

General Education Assessment Plan Survey

Spring, 2006
Frequency tables

Please select your academic rank:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Prof.	41	19.6	21.7	21.7
	Assoc. Prof.	43	20.6	22.8	44.4
	Asst. Prof.	39	18.7	20.6	65.1
	Instructor	66	31.6	34.9	100.0
	Total	189	90.4	100.0	
Missing	0	17	8.1		
	99999999	3	1.4		
	Total	20	9.6		
Total		209	100.0		

Each course in the General Education curriculum should develop student abilities in one or more of eleven broadly defined areas. For the General Education course you specified above, please indicate the extent to which the course incorporates content or pedagogical exercises designed to foster student knowledge and abilities in each of the areas listed below:

Expression: The ability to analyze and communicate ideas effectively in many forms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	2.4	2.4	2.4
	A Little	24	11.5	11.7	14.1
	Somewhat	35	16.7	17.0	31.1
	A Lot	92	44.0	44.7	75.7
	Almost the Entire Course	50	23.9	24.3	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Interpretation: The ability to locate, analyze, and effectively interpret information from many sources.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1	.5	.5	.5
	A Little	10	4.8	4.9	5.4
	Somewhat	37	17.7	18.0	23.4
	A Lot	111	53.1	54.1	77.6
	Almost the Entire Course	46	22.0	22.4	100.0
	Total	205	98.1	100.0	
Missing	0	4	1.9		
Total		209	100.0		

Quantification: The ability to apply quantitative and symbolic reasoning to frame and understand problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	37	17.7	18.0	18.0
	A Little	41	19.6	19.9	37.9
	Somewhat	47	22.5	22.8	60.7
	A Lot	43	20.6	20.9	81.6
	Almost the Entire Course	38	18.2	18.4	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Problem solving: The ability to identify and analyze complex problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	2.4	2.4	2.4
	A Little	17	8.1	8.3	10.7
	Somewhat	57	27.3	27.7	38.3
	A Lot	76	36.4	36.9	75.2
	Almost the Entire Course	51	24.4	24.8	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Tech literacy: The ability to apply tools of technology, with understanding of their uses and limitations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	44	21.1	21.5	21.5
	A Little	45	21.5	22.0	43.4
	Somewhat	56	26.8	27.3	70.7
	A Lot	41	19.6	20.0	90.7
	Almost the Entire Course	19	9.1	9.3	100.0
	Total	205	98.1	100.0	
Missing	0	4	1.9		
Total		209	100.0		

Creativity: The ability to explore, imagine and create.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	7	3.3	3.4	3.4
	A Little	33	15.8	16.3	19.7
	Somewhat	70	33.5	34.5	54.2
	A Lot	63	30.1	31.0	85.2
	Almost the Entire Course	30	14.4	14.8	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

Citizenship: The ability to recognize the rights, responsibilities, and privileges of citizenship in a diverse society.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	41	19.6	19.9	19.9
	A Little	35	16.7	17.0	36.9
	Somewhat	42	20.1	20.4	57.3
	A Lot	47	22.5	22.8	80.1
	Almost the Entire Course	41	19.6	19.9	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Diversity: The ability to understand and evaluate assumptions, values, and beliefs across diverse communities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	40	19.1	19.6	19.6
	A Little	27	12.9	13.2	32.8
	Somewhat	27	12.9	13.2	46.1
	A Lot	48	23.0	23.5	69.6
	Almost the Entire Course	62	29.7	30.4	100.0
	Total	204	97.6	100.0	
Missing	0	5	2.4		
Total		209	100.0		

Teamwork: The ability to work collaboratively and manage projects to effective completion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	51	24.4	24.8	24.8
	A Little	39	18.7	18.9	43.7
	Somewhat	53	25.4	25.7	69.4
	A Lot	44	21.1	21.4	90.8
	Almost the Entire Course	19	9.1	9.2	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Ethics: Reflection on ethics in one's own work and on the ethical dimensions of academic pursuits.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	32	15.3	15.6	15.6
	A Little	53	25.4	25.9	41.5
	Somewhat	42	20.1	20.5	62.0
	A Lot	55	26.3	26.8	88.8
	Almost the Entire Course	23	11.0	11.2	100.0
	Total	205	98.1	100.0	
Missing	0	4	1.9		
Total		209	100.0		

Interdependence: The ability to understand and assess the impacts of interactions among the individual, society, and/or the environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	26	12.4	12.6	12.6
	A Little	23	11.0	11.2	23.8
	Somewhat	36	17.2	17.5	41.3
	A Lot	63	30.1	30.6	71.8
	Almost the Entire Course	58	27.8	28.2	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Humanities perspective: Exposure to the content and methods of inquiry and expression found in the humanities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	54	25.8	26.5	26.5
	A Little	32	15.3	15.7	42.2
	Somewhat	34	16.3	16.7	58.8
	A Lot	30	14.4	14.7	73.5
	Almost the Entire Course	54	25.8	26.5	100.0
	Total	204	97.6	100.0	
Missing	0	5	2.4		
Total		209	100.0		

Social science perspective: Exposure to the content and methods of inquiry and expression found in the social sciences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	54	25.8	26.7	26.7
	A Little	29	13.9	14.4	41.1
	Somewhat	41	19.6	20.3	61.4
	A Lot	41	19.6	20.3	81.7
	Almost the Entire Course	37	17.7	18.3	100.0
	Total	202	96.7	100.0	
Missing	0	7	3.3		
Total		209	100.0		

Natural Science perspective: Exposure to the content and methods of inquiry and expression found in the natural sciences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	65	31.1	32.2	32.2
	A Little	50	23.9	24.8	56.9
	Somewhat	24	11.5	11.9	68.8
	A Lot	24	11.5	11.9	80.7
	Almost the Entire Course	39	18.7	19.3	100.0
	Total	202	96.7	100.0	
Missing	0	7	3.3		
Total		209	100.0		

Please indicate approximately what proportion of course emphasis is allocated to the broad General Education learning objectives listed in #12c, and what proportion is allocated specifically to field-related learning objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90% Field, 10% General Education	6	2.9	3.0	3.0
	80% Field, 20% General Education	18	8.6	8.9	11.8
	70% Field, 30% General Education	37	17.7	18.2	30.0
	60% Field, 40% General Education	35	16.7	17.2	47.3
	50% Field, 50% General Education	57	27.3	28.1	75.4
	40% Field, 60% General Education	14	6.7	6.9	82.3
	30% Field, 70% General Education	17	8.1	8.4	90.6
	20% Field, 80% General Education	9	4.3	4.4	95.1
	10% Field, 90% General Education	7	3.3	3.4	98.5
	0% Field, 100% General Education	3	1.4	1.5	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

Improving learning means combining effective assessment with the application of best practices in teaching in ways that effectively engage students in their studies. Please indicate the extent to which you can document use (through syllabus, web site, assignments, tests, etc.) of any of the following "best practices" in this General Education course.

Emphasize application to real-world problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	5	2.4	2.4	2.4
	A Little	12	5.7	5.8	8.3
	Somewhat	59	28.2	28.6	36.9
	A Lot	130	62.2	63.1	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Model what professionals in this field do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	13	6.2	6.4	6.4
	A Little	28	13.4	13.8	20.2
	Somewhat	75	35.9	36.9	57.1
	A Lot	87	41.6	42.9	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

Promote student-faculty collaboration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	45	21.5	22.1	22.1
	A Little	61	29.2	29.9	52.0
	Somewhat	70	33.5	34.3	86.3
	A Lot	28	13.4	13.7	100.0
	Total	204	97.6	100.0	
Missing	0	5	2.4		
Total		209	100.0		

Promote student-student collaboration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	30	14.4	14.6	14.6
	A Little	46	22.0	22.3	36.9
	Somewhat	67	32.1	32.5	69.4
	A Lot	63	30.1	30.6	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Provide frequent, detailed feedback about student progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	4	1.9	1.9	1.9
	A Little	31	14.8	15.0	17.0
	Somewhat	59	28.2	28.6	45.6
	A Lot	112	53.6	54.4	100.0
	Total	206	98.6	100.0	
Missing	0	3	1.4		
Total		209	100.0		

Provide clearly stated learning objectives and expectations for the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1	.5	.5	.5
	A Little	6	2.9	2.9	3.4
	Somewhat	33	15.8	16.1	19.5
	A Lot	165	78.9	80.5	100.0
	Total	205	98.1	100.0	
Missing	0	4	1.9		
Total		209	100.0		

Considering the various kinds of assessments that grades are based on in this General Education course, please indicate approximately what proportion of a student's course grade is based on each group of abilities, for each of two very general types of assessment instruments listed.

Multiple choice, matching, or short answer types of exams:

Remember: Ability to recall, recognize, define, or describe facts and concepts presented in lectures, readings, or other assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	15	7.2	8.7	8.7
	Less than 20%	47	22.5	27.3	36.0
	20% - 40%	40	19.1	23.3	59.3
	40% - 60%	25	12.0	14.5	73.8
	60% - 80%	24	11.5	14.0	87.8
	80% - 100%	21	10.0	12.2	100.0
	Total	172	82.3	100.0	
Missing	0	37	17.7		
Total		209	100.0		

Comprehend: Ability to explain concepts or ideas, classify information, provide examples, make conceptual distinctions, or in other ways illustrate understanding of material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	15	7.2	9.5	9.5
	Less than 20%	35	16.7	22.2	31.6
	20% - 40%	44	21.1	27.8	59.5
	40% - 60%	25	12.0	15.8	75.3
	60% - 80%	23	11.0	14.6	89.9
	80% - 100%	16	7.7	10.1	100.0
	Total	158	75.6	100.0	
Missing	0	51	24.4		
Total		209	100.0		

Apply: Ability to apply knowledge it to specific problems, calculate solutions, or otherwise demonstrate understanding through application.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	27	12.9	18.0	18.0
	Less than 20%	40	19.1	26.7	44.7
	20% - 40%	36	17.2	24.0	68.7
	40% - 60%	19	9.1	12.7	81.3
	60% - 80%	16	7.7	10.7	92.0
	80% - 100%	12	5.7	8.0	100.0
	Total	150	71.8	100.0	
Missing	0	59	28.2		
Total		209	100.0		

Analysis: Ability to consider and make distinctions among alternatives, compare and contrast ideas, draw inferences from information or data, interpret results, or carry through specified testing procedures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	25	12.0	16.2	16.2
	Less than 20%	41	19.6	26.6	42.9
	20% - 40%	40	19.1	26.0	68.8
	40% - 60%	19	9.1	12.3	81.2
	60% - 80%	16	7.7	10.4	91.6
	80% - 100%	13	6.2	8.4	100.0
	Total	154	73.7	100.0	
Missing	0	55	26.3		
Total		209	100.0		

Evaluate: Ability to assess and draw conclusions, evaluate and critique existing ideas or data, or defend or justify arguments based on evidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	49	23.4	33.1	33.1
	Less than 20%	45	21.5	30.4	63.5
	20% - 40%	24	11.5	16.2	79.7
	40% - 60%	13	6.2	8.8	88.5
	60% - 80%	9	4.3	6.1	94.6
	80% - 100%	8	3.8	5.4	100.0
	Total	148	70.8	100.0	
Missing	0	61	29.2		
Total		209	100.0		

Create: Ability to compose or create something new through integration and synthesis of ideas, data, or materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	37	17.7	25.0	25.0
	Less than 20%	46	22.0	31.1	56.1
	20% - 40%	24	11.5	16.2	72.3
	40% - 60%	15	7.2	10.1	82.4
	60% - 80%	13	6.2	8.8	91.2
	80% - 100%	13	6.2	8.8	100.0
	Total	148	70.8	100.0	
Missing	0	61	29.2		
Total		209	100.0		

Considering the various kinds of assessments that grades are based on in this General Education course, please indicate approximately what proportion of a student's course grade is based on each group of abilities, for each of two very general types of assessment instruments listed.

Essays, papers, presentations, problem sets, etc.:

Remember: Ability to recall, recognize, define, or describe facts and concepts presented in lectures, readings, or other assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	20	9.6	11.2	11.2
	Less than 20%	60	28.7	33.7	44.9
	20% - 40%	31	14.8	17.4	62.4
	40% - 60%	22	10.5	12.4	74.7
	60% - 80%	18	8.6	10.1	84.8
	80% - 100%	27	12.9	15.2	100.0
	Total	178	85.2	100.0	
Missing	0	31	14.8		
Total		209	100.0		

Comprehend: Ability to explain concepts or ideas, classify information, provide examples, make conceptual distinctions, or in other ways illustrate understanding of material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	10	4.8	5.6	5.6
	Less than 20%	39	18.7	21.9	27.5
	20% - 40%	42	20.1	23.6	51.1
	40% - 60%	29	13.9	16.3	67.4
	60% - 80%	24	11.5	13.5	80.9
	80% - 100%	34	16.3	19.1	100.0
	Total	178	85.2	100.0	
Missing	0	31	14.8		
Total		209	100.0		

Apply: Ability to apply knowledge it to specific problems, calculate solutions, or otherwise demonstrate understanding through application.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	14	6.7	8.0	8.0
	Less than 20%	42	20.1	24.0	32.0
	20% - 40%	39	18.7	22.3	54.3
	40% - 60%	19	9.1	10.9	65.1
	60% - 80%	20	9.6	11.4	76.6
	80% - 100%	41	19.6	23.4	100.0
	Total	175	83.7	100.0	
Missing	0	34	16.3		
Total		209	100.0		

Analysis: Ability to consider and make distinctions among alternatives, compare and contrast ideas, draw inferences from information or data, interpret results, or carry through specified testing procedures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	17	8.1	9.4	9.4
	Less than 20%	36	17.2	20.0	29.4
	20% - 40%	53	25.4	29.4	58.9
	40% - 60%	16	7.7	8.9	67.8
	60% - 80%	21	10.0	11.7	79.4
	80% - 100%	37	17.7	20.6	100.0
	Total	180	86.1	100.0	
Missing	0	29	13.9		
Total		209	100.0		

Evaluate: Ability to assess and draw conclusions, evaluate and critique existing ideas or data, or defend or justify arguments based on evidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	29	13.9	16.0	16.0
	Less than 20%	41	19.6	22.7	38.7
	20% - 40%	30	14.4	16.6	55.2
	40% - 60%	16	7.7	8.8	64.1
	60% - 80%	23	11.0	12.7	76.8
	80% - 100%	42	20.1	23.2	100.0
	Total	181	86.6	100.0	
Missing	0	28	13.4		
Total		209	100.0		

Create: Ability to compose or create something new through integration and synthesis of ideas, data, or materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	18	8.6	10.1	10.1
	Less than 20%	34	16.3	19.0	29.1
	20% - 40%	45	21.5	25.1	54.2
	40% - 60%	22	10.5	12.3	66.5
	60% - 80%	20	9.6	11.2	77.7
	80% - 100%	40	19.1	22.3	100.0
	Total	179	85.6	100.0	
Missing	0	30	14.4		
Total		209	100.0		

Overall, what proportion of a student's grade in this course is based on each type of assessment instrument?

Multiple Choice Exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	91	43.5	46.0	46.0
	Less than 20%	25	12.0	12.6	58.6
	20% - 40%	31	14.8	15.7	74.2
	40% - 60%	18	8.6	9.1	83.3
	60% - 80%	18	8.6	9.1	92.4
	80% - 100%	15	7.2	7.6	100.0
	Total	198	94.7	100.0	
Missing	0	11	5.3		
Total		209	100.0		

Fill-in-the-Blank Exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	123	58.9	68.3	68.3
	Less than 20%	32	15.3	17.8	86.1
	20% - 40%	15	7.2	8.3	94.4
	40% - 60%	2	1.0	1.1	95.6
	60% - 80%	4	1.9	2.2	97.8
	80% - 100%	4	1.9	2.2	100.0
	Total	180	86.1	100.0	
Missing	0	29	13.9		
Total		209	100.0		

Essay Exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	67	32.1	36.0	36.0
	Less than 20%	22	10.5	11.8	47.8
	20% - 40%	44	21.1	23.7	71.5
	40% - 60%	29	13.9	15.6	87.1
	60% - 80%	14	6.7	7.5	94.6
	80% - 100%	10	4.8	5.4	100.0
	Total	186	89.0	100.0	
Missing	0	23	11.0		
Total		209	100.0		

Writing Assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	39	18.7	21.5	21.5
	Less than 20%	40	19.1	22.1	43.6
	20% - 40%	51	24.4	28.2	71.8
	40% - 60%	27	12.9	14.9	86.7
	60% - 80%	7	3.3	3.9	90.6
	80% - 100%	17	8.1	9.4	100.0
	Total	181	86.6	100.0	
Missing	0	28	13.4		
Total		209	100.0		

Calculation Assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	105	50.2	64.8	64.8
	Less than 20%	34	16.3	21.0	85.8
	20% - 40%	11	5.3	6.8	92.6
	40% - 60%	1	.5	.6	93.2
	60% - 80%	6	2.9	3.7	96.9
	80% - 100%	5	2.4	3.1	100.0
	Total	162	77.5	100.0	
Missing	0	47	22.5		
Total		209	100.0		

Artistic Expression Assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	128	61.2	78.5	78.5
	Less than 20%	17	8.1	10.4	89.0
	20% - 40%	9	4.3	5.5	94.5
	40% - 60%	6	2.9	3.7	98.2
	60% - 80%	2	1.0	1.2	99.4
	80% - 100%	1	.5	.6	100.0
	Total	163	78.0	100.0	
Missing	0	46	22.0		
Total		209	100.0		

Service Learning Assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	140	67.0	85.9	85.9
	Less than 20%	14	6.7	8.6	94.5
	20% - 40%	5	2.4	3.1	97.5
	40% - 60%	2	1.0	1.2	98.8
	60% - 80%	1	.5	.6	99.4
	80% - 100%	1	.5	.6	100.0
	Total	163	78.0	100.0	
Missing	0	46	22.0		
Total		209	100.0		

Term Papers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	121	57.9	70.8	70.8
	Less than 20%	11	5.3	6.4	77.2
	20% - 40%	23	11.0	13.5	90.6
	40% - 60%	12	5.7	7.0	97.7
	60% - 80%	2	1.0	1.2	98.8
	80% - 100%	2	1.0	1.2	100.0
	Total	171	81.8	100.0	
Missing	0	38	18.2		
Total		209	100.0		

Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	53	25.4	37.1	37.1
	Less than 20%	37	17.7	25.9	62.9
	20% - 40%	34	16.3	23.8	86.7
	40% - 60%	5	2.4	3.5	90.2
	60% - 80%	6	2.9	4.2	94.4
	80% - 100%	8	3.8	5.6	100.0
	Total	143	68.4	100.0	
Missing	0	66	31.6		
Total		209	100.0		

In addition to the cognitive domain, many General Education courses have important elements in the affective domain which introduce students to different systems of values. For each type of value system listed below, please indicate the extent to which, if at all, your General Education course includes content or pedagogical elements that foster student development in that area.

Professional attitudes and conduct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	29	13.9	14.3	14.3
	A Little	41	19.6	20.2	34.5
	Somewhat	74	35.4	36.5	70.9
	A Lot	39	18.7	19.2	90.1
	Almost Entire Course	20	9.6	9.9	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

Ethical behavior and decision-making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	25	12.0	12.3	12.3
	A Little	40	19.1	19.6	31.9
	Somewhat	57	27.3	27.9	59.8
	A Lot	53	25.4	26.0	85.8
	Almost Entire Course	29	13.9	14.2	100.0
	Total	204	97.6	100.0	
Missing	0	5	2.4		
Total		209	100.0		

Sociocultural sensitivity and understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	38	18.2	18.7	18.7
	A Little	33	15.8	16.3	35.0
	Somewhat	31	14.8	15.3	50.2
	A Lot	43	20.6	21.2	71.4
	Almost Entire Course	58	27.8	28.6	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

Developing a personal set of values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	32	15.3	16.1	16.1
	A Little	36	17.2	18.1	34.2
	Somewhat	55	26.3	27.6	61.8
	A Lot	48	23.0	24.1	85.9
	Almost Entire Course	28	13.4	14.1	100.0
	Total	199	95.2	100.0	
Missing	0	10	4.8		
Total		209	100.0		

We are interested in finding out the extent to which General Education instructors have implemented formal assessment procedures in their General Education courses. Please indicate the extent to which you have implemented each of the following assessment procedures in designing or modifying this course.

Thought through and formally stated course goals as related to the departmental or major curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	9	4.3	4.5	4.5
	A Little	19	9.1	9.6	14.1
	Somewhat	56	26.8	28.3	42.4
	A Lot	114	54.5	57.6	100.0
	Total	198	94.7	100.0	
Missing	0	11	5.3		
Total		209	100.0		

Thought through and formally stated course goals as related to the general educational curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	23	11.0	11.6	11.6
	A Little	56	26.8	28.3	39.9
	Somewhat	66	31.6	33.3	73.2
	A Lot	53	25.4	26.8	100.0
	Total	198	94.7	100.0	
Missing	0	11	5.3		
Total		209	100.0		

Thought through and clearly articulated specific learning objectives associated with each of the course goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	15	7.2	7.5	7.5
	A Little	31	14.8	15.6	23.1
	Somewhat	61	29.2	30.7	53.8
	A Lot	92	44.0	46.2	100.0
	Total	199	95.2	100.0	
Missing	0	10	4.8		
Total		209	100.0		

Thought through and clearly articulated the relationship between specific elements of student evaluation measures (e.g., questions on exam, assignment elements, etc.) and specific learning objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	11	5.3	5.6	5.6
	A Little	29	13.9	14.6	20.2
	Somewhat	70	33.5	35.4	55.6
	A Lot	88	42.1	44.4	100.0
	Total	198	94.7	100.0	
Missing	0	11	5.3		
Total		209	100.0		

Used specific detail from student assessment measures (e.g., exam performance, assignments, papers, etc.) to make changes to course content or pedagogy in later terms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	7	3.3	3.5	3.5
	A Little	16	7.7	8.0	11.5
	Somewhat	68	32.5	34.0	45.5
	A Lot	109	52.2	54.5	100.0
	Total	200	95.7	100.0	
Missing	0	9	4.3		
Total		209	100.0		

Used specific detail from student course evaluations to make changes to course content or pedagogy in later terms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	8	3.8	4.1	4.1
	A Little	27	12.9	13.8	17.9
	Somewhat	76	36.4	39.0	56.9
	A Lot	84	40.2	43.1	100.0
	Total	195	93.3	100.0	
Missing	0	14	6.7		
Total		209	100.0		

Used midterm course evaluations to make changes to course content or pedagogy during the term.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	106	50.7	53.0	53.0
	A Little	38	18.2	19.0	72.0
	Somewhat	39	18.7	19.5	91.5
	A Lot	17	8.1	8.5	100.0
	Total	200	95.7	100.0	
Missing	0	9	4.3		
Total		209	100.0		

Used information from other student or alumni surveys to make changes to course content or pedagogy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	139	66.5	70.6	70.6
	A Little	25	12.0	12.7	83.2
	Somewhat	29	13.9	14.7	98.0
	A Lot	4	1.9	2.0	100.0
	Total	197	94.3	100.0	
Missing	0	12	5.7		
Total		209	100.0		

Used employer feedback information to make changes to course content or pedagogy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	129	61.7	65.5	65.5
	A Little	39	18.7	19.8	85.3
	Somewhat	23	11.0	11.7	97.0
	A Lot	6	2.9	3.0	100.0
	Total	197	94.3	100.0	
Missing	0	12	5.7		
Total		209	100.0		

Used internship reviews to make changes to course content or pedagogy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	176	84.2	90.7	90.7
	A Little	7	3.3	3.6	94.3
	Somewhat	7	3.3	3.6	97.9
	A Lot	4	1.9	2.1	100.0
	Total	194	92.8	100.0	
Missing	0	15	7.2		
Total		209	100.0		

Used some other source of information to make changes to course content or pedagogy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	71	34.0	37.8	37.8
	A Little	49	23.4	26.1	63.8
	Somewhat	51	24.4	27.1	91.0
	A Lot	17	8.1	9.0	100.0
	Total	188	90.0	100.0	
Missing	0	21	10.0		
Total		209	100.0		

Did you teach any other General Education courses in the past two years in addition to the one discussed above?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	130	62.2	63.7	63.7
	Yes	74	35.4	36.3	100.0
	Total	204	97.6	100.0	
Missing	0	5	2.4		
Total		209	100.0		

Would you be willing to answer the same question set as above for that course as well?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, willing to do that NOW	10	4.8	14.1	14.1
	Yes, please contact me LATER	28	13.4	39.4	53.5
	No, not willing	33	15.8	46.5	100.0
	Total	71	34.0	100.0	
Missing	0	6	2.9		
	99999999	132	63.2		
	Total	138	66.0		
Total		209	100.0		

One very valuable assessment/teaching tool to help instructors make their courses more effective is the Course Portfolio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	aware, and have completed one	24	11.5	11.8	11.8
	aware, and have started one	19	9.1	9.4	21.2
	aware, but have not started one	69	33.0	34.0	55.2
	not aware	91	43.5	44.8	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

Do you have a course website?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, use Blackboard	106	50.7	52.2	52.2
	Yes, but do not use Blackboard	38	18.2	18.7	70.9
	No	59	28.2	29.1	100.0
	Total	203	97.1	100.0	
Missing	0	6	2.9		
Total		209	100.0		

If you use Blackboard for your classes, are you aware of the “Midterm Course Evaluation” feature?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	aware, and have used	7	3.3	4.4	4.4
	aware, have not used	84	40.2	52.8	57.2
	not aware	68	32.5	42.8	100.0
	Total	159	76.1	100.0	
Missing	0	50	23.9		
Total		209	100.0		