

2024-2025 Assessment of CCC Outcomes

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Outline

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- Notable Achievements
- Areas of Growth
- Assessment Methodologies
- Standard Rubric
- Results of 2024-2025 Assessment
 - Arts (AH1)
 - Literature (AH2)
 - Humanities (AH3)
- Looking ahead to 2025-2026 Assessment



University of Vermont

Catamount Core Curriculum Timeline of Assessment

Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-2028)
MA S1 WIL2	AH1 AH2 AH3	OC N1 N2	QD WIL1 SU	GC1 GC2 D1 D2

Notable Achievements

Held a Rating
Day for AH3

Collected Data
for a Single
Attribute from
Multiple
Departments

Collected
Meaningful Direct
Assessment Data

Engaged
Numerous
Faculty from
Diverse Areas

Used Multiple
Assessment
Methodologies

Collaboration of
OIRA, CCCC, Key
Campus Partners

Areas of Growth

Increasing
Participation Rates

Collecting Indirect
Data from Students

Using the Data for
Continuous
Improvement

Catching up with
Departments that
Couldn't
Participate Last
Year

Development of
CCC Rubrics

Determining the
Methodology
(and Timing)
that Works Best for
Each Category

Assessment Methodologies

Embedded Assessment

Professors assess one or more assignments from their course(s) utilizing a common rubric. Results are submitted to a Qualtrics form after which they are tabulated and discussed.

Rating Day

Professors submit one or more assignments to OIRA where they are anonymized and randomly assigned to folders. Professors then gather on a rating day where they “norm” a common rubric and assess the assignments. Results are tabulated and discussed. Rating days can either be within their own department or cross departments.

Standard Rubric

0	1	2	3	4
No Evidence	Not Meeting	Approaching	Meeting	Exceeding

Assessment Activities: Arts (AH1)

English

Embedded assessment

Other Departments

Other departments had planned to participate but other obligations prevented them from doing so.

Several have already put plans into motion to collect data this year.

Findings: Arts (AH1)

English Department

- English:
 - Sections participating: 4
 - Assignments Scored: 129

Learning Outcome #1: Students will be able to learn to recognize selected forms, genres, and traditions of artistic work

0	1	2	3	4
3 (2%)	2 (2%, 2%)	8 (6%, 6%)	91 (71%, 72%)	25 (19%, 20%)

Findings: Arts (AH1)

English Department

Learning Outcome #2: Students will be able to practice the creation of artistic works and/or the analysis of creative works, in each case using methods appropriate to the form.

0	1	2	3	4
3 (2%)	0 (0%, 0%)	11 (9%, 9%)	85 (66%, 67%)	30 (23%, 24%)

Learning Outcome #3: Students will be able to develop critical thinking skills needed to examine artistic works as they relate to different aspects of society and history, including the examination of social structures, identities, practices and/or problems.

0	1	2	3	4
3 (2%)	3 (2%, 2%)	11 (9%, 9%)	81 (63%, 64%)	31 (24%, 25%)

Analysis of Findings: Arts (AH1)

English Department

- Student strengths:
 - In general, they were best able to critically analyze artistic works as they relate to different aspects of society and history, including the examination of social structures, identities, practices and/or problems.
 - Some students were very capable at incorporating research and formal technique into their fiction writing. (Others were not.) Most were able to manage solid to excellent critical thinking (#3), both in their original writing and their critique of peer work.
 - Students successfully incorporated the vocabulary introduced in class, especially around ecopoetics and ways of thinking about nonhuman agents in poetry.
 - At the end of this course, a significant percentage of the students have attained an unexpected fluency with the formal skills of the course.

Analysis of Findings: Arts (AH1)

English Department

- Areas where students can improve:
 - About half the students struggled to incorporate research into their creative work. They simply did not take the time for it, or they didn't absorb how detail enriches plausibility and context. Several struggled to meet their deadlines in general.
 - The average student (with exceptions in the top range) is still developing confidence in their own analytic skills and learning to take risks that aren't prepared or sanctioned by teacherly encouragement.
 - Some of the students, while ostensibly writing under the influence of historical examples, did not display much awareness of those examples.

Continuous Improvement: Arts (AH1)

English Department

- In retrospect, I might spend more time on Learning Outcome #1: not just zeroing in on fiction writing, but more on the particular craft of historical fiction writing and/or writing about a place or time you've never visited.
 - I have already incorporated incremental deadlines. Perhaps encouraging students to set up notifications about their assignments.
- Frankly, a broad mandate on students to read independently and deeply. Even majors, I find, largely read within the lines of syllabuses, whereas that material should be a starting point for a deeper independent exploration.
- I may adjust the evaluation in the course to include some spot-checks on reading for exemplary texts, so the students develop habits of reading and studying them.

Continuous Improvement: Arts (AH1)

English Department

- My recommendation is more of a point about academic culture; it might be encouraged by funding independent projects for advanced majors (summer funding aligned with particular goals, and requiring careful and well-read proposals.)
- More classroom time and more time for writing feedback per student would be helpful. In general, the enrollment caps for writing classes are higher than they should be, which makes it easy for students to conceal half-hearted preparation.

Assessment Activities: Literature (AH2)

English

Embedded assessment

Sections participating: 13

Assignments Scored: 422

School of World Languages & Culture

Embedded assessment

Sections participating: 6

Assignments Scored: 100

Findings: Literature (AH2)

Learning Outcome #1: Students will be able to learn to recognize selected forms, genres, and traditions of literary work.

0	1	2	3	4
17 (6%)	9 (3%, 3%)	29 (10%, 10%)	121 (40%, 43%)	124 (43%, 44%)

English

0	1	2	3	4
N/A	0 (0%)	3 (3%)	81 (81%)	16 (16%)

School of World Languages and Cultures

Findings: Literature (AH2)

Learning Outcome #2: Students will be able to practice the analysis of creative works, using methods appropriate to the form.

0	1	2	3	4
4 (1%)	24 (6%, 7%)	60 (16%, 16%)	154 (41%, 42%)	130 (35%, 35%)

English

0	1	2	3	4
N/A	0 (0%)	7 (7%)	87 (87%)	6 (6%)

School of World Languages and Cultures

Findings: Literature (AH2)

Learning Outcome #3: Students will be able to develop critical thinking skills needed to examine literary works as they relate to different aspects of society and history, including the examination of social structures, identities, practices and/or problems.

0	1	2	3	4
22 (5%)	19 (5%, 5%)	62 (15%, 16%)	170 (40%, 43%)	149 (35%, 37%)

English

0	1	2	3	4
N/A	0 (0%)	3 (3%)	85 (85%)	12 (12%)

School of World Languages and Cultures

Analysis of Findings: Literature (AH2)

Student Strengths

English

- Producing an original argument and supporting it with close reading
- Ability to recognize traditional poetic forms
- Summarizing main points and highlighting the methodologies
- Synthesizing critical texts.

SWLC

- Students were strong in applying critical thinking to social structures and identities and eliciting relevant bases of comparison of texts from different periods with attention to their historical context.
- Students generally succeeded in formulating an argument stated succinctly in a thesis statement and developed throughout the essay.
- Students in the class were able to do well with all the goals set out to achieve, especially considering that there were Freshmen, Sophomores, Juniors, and Seniors with very different degrees of familiarity and proficiency with analysis of literary texts and films.

Analysis of Findings: Literature (AH2)

Student Strengths (cont'd)

English

- Comparing the approaches of different essays, highlighting the gaps in different arguments, and talking about what they learned from reading more than one essay about a particular literary or cultural production.
- Discussing the medium and genre in an appropriate way.
- Making connections to relevant social & historical issues

SWLC

- Writing, analyzing works of literature, and improving critical thinking through the analysis of works.
- A sense of community and engagement with historic and literary forms.
- Students were very successful in recognizing how the literary works reflected/ reacted to broader social, political and cultural concerns of the time, specifically prevailing notions of gender, status, and morality. They were also able to identify characteristics of literary/philosophical movements in the texts
- Students gained more independent critical capacity as the semester progressed. They did best when activities were scaffolded, such as in a project, and when they worked collaboratively. All literary forms were covered and students mostly enjoyed being exposed to a variety of literary forms and genres when topics and traditions were relevant to their lives.

Analysis of Findings: Literature (AH2)

Areas for Improvement

English

- General writing/editing skills
- Differentiating between literary/cultural forms
- Using critical skills of evidence and argument to build support for a claim from evidence from the text
- Integrating quotations from texts as evidence

SWLC

- Some are still developing skills related to close textual analysis to point to the specific ways in which the form and language of the text illustrates the argument they're making.
- As expected, authors like Giorgio Bassani, whose style is highly elaborate and expects at times advanced knowledge of Italian (and European) history and literary tradition presented more problems, but also opportunities for learning and more research, which was assigned as a group research.
- Students can be overwhelmed with too much information.

Analysis of Findings: Literature (AH2)

Areas for Improvement (cont'd)

English

- Organization of arguments
- Linking of interpretive ideas to specific points of text
- Negative influences of AI

SWLC

- Some students struggled with moving from understanding what the text says to interpreting what the text means. However, this might result from their level of linguistic preparation in German.
- The main struggles I see students having in general is managing time.
- Another area that students need improvement in is being distracted by technology and fast-paced habits. In particular, students are showing more difficulty with long texts and complex language, and often lack the historic, cultural or geographic context or general knowledge.

Analysis of Findings: Literature (AH2)

Continuous Improvement

English

- Introductory courses need to be smaller (mentioned many times)
- Skill of building an argument needs time for reflective feedback
- Greater promotion of Writing Center.
- Fund an office of “First-Year Writing”

SWLC

- Practice, practice, practice this kind of close textual analysis.
- Having students work on guided group research proved very useful.
- More extensive work at the language level such as building their vocabulary and contextual knowledge before reading, encourage paraphrasing to reinforce meaning, and provide sentence frames to help them articulate interpretations in German. I am also planning to develop visual aids and structured practice to further support comprehension and critical thinking.

Analysis of Findings: Literature (AH2)

Continuous Improvement (cont'd)

English

- Focus more instruction on basic grammar & sentence structure
- More exercises tying together form & genre
- Require two semesters of intensive writing
- Find ways to limit AI use or inform students how to properly use it

SWLC

- Support a faculty's choice to use printed material as opposed to digital-based materials.
- Encourage a focus on learning process over incremental management of grades.
- Provide examples early on of the value of in-depth analysis and critical thought.
- Have common topic (a book, a writer, a time period, a tradition or series of events) among two or more courses intended to promote shared learning outcomes, and to encourage cross-course discussions outside of class (may be even an event in which to discuss it).

Assessment Activities: Humanities (AH3)

History

Rating Day

Religion

Faculty discussion

Other Departments

Other departments had planned to participate but other obligations prevented them from doing so.

Plan to follow-up this year.

Details: History Rating Day

- Courses Submitting Assignments: 7
- Assignments Anonymized: 330
- Assignments Rated: 84
- Raters: 3

Findings: Humanities (AH3)

History Rating Day

The table below shows the number of students rated in each category, the % of the total assignments that number represents, and the % with the “zeroes” removed

Learning Outcome #1: Recall and apply basic information and scholarly vocabulary about the cultural constructs or past events that are central to the course.

0	1	2	3	4
16 (19%)	4 (5%, 6%)	15 (18%, 22%)	28 (33%, 41%)	21 (25%, 31%)

Learning Outcome #2: Read primary sources for basic comprehension of their contents.

0	1	2	3	4
24 (29%)	1 (1%, 2%)	5 (6%, 8%)	30 (36%, 50%)	24 (29%, 40%)

Learning Outcome #3: Read secondary sources in the Humanities for basic comprehension of their contents.

0	1	2	3	4
48 (57%)	2 (2%, 6%)	9 (11%, 25%)	14 (17%, 39%)	11 (13%, 31%)

Learning Outcome #4: Analyze a primary source via the application of methods taught or practiced in the course.

0	1	2	3	4
24 (29%)	4 (5%, 7%)	11 (13%, 18%)	34 (40%, 57%)	11 (13%, 18%)

Learning Outcome #5: Analyze a secondary source in the Humanities via the application of methods taught or practiced in the course.

0	1	2	3	4
72 (86%)	3 (4%, 25%)	2 (2%, 17%)	4 (5%, 33%)	3 (4%, 25%)

Analysis of Findings: Humanities (AH3)

History Rating Day

- The assignments that were aimed at learning outcome 1 produced consistently good results
- Assignments dedicated to primary source analysis also reflected reasonably strong student performance in learning outcomes 2 and 4.
- Students were good at finding and analyzing specific quotations
- Assignments do not reflect an engagement with learning outcome 5.
 - Expected since assignments came entirely from introductory courses

Analysis of Findings: Humanities (AH3) History Rating Day

- There was a level of engagement with learning outcome 3, but that wasn't the main focus of any of the assignments.
 - As a result, there were mixed results with students demonstrating their comprehension of secondary sources.
- The assignments frequently called on students to engage with learning outcomes 1, 2, and 4
 - Bridging these categories, which is an important aspect of historical thinking.
 - This is also something that is less susceptible to AI
 - In general, there was not evidence of much use of AI.

Analysis of Findings: Humanities (AH3) History Rating Day

- Learning outcomes 4 and 5 are higher-level skills, and the students could go further in their work.
- It's hard to judge these specific assignments because it was unknown where the assignments fell during the course.
 - perhaps the students did get better at primary source analysis by the end of the semester.

Continuous Improvement: Humanities (AH3)

History Rating Day

- For students to improve in any skill/outcome, they need to practice.
 - History faculty are encouraged to design their assignment structure so that students can demonstrate improvement over the course.
- At the intro level, most of our faculty particularly value having students work with primary sources.
 - Ideally, students would work with Special Collections, the Fleming Museum, Government Information, etc.
 - It is recognized that this can be challenging with classes of 100+ students.

Continuous Improvement: Humanities (AH3) History Rating Day

- Prefer that all students, not just majors, work with primary sources across the three geographic concentrations of the major (the Americas, Europe, and Global)
 - Our library resources are not balanced across these geographies.
 - Access to databases of primary sources dealing with the entire globe would be welcome.

Continuous Improvement: Humanities (AH3)

History Rating Day

- Physical space is a problem, whether in large lecture halls or 40-person classrooms.
 - It's hard to position students so they can engage in small group discussion or work.
 - Small desks, rather than tables, make it difficult for a student to look at more than one thing at a time, despite the fact that we typically want them to be looking at a source, their notes, and perhaps a blank sheet of paper all at once.
 - We could be much more creative in our teaching, and thus in the achievement of the CCC goals, with more flexible space.

Humanities (AH3)

Results of Religion Faculty Discussion

- Conducted review of syllabi from 9 of 15 courses approved for the Humanities attribute.
- Discussed the ways each course addresses the Humanities learning outcomes.
 - “...the primary work of the course is a discussion of the kinds of worlds that people imagine, how they define these worlds, and the kinds of contestations that take place around these imagined worlds.”
 - “The second and third objectives, focused on the critical analysis of primary documents and engaging with secondary literature is present in many of the different assignments that we provide”

Humanities (AH3)

Results of Religion Faculty Discussion

- Conducted review of assignments submitted from 6 courses including:
 - reading notes,
 - homework discussion with guided questions to direct students to engage with the secondary literature in distinct ways,
 - quotation analysis,
 - “first pass” assignments where students were required to answer questions about the scholars they were reading that week in relation to the questions of the class or previous scholars.
- Results were uneven at least partially due to mix of first-years and seniors.
- Evidence indicated that skill development occurred over the course of the semester.

Humanities (AH3)

Results of Religion Faculty Discussion

- Discussion of primary and secondary texts
 - “...we tend to view the distinction between these as somewhat artificial, and the line between them to be fuzzy at best, and having to do with the type of argument or claim being made.”
 - Example from REL 2310: “...and one of the pieces of scholarship that they chose was an academic text written by an American scholar from 1920. This book was really both “primary” text and “secondary” at the same time, and the unintentional choice by the students gave us the opportunity to discuss the categories more broadly.”

Humanities (AH3)

Results of Religion Faculty Discussion

- Overall, “students coming out of Religion classes have had exposure to claims about the world and what it means to be human, and they have had the opportunity to develop skills focused on analyzing the claims of texts, thinking about texts in context, and practicing how scholars interpret the claims.

Looking Ahead to 2025-2026



University
of Vermont

Catamount Core Curriculum Timeline of Assessment

Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-2028)
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