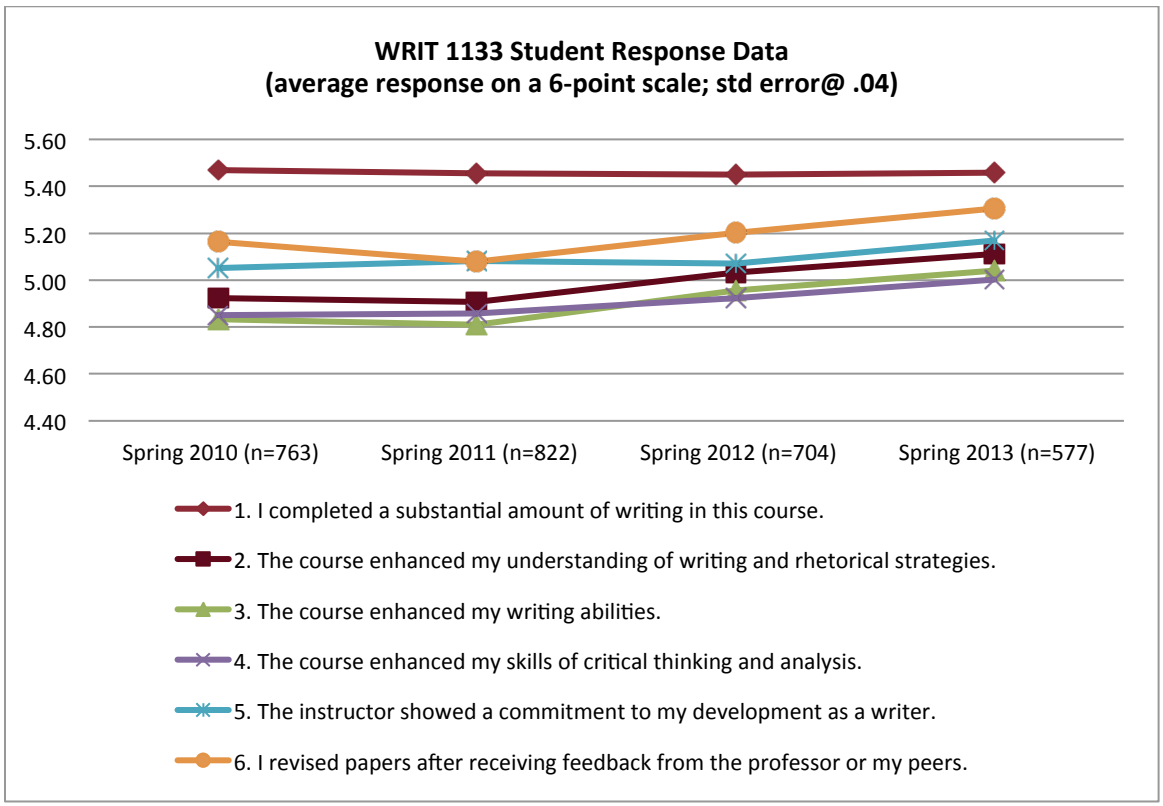
- Students report an emphasis on **critical thinking at a college level** in FSEM courses. Ratings on this item are consistently high over time. In 2013, more than 82% of students agreed or strongly agreed with this statement.
- FSEM students consistently report an emphasis on quantitative reasoning. In 2013, 69% of students agreed or strongly agreed with this statement.
- FSEM students report a strong emphasis on college-level writing. In 2013, 74% of students agreed or strongly agreed with this statement.

- FSEM students report a consistently strong emphasis on presentation and argument. In 2013, more than 74% of students agreed or strongly agreed with this statement.
- FSEM students report a consistently strong perception of gaining useful academic skills. In 2013, more than 68% of students agreed or strongly agreed with this statement.

WRIT items:

- ***The course enhanced my skills of critical thinking and analysis.***
- ***I completed a substantial amount of writing in this course.***
- ***The course enhanced my understanding of writing and rhetorical strategies.***
- ***The course enhanced my writing abilities.***
- ***I revised papers after receiving feedback from the professor or my peers.***
- ***The instructor showed a commitment to my development as a writer.***





Findings: WRIT students report gains in **critical thinking and analysis skills**. These ratings show a slight increasing trend over time. For 2013, over 73% of students (in both courses) agreed or strongly agreed with this statement.

Findings: WRIT students also recognized the emphasis on writing. In 2013, over 90% of students agreed or strongly agreed with this statement.

Findings: WRIT students report a strong commitment from their instructors. This rating appears to be increasing over time. In 2013, over 82% of students agreed or strongly agreed with this statement.

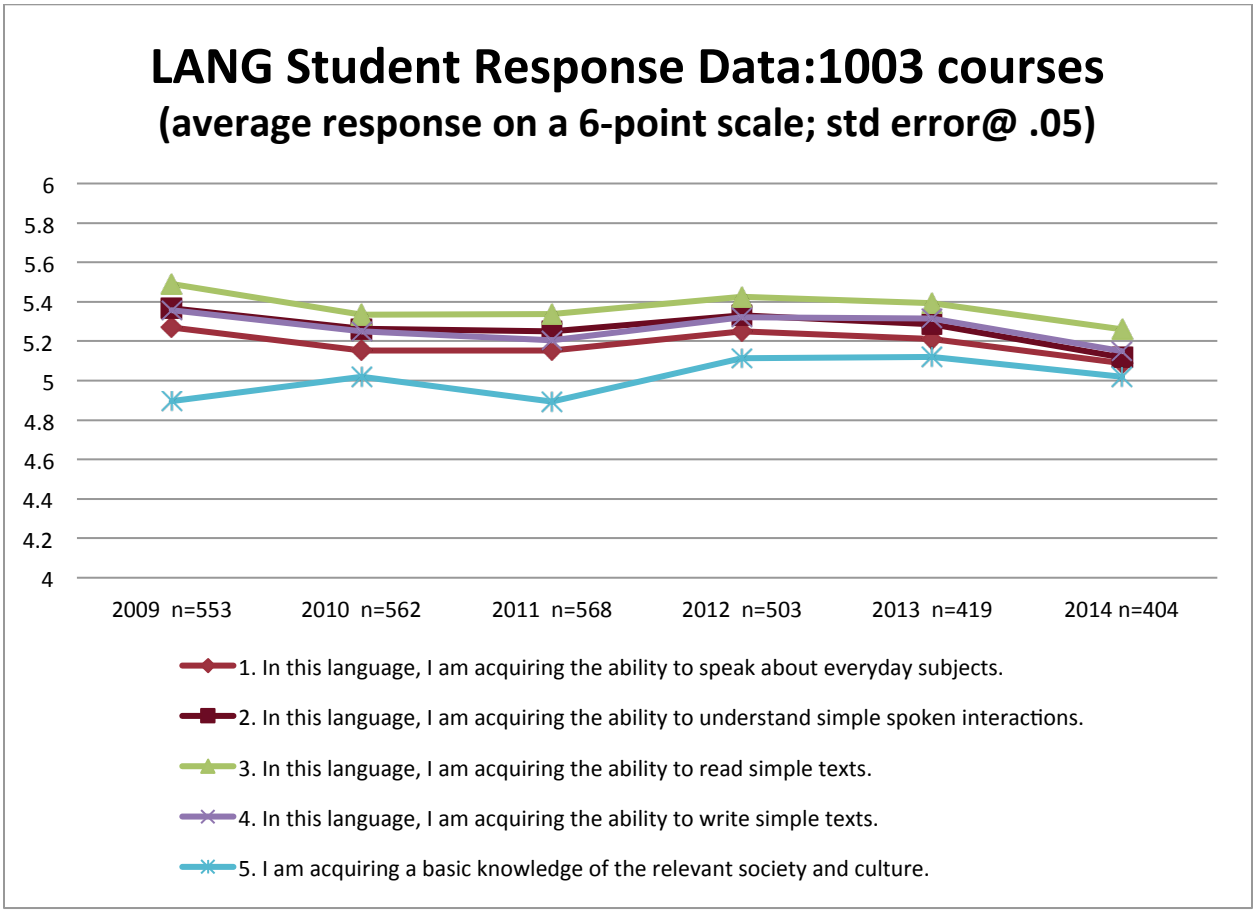
Findings: WRIT students report consistently high rates of revision. In 2013, over 80% of students agreed or strongly agreed with this item.

Findings: WRIT students report increased understanding of writing strategy. There appears to be an increasing trend in the 1133 course on this item. In 2013, over 77% of students agreed or strongly agreed with this item.

Findings: WRIT students report overall gains in writing ability. There appears to be an increasing trend on this item in the 1133 courses. In 2013, over 72% of students agreed or strongly agreed with this item.

LANG Items:

- ***In this language, I am acquiring the ability to understand simple spoken interactions.***
- ***In this language, I am acquiring the ability to read simple texts.***
- ***In this language, I am acquiring the ability to speak about everyday subjects.***
- ***In this language, I am acquiring the ability to write simple texts.***
- ***I am acquiring a basic knowledge of the relevant society and culture***

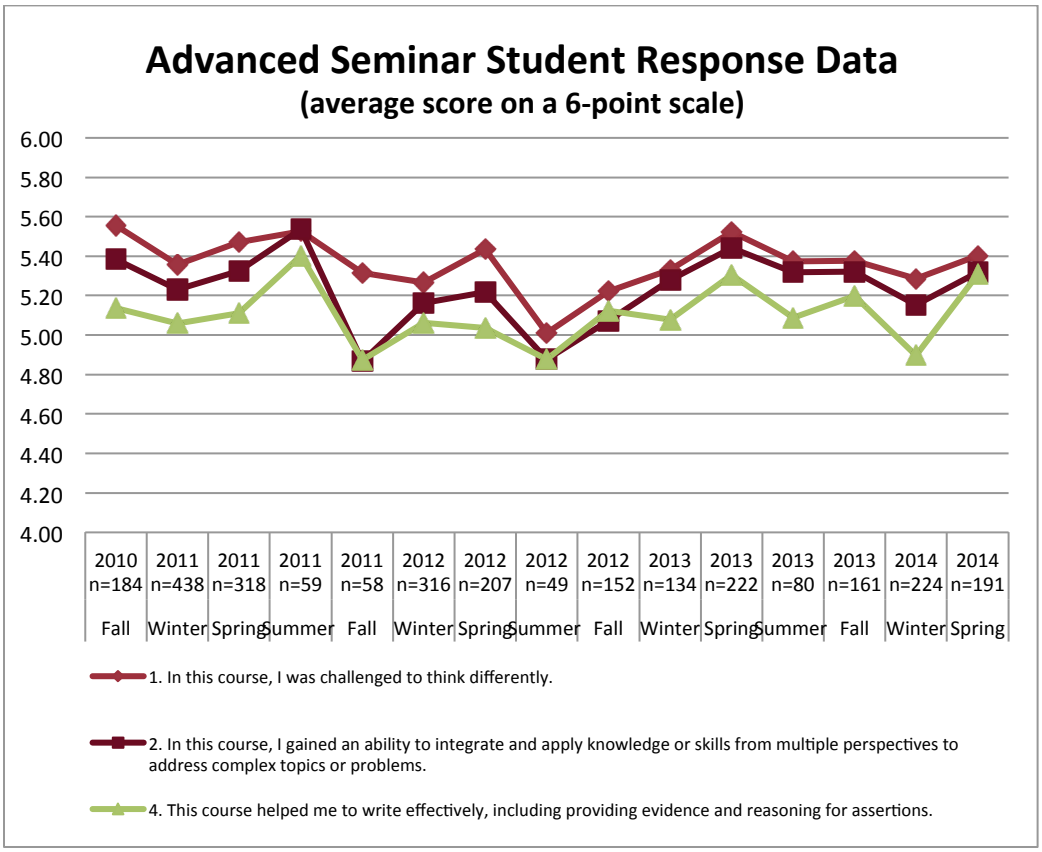


<u>Results</u>

On all of these items, student responses were strong. Students in language classes perceive increased facility with language by the end of the first year. Ratings for the acquisition of cultural knowledge were somewhat lower in the first few years of tracking the data, but appear to have converged with the other ratings. The ratings are consistently above 5 on a 6-point scale.

ASEM items:

- ***In this course, I gained an ability to integrate and apply knowledge or skills from multiple perspectives to address complex topics or problems.***
- ***This course helped me to write effectively, including providing evidence and reasoning for assertions.***
- ***In this course, I was challenged to think differently***



Findings: ASEM students report gains in the ability to address complex problems from multiple perspectives. These ratings show some variability over time, but are consistently high. In the last year, between 80% and 89% of students agreed or strongly agreed with this statement.

Findings: ASEM students report consistently that the course helped to improve their writing. In the last year, between 70% and 85% of students agreed or strongly agreed with this item.

Findings: ASEM students (with moderate variability) report high levels of challenge to think differently. In the past year, between 83% and 90% of students agreed or strongly agreed with this statement.