General Education Learning Outcomes Summary Report Assessment and Improvement Plan

Cycle 6

(FA19, SP20, and FA20)

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Introduction

The goals of the assessment of the General Education Learning Outcomes (GELOs) at Baton Rouge Community College (BRCC) are twofold: (1) to provide data shaping pedagogical decisions for instruction and assessment in individual General Education courses, and (2) to inform curriculum and program development.

To achieve these goals, a recurring three-semester, campus-wide, multi-disciplinary assessment project continues from past cycles (Cycles 1-5). The first GELO Assessment Cycle consisted of the SP12, FA12, and SP13 semesters. The second GELO Assessment Cycle consisted of FA13, SP14, and FA14. The third GELO Assessment Cycle consisted of SP15, FA15, and SP16. The fourth GELO Assessment Cycle consisted of semesters FA16, SP17, and FA17. The fifth GELO Assessment Cycle consisted of semesters SP18, FA19, and SP19. In this Cycle 6 Summary Report, FA19, SP 20, and FA20 are analyzed.

For all assessment cycles, all GELOs are assessed, allowing for the complete assessment of the General Education curricula at BRCC. The General Education core curriculum is designed to ensure that graduates (1) develop the basic knowledge and skills essential to living productive and satisfying lives, (2) can be competitive in a global economic society, and (3) are lifelong learners. Courses included in the General Education core curriculum contribute to the acquisition of a basic core of knowledge, skills, and perspectives. General education learning outcomes are an instrument the college can use to assess the success of this program.

Method

Beginning in fall 2019, and as part of a larger improvement plan for general education courses, BRCC instituted a revised set of General Education Learning Outcomes (GELOs). This revision was

intended to streamline how college level learning was assessed and measured in each of the school's

identified general education courses, in light of the school's merger with Capital Area Technical College,

and state-wide and national practices (see Appendix A). Each general education course at BRCC has one

GELO, which is included in each general education course's Master Syllabus language. Faculty are made

aware of GELOs in their courses by their inclusion in each General Education course Master Syllabus, and

repeated in the General Education Course Finders (Appendix B). Faculty were also emailed and received

printed copies of their general education course's GELO, its attributes, and assessment suggestions

(Appendix C). See Table 1 for a full list of the GELOs in each competency area.

Table 1

General Education Learning Outcomes per Competency Grouping as of Fall 2019

Competency	General Education Learning Outcome
Communication	• Determine the meaning of words as they are used in context. • Interpret others' ideas in written and spoken form. • Construct written and/or verbal arguments. • Create compositions for specific contexts.
Critical Thinking	• Use information to inquire and problem solve. • Draw conclusions based on relevant criteria and standards. • Examine issues by identifying and challenging assumptions. • Organize observations on specific problems and issues. • Evaluate solutions based on practical and/or ethical implications. • Evaluate the relevance of arguments.
Diverse Perspectives	• Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems. • Examine individual as well as others' personal ethical systems and values within social institutions. • Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions. • Interpret the human condition and cultures in works of art. • Assess the impact social institutions have on individuals and cultures. • Evaluate the impact the arts and humanities have on individuals and cultures.
Information Literacy	• Adhere to guidelines for using information. • Differentiate degrees of credibility, accuracy, and reliability of data.
Quantitative and Symbolic Reasoning	• Use processes and models to solve quantitative problems. • Interpret data presented graphically, symbolically, and numerically. • Represent mathematical information numerically, symbolically, and visually, using graphs and charts.

	• Reason by deduction, induction and analogy.
Scientific Reasoning	• Apply scientific concepts to explain the natural world. • Apply scientific concepts to explain the physical world. • Explain scientific concepts or conclusions with graphs, tables, or diagrams. • Use scientific concepts to analyze environmental issues and civic responsibility. • Engage the scientific method of inquiry, analysis, and problem solving.
Teamwork	• Examine social responsibilities, ethics, and individual rights in a democratic society. • Demonstrate skills needed to enhance professional and/or academic performance standards. • Formulate responses to different points of view. • Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.

These GELOs are distributed across BRCC's 107 approved general education courses (see Table 2).

Table 2

Distribution of GELOs in Approved General Education Courses

Course	Competency	GELO	Report
ANTH 1013	Critical Thinking	Examine issues by identifying and challenging assumptions.	Fall
ANTH 2013	Diverse Perspectives	Assess the impact social institutions have on individuals and cultures.	Spring
ARTS 1003	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
ARTS 1023	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ARTS 2103	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
ARTS 2113	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
ASTR 1103	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
BIOL 1013	Scientific Reasoning	Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.	Fall
BIOL 1023	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
BIOL 1033	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
BIOL 1043	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
BIOL 2104	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
BIOL 2413	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
CHEM 1003	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
CHEM 1123	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
CHEM 1133	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
CJUS 1013	Communication	Determine the meaning of words as they are used in context.	Fall
ECON 2113	Critical Thinking	Use information to inquire and problem solve.	Fall
ECON 2133	Critical Thinking	Use information to inquire and problem solve.	Fall
ECON 2213	Critical Thinking	Use information to inquire and problem solve.	Fall
ECON 2223	Quantitative and Symbolic Reasoning	Interpret data presented graphically, symbolically, and numerically.	Spring
ENGL 1013	Communication	Create compositions for specific contexts.	Fall
ENGL 1023	Critical Thinking	Draw conclusions based on relevant criteria and standards.	Fall
ENGL 2123	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2133	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2173	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2223	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2303	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2313	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2323	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2403	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2483	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENGL 2503	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
ENSC 1103	Scientific Reasoning	Use scientific concepts to analyze environmental issues and civic responsibility.	Fall
FILM 2003	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
FILM 2013	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
FREN 1013	Communication	Determine the meaning of words as they are used in context.	Fall
FREN 1023	Communication	Interpret others' ideas in written and spoken form.	Fall
FREN 2013	Communication	Interpret others' ideas in written and spoken form.	Fall
FREN 2023	Communication	Interpret others' ideas in written and spoken form.	Fall
GEOG 2013	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
GEOG 2113	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
GEOL 1103	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
HIST 1113	Critical Thinking	Organize observations on specific problems and issues.	Fall
HIST 1123	Critical Thinking	Organize observations on specific problems and issues.	Fall
HIST 2003	Critical Thinking	Organize observations on specific problems and issues.	Fall
HIST 2013	Information Literacy	Differentiate degrees of credibility, accuracy, and reliability of data.	Spring
HIST 2023	Information Literacy	Differentiate degrees of credibility, accuracy, and reliability of data.	Spring
HIST 2213	Critical Thinking	Organize observations on specific problems and issues.	Fall
HIST 2223	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
HIST 2403	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
HUMN 2013	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
HUMN 2103	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
HUMN 2553	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
HUMN 2753	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring

MATH 1003	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1103	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1113	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1203	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1213	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1223	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1235	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 1303	Quantitative and Symbolic Reasoning	Represent mathematical information numerically, symbolically, and visually, using graphs and charts.	Spring
MATH 2084	Quantitative and Symbolic Reasoning	Represent mathematical information numerically, symbolically, and visually, using graphs and charts.	Spring
MATH 2103	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 2115	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 2125	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 2134	Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	Spring
MATH 2303	Quantitative and Symbolic Reasoning	Represent mathematical information numerically, symbolically, and visually, using graphs and charts.	Spring
MATH 2313	Quantitative and Symbolic Reasoning	Represent mathematical information numerically, symbolically, and visually, using graphs and charts.	Spring
MUSC 1013	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
MUSC 1023	Diverse Perspectives	Evaluate the impact the arts and humanities have on individuals and cultures.	Spring
PHIL 1013	Teamwork	Formulate responses to different points of view.	Fall
PHIL 2013	Diverse Perspectives	Examine individual as well as others' personal ethical systems and values within social institutions.	Spring
PHIL 2113	Quantitative and Symbolic Reasoning	Reason by deduction, induction and analogy.	Spring
PHIL 2283	Critical Thinking	Examine issues by identifying and challenging assumptions.	Fall
PHSC 1023	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
PHSC 1033	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
PHYS 1013	Scientific Reasoning	Apply scientific concepts to explain the physical world.	Fall
PHYS 1103	Scientific Reasoning	Apply scientific concepts to explain the physical world.	Fall
PHYS 2113	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
PHYS 2133	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
PHYS 2143	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
PHYS 2153	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
PHYS 2123	Scientific Reasoning	Engage the scientific method of inquiry, analysis, and problem solving.	Fall
POLI 2013	Teamwork	Examine social responsibilities, ethics, and individual rights in a democratic society.	Fall
POLI 2023	Diverse Perspectives	Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.	Spring
POLI 2113	Critical Thinking	Evaluate the relevance of arguments.	Fall
POLI 2213	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
POLI 2603	Critical Thinking	Evaluate solutions based on practical and/or ethical implications.	Fall
PSYC 2013	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
PSYC 2113	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
RNRE 1013	Scientific Reasoning	Use scientific concepts to analyze environmental issues and civic responsibility.	Fall
RNRE 2103	Scientific Reasoning	Apply scientific concepts to explain the natural world.	Fall
SOCL 2013	Diverse Perspectives	Assess the impact social institutions have on individuals and cultures.	Spring
SOCL 2113	Diverse Perspectives	Assess the impact social institutions have on individuals and cultures.	Spring
SOCL 2413	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	Spring
SPAN 1013	Communication	Determine the meaning of words as they are used in context.	Fall
SPAN 1023	Communication	Interpret others' ideas in written and spoken form.	Fall
SPAN 2013	Communication	Interpret others' ideas in written and spoken form.	Fall
SPAN 2023	Communication	Interpret others' ideas in written and spoken form.	Fall
SPCH 1013	Information Literacy	Adhere to guidelines for using information.	Spring
SPCH 2013	Communication	Construct written and/or verbal arguments.	Fall
SPCH 2213	Teamwork	Evaluate the impact of am individuals' decision(s) on personal and/or professional goals.	Fall
SPCH 2313	Teamwork	Demonstrate skills needed to enhance professional and/or academic performance standards.	Fall
SPCH 2403	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring
THTR 1013	Diverse Perspectives	Interpret the human condition and cultures in works of art.	Spring

To ensure uniformity in the process and participation, faculty were provided the GELO Master Course Matrix (see Table 2) to determine which courses were to be assessed each semester. In addition, faculty were emailed individually with submission instructions, a direct web link to the report submission form (Appendix D) and rubric to assess each GELO (Appendix E). Reporting required the categorization of results into two categories: Fails to Meet Expectations or Meets Expectations. Instructors of General Education courses completed the assessment and reported the results per CRN to the web-based reporting tool (Appendix D). Faculty were not mandated to conduct their assessment a

specific way or to use any particular assessment tool; rather, they were instructed to conduct an assessment that would strengthen college-level instruction and meet the general education needs of our students. If however, the department did utilize a common assessment tool in multiple sections of a course, the Department distributed that information to the faculty directly and outside of the General Education Assessment Committee. The types of assignments used for assessment ranged from exams, problem sets, speeches, quizzes, to short answers and essays (Appendices F-K). Examples of various assessment measures are included in each Department Assessment and Improvement Plan (Appendices F-K). Once all reports were submitted, the General Education Assessment Committee compiled the GELO assessment data by GELO and by course into a spreadsheet identifying how many students "Meet Expectations" for each semester (Appendix L). Data is aggregated by the number of students meeting expectations. GELOs for the competencies of communication, critical thinking, scientific reasoning, and teamwork are assessed each fall term. GELOs for the competencies of diverse perspectives, information literacy, and mathematical and quantitative reasoning are assessed each spring semester. All collected data is posted timely to the General Education Assessment Canvas site and is available to all faculty and administrators for review and discussion.

Results

Table 3

Fall 2019 Assessment Results for Competencies Communication, Critical Thinking, Scientific Reasoning, and Teamwork

COMPETENCY: COMMUNICATION	Meets Expectations	Sample size (n)
Determine the meaning of words as they are used in context.	394 (91%)	432
Social and Behavioral Science	91 (84%)	109
Humanities	105 (98%)	107
Interpret others' ideas in written and spoken form.	15 (94%)	16
Humanities	15 (94%)	16
Construct written and/or verbal arguments.	168 (88%)	190
Humanities	168 (88%)	190
Create compositions for specific contexts.	761 (79%)	959
English Composition	761 (79%)	959
	1,338 (84%)	1,597

COMPETENCY: CRITICAL THINKING	Meets Expectations	Sample size (n)
Use information to inquire and problem solve.	229 (82%)	279
Social and Behavioral Science	229 (84%)	279
Draw conclusions based on relevant criteria and standards.	434 (87%)	501
English Composition	434 (87%)	501
Organize observations on specific problems and issues.	503 (84%)	596
Humanities	503 (84%)	596
Evaluate the relevance of arguments.	26 (100%)	26
Social and Behavioral Science	26 (100%)	26
	1,259 (94%)	1,335

COMPETENCY: SCIENTIFIC REASONING	Meets Expectations	Sample size (n)
Apply scientific concepts to explain the natural world.	1,139 (69%)	1,643
Natural Science	371 (62%)	599

	Meets Expectations	Sample size (n)
Social and Behavioral Science	760 (73%)	1,044
Apply scientific concepts to explain the physical world.	45 (83%)	54
Natural Science	45 (83%)	54
Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.	229 (65%)	354
Natural Science	229 (65%)	354
Use scientific concepts to analyze environmental issues and civic responsibility.	74 (86%)	86
Natural Science	74 (86%)	86
Engage the scientific method of inquiry, analysis, and problem solving.	152 (73%)	209
Natural Science	152 (73%)	209
	1,639 (70%)	2,342

COMPETENCY: TEAMWORK	Meets Expectations	Sample size (n)
Examine social responsibilities, ethics, and individual rights in a democratic society.	85 (89%)	95
Social and Behavioral Science	85 (88%)	95
Formulate responses to different points of view.	89 (95%)	94
Humanities	89 (95%)	94
Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.	23 (88%)	26
Humanities	23 (88%)	26
	197 (92%)	215

Total Students Assessed (N): 5,489

Total Meeting Expectations (n): 4,433 (81%)

*General Education Domains are established by the Louisiana Board of Regents, Academic Affairs Policy 2.16 as amended in May, 2012. These six (6) Domains include English Composition, Fine Arts, Humanities, Natural Sciences, Mathematic/Analytical Reasoning, and Social/Behavioral Sciences. At Baton Rouge Community College, there are two (2) academic Divisions housing these disciplines: Liberal Arts (English Composition, Fine Arts, Humanities, Social and Behavioral Science) and STEM (Natural Sciences and Mathematic/Analytical Reasoning).

Table 4

Spring 2020 Assessment Results for Competencies Diverse Perspectives, Information Literacy, Quantitative and Symbolic Reasoning

COMPETENCY: DIVERSE PERSPECTIVES	Meets Expectations	Sample size (n)
Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.	12 (100%)	12
Social and Behavioral Science	12 (100%)	12
Assess the impact social institutions have on individuals and cultures.	198 (88%)	224
Social and Behavioral Science	198 (88%)	224
Evaluate the impact the arts and humanities have on individuals and cultures.	123 (90%)	137
Fine Arts	106 (88%)	120
Humanities	17 (100%)	17
Examine individual as well as others' personal ethical systems and values within social institutions.	55 (100%)	55
Humanities	55 (100%)	55
Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	89 (85%)	105
Humanities	23 (100%)	23
Social and Behavioral Science	66 (80%)	82
Interpret the human condition and cultures in works of art.	546 (87%)	628
Fine Arts	381 (86%)	444
Humanities	165 (90%)	184
	1,023 (88%)	1,161

COMPETENCY: INFORMATION LITERACY	Meets Expectations	Sample size (n)
Adhere to guidelines for using information.	85 (100%)	85
Humanities	85 (100%)	85
Differentiate degrees of credibility, accuracy, and reliability of data.	411 (89%)	462
Humanities	411 (89%)	462
	496 (91%)	547

COMPETENCY: QUANTITATIVE AND SYMBOLIC REASONING	Meets Expectations	Sample size (n)
Interpret data presented graphically, symbolically, and numerically.	63 (90%)	70
Social and Behavioral Science	63 (90%)	70
Reason by deduction, induction and analogy.	40 (53%)	75
Mathematics/Analytical Reasoning	40 (53%)	75
Represent mathematical information numerically, symbolically, and visually, using graphs and charts.	183 (53%)	340
Mathematics/Analytical Reasoning	183 (53%)	340
Use processes and models to solve quantitative problems.	743 (51%)	1,466
Mathematics/Analytical Reasoning	743 (51%)	1,466
	1,029 (53%)	1,951

Total Students Assessed (N): 3,659

Total Meeting Expectations (n): 2,548 (70%)

*General Education Domains are established by the Louisiana Board of Regents, Academic Affairs Policy 2.16 as amended in May, 2012. These six (6) Domains include English Composition, Fine Arts, Humanities, Natural Sciences, Mathematic/Analytical Reasoning, and Social/Behavioral Sciences. At Baton Rouge Community College, there are two (2) academic Divisions housing these disciplines: Liberal Arts (English Composition, Fine Arts, Humanities, Social and Behavioral Science) and STEM (Natural Sciences and Mathematic/Analytical Reasoning).

Table 5

Fall 2020 Assessment Results for Competencies Communication, Critical Thinking, Scientific Reasoning, and Teamwork

COMPETENCY: COMMUNICATION	Meets Expectations	Sample size (n)
Determine the meaning of words as they are used in context.	280 (84%)	335
Social and Behavioral Science	99 (80%)	124
Humanities	181 (86%)	211
Interpret others' ideas in written and spoken form.	33 (73%)	45
Humanities	33 (73%)	45
Construct written and/or verbal arguments.	112 (88%)	127
Humanities	112 (88%)	127
Create compositions for specific contexts.	705 (81%)	867
English Composition	705 (81%)	867
	1,130 (82%)	1,374

COMPETENCY: CRITICAL THINKING	Meets Expectations	Sample size (n)
Use information to inquire and problem solve.	193 (82%)	234
Social and Behavioral Science	193 (82%)	234
Draw conclusions based on relevant criteria and standards.	293 (82%)	357
English Composition	293 (82%)	357
Organize observations on specific problems and issues.	326 (83%)	392
Humanities	326 (83%)	392
Evaluate the relevance of arguments.	29 (100%)	29
Social and Behavioral Science	29 (100%)	29
	841 (84%)	1,006

COMPETENCY: SCIENTIFIC REASONING	Meets Expectations	Sample size (n)
Apply scientific concepts to explain the natural world.	1,270 (80%)	1,587
Natural Science	468 (76%)	617
Social and Behavioral Science	802 (83%)	970

	Meets Expectations	Sample size (n)
Apply scientific concepts to explain the physical world.	57 (86%)	66
Natural Science	57 (86%)	66
Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.	195 (71%)	273
Natural Science	195 (71%)	273
Use scientific concepts to analyze environmental issues and civic responsibility.	55 (93%)	56
Natural Science	52 (93%)	56
Engage the scientific method of inquiry, analysis, and problem solving.	179 (77%)	233
Natural Science	179 (77%)	233
	1,756 (79%)	2,215

COMPETENCY: TEAMWORK	Meets Expectations	Sample size (n)
Examine social responsibilities, ethics, and individual rights in a democratic society.	74 (86%)	86
Social and Behavioral Science	74 (86%)	86
Formulate responses to different points of view.	69 (90%)	77
Humanities	69 (90%)	77
Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.	14 (88%)	16
Humanities	14 (88%)	16
	157 (88%)	179

Total Students Assessed (N): 4,774

Total Meeting Expectations (n): 3,884 (81%)

*General Education Domains are established by the Louisiana Board of Regents, Academic Affairs Policy 2.16 as amended in May, 2012. These six (6) Domains include English Composition, Fine Arts, Humanities, Natural Sciences, Mathematic/Analytical Reasoning, and Social/Behavioral Sciences. At Baton Rouge Community College, there are two (2) academic Divisions housing these disciplines: Liberal Arts (English Composition, Fine Arts, Humanities, Social and Behavioral Science) and STEM (Natural Sciences and Mathematic/Analytical Reasoning).

Summary

During Cycle 6, a grand total of 13,922 general education assessments were administered. The total number of assessments administered may not equal to the total number of students assessed, for example, a student may have been assessed several times due to their enrollment in more than one general education course. The number of assessments reflects the total number of times an assessment tool was administered to a student in one general education course, assessing one GELO. Cycle 6 indicates that students enrolled in general education courses at BRCC are achieving the established GELOs within each learning competency, with the exception some GELOs within the competency Quantitative and Symbolic Reasoning. The following aggregate pattern evidences this:

Table 6

Aggregate Achievement Rates per Competency

Competency	GELO	Meets Expectations
Communication	Determine the meaning of words as they are used in context.	88%
	Interpret others' ideas in written and spoken form.	79%
	Construct written and/or verbal arguments.	88%
	Create compositions for specific contexts.	80%
Critical Thinking	Use information to inquire and problem solve.	81%
	Draw conclusions based on relevant criteria and standards.	89%
	Organize observations on specific problems and issues.	84%
	Evaluate the relevance of arguments.	100%
Diverse Perspectives	Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.	100%
	Examine individual as well as others' personal ethical systems and values within social institutions.	100%
	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	85%
	Interpret the human condition and cultures in works of art.	87%
	Assess the impact social institutions have on individuals and cultures.	88%
Information Literacy	Adhere to guidelines for using information.	100%
	Differentiate degrees of credibility, accuracy, and reliability of data.	89%
Quantitative and Symbolic Reasoning	Use processes and models to solve quantitative problems.	51%
	Interpret data presented graphically, symbolically, and numerically.	90%

	Represent mathematical information numerically, symbolically, and visually, using graphs and charts.	53%
	Reason by deduction, induction and analogy.	53%
Scientific Reasoning	Apply scientific concepts to explain the natural world.	75%
	Apply scientific concepts to explain the physical world.	85%
	Explain scientific concepts or conclusions with graphs, tables, or diagrams.	68%
	Use scientific concepts to analyze environmental issues and civic responsibility.	91%
	Engage the scientific method of inquiry, analysis, and problem solving.	75%
Teamwork	Examine social responsibilities, ethics, and individual rights in a democratic society.	88%
	Formulate responses to different points of view.	92%
	Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.	88%

Specific findings are addressed in each individual General Education Domain report (Appendices F-K).

Improvement Plan

In the past, faculty communicated difficulty with assessment data reporting. This problem seems to have been addressed, insofar as the spring 2020 term saw 99% compliance for data reporting. This is, in part, due to the increased awareness of what the GELO per courses intended to measure, given the switch from two GELOs per course to one GELO per course starting in Fall 2019. Moreover, additional required workshops have raised awareness of consistency and validity of data. That is to say, prior improvement plans have, in fact, improved the mechanics and logistics of data reporting.

In fall 2019, roughly half of all general education faculty volunteered to take part in an equity initiative, operationalizing pedagogical and retention equity interventions in general education courses. Those efforts have proved valuable, and have inspired subsequent plans for the future. For example, MATH 1113, an introductory math course, has low assessment achievement rates. As such, one plan is to spend the spring 2021 term exploring data on successful MATH 1113 students to locate vulnerabilities and opportunities to support those less successful.

Additionally, the General Education Assessment Committee will bring in faculty each semester to discuss their assessment strategies, to encourage continual conversation and to develop a culture of compliance and a shared vocabulary on general education assessments. This is to increase consistency, reliability, and validity of assessment data. Given the current all-online teaching modality due to the COVID-19 pandemic, the committee will also heighten their work to collect rubrics and assessment tools to the same end.

Appendix A

Rationale for Adopting New General Education Learning Outcomes

Abstract

Since November 28, 2011, Baton Rouge Community College (hereinafter "BRCC") has employed

a set of 10 General Education Learning Outcomes (hereinafter "GELOs") that are embedded within its

current cohort of 104 approved General Education courses. As such, and as part of an effort to increase

and maintain transparency and accountability to accrediting and governing bodies, General Education

faculty assess and report resultant assessment data on student achievement of those GELOs once every

academic year. Over the past seven years, several events have occurred that impact the efficacy and

sustainability of the current General Education assessment structure, prompting the BRCC Faculty

Senate committee on General Education Assessment to restructure not only the 10 GELOs but also the

assessment system, procedures, and protocol. This report examines the need to restructure both

elements of General Education Assessment at BRCC, and was approved by the GREAT Committee as the

rationale to support internal course modification applications to BRCC's Courses and Curricula

Committee on November 6, 2018.

Introduction

Baton Rouge Community College (hereinafter "BRCC"), a comprehensive, two-year public

institution, offers a variety of degree programs requiring a certain amount and successful completion of

postsecondary General Education coursework. Courses are classified as "General Education" according

to criteria established by the Louisiana Board of Regents (n.d.-c, 2004/2012), and by BRCC's Faculty

Senate General Education Assessment Committee (hereinafter the "GREAT committee"). As of the Fall

2018 semester, BRCC has 104 such "General Education" courses appearing in the course catalog across

six General Education domains established by the Louisiana Board of Regents (hereinafter "BoR"):

English Composition, Fine Arts, Humanities, Mathematics/Analytical Reasoning, Natural Science, and

Social/Behavioral Sciences (BRCC, 2018-2019, pp. 112-117). Each of these courses has two or more

General Education Learning Outcomes (hereinafter "GELOs") in addition to Course Level Learning

Outcomes. The GREAT committee developed a set of 10 GELOs (see Figure 1), adapted in large part

from Nicholls State University (GREAT committee, October 20, 2011, p. 7) and McNeese University (B.

Hasek, personal communication, September 20, 2017), that have been in effect since November 17,

2011 (GREAT committee, November 17, 2011, p. 8). Between AY 2010 – AY 2012, BRCC experienced

tremendous growth in the number and types of programs it offered, including a four-fold increase in

Certificate and AA/AS awards (see Figure 2); driving the need to explicate a clear set of assessment

practices for both academic programs and General Education courses.

Since the development and adoption of the 10 GELOs, BRCC has continued to grow. However,

its General Education Assessment practices have not been reexamined during this continued growth. In

Fall 2018, the GREAT Committee undertook such a reexamination, and based on data analysis, the

GREAT Committee recommends restructuring BRCC's GELOs and General Education assessment

practices (September 4, 2018, p.2), in accordance with its authority and charge by the BRCC Faculty

Senate (BRCC, January 13, 2015, p. 8). This report examines events and data supporting the call for such

change.

Capital Area Technical College

In 2013, the Louisiana State Legislature mandated BRCC merge with Capital Area Technical

College (BRCC, n.d.-b). The merger was completed and approved by BRCC's main accrediting body, the

Southern Association of Colleges and Schools Commission on Colleges (hereinafter "SACSCOC") in

December, 2015. The merger was a primary driver of change, adding to the type of courses, coursework,

programs, students, faculty, school administrators, advisory boards, and other external stakeholders in a

newly enlarged service area. The impact on General Education coursework was not immediate: in fact,

the number of AA/AS degree programs decreased in the year immediately following the merger (see

Figure 2), while the number of Technical Diploma awards, requiring no General Education coursework, increased. However, the total number of AAS degree awards, requiring students to successfully complete at least 15 credit hours in General Education coursework has doubled since the 2015 merger. From that basis, the type of student in General Education courses has changed since 2015.

Whereas the recommendation to restructure BRCC's GELOs may seem unwarranted based on this fact alone, the current GELOs were adopted without consulting these recently merged units within the school. Precisely because BRCC General Education courses serve students in Transportation Technology and Technical Education as they pursue AAS and CAS degree awards, those units must have input on the kinds of knowledge, skills, and habits of mind their graduates are exposed to in General Education courses. As those divisions continue to grow, so too does their student base and the need for continued input and reflection on General Education. In conversations and emails, Transportation Technology and Technical Education identified the need for more analytic reading skills (V. Guarino, personal communication, July 19, 2018) and improved math skills (J. Dedden, personal communication, March 22, 2108). These two examples identified specific skills critical for student success in these divisions.

Additionally, the number of programs within the division of Nursing and Allied Health have increased. Having long offered an AS in Nursing, BRCC began offering an AAS degree in Diagnostic Medical Sonography in 2012; and an AAS degree in Paramedic and in Veterinary Technology in 2013. These programs all require students to, among other criteria, test into the program and have already successfully completed the bulk of, if not all of the required General Education coursework for the AAS degree. These programs receive students with a General Education background without any discrete input on the nature of the goals of General Education coursework. In conversations and emails, the Dean of Nursing and Allied Health and a Department Chair of Allied Health identified the need for BRCC

students to come prepared with better writing and reading skills (D. Armand, personal communication, March 12, 2018; T. Pounders, personal communication, July 17, 2018).

These three divisions: Technical Education, Transportation Technology, and Nursing and Allied Health, represent half of BRCC's degree-granting units. While the number of students in these divisions may not rival the number of students in Business, Social Science, and History, Liberal Arts, and STEM, students in those programs must have General Education goals fitting with expectations of future employers, current advisory boards, and instructors. For this reason alone, the GREAT Committee is warranted to restructure not only the current 10 GELOs, but also the manner in which assessments are conducted, data collected, and results employed to improve student learning at BRCC.

Assessment Practices, Policies, and Procedures

General Education courses must be assessed to show evidence of student learning, and to serve as a basis to improve student learning. SACSCOC requires schools to establish General Education practices, policies, and procedures based on a coherent rationale and broad in scope, and to identify, evaluate, and publish goals and "learning outcomes for collegiate-level general education competencies" (SACSCOC, 2017, p. 20) appropriate to the school's mission. Schools are given great latitude to design specific strategies and approaches to General Education, and no single BRCC Academic Affairs Policy specifically targets General Education or General Education Assessments. Instead, BRCC's GREAT Committee is charged by the Faculty Senate with oversight of developing coherent General Education rationale, GELOs, and assessment practices. Three independent yet interrelated Academic and Student Affairs policies do exist that shape the role of all faculty in assessment. First, all faculty are charged with developing learning outcomes and designing assessments as an example of BRCC's shared governance structure. Specifically, BRCC Academic Policy 1.7040 directs that "[f]aculty are responsible for the development of student learning outcomes, for selecting assessment measures appropriate for determining student achievement of the outcomes, and for assessment of the outcomes" and that

faculty teaching courses in General Education "establish the procedures for reporting student achievement of learning outcomes for courses" (BRCC, February 22, 2018, pp. 2-3). Secondly, faculty enjoy the right and responsibility of academic freedom (BRCC, March 7, 2013) to develop curriculum appropriate to the school's mission. The third policy impacting assessments calls for faculty – and by extension the GREAT committee, comprised of faculty – must cooperate and coordinate with the Office of Academic and Student Affairs with any requests for learning outcomes data (BRCC, July 1, 2013).

Accordingly, the 2011 GREAT Committee, operating under slightly different policy language from SACSCOC and BRCC's Academic Affairs unit, developed not only the rationale for and the language of the 10 GELOs (see Figure 1), that committee also developed a process and procedure for assessing all GELOs embedded in discrete courses. Assessment instruments devised in concert with the committee and the committee developed a rubric appropriate to each of the 10 GELOs (GREAT Committee, October 20, 2018, p. 20) to aid in evaluation. Moreover, the committee established and published a regular assessment cycle, outlining which GELOs were to be assessed which semester. Faculty teaching General Education courses were to complete an "Assessment Report" form and submit it to the appropriate committee representative by an announced due date. This form was not to dissimilar to the Assessment Report form used as recently as 2018 (GREAT Committee, October 10, 2018, p. 17). The responsibility to develop GELOs, to assess their efficacy, to report findings, and to "close the loop" by publishing assessment data began in Spring 2012 and has continued to cyclically revolve. Every three semesters, all 10 GELOs would be assessed, and resultant General Education Assessment Summary Reports were generated for Cycle 1 (SP12, FA12, SP13), Cycle 2 (FA13, SP14, FA14), and Cycle 3 (SP15, FA15, SP16). Faculty participation in the data submission process and readiness to consider improvements to teaching methods and assessment strategies remained steady, and evidence of improving student learning was abundantly documented and published within the school and to its accreditors.

This practice and set of procedures began to change. Between the *Cycle 3 (SP15, FA15, SP16) General Education Assessment Summary Report* and the *Cycle 4 (FA16, SP17, FA17) General Education Assessment Summary Report*, striking differences indicate a decline in faculty participation in GELO assessment and/or data reporting. Contributing factors toward this decline are speculative at best, and may include: faculty indicated difficulty understanding how to assess GELOs, how to submit GELO assessment data, and how such data could be used for improving student learning.

First, faculty noted in narrative comments in various assessment submissions that the current GELOs are difficult to assess:

> Some GELOs have more than one learning outcome (for example, GELO 3 states "**think** critically, independently, and creatively and **make** informed and logical judgments of the arguments of others, **arrive** at reasoned and meaningful arguments and positions, and **formulate** and apply ideas to new contexts," [**bold** emphasis added] requiring faculty to evaluate multiple skills in one assessment). (GREAT Committee, October 10, 2018, p. 12).

Other GELOs appeared ambiguous, and faculty remained unclear and untrained on assessment options. For example, GELO 10, "demonstrate **knowledge** of American democracy, an **awareness** of the responsibilities of informed citizenship in a diverse and pluralistic society, and a **willingness** to contribute through participation and service," [**bold** emphasis added] requires three sets of assessments on knowledge, awareness, and willingness. Faculty wondered if one assessment could capture all three attributes, or if an average of three separate assessments was appropriate. The latter element, assessing a student's "willingness" is mystifying and unscientific, according to narrative commentary.

Cycle 4 data submissions include a larger total number of specific GELO assessment data than the actual number of assessment expected, based on the number of GELOs per course appearing on a Master Syllabus or on the General Education Course Matrix due to faculty submission error:

> …BIOL 1023, BIOL 2104, and CHEM 1133 all reported on GELO 1 (communicate in standard edited English, write and speak with clarity, coherence, and persuasiveness) despite having only GELO 3 and GELO 5 appearing on the Master Syllabi. Or, MATH 1113, MATH 1213, and MATH 2103 also reported on GELO 1, whereas the Master Syllabi

have GELOs more appropriate to college mathematics courses (and GELO 1 is not among
the course learning outcomes). SOCL 2013 has GELOs 6 and 7 on its Master Syllabus, yet
submitted reports for GELOs 1, 3, 5, and 9 in addition to 6 and 7. PSYC 2313 submitted a
GELO Assessment Report despite having no GELOs on its Master Syllabus. ENGL 1013,
with GELOs 1 and 2 would have reported on GELO 2 (an even-numbered GELO) for
Spring 2017. However, the overwhelming majority of ENGL 1013 courses reported on
GELO 6, which is a GELO for its sister course, ENGL 1023; GELO 6 is not on the ENGL
1013 Master Syllabus. Similarly, HUMN 2753 reported on GELO 6 when the correct
even-numbered GELO was 2. Or, GELO 9 in PHIL 1013 and PHIL 2013 went unreported
possibly because the PHIL instructor teaches multiple courses (PHIL 1013, PHIL 2113,
PHIL 2013, PHIL 2283), and misunderstood which GELOs were to be assessed which
term (GREAT Committee, October 10, 2018, pp. 12-13).

With such abundant submission and reporting errors, the credibility of all reported assessment data

becomes suspect, amplifying the question of how such data can be credibly deployed to improve

student learning.

Next, the forms used to report General Education assessment data confounded faculty, leading

to other types of errors or simple non-participation. Two linked, digitized forms, one in Microsoft Word,

and one in Microsoft Excel format, were developed in Fall 2015 for faculty to submit assessment data,

replacing the former Microsoft Word Assessment Report. The two forms were made available on BRCC's

learning management system (Canvas), were to be downloaded by faculty teaching General Education

courses, and then emailed to the Chair of the GREAT Committee before an announced due date. The

intention of these digitized forms was to avoid data-transfer errors when compiling composite

assessment data; an Excel spreadsheet can be more readily copied and pasted than data entered into a

Word document. These forms were posted together with a set of instructions, the General Education

Course Matrix (GREAT Committee, October 10, 2018, p. 14), and evaluation rubrics (GREAT Committee,

October 10, 2018, p. 20). Faculty often reported the templates in Word and Excel were corrupted,

unusable files; or faculty were unable to properly link the two forms once they had completed their

reporting.

A fourth factor complicating faculty General Education assessment data reporting was confusion around which GELOs were to be assessed by which date, and in which semester. A decision was made by the GREAT Committee in November, 2016 to change the assessment cycle to include a greater number of GELOs assessed per term. This decision is not captured in committee meeting minutes, however is reflected by announcements made to faculty in Canvas and by email (GREAT Committee, October 10, 2018, p. 25). All "odd" numbered GELOs were to be assessed each Fall term; all "even" numbered GELOs were to be assessed each Spring term. Thus, the previous three-semester cycle had been condensed to a two-semester cycle, whereby all GELOs would be assessed in one single academic year. However, faculty remained confused as to submission deadlines; the unanticipated outcome of this accumulated faculty frustration was declining faculty participation in assessment reporting.

On average, only 40% of General Education faculty submitted usable data in Cycle 4 (refer to Figure 3). As such, multiple submission errors, reported confusion of how to assess GELOs, and a low assessment data submission rate have resulted in unreliable and inconclusive data. A credible deployment of GELO assessment data to improve specific elements of student learning in General Education courses is not possible under the current, degenerated system of GELOs and data collection. Without robust and clear faculty participation, and without the ability to identify or articulate substantive methods of improving student learning, the GREAT committee recommends restructuring not only the current 10 GELOs but also data assessment practices. In restructuring the GELOs, the committee is aware that assessment tools and rubrics must also be restructured. The committee expects to assist in that process, to continue collecting and publishing assessment data, and contribute toward reinvigorated discourse on improving student learning in General Education courses at BRCC.

Community College General Education: Considerations in the Literature

Of first concern is the value to assessing General Education coursework and measuring student achievement. It seems on first blush as if such data is only necessary to accrediting bodies. Since the

late 1980s, all accrediting bodies in the United States require 2- and 4-year schools to account for student achievement in General Education courses (O'Banion, 2016; Rouseff-Baker & Holm, 2004; Seybert, 2002). In its December, 2017 revision of the *Principles for Accreditation*, regional accreditor SACSCOC requires two areas of compliance measuring student achievement in General Education, Standard 8.2.a (p. 20) and Standard 9.3 (pp. 21-22). Student achievement within General Education may be of vital importance to accrediting bodies to ensure compliance with academic rigor and ensuring student success, however, the data and observations generated by General Education assessment does not necessarily contribute to more measures of student or school success. For example, General Education data is not included as a compounding measure by national organizations like U.S. Department of Education's National Center for Education Statistics (hereinafter "NCES") or the Integrated Postsecondary Data System (hereinafter "IPEDS"), or the National Student Clearinghouse Research Center. These institutions collectively report on markers like community college completion rates, which nationally range between 39% - 57% within six years of enrollment (Juszkiewicz, 2015). What possible reason could exist, then, for BRCC, or any community college, to demand such academically rigorous investigation and improvement of General Education practices in light of the minimal impact such a component bears on the institution as a whole?

Without a doubt, community colleges serve countless students because of the flexibility and competitive advantages they hold over traditional 4-year institutions of higher education. The defining elements of community colleges, such as open access, low tuition, a multitude of services, and convenient locations, are especially pertinent to students with low socioeconomic status, to women with children, to minorities, and to those who are underemployed, who are academically unprepared, or who are adults looking for a second chance in education (Cohen, Brawer, & Kisker, 2014). The American Association of Community Colleges (hereinafter "AACC") advocates for and highlights what makes community colleges work: affording educational opportunities to traditionally underserved

communities, at a cost much less than 4-year schools; offering degrees and certificates more readily

adaptable to workforce needs; allowing students to take one or two courses to complete a certification

requirement by a current employer; and so on. Moreover, the AACC recently has adopted the position

that state legislators, industry, 4-year schools, and future students should look beyond the traditional

NCES/IPEDS rankings of community college efficacy to focus on community college value (2018).

Instead, the AACC advocates that the value a community college education affords is due to educational

opportunities that explicitly include General Education coursework. The AACC has developed a

Voluntary Framework of Accountability (hereinafter "VFA") that is the "principal accountability

framework for community colleges with measures defined to encompass the full breadth of the

community college mission and the diversity of students' goals and educational experiences" (AACC,

n.d.-a). The traditional notion of "completion" within IPEDS undercuts a "typical" community college

student, who by no means neatly fits the profile of a "typical" 4-year college student. According to the

AACC, "VFA metrics are a better measure of community college student success than traditional IPEDS

metrics" (AACC, 2018) and result in higher completion rated at community colleges nationally. The VFA

considers overall academic achievement across the board, including General Education achievement.

The "VFA provides community colleges with a significantly improved ability to assess their performance,

identify areas for improvement, and demonstrate their commitment to their academic mission" (AACC,

n.d.-a). To date, 60 community colleges participate in the VFA. Should BRCC ever seek inclusion in the

VFA program, it would be advisable to at least update current GELOs and assessment practices that are

more in line with national community colleges (refer to the "National Practices and Trends" section,

below).

      Other efforts exist to promote practices in General Education as indicators of student and school

success. The Association of American Colleges and Universities (hereinafter "AAC&U") has developed

extensive material (rubrics, outcomes, integrative learning, and best practices) through its 2005 Liberal

Education and America's Promise (hereinafter "LEAP") initiative and 2007 VALUE Rubric Development

Project (AAC&U, n.d.-b). Publishing extensively, hosting conferences, and offering materials for

implementation, the AAC&U provides an avenue to create effective General Education practices that

could enable accurate statistical modeling for understanding student achievement. Similarly, the

National Community College Benchmark Project (hereinafter "NCCBP") seeks to reevaluate and provide

credible measures for community college effectiveness. Over 150 different benchmarks "reflect national

best practices and help community colleges measure their performance against their peer groups—all

with the end goals to improve efficiency, institutional effectiveness, and student outcomes" (NCCBP,

2018). General Education performance is included in this set. Working in tandem and together with the

NCCBP, the Lumina Foundation has established a national, faculty-led "Tuning Project" and its resultant

"Degree Qualification Profile" project to develop a "learning-centered framework for what college

graduates should know and be able to do to earn" an Associate's Degree (Lumina Foundation, 2018). All

of these programs fall in line with previous studies advancing the argument to include student learning

in school efficacy and value (Bragg & Durham, 2012; Brown & Burdsal, 2012; Cohen, Brawer, & Kisker,

2014; Goldrick-Rab, 2010; Harbour, 2018; Kelly & Schneider, 2012; O'Banion & Markle, 2014). Thus, by

reexamining BRCC's GELOs and assessment practices, the school opens itself to larger, national

conversations, potentially ensuring its competitiveness and relevance in General Education courses. The

GREAT committee's recommendation for restructuring is based on several forms of "best practices"

often referred to in these national initiatives.

Especially at a time when BRCC is positioned in the same landscape as all community colleges:

pressed to show efficacy and value while increasingly reliant on occasionally consistent funding streams

from state and federal sources, external stakeholders, and tuition-paying students, it is worthwhile to

investigate the vast and robust discourse on best practices for General Education in community colleges.

While research on General Education practices in community colleges remains limited, literature exists

detailing "case studies" of how other community colleges have overcome hurdles and solved problems in developing GELOs and General Education assessment strategies (Allen, 2006; Banta, Black, Kahn, & Jackson, 2004; Banta & Hamilton, 2007; Banta, Jones, & Black, 2009; Bresciani, 2007; Dale, 2007; Marinara, Vajravelu, & Young, 2004; National Postsecondary Education Cooperative, 2002; Nichols & Nichols, 2001; Palomba & Banta, 1999; Robertson, 2013; Sundre & Halpern, 2007; Walvoord, 2004). All studies agree on the premise that General Education coursework equips students with the tools they need to engage with forces of change (cultural, religious, political, technological) and to critically assess empirical claims, interpret cultural expressions, and confront ethical dilemmas in their personal and professional lives – cultivating the "habits of the mind and heart that are essential to informed citizens in a democracy and world community" (Sundre & Halpern, 2007, p. 59). General Education courses thus serve as a foundation for basic knowledge upon which higher order thinking skills and value development are built (see Figure 4). Gaff (1999, p. 17), writing for the AAC&U, identifies a typical assessment cycle, starting with creating explicit learning objectives; developing and accessing learning of those objectives; showing evidence of how assessment information was collected and evaluated; then documenting how the results of that interpretation was disseminated; showing evidence of the changes made in the educational programs as a result of the evaluative analysis. In other words, the demands of an accrediting body are met by the nature of a General Education "best practice" alone.

All case studies and reports of General Education "best practices" also agree that clearly explicated and measurable learning outcomes that map to a school's mission or strategic plan are vital to the overall strategy (Bresciani, 2011; Dassance, 2011; Diaz, Hokanson, & Mentkoski, 2007; Drescher Sharp, Komives, & Fincher, 2011; Francis & Hout, 2007; Gaff, 1980; Nolte, 1991; Richman, Anderson, Atoons, Brennan, Robinson, & Torian, 2013; Womack, 2007). Giving extreme attention to the language and aim of GELOs is the underpinning method of identifying appropriate knowledge, skills and habits of mind/attitude represent what the community college offers the community. By defining what a

community college's graduate can do, that graduate can build an independent relationship within other community structures (Tickle, 1995). In this way, stakeholders and students alike benefit from educational innovations (Banta et al., 2004), especially if students see early rewards for good performance in General Education courses. Such positive feedback relates closely with increased persistence and retention (O'Banion & Markle, 2014; Scott-Clayton, 2011), whereby achievement in certain academic skill areas reinforce a student's belief they can, in fact, complete a degree or certificate. Thus, General Education assessment data can be a strong predictor of other dominant data trends, namely retention. Moreover, there are some who believe that incorporating General Education into traditionally vocational programs (e.g. welding) will ensure student success because of the broad introduction to interpersonal skills, group problem-solving opportunities, and the inherent invitation to students to become lifelong learners (Morris, 2004; Nolte, 1991; Schoenberg, 2001; Pimentel, 2013). In turn, such practices can refresh a young, robust workforce. Such observations are marginally quantifiable, however, and require further investigation.

Institutions may *quantitatively* assess general education learning outcomes through standardized tests ("off the shelf" or modifiable products) like the ACT *Collegiate Assessment of Academic Proficiency*, the Council for Aid to Education's *Collegiate Learning Assessment*, Pearson's *Watson-Glaser Critical Thinking Appraisal*, or others. Students are measured against peers nationally, and the assessment instruments require little, if any, faculty input. Such quantifiable assessments are administered school-wide at a specific point of a cohort's advance through a program (e.g. as an "exit exam"), and suffer a host of issues relating to applicable/localized statistical reliability, student motivation, lack of linkage between the assessment instrument and learning outcomes, and so on. Valid questions exist whether such assessments are suited to assess higher-level general education learning outcomes (e.g. critical thinking, aesthetic appreciation, democratic participation).

Alternatively, institutions may assess general education learning outcomes *qualitatively*, where such assessment instruments may be course-embedded and culminate in informed judgment rather than a quantitative score. A qualitative approach is labor-intensive: outcomes must be clearly defined and understood, tools must measure the same outcomes accurately, evaluators must use a multi-dimensional rubric (most likely developed by the faculty designing the qualitative assessment tool). Employing whichever method, general education learning outcomes are measured periodically to assess student learning; the resultant data is used to identify areas where learning can be improved, curricula modified, or programs updated. Almost all case studies promote the idea that successful General Education courses require tremendous buy-in from faculty, who will eventually eschew standardized, national testing in community colleges in favor of assessments local faculty design and embed within General Education coursework (Holder, 2012; Jarche, 2013; Shipman, Aloi & Jones, 2003; Serban, 2004; Suskie, 2009; Weight, 2010). Such "locally designed tests [and] course-embedded assignments produce reliable student data" (Serban, 2004, p. 92) that can be used for further faculty use – identifying weaknesses in pedagogy and improve those area (Banta et al., 2004; Highlights from AAC&U Work on Community College Students and Liberal Education Outcomes, 2011; Marinara et al.,2004; National Postsecondary Education Cooperative, 2002; Pimentel, 2013; Richman et al., 2013; Scott-Clayton, 2011). If, in the example of BRCC, General Education assessment data becomes unusable as appears to be the case at BRCC as of the *Cycle 4 (FA16, SP17, FA17) General Education Assessment Summary Report* (2018); perhaps data generated by General Education is an inadequate indicator of student success and restructuring must considered.

Despite the fact all community colleges must report General Education assessment data and document improvements to said assessments, schools nevertheless have great latitude in developing GELOs, General Education courses, assessment instruments, policies, and procedures. The unifying approach across all literature, however, is schools tend to design such curriculum and assessment with

the intention of securing student success. If this is the case, assessment data alone could serve as a

predictor for traditional concepts of "success." It should be possible, then, for community colleges to not

only generate credible evidence of student success in General Education, but to also use that data while

making an equally credible argument of their effectiveness and value. Once again, as of the *Cycle 4*

(FA16, SP17, FA17) General Education Assessment Summary Report, however, it is clear BRCC is not

generating such data.

Considering this body of literature, however, it is equally as important to discuss detractors who,

regardless of verifiable General Education successes, posit the ineffectiveness of General Education

overall. General Education in the community college was developed for several reasons: as a reaction to

liberal education "historically designed for aristocratic gentlemen,…a democratic movement to make

education more accessible,…in response to the elective principle that allowed students to create their

own curriculum,…a change of philosophy in educational pedagogy, and…an attempt to guard against

overspecialization" (O'Banion, 2016, p. 2). Originating at Columbia University in 1919 and blossoming

under Robert Maynard Hutchins at the University of Chicago in the 1930s, General Education was well

underway by the 1940s when the GI Bill enlarged the pool of students enrolling in postsecondary

schools around the country. Creating the most commonly quoted definition of what General Education

is, "a common core of learning for the common man," McGrath asserted that "it embraces the great

moral truths, the scientific generalizations, the aesthetic conceptions, and the spiritual values of the

race, ignorance of which makes men incapable of understanding themselves and the world in which

they live" (1946, p. 3). In 1952, the seminal book for community colleges and General Education

considered General Education programs in California community colleges. This study identifies a list of

12 competencies that should be reflected in a person who is considered generally educated; this list

varies little from the sets of competencies community colleges use today as a platform for the general

sets of knowledge, skills, and habits of mind graduates should exhibit.

Yet, as vital as general education courses are, there is very little consensus regarding how institutions ensure their quality. Controversies revolve around every conceivable aspect of general education courses: the best methods and practices to develop a general education outcome taxonomy, pedagogy, evaluation methodology, assessment strategy, or at last, the usefulness of assessment data generated by measuring student achievement. This discord has been ongoing for at least forty years, when general education courses were declared a "disaster area," which at that point had been "on the defensive and losing ground for more than 100 years" (Carnegie Foundation, 1977, p. 11). 10 years prior to the Carnegie Foundation's disaster declaration, an article in the *Educational Record* commented that community colleges are places that enforce "continued dependency, unrealistic expectations, and wasted 'general education'" (DeVall, 1968, p. 169). Similarly, contemporary detractors claim General Education "has a barely noticeable impact on students' skills" (Arum & Roksa, 2011, p. 35), citing statistics like 45% of students demonstrated no significant gains in critical thinking, complex reasoning and written communication during the first two years of college; or 36% demonstrated no significant gains over four years (Arum & Roksa, 2011, p. 52) based on analysis of the Council for Aid to Education's standardized assessment *Collegiate Learning Assessment* (CLA). Such analyses paint a grim picture of the otherwise shining promise a strong foundational core. This particular set of data is reliable only at institutions utilizing the standardized CLA, which attempts to assess student thought beyond multiple choice questions by employing "constructed response" essays, and the resultant data may not be generalizable to all students nationally or event to the specific characteristics of one school. This methodological murkiness haunts all types of General Education analyses, however – given the range of approaches and the variety of institutions, it is nearly impossible to draw neat conclusions about "generalizable" General Education data.

Or, claims that community colleges' General Education course offerings are confusing to students ring loudly. For example, the Louisiana BoR accepts certain General Education credits toward

degree completion (e.g. foreign language and speech fulfills the Humanities requirement of an AAS degree), while SACSCOC does not accept the same types of courses for the same degree type. A student must therefore carefully understand which types of credits are appropriate for their degree program and may avoid foreign language and/or speech courses in favor of approved courses in English Literature, History, Humanities, or Philosophy to satisfy both the BoR and SACSCOC for AAS degrees. Additionally, the sheer number of courses approved as "General Education" has fractured and exploded into what Bailey, Jaggars, and Jenkins call a "cafeteria-style self-service model" (2015, p. 13), leaving students confused as to which General Education courses suit their selected program. That is to say, from a student perspective, merely selecting General Education courses can be a bewildering experience, with little rhyme or reason for engagement. Recently, scholars and community college researchers have called to minimize the dizzying array of potential General Education courses which in and of itself makes resultant assessment data difficult to interpret. This set of community college researchers insist developing clear pathways for students, including specifying which General Education courses are applicable to a program and transferable to other institutions post degree award (Baily et al., 2015; Bragg & Durham, 2012; Jenkins, 2014; McNair, 2013; Richman et al., 2013).

Or, community college researchers call for integrating General Education courses. Schools should examine which explicit competencies and skills students will achieve, determined by discussions with employers, advisory boards, and alumni. What are community needs? What achievements have students found appropriate post-graduation? Those observations must be crystalized and mapped to courses as well as the school's mission (Bailey et al., 2015; Morris, 2004; O'Banion, 2016; Weight, 2010) to ensure what students learn in General Education courses leads to the desired results. This suggestion falls in line with the many calls (Boggs, 2001; Dassance, 2011; de los Santos & Milliron, 2015; Robertson, 2013) to shape the next community college movement, which includes great attention to General Education practices.

Fundamentally, community college students engage with curriculum for any manner of motivations and intentions. Any gain in knowledge, skill, and habit of mind/attitude should accumulate to the overall picture of student success in community colleges besieged with bad news and worse statistics, all suggesting their institutional inadequacies if not outright failures. Talented and committed faculty drawn to teach community college General Education courses enable small successes every day, motivating students to persist and achieve. This monumental effort and focus should ultimately be captured in statistical analyses accurately reflecting the achievements and progress of community college students. Thus, the GREAT committee considers the foregoing in developing new assessment tools and practices during this period of restructuring. Maintaining BRCC's ability to be competitive is crucial to its survival at a time of restricted funding and a loosening of admissions requirements at Louisiana State University, a 4-year school many BRCC students hope to transfer into. Thus, based on research and scholarship on best practices in community college General Education, the GREAT committee affirms its recommendation to restructure the current GELOs and approach to General Education assessment.

Statewide Practices and Trends

The Louisiana BoR mandates all 2- and 4-year Louisiana public institutions of higher education must include English composition, mathematics and analytical reasoning, natural sciences, humanities, social/behavioral sciences and the fine arts in their General Education repertoire (Louisiana BoR, 2004/2012). This framework imposes no particular set of courses or methods of assessment and undergoes periodic re-evaluation for system-wide sustainability (K. Denby, personal communication, August 29, 2017). In light of the literature on General Education best practices, it is important to keep in mind such "practices" confirm institutions have autonomy over the development and implementation of General Education courses and curriculum.

In 2006, the Louisiana Community and Technical College System (hereinafter "LCTCS") and the Louisiana BoR prepared *A Guide to Quality General Education Experiences for Two Year College Students*, encouraging LCTCS schools to prepare General Education courses that are "foundational to learning and ultimately liberating, allowing students to adapt effectively to a variety of situations and transfer to a 4-year school, or become an attractive workforce applicant" (LCTCS & BoR, 2006, p. 2). The LCTCS and BoR parameters include more "best practices" specific to LCTCS schools: faculty should drive General Education curriculum development, a culture of institutional investment is expected, and deliberate integration of content and skills across the six BoR General Education domains is desirable. With such a vigorous formulation of expectations, any course or set of courses within General Education courses in any LCTCS school seems specifically designed to ensure a high amount of attention to development and student success.

Within the 13-school LCTCS system, 11 schools offer transferable General Education courses. Among those 11 schools, the approach to General Education varies between two forms: to either use the BoR six General Education domains to dictate six structures of General Education assessment, or to use specific "competencies" (knowledge, skills, and attitudes/habits of mind) across all six General Education domains. South Louisiana Community College, Nunez Community College, Northshore Technical Community College, and Central Louisiana Technical Community College have no explicitly defined General Education learning outcomes outside of the six BoR General Education Domains (please refer to Figures 5 and 6). After running afoul of SACSCOC in 2008, Bossier Parish Community College adopted the "competency" approach, and also integrated General Education skills with program outcomes. Fletcher Technical Community College uses a standardized exit exam to assess General Education learning outcomes per an ETS-prescribed set of competencies; Delgado and SOWELA use locally developed, course embedded assessments. Despite the different approaches and strategies, all LCTCS schools meet the standards of SACSCOC and the BoR. Baton Rouge Community College is the only

community college within LCTCS to adopt a 4-year liberal arts school's 10 GELOs, which are not integrative or necessarily applicable to a 2-year community college.

Given this background, similarities between and among institutional approaches to administering General Education courses, curriculum, and assessments are difficult to draw. However, one observation consistently appears: all LCTCS schools struggle to make General Education Assessment data useful and meaningful in improving student learning. In a survey conducted between October and November 2017, six schools reported data generated from General Education assessment is not used specifically to improve student learning (see Figure 7). Of the four schools using General Education assessment data to improve student learning, two identified robust faculty involvement and review of general education courses and rubric (measure) development. These schools both have a clear assessment committee structures and goals.

Conversely, three schools reporting dissatisfaction echoed the sentiment of one respondent that "the primary function of general education assessments is for SACSCOC reporting ,and has little to do with improvement of programs" (Anonymous, personal communication, November 2, 2017). Another expressed that "overall, our assessments have had no impact, good or bad" (Anonymous, personal communication, November 17, 2017). Admittedly, the structure of the survey soliciting feedback from LCTCS schools is limited: three questions culminating in an evaluation of assessment data usage. This does not belie the fact many respondents expressed frustration with non-compliant faculty, lack of faculty buy-in, lack of institutional support or an "assessment culture," or no clear linkage between assessment data and general education learning outcomes (especially institutions using standardized assessments). One respondent elaborated that "the results of the data are somewhat difficult to interpret since it's a comparison with national statistics. We don't find the results are clear enough to identify areas of weaknesses and strengths" (Anonymous, personal communication, October 12, 2017). This points to an underlying tension between performing General Education assessments and producing

usable data to complete the assessment cycle - it does not necessarily follow that students leave an LCTCS school without the fundamental skills attained in general education courses, or that general education is "wasted" effort in LCTCS schools.

At the September 28, 2018 General Education Roundtable convened during the annual LCTCS Conference in New Orleans, these sentiments were repeated with further elaboration. All schools seem to experience a similar to phenomena in data collection and usage at BRCC: assessment data have shown student achievement is high – sometimes as high as 96% of students "meeting" or "exceeding" expectations for a certain assessment criteria. However, such high achievement does not correlate to overall student success. The student may, in fact, fail the very course in which the assessment was administered. Or, a student achieving high success on an assessment may not qualify to enter BRCC's Nursing program due to low overall reading scores, for example. More insidiously is a question of how to use the data competently: raw data generated by a faculty member (and aggregated by the assessment committee) may never be triangulated with institutional data or analyzed for external validity or reliability throughout administrative departments of institution; rendering the data inadequate to understand how assessment data relates to workforce or transfer data, persistence and completion, or how data may or may not reflect recently modified courses or programs. In other words, not including national or state-wide best practices for community college assessment processes would mean that BRCC could not identify curricular, programmatic, or institutional changes based on data to improve student learning. In such a scenario, it is understandable why a school may report, and continue to report, the sense that data reporting was only of value for the sake of data collection and reporting to SACSCOC; not indicative of overall success or failure in General Education.

In an encouraging moment, Dr. René Cintrón, Chief Academic Affairs Officer of LCTCS, suggested BRCC reconsider what a graduate should be able to know, do, and practice. "What does BRCC value?" (R. Cintrón, personal communication, October 12, 2018) was the flashpoint. If, for example, BRCC

assessment practices were not delivering clear data and results, what has changed at BRCC that may suggest reevaluation and restructuring are in order? Have, in fact, priorities shifted? Have BRCC goals changed? Is the school's mission differently interpreted today than 10 years ago? The words printed in the mission may be the same, but how has the school's context changed? Across LCTCS, the emphasis on graduate employability and building Louisiana's workforce has become paramount. System-wide, resources flow toward workforce programming and infrastructure; BRCC is no exception. LCTCS schools are adapting to this dimension of school mission. For example, SOWELA has created a specific competency in "Teamwork" to inculcate workplace values of timeliness, participation, and responsiveness to orders and instructions.

In evaluating LCTCS sister schools' approaches to General Education, it is clear that BRCC does not operate in a similar fashion. BRCC's GELOs come from a 4-year liberal arts schools while other LCTCS schools have no articulated GELOs or use structural, integrated competencies to evaluate student achievement in General Education. The dynamics of state funding has changed dramatically since 2011: for the past four fiscal years, dramatic reductions in state funding have forced BRCC and all LCTCS schools to reconsider how they continue to support programs and students. In Fall 2019, Louisiana State University, a 4-year public institution, will be expanding its admission requirements, and those changes may lure potential students away. Lastly, BRCC has not reevaluated its approach to General Education since 2011 despite structural changes and extraordinary growth within the school. If BRCC is unable to remain competitive because of under-review of critical functions, including General Education offerings, at a minimum the current GREAT committee should reexamine current GELOs and assessment practices. Based on an understanding of the state-wide LCTCS General Education landscape, and the evolving missions of LCTCS schools, the GREAT committee recommends restructuring the aforementioned aspects of General Education at BRCC.

National Practices and Trends

Despite the unease of embracing untampered, hegemonic reliance on IPEDS data (see the "Community College General Education: Considerations in the Literature" section, above) the system remains the standard of evaluation and understanding higher education institutional performance. Although IPEDS does not rank institutions per se, users can select data points that can be sorted to compare and rank institutions. In such an exercise, and selecting variables for graduation, completion, and retention rates, a list of 876 comparable, 2-year public community colleges shows BRCC ranks 862nd for graduation rates within 100% of normal time, and 847th for full-time student retention (IPEDS, 2018). Both data points are bound in complex networks of data: how many students enroll in BRCC with the intention of earning a degree or certificate? How many students simply need a few credit hours to complete a transfer function to another institution or complete certificate requirements for employment? Clearly, these two questions alone are outside the scope of analysis for considerations in General Education.

However, in an investigation of a potential correlational relationship between General Education and higher graduation and/or retention rates nationally, BRCC stands nearly alone in one aspect: BRCC uses the model of a 4-year liberal arts school for its GELOs. 870 of 876 comparable 2-year public institutions rely on one of the following models for evaluating General Education: (1) a BoR cohort, similar to what is used by South Louisiana Community College, Nunez Community College, Northshore Technical Community College, and Central Louisiana Technical Community College above (see Figure 6); or (2) "competencies" that delineate specific knowledge, skills, and habits of mind across categories like "Critical Thinking" or "Information Literacy;" or (3) a hybrid of the two models, whereby the categories identify specific knowledge, skills, and habits of mind in "English Composition" and "Fine Arts" (see Figure 8). Community college researchers find that applying 4-year liberal arts' GELOs to a 2-year student body does not offer enough time to inculcate values of civic participation, ethical behavior, or aesthetic appreciation. 4-year schools not only develop knowledge, skills, and habits of mind within the

majors; capstone and honors programs allow for more sustained contact to develop desired qualities (A.

Cohen, personal communication, July 19, 2018; T. O'Banion, personal communication, June 18, 2018).

Based on this investigation, the GREAT committee recommends restructuring the current 10 GELOs to

fall in line with national practice.

In addition to the national opportunities explored above in the "Considerations in the

Literature" section, the Lumina Foundation has created the Degree Qualifications Profile (hereinafter

"DQP"). In 2011, an edition of *Inside Higher Ed* observed:

> The profile, around which Lumina officials plan to begin a several-year discussion in
> which colleges, accreditors and other groups will test and refine it, is intended to
> establish, in more specific ways than has historically been the case, what the recipients
> of associate, bachelor's and master's degrees (regardless of discipline) should know and
> be able to do. The degree framework, [Lumina President Jamie Merisotis] said, is
> designed to help develop ... a shared understanding across majors, programs and
> institutions (Lederman, 2011).

The DQP is an ongoing, faculty-led initiative to develop key proficiencies and competencies among and

between academic disciplines, a practice referred to as "Tuning." The efforts stimulate deeper

discussions among faculty members and academic leaders campuses across the nation about what

professors are doing in the classroom, what students should be and are learning, and how the former

might be altered to improve the latter. This is not an effort to standardize what graduates can do per se,

however, it is a national attempt to describe "the knowledge, skills and applications that prepare

graduates to succeed in the economy, civil society and their own lives" (AAC&U, n.d.-a) and the

conversations include learning outcomes as they relate to General Education. Perhaps at some point,

BRCC will want to join the DQP or Tuning projects, or perhaps BRCC faculty will want to partake in the

professional development opportunities in either practice. Or, if BRCC as an institution or if BRCC

individual faculty never participate directly in the DQP or in a Tuning project, it is important to note

several BRCC transfer institutions have partnered with the DQP and are active participants. These 4-

year schools include: Dillard University, Grambling State University, Southern University, and Xavier University with the DQP; Southeastern Louisiana University with a Tuning project.

Surveys

Almost all community colleges in the United States organize General Education around a BoR cohort or competency areas, as revealed above. LCTCS sister institutions have reported inadequacies relying on the six LA BoR domains insofar as students are not expected to exhibit specific knowledge, skills, or habits of mind/attitudes that are readily assessable (D. Estrada, personal communication, September 12, 2018; H. French-Hart, personal communication, July 5, 2018; J. Wright, personal communication, September 28, 2108). Most LCTCS schools use categories of competencies to capture specific knowledge, skill, or habit of mind/attitude acquisition. BRCC's practice, however, relies on GELO language representing higher-level taxonomy that recently has confused faculty as to form and purpose. Given this research, these conversations, and subsequent observations from the *Cycle 4 (FA16, SP17, FA17) General Education Assessment Summary Report*, two separate surveys were designed and deployed to evaluate the receptiveness of BRCC faculty toward a shift from the current GELOs to a competency-based model.

First, an Integrated General Education Survey was deployed on Canvas for all faculty to complete. Using competency categories from the AAC&U VALUE rubrics (n.d.), and substantive conversation with all Division Deans in BRCC as to the applicability of the competencies identified in those rubrics, faculty were asked to consider what specific tasks students accomplish in their courses. These tasks used one verb and one direct object, for example "use appropriate syntax" or "reflect on experience, belief, and values." The exercise intended to encourage faculty to consider "discipline-specific competencies that could be adopted per General Education domain" (BRCC GREAT committee, August 26, 2018, p. 12). If, for example, the exercise found fans in switching to a BoR cohort model, some elements of that model may have been identified here. Faculty were also asked to consider

specific skills per competency areas like "Critical Thinking" and "Quantitative Reasoning." Narrative

comments showed faculty across all disciplines, even those not engaged in General Education, were

receptive to a competency-based formulation of GELO structure. Based on this response, the GREAT

committee approved a plan to restructure GELOs and move ahead with a restructuring plan involving all

General Education faculty (GREAT Committee, September 4, 2018).

Accordingly, a second survey was deployed in person for all faculty teaching General Education

courses. This survey revealed 83% of participating faculty support a move to a competency based

method of GELOs, possibly borne out of frustration with the most recent method of data collection and

perceived inattention to quality in General Education courses. Specific results to the surveys are posted

to the GREAT Committee's Canvas page, and are most readily accessible through hyperlinks in the

October 2, 2018 meeting minutes (BRCC GREAT committee, October 2, 2018). General Education faculty

were asked to consider the same competency language as in the first survey. This exercise generated

substantive narrative comments showing a faculty not only willing to switch to clear competencies, but

also develop clearer rubrics and assessment tools. In sum, the experience of these two surveys confirm

and support the GREAT committee's recommendation to restructure GELOs and General Education

assessment practices.

Meetings

It is important at this stage to acknowledge faculty surveys alone are not enough to satisfy the

development and restructuring of new GELOs. Just because a willingness is demonstrated in a survey

does not automatically indicate a switch is wanted. Precisely because "[f]aculty are responsible for the

development of student learning outcomes, for selecting assessment measures appropriate for

determining student achievement of the outcomes, and for assessment of the outcomes" (BRCC,

February 22, 2018, p. 2), the GREAT committee is asking current General Education faculty to identify

the specific General Education competency they wish to see in their General Education course(s). Using

the competencies selected from the first two surveys, further refinement of potential language of those competencies occurred under the following guidelines: using Bloom's taxonomy, the original and revised versions, from "apply" to "evaluate" or "create;" identifying corollary psychomotor and affective relationships; incorporating faculty and advisory board feedback; using one verb/one direct object model; removing adverb and adjectival qualifiers to pursue strategies of agency, allow for integrative earning, and advance practices of equity for all students (AAC&U, 2015). The resultant list (see Figure 9) was distributed to all General Education faculty in person, and discussed. Faculty are charged with identifying which competency best suits their course, the considerations of their students, and the programs General Education courses support. Faculty are encouraged to offer suggestions to revise language in the competencies. Whereas at the time of this report several faculty have identified specific competencies they wish to incorporate into their courses, the final target date for completion and submission to BRCC's Committee on Courses and Curricula is January 14, 2109. In the Spring 2019 semester, the GREAT committee will continue to work with faculty to identify common rubric language and to design assessment tools appropriate for the new course competencies.

Recommendations

Throughout this report, the GREAT committee has recommended restructuring BRCC's current 10 GELOs and assessment practices. The school has changed structurally since the 2011 deployment of the current strategy, as have state-wide community college objectives. The mission of BRCC remains the same as it was in 2011: "to identify and meet the educational and workforce needs of the community through innovative, accessible, and dynamic programs" (BRCC, n.d.-a). All potential competency areas map to this mission, and an official report is forthcoming. In order to remain competitive within Baton Rouge, within the state of Louisiana, and within the nation, the GREAT committee's restructuring will bring BRCC's General Education practices in line with other community colleges, and may open the school to new opportunities. In order to remain responsive to stakeholders, the GREAT committee's

restructuring will address specific concerns raised about graduate preparedness in all divisions of the

school. The GREAT committee's restructuring plan also pays great attention to accreditation needs,

insofar as an assessment cycle beginning in Fall 2019 will capture and track the efficacy of newly

adopted General Education competencies. A multi-year plan will call for structured review and potential

restructuring in the future based on markers defined by the GREAT committee. This recommendation is

formulated specifically to elevate and empower students at BRCC as they prepare to enter a 4-year

school or the workforce, and to improve the quality of General Education courses at BRCC.

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Figures

Figure 1. General Education Learning Outcomes (in effect November 17, 2011 – July 30, 2019)

General Education Requirements

BRCC's General Education Requirements confirm the college's belief that in order to succeed, students need to acquire a knowledge base, to think critically, and to communicate well. While major courses provide specific knowledge and skills, General Education courses enhance awareness of the world, its people, the arts, humanities, and basic mathematical and scientific principles. Students who complete the General Education Requirements will be able to:

1. communicate in standard edited English, write and speak with clarity, coherence, and persuasiveness;
2. understand, analyze, and evaluate readings from a variety of texts and apply that learning to academic, personal, and professional contexts;
3. think critically, independently, and creatively and make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;
4. comprehend and apply quantitative concepts and methods to interpret and critically evaluate data and to problem-solve in a variety of contexts demanding quantitative literacy;
5. comprehend and apply the basic principles of science and methods of scientific inquiry;
6. recognize when information is needed and have the ability to locate, evaluate, and use effectively and ethically the needed information through written, oral, visual, and technological media;
7. recognize and understand cultural diversity and have a global perspective grounded in the understanding of international cultures, issues, and trends linking communities around the world;
8. demonstrate an understanding of the creative process, the pleasures and challenges of artistic expression, and the role and value of the arts in society and culture;
9. demonstrate a deeper, more informed awareness and appreciation of the necessity for strong values, ethical conduct, and social responsibility, especially the importance of personal, academic, and professional integrity; and
10. demonstrate knowledge of American democracy, an awareness of the responsibilities of informed citizenship in a diverse and pluralistic society, and a willingness to contribute through participation and service.

(BRCC, 2018-2019, p. 112)

Figure 2: BRCC degree awards per Academic Year, 2010-2019

Academic Year	Certificates*	TD	CAS	AAS	AA/AS
2010-2012	3	0	0	6	7
2012-2013	12	0	0	9	32
2013-2014	19	0	0	10	30
2014-2015	19	1	0	10	32
2015-2016	18	14	0	12	26
2016-2017	16	10	1	15	25
2017-2018	14	9	1	14	19
2018-2019	12	7	1	19	19

* "Certificates" include awards of Certificate of General Studies, Certificate of Technical Studies, and Technical Competency Area

(BRCC, 2010-2012, p. 30; BRCC, 2012-2013, pp. 121-123; BRCC, 2013-2014, pp. 121-123; BRCC, 2014-2015, pp. 120-122; BRCC, 2015-2016, pp. 133-135; BRCC, 2016-2017, p. 119; BRCC, 2017-2018, p. 117; BRCC, 2018-2019, p. 119.)

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Figure 3: Declining faculty GELO assessment data report submissions. Cycle 4 includes FA16, SP17, and FA17.

	Total Number of Sections * (TNS)	Total Reporting (TR)	English Comp.		Fine Arts		Humanities		Mathematics		Natural Science		Social Science	
			TNS	TR	TNS	TR	TNS	TR	TNS	TR	TNS	TR	TNS	TR
Fall 2016	363	21%	109	6%	25	0%	29	21%	44	39%	24	4%	132	36%
Spring 2017	266	62%	90	90%	25	76%	50	54%	44	30%	1	0%	56	43%
Fall 2017	417	24%	91	11%	43	33%	48	29%	44	5%	85	35%	106	27%
Spring 2018	326	63%	91	70%	23	57%	88	80%	76	38%	1	0%	47	60%

* The "total number of sections" reflects the total number of courses with enrollments and a GELO assessed in that specific term (e.g. only "odd" GELOs are assessed each Fall term, only "even" GELOs are assessed each Spring term, limiting the number of total courses that should be reporting General Education assessment data).

Figure 4: Taxonomy of general education skills development.

Pre-Requisite knowledge	*General knowledge*	*Cross-disciplinary knowledge application and collegial socialization*	
Basic Skills reading, writing, speaking, listening, performing mathematical calculations, demonstrate basic computer skills	**Knowledge and Understanding** historical perspective, literary styles, meaning of numerical data, global perspectives, impact of technology	**Higher Order Thinking Skills** critical thinking, logical reasoning, concept integration, scientific/ abstract inquiry	**Values Development** cultural diversity, community involvement, aesthetic appreciation, ethical perspectives, and so on

(Adapted from Nichols & Nichols, 2001, pp. 23-35.)

Figure 5: Approaches to General Education at LCTCS schools

School	Number of Competencies or Learning Outcomes	Number of Courses per LA BoR General Education Domain					
		1	2	3	4	5	6
baton rouge	10	2	14	22	37	9	19
bpcc	7 (29)	3	13	35	29	8	22
CLTCC	6	3	4	7	15	3	11
Delgado	5 (17)	n.s.	n.s.	92	42	10	21
DELTA	6	2	7	21	19	5	11
Fletcher	3 (12)	2	5	11	21	6	20
NORTHSHORE	n.s.	2	9	15	19	8	19
NORTHWEST	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NUNEZ COMMUNITY COLLEGE	n.s.	2	12	42	24	29	25
RPCC	7	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
SCL	n/a	n/a	n/a	n/a	n/a	n/a	n/a
South Louisiana Community College	n.s.	3	7	34	24	13	34
SOWELA	7	2	11	26	31	1	14

Key:

1 = English Composition   n/a = school does not offer General Education courses

2 = Mathematics/Analytical Reasoning   n.s. = not specified

3 = Natural Sciences/Life Sciences

4 = Humanities

5 = Fine Arts

6 = Social and Behavioral Sciences

Of the 13 LCTCS schools, Northwest Louisiana Technical College is the only school that does not offer any General Education courses. South Central Louisiana Technical College is accredited via the Council on Occupational Education, and does not offer transferable general education courses. Central Louisiana Technical Community College only recently (2016) approved general education courses in specific degree programs; as such has no defined assessment process as of the writing of this paper. The figure identifies each LCTCS school's number of General Education Learning Outcomes and the number of courses per each of the six BoR General Education domains. The figure illustrates the wide discrepancy between and among LCTCS schools with General Education courses.

<div align="center">

Figure 5 Sources

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Figure 6: LCTCS schools with no explicit GELOs vs. Competencies

Figure 7: 2017 Survey of LCTCS General Education Assessment Process Overview

School	Who	How	Used to improve?
Baton Rouge Community College	Committee	Course-Embedded, Faculty created instruments	No
Bossier Parish Community College	Committee, Program Managers and Deans	Course-Embedded, Faculty created instruments	Yes
Delgado Community College	Committee and Deans	Course-Embedded, Faculty created instruments	Yes
Louisiana Delta Community College	Division Heads	Standardized exam	No
Fletcher Technical Community College	Committee, Program Managers and Deans	Standardized exam	No
Northshore Technical Community College	Committee and Department Chairs	Standardized exam	Yes
Nunez Community College	Committee	Standardized exam	No
River Parishes Community College	Committee, Program Managers and Deans	Standardized exam and locally developed, course-embedded	Yes
South Louisiana Community College	Program Managers and Deans	Course-Embedded, Faculty created instruments	No
SOWELA	Dean of Arts and Sciences	Course-Embedded, Faculty created instruments	No

This survey was administered between 10/9/2017 – 11/17/2017 over email and telephone. The survey promised anonymity of authorship, but not of institution. The survey questions: (1) Who is responsible, and what is your school's procedure for collecting general education data? (2) How is the collected data used (e.g. internally reported, shared with department chairs and/or deans, distributed to faculty, etc.)? (3) In your experience, has general education assessment data been useful in improving student learning outcomes? What tips can you share for successful implementation of the procedure you use? It is important to note the responses generated in this limited survey can be much more fully treated and analyzed. Given the scope and purpose of this report, however, only summary results are discussed.

Figure 8: General Education by schools with high graduation rates

Institution	Full-time retention rate	Graduation rate total cohort	no Gen Ed	BoR cohort	competencies	hybrid	other	Gen Ed website / notes
Carolinas College of Health Sciences	75	100			1			https://atriumhealth.org/education/carolinas-college-of-health-sciences/academic-programs/n
Hacienda La Puente Adult Education	16	95	1					
Carver Career Center	94	88	1					
Flint Hills Technical College	71	72		1				https://www.fhtc.edu/web/pub/student-handbook
Lake Area Technical Institute	88	71			1			https://www.lakeareatech.edu/academics/general-education/
Lancaster County Career and Technology Center	76	70	1					
Salina Area Technical College	71	70			1			http://www.salinatech.edu/general-education.html
Mitchell Technical Institute	82	69			1			https://www.mitchelltech.edu/academics/general-ed-requirements
North Central Kansas Technical College	74	67		1				https://ncktc.edu/programs/general-education-beloit/
East San Gabriel Valley Regional Occupational Program	78	66	1					
Frontier Community College	78	66			1			https://www.iecc.edu/page.php?page=HLCV_GELOUT
State Technical College of Missouri	86	65		1				https://www.statetechmo.edu/programs/genedreqs/
Alexandria Technical & Community College	71	61		1				https://www.alextech.edu/programs/minnesota-transfer-curriculum
De Anza College	78	61	1					https://www.deanza.edu/articulation/ge-requirements.html
Thaddeus Stevens College of Technology	82	61	1					https://stevenscollege.edu/academics/
Southwest Wisconsin Technical College	75	60	1					https://www.swtc.edu/academics/general-education/
Northwest Louisiana Technical College	58	59	1					
College of Eastern Idaho	69	57			1			http://www.eitc.edu/falcons/resources/catalog/2 p 53 of catalog
Moraine Park Technical College	75	57		1				https://www.morainepark.edu/programs-and-courses/general-education-requirements/
Northwest Iowa Community College	76	57				1		https://nwicc.edu/wp-content/uploads/2018/07/ p 7 of catalog
Wabash Valley College	73	56			1			https://www.iecc.edu/page.php?page=HLCV_GELOUT
Lincoln Trail College	63	55			1			https://www.iecc.edu/page.php?page=ADVI_IAIGECC
Wisconsin Indianhead Technical College	65	55		1				https://www.witc.edu/sites/default/files/inline-fil 9. 45 of the pdf
Carl Albert State College	64	54		1				https://www.carlalbert.edu/wp-content/uploads/2015/05/General-Education-Evaluation-Comp
Central Louisiana Technical Community College	68	53		1				
Northeast Community College	70	53			1			https://northeast.edu/Degrees-and-Programs/pdf p. 43 of pdf, called "goals"
Pamlico Community College	59	53		1				http://www.pamlicocc.edu/pdf/Catalog_2018-2019.pdf
South Georgia Technical College	64	52			1			https://www.southgatech.edu/wp-content/uploa p 91 of pdf
Mesalands Community College	67	51		1				https://www.mesalands.edu/academic-programs/degree-general-education-requirements-2/
Rend Lake College	70	51				1		https://www.rlc.edu/phocadownload/official-cata p 40 of pdf
Spoon River College	57	51			1			http://www.src.edu/academics/Pages/catalog.asp p 77
North Dakota State College of Science	70	50			1			https://www.ndscs.edu/academics/things-to-knov p 24
Patrick Henry Community College	65	50			1			http://www.patrickhenry.edu/catalog/2018-2019, p 8 of catalog - maybe some cultural compet
Southern Arkansas University Tech	72	50			1			http://www.sautech.edu/docs/catalogs/2017-201 p 48
Northshore Technical Community College	44	49			1			
Olney Central College	63	49		1				https://www.iecc.edu/files_user/CATL/IECC_Cat_ p 11, 47
Iowa Lakes Community College	64	48				1		https://www.iowalakes.edu/media/documents/2(p 13
Bates Technical College	62	47						https://tableau.sbctc.edu/t/Bates/views/Curricul hm.
Lake Region State College	63	47		1				http://www.lrsc.edu/programs//2017-2019-Colle; pp. 4-5
Northwest Kansas Technical College	57	47				1		https://www.nwktc.edu/document_center/downl p. 55
Arkansas State University-Mountain Home	62	46				1		https://www.asumh.edu/academics/documents/C p. 80
Colby Community College	55	46		1				https://www.colbycc.edu/Assets/Documents/Aca pp 21-22
Lakeshore Technical College	67	46		1				https://gotoltc.edu/Assets/gotoltc.edu/pdf/acade p 154
Reid State Technical College	46	46	1					
Coastal Pines Technical College	68	45		1				http://coastalpines.smartcatalogiq.com/en/2018-2019/Catalog-Student-Handbook/General-Ed
Eastern Wyoming College	67	45		1				https://ewc.wy.edu/documents/2018/05/ewc-col p 74
Irvine Valley College	78	45			1			http://catalog.ivc.edu/mime/media/14/895/Irvine p 49
Madisonville Community College	60	45				1		https://kctcs.edu/degrees_training/catalog/2017- p 72
Morgan Community College	62	45		1				http://morgancc.smartcatalogiq.com/2018-2019/Academic-Catalog/DEGREES-and-CERTIFICATE
Southeast Technical Institute	64	45		1				https://southeasttech.edu/academics/graduation/
Trinidad State Junior College	55	45				1		http://www.trinidadstate.edu/catalog/pdf/2018_ p 12
University of Arkansas Community College-Batesville	62	45			1			https://www.uaccb.edu/sites/default/files/conter p 6
East Mississippi Community College	71	44			1			http://www.eastms.edu/current-students/pdfs/er p 37
Minnesota West Community and Technical College	63	44			1			http://www.mnwest.edu/images/academics/2018 p 6
Ridgewater College	64	44		1				https://ridgewater.edu/wp-content/uploads/2018 p 37

This spreadsheet orders 2-year public community colleges granting an AA as the highest degree, and ranked by graduation rate. Columns indicate if the school has no General Education courses, or if the school uses a BoR cohort, competencies, or a hybrid model of the two for General Education (IPEDS, 2018). This list is represents the top 56 schools; the screenshot is offered as a visual emphasizing almost all community colleges use a GELO structure appropriate to a 2-year school.

Figure 9: Final competencies distributed to faculty for potential use in a General Education course.

COMMUNICATION	1. Apply English language conventions to express ideas and convey needs.
	2. Apply concepts from a printed, college-level text to real life situations.
	3. Determine the meaning of words as they are used in context.
	4. Articulate key information presented in printed materials.
	5. Transfer ideas from one text to a different context.
	6. Adapt written or spoken presentations to specific contexts.
	7. Negotiate others' ideas in written and spoken form.
	8. Compose essays that explain an idea, belief, or attitude.
	9. Construct written or verbal arguments.
CRITICAL THINKING	1. Use information to innovate, inquire, and problem solve.
	2. Determine if conclusions or consequences are supported by the information provided.
	3. Distinguish between facts and opinions, judgments and inferences, and causal and correlational relationships.
	4. Draw conclusions based on relevant criteria and standards.
	5. Examine issues by identifying and challenging assumptions (including one's own).
	6. Generate problem-solving strategies.
	7. Organize observations on specific problems and issues.
	8. Evaluate solutions based on practical and/or ethical implications.
	9. Evaluate the strengths and relevance of arguments.
	10. Support arguments with evidence.
DIVERSE PERSPECTIVES	1. Summarize behaviors and interactions among individuals, groups, events, and ideas.
	2. Illustrate connections and relationships among disciplines.
	3. Use integrated approaches to analyze new situations.
	4. Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.
	5. Examine individual as well as others' personal ethical systems and values within social institutions.
	6. Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups.
	7. Interpret the human condition and cultures in relation to works of art, imagination, and thought.
	8. Assess the impact social institutions have on individuals and culture-past, present, and future.
	9. Evaluate the impact the arts and humanities have upon individuals and cultures.
INFORMATION LITERACY	1. Conduct research responsibly.
	2. Determine the nature and extent of information needed to accomplish a purpose.
	3. Use information correctly and ethically.
	4. Select authoritative, accurate, reliable, and timely scholarly and/or trade sources relevant to a topic.
	5. Investigate how the absence of data impedes analysis.
	6. Discriminate among degrees of credibility, accuracy, and reliability of data.

QUANTITATIVE AND SYMBOLIC REASONING	1. Apply quantitative concepts to real-world situations.
	2. Employ arithmetic operations and methods to solve problems.
	3. Manipulate symbolic expressions.
	4. Use processes and models to solve quantitative problems.
	5. Interpret data using graphical, symbolic, and numerical methods.
	6. Explain the results of computations, including graphs, charts, tables, or statistical or quantified data.
	7. Perform mathematical computations.
	8. Judge answers to mathematical problems in order to determine reasonableness.
	9. Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
SCIENTIFIC REASONING	1. Explore science as a way of examining the natural world.
	2. Employ methods of inquiry that lead to scientific knowledge.
	3. Solve a problem using sequential steps.
	4. Use scientific knowledge in the analysis of civic and environmental issues.
	5. Differentiate between scientific and nonscientific methods of inquiry.
	6. Interpret the implications of scientific discovery for society.
	7. Engage the scientific method of discovery, inquiry, analysis, and problem solving.
	8. Reason by deduction, induction and analogy.
TEAMWORK	1. Apply team skills to group projects.
	2. Examine social responsibilities, ethics, and individual rights in a democratic society.
	3. Demonstrate skills needed to enhance professional and academic standards of punctuality, professional image, self-discipline, teamwork, leadership, responsibility, and personal accountability.
	4. Participate in the artistic, cultural, recreational, educational, and professional activities necessary for success in one's career or academic discipline.
	5. Appraise social diversity, including contributions, traditions, cultures, lifestyles, and/or values of others.
	6. Adapt individual strengths and challenges in occupational relationships.
	7. Show personal responsibility when working in pursuit of shared purpose or goal.
	8. Use conflict resolution techniques.
	9. Collaborate with others' opinions and solutions.
	10. Assess different points of view.
	11. Evaluate the impact that choices make in supporting a personal and professional life of meaning and value.

What are "competencies?"

A competency is, in fact, a tricky concept to define. It is not a full-fledged "learning outcome" with specific disciplinary outcomes a student must master within a certain time frame. Rather, a learning "competency" is a formative task or a summative judgement. In other words, a "competency" lies vaguely in the intersection of the knowledge, skills, and attitudes/habits of mind we want our students to exhibit.
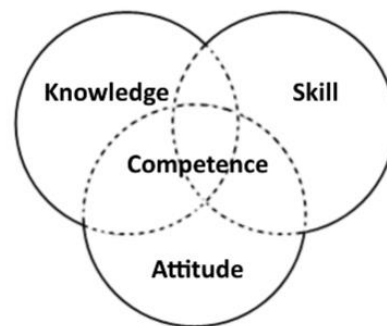
All competencies on this list have been through the following analysis:

- They are vetted within Bloom's cognitive domains/taxonomy (1956, 1964, and Simpson's 1972 update). They appear in each category from the level of "apply" (lower cognitive skill) to "evaluate" or "synthesis" (highest cognitive skill).
- Each verb has a psychomotor and affective domain relationship. As BRCC grows more technical programs, the psychomotor becomes more important to tie to knowledge, skills, and attitudes/habits of mind we want to impart. Of course, no higher education institution awards degrees for affective growth and behavior, but relationships do exist between the three domains for each outcome in the above list.
- Each verb is active and operational and contains a nominal context. As such, the competencies allow for students to perform tasks that can be directly observed in external contexts and are subject to judgement and/or measurement.
- Each competency is not discipline specific. Instead, each competency is broad and generalizable across all disciplines. At the same time, in aggregate, all categories of the competencies above build a profile of what the BRCC graduate can do upon successful completion of a program and General Education courses.
- All adjectives and adverbs conditioning the reference of performance criteria (e.g. "write an effective essay," or "speak persuasively") are absent from these competencies. Precisely because BRCC has an open access mission, and precisely because faculty are experts in their disciplines, these competencies do not establish "how well" a student must perform. Rather, these competencies establish the boundaries of the performance itself. By removing adjectives and adverbs, these competencies allow for ample rubric development, pursue strategies of agency and self-direction, allow for integrative learning, and advance practices of equity for all students.
- This list comprehensively combines all comments from Deans, Chairs, and Advisory Boards via the Deans and Chairs, across Technical Education, Transportation Technology, Nursing & Allied Health, Business, Social Science, & History, Liberal Arts, and STEM. Additionally, all narrative faculty comments from the August and September, 2018 surveys are reflected herein.
- The above list considers comparable community colleges within the LCTCS system and nationally.
- These competencies are intentionally scalable and flexible so that our Gen Ed courses can reflect and respond to BRCC's continued growth and expansion as an innovative, accessible, and dynamic institution.

Note: the above explanation appears on the GREAT Committee's Canvas page at

https://mybrcc.instructure.com/courses/138512/pages/competency-list

Appendix B

GELO Course Finder

The screenshots in this appendix are from BRCC's Canvas site for General Education Assessments.
Faculty are directed to this page (image 1), and are given options to find which GELO a course has
(image 2), and when that GELO data is reported (image 3):

Image 1: https://mybrcc.instructure.com/courses/138512/pages/first-things-first

WHAT AND WHEN?

Check which GELO your course has (link opens in a new page)

Check when you report GELO data (link opens in a new page)

Both options have links to the reporting tool.

Image 2: https://mybrcc.instructure.com/courses/138512/pages/what-gelo-does-my-course-have

What GELO does my course have?

Click on your course (listed alphabetically below) to learn your course's General Education Learning Outcome. **Please wait for the entire page to load** before making your selection.

ANTH 1013	ANTH 2013	ARTS 1003	ARTS 1023	ARTS 2103	ARTS 2113	ASTR 1103
BIOL 1023	BIOL 1033	BIOL 1043	BIOL 2104	BIOL 2413	CHEM 1003	CHEM 1123
CJUS 1013	ECON 2113	ECON 2133	ECON 2213	ECON 2223	ENGL 1013	ENGL 1023
ENGL 2133	ENGL 2173	ENGL 2223	ENGL 2303	ENGL 2313	ENGL 2323	ENGL 2403
ENGL 2503	ENSC 1103	FILM 2003	FILM 2013	FREN 1013	FREN 1023	FREN 2013
GEOG 2013	GEOG 2113	GEOL 1103	HIST 1113	HIST 1123	HIST 2003	HIST 2013
HIST 2203	HIST 2213	HIST 2223	HIST 2403	HUMN 2013	HUMN 2103	HUMN 2553

Image 3: https://mybrcc.instructure.com/courses/138512/pages/when-do-i-report

Do I need to report in the Fall or the Spring term?

The General Education Assessment Reporting Schedule follows this learning domain pattern:

Fall term: Communication, Critical Thinking, Scientific Reasoning, Teamwork

Spring term: Diverse Perspectives, Information Literacy, Quantitative and Symbolic Reasoning

Click on your course (listed alphabetically below) to learn when you report General Education Learning Outcome data. **Please wait for the entire page to load** before making your selection.

ANTH 1013	ANTH 2013	ARTS 1003	ARTS 1023	ARTS 2103	ARTS 2113	ASTR 1103	BIOL 1013
BIOL 1023	BIOL 1033	BIOL 1043	BIOL 2104	BIOL 2413	CHEM 1003	CHEM 1123	CHEM 1133
CJUS 1013	ECON 2113	ECON 2133	ECON 2213	ECON 2223	ENGL 1013	ENGL 1023	ENGL 2123
ENGL 2133	ENGL 2173	ENGL 2223	ENGL 2303	ENGL 2313	ENGL 2323	ENGL 2403	ENGL 2483
ENGL 2503	ENSC 1103	FILM 2003	FILM 2013	FREN 1013	FREN 1023	FREN 2013	FREN 2023

Appendix C

Sample GELO Attribute and Information Sheet

Note: One sheet was prepared for each faculty, for each general education course they teach, and distributed in person in the Fall 2019 August Convocation meeting of General Education Assessments. Faculty not attending that meeting received the appropriate page(s) from their Department Chair.

General Education Learning Outcome
as of Fall 2019

Course	Domain	General Education Learning Outcome	Reports
ANTH 1013	Critical Thinking	Examine issues by identifying and challenging assumptions.	In Fall the term

Learning Domain Notes

Cognitive Domain

1956 original
Benjamin Bloom

1990s revamp
Lorin Anderson et al.

Psychomotor Domain

The action verb ("examine") in this course's General Education Learning Outcome falls into the following learning domains:

Bloom's (1956)	Analyzing
Bloom's (1990s)	Analysis
Psychomotor	Precision

Because this is a lower–level learning outcome, you might assess this GELO early in the term.

The main action (verb) of ANTH 1013's General Education Learning Outcome is: **examine**

A common *dictionary meaning* of this verb is: "to inspect closely; to investigate; to test by questioning in order to determine progress, fitness, or knowledge"

Synonyms include: audit, check, check out, consider, criticize, delve into, explore, inspect, investigate, measure, ponder, pore over, probe, read, research, review, scan, screen, scrutinize, study, survey, try, vet, view

Question 1:

What kind of assessment tool will you use to measure if a student is able to successfully *"Examine issues by identifying and challenging assumptions."*?

Question 2:

How will you evaluate those measures? What differentiates how a student has "not met," "met," and "exceeded expectations" for mastering the skill to *"Examine issues by identifying and challenging assumptions."*?

Does not meet (0 – 69%)	Meets (70 – 89%)	Exceeds Expectations (90 – 100%)

General Education Learning Outcome

as of Fall 2019

Course	Domain	General Education Learning Outcome	Reports
BIOL 1023	Scientific Reasoning	Apply scientific concepts to explain the natural world.	In Fall the term

Learning Domain Notes

Cognitive Domain

1956 original
Benjamin Bloom

1990s revamp
Lorin Anderson et al.
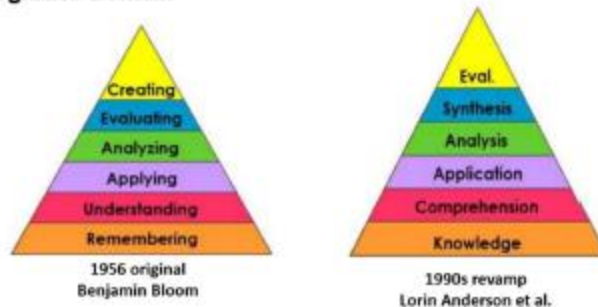
Psychomotor Domain

The action verb ("apply") in this course's General Education Learning Outcome falls into the following learning domains:

Bloom's (1956)	Applying
Bloom's (1990s)	Application
Psychomotor	Manipulate

Because this is a lower–level learning outcome, you might assess this GELO early in the term.

The main action (verb) of BIOL 1023's General Education Learning Outcome is: **apply**

A common *dictionary meaning* of this verb is: "to put to use especially for some practical purpose, to put into operation or effect, to employ diligently or with close attention"

Synonyms include: administer, employ, exercise, implement, practice, assign, engage, execute, exploit, utilize

Question 1:

What kind of assessment tool will you use to measure if a student is able to successfully *"Apply scientific concepts to explain the natural world."*?

Question 2:

How will you evaluate those measures? What differentiates how a student has "not met," "met," and "exceeded expectations" for mastering the skill to *"Apply scientific concepts to explain the natural world."*?

Does not meet (0 – 69%)	Meets (70 – 89%)	Exceeds Expectations (90 – 100%)

General Education Learning Outcome
as of Fall 2019

Course	Domain	General Education Learning Outcome	Reports
HIST 2223	Diverse Perspectives	Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	In Spring the term

Learning Domain Notes

Cognitive Domain

1956 original
Benjamin Bloom

1990s revamp
Lorin Anderson et al.

Psychomotor Domain

The action verb ("interpret") in this course's General Education Learning Outcome falls into the following learning domains:

Bloom's (1956)	Applying
Bloom's (1990s)	Application
Psychomotor	Manipulate

Because this is a lower–level learning outcome, you might assess this GELO early in the term.

The main action (verb) of HIST 2223's General Education Learning Outcome is: **interpret**

A common *dictionary meaning* of this verb is: "to explain or tell the meaning of : present in understandable terms; to conceive in the light of individual belief, judgment, or circumstance; to represent by means of art : bring to realization by performance or direction"

Synonyms include: clarify, construe, decipher, define, depict, describe, enact, explain, illustrate, make sense of, portray, read, solve, translate, understand, view

Question 1:

What kind of assessment tool will you use to measure if a student is able to successfully *"Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions."?*

Question 2:

How will you evaluate those measures? What differentiates how a student has "not met," "met," and "exceeded expectations" for mastering the skill to *"Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions."?*

Does not meet (0 – 69%)	Meets (70 – 89%)	Exceeds Expectations (90 – 100%)

General Education Learning Outcome
as of Fall 2019

Course	Domain	General Education Learning Outcome	Reports
POLI 2013	Teamwork	Examine social responsibilities, ethics, and individual rights in a democratic society.	In Fall the term

Learning Domain Notes

Cognitive Domain

1956 original
Benjamin Bloom

1990s revamp
Lorin Anderson et al.

Psychomotor Domain

The action verb ("examine") in this course's General Education Learning Outcome falls into the following learning domains:

Bloom's (1956)	Analyzing
Bloom's (1990s)	Analysis
Psychomotor	Precision

Because this is a lower–level learning outcome, you might assess this GELO early in the term.

The main action (verb) of POLI 2013's General Education Learning Outcome is: **examine**

A common *dictionary meaning* of this verb is: "to inspect closely; to investigate; to test by questioning in order to determine progress, fitness, or knowledge"

Synonyms include: audit, check, check out, consider, criticize, delve into, explore, inspect, investigate, measure, ponder, pore over, probe, read, research, review, scan, screen, scrutinize, study, survey, try, vet, view

Question 1:

What kind of assessment tool will you use to measure if a student is able to successfully *"Examine social responsibilities, ethics, and individual rights in a democratic society."*?

Question 2:

How will you evaluate those measures? What differentiates how a student has "not met," "met," and "exceeded expectations" for mastering the skill to *"Examine social responsibilities, ethics, and individual rights in a democratic society."*?

Does not meet (0 – 69%)	Meets (70 – 89%)	Exceeds Expectations (90 – 100%)

Appendix D

General Education Assessment Data Reporting Tool

Note: This is accessible to faculty through BRCC's Learning Management System, Canvas.

Question 1	0 pts

What course are you reporting (please choose *one* option from *both* drop-down menus):

[Select] ⌄   [Select] ⌄

Question 2	0 pts

What is this course's 5-digit CRN?

The number highlighted in yellow is the CRN.

CRN: HIST 2013 E03: U. S. History I, 20409 (45) ⏷

In LoLA, the 5-digit CRN can be located from the "faculty service" tab:
- Click on "CRN Selection,"
- Use the drop-down menu to find your course

- In the Fall term, this 5-digit number will begin with the number "**1**" (e.g. 14869).
- In the Spring term, this 5-digit number will begin with the number "**2**" (e.g. 20157).
- Please be very careful to enter in the correct 5-digit CRN.
- Do not enter any other information.

Question 3 for the fall term:

Question 3	0 pts

Please select this course's General Education Learning Outcome from the list below.

If you do not see your GELO listed below, please verify (at this page) your course's reporting semester. If you are to report your GELO data this term, and you do not see your GELO listed, please report the error to mccunen@mybrcc.edu.

- ○ Communication: Construct written and/or verbal arguments.
- ○ Communication: Create compositions for specific contexts.
- ○ Communication: Determine the meaning of words as they are used in context.
- ○ Communication: Interpret others' ideas in written and spoken form.
- ○ Critical Thinking: Draw conclusions based on relevant criteria and standards.
- ○ Critical Thinking: Evaluate solutions based on practical and/or ethical implications.
- ○ Critical Thinking: Evaluate the relevance of arguments.
- ○ Critical Thinking: Examine issues by identifying and challenging assumptions.
- ○ Critical Thinking: Organize observations on specific problems and issues.
- ○ Critical Thinking: Use information to inquire and problem solve.
- ○ Scientific Reasoning: Apply scientific concepts to explain the natural world.
- ○ Scientific Reasoning: Apply scientific concepts to explain the physical world.
- ○ Scientific Reasoning: Engage the scientific method of inquiry, analysis, and problem solving.
- ○ Scientific Reasoning: Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.
- ○ Scientific Reasoning: Use scientific concepts to analyze environmental issues and civic responsibility.
- ○ Teamwork: Demonstrate skills needed to enhance professional and/or academic performance standards.
- ○ Teamwork: Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.
- ○ Teamwork: Examine social responsibilities, ethics, and individual rights in a democratic society.
- ○ Teamwork: Formulate responses to different points of view.

Question 3 for the spring term:

Question 3   0 pts

Please select this course's General Education Learning Outcome from the list below.

If you do not see your GELO listed below, please verify (at this page) your course's reporting semester. If you are to report your GELO data this term, and you do not see your GELO listed, please report the error to mccunen@mybrcc.edu.

○ Diverse Perspectives: Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

○ Diverse Perspectives: Assess the impact social institutions have on individuals and cultures.

○ Diverse Perspectives: Evaluate the impact the arts and humanities have on individuals and cultures.

○ Diverse Perspectives: Examine individual as well as others' personal ethical systems and values within social institutions.

○ Diverse Perspectives: Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.

○ Diverse Perspectives: Interpret the human condition and cultures in works of art.

○ Information Literacy: Adhere to guidelines for using information.

○ Information Literacy: Differentiate degrees of credibility, accuracy, and reliability of data.

○ Quantitative and Symbolic Reasoning: Interpret data presented graphically, symbolically, and numerically.

○ Quantitative and Symbolic Reasoning: Reason by deduction, induction and analogy.

○ Quantitative and Symbolic Reasoning: Represent mathematical information numerically, symbolically, and visually, using graphs and charts.

○ Quantitative and Symbolic Reasoning: Use processes and models to solve quantitative problems.

Question 4   0 pts

What type of assessment instrument did you employ to assess this General Education Learning Outcome?

Please select all types of assessment instruments you employed in this course from which you are reporting data. For example, you may have employed:

- *only one type of assessment* and are reporting the results of that one instrument. In this scenario, you would select that one assessment instrument type; or,
- *multiple types of assessment instruments*, and are reporting a tallied result. In that case, select all types that apply.

Definitions:

- **Lab Report**: Complete a report related to a laboratory task, experiment, or finding.
- **Oral Presentation**: Prepare and deliver an address to a public audience.
- **Multiple Choice - Objective Assessment**: Write a multiple choice exam where questions have a single correct answer.
- **Multiple Choice - Subjective Assessment**: Write a multiple choice exam where questions have more than one (or more than one way of expressing a) correct answer.
- **Performance:** Prepare and deliver an artistic work to a public audience.
- **Short Answer**: Respond to questions by carefully reading and understanding questions and remembering and reproducing knowledge (could include written exams, discussion forums, assignments, and the like).
- **Written Assignment**: Research, prepare, and write a composed response (for example, an essay or a composition) on a specific topic, respond to a specific prompt, or present solution(s) to discipline-specific problems. This assessment is *not* a lab report.

☐ Lab Report

☐ Oral Presentation

☐ Multiple Choice - Objective Assessment

☐ Multiple Choice - Subjective Assessment

☐ Performance

☐ Short Answer

☐ Written Assignment

Question 5   0 pts

Please upload your course's GELO **assessment tool**. If you have several assessment tools for one CRN, please select the most representative of the choices.

Please note:

- If you teach multiple sections of the same course (e.g. HIST 2023), you do **not** have to upload the same assessment tool for each section, unless you use a different assessment tool for different sections. Uploading it just once is fine!

Upload | Choose a File |

Question 6   0 pts

Please upload the **rubric** for the assessment tool uploaded in the previous question.

Please note:

- If you teach multiple sections of the same course (e.g. HIST 2023), you do **not** have to upload the same rubric for each section, unless you use a different assessment tool and rubric for different sections. Uploading it just once is fine!

Upload | Choose a File |

Question 7   0 pts

When did you administer this assessment?

○ Early in the term (before midterms)

○ At the mid-term

○ After midterms, but before the Final Exam

○ As part of, or as the entire Final Exam

Question 8   0 pts

How many students completed the assessment in this course?

Note:

- Please enter **whole numbers only**, for example, 42 students completed the assessment.
- The number of students assessed may be lower than the total number of students enrolled in a course.

Question 9   0 pts

How many students **met expectations** (*see note below*) on the assessment?

Note:

- "**Met expectations**" indicates the student earned a score ranging between 70% (a "C") to 100% (an "A").
- Please enter **whole numbers only**, for example, of the 42 students who completed the assessment; 30 met expectations.
- This number **may be equal to, or less than** the number of students reported in the question above. This number *will not be larger* than the number of students reported in that previous question.

Question 10

0 pts

Optional

Is there anything you'd like to add about your assessment data?

For example, if you would like to contextualize your class met at 7:00 am and that impacted assessment results; or if something else happened (like rampant plagiarism, excessive absenteeism, and the like), please include that information here.

Edit View Insert Format Tools Table

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Question 11

0 pts

Based on the results of this assessment, are you considering, or will you implement changes to this course to improve student learning?

○ Yes

○ No

Appendix E

General Education Rubric

Note: This is a representative rubric used to grade multiple disciplines and GELOs. Instructors are asked to tailor as needed to their discipline or GELO.

Depth of Understanding	Exceeds 23-25	Meets 20-22	Approaches 17-19	Does Not Meet 0-16
Demonstrates competence in analyzing texts in the humanities	Shows careful attention to how parts of text relate to overall meaning	Shows how some parts of text relate to overall meaning	Identifies significant parts of text but may not understand how they relate to the whole	Does not identify parts of whole or how meaning of text is constructed
Demonstrates competence in using writing conventions of the discipline	Is very well organized, easy to follow; uses appropriate terms and language to convey sophisticated meaning; contains no or very few grammatical errors	Organization needs some improvement; uses appropriate terms and language to convey meaning; contains few grammatical errors	Organization needs significant improvement; reader needs to guess in order to follow; does not use terms specific to the discipline; contains more than a few grammatical errors	Organization is very poor or nonexistent; reader is unable to follow; fails to use terms specific to the discipline; contains a large number of grammatical errors
Evidence of critical thinking in written assignments	Demonstrates strong critical thinking skills by articulating cogent, logically correct arguments, and giving clear and accurate analyses of the relevant issue(s)	Demonstrates basic critical thinking skills by giving reasonably clear and accurate analyses of the relevant issue(s), and avoiding faulty reasoning	Demonstrates some critical thinking skills by giving reasonably clear and accurate analyses of some of the relevant issue(s), and avoiding most faulty reasoning	Fails to demonstrate basic critical thinking skills by giving unclear or inaccurate analyses of the relevant issue(s), or using fallacious reasoning
Demonstrates knowledge of conventions and methods of this discipline	Demonstrates mastery of the conventions and methods of this discipline	Demonstrates adequate command of knowledge of the conventions and methods of this discipline	Demonstrates partial knowledge of the conventions and methods of this discipline	Demonstrates little or no knowledge of the conventions and methods of this discipline

Appendix F

General Education Summary Form
Assessment and Improvement Plan
Cycle 6
(FA19, SP20, and FA20)

Domain: English Composition
Division: Liberal Arts
Department: English and Humanities

Course	Term(s)	GELOs Assessed
ENGL 1013	FA19, FA20	(Communication) Create compositions for specific contexts.
ENGL 1023	FA19, FA20	(Critical Thinking) Draw conclusions based on relevant criteria and standards.

ENGL 1013

COMPETENCY: COMMUNICATION	Meets Expectations	Sample size (n)
Create compositions for specific contexts.		
Fall 2019	761 (79%)	959
Fall 2020	705 (81%)	867
	1,466 (80%)	1,826

ENGL 1023

COMPETENCY: CRITICAL THINKING	Meets Expectations	Sample size (n)
Draw conclusions based on relevant criteria and standards.		
Fall 2019	434 (87%)	501
Fall 2020	293 (82%)	357
	727 (85%)	858

Collegiate Level Assessment Instrument: The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include the use of essays, for example, Rhetorical Analysis—each student was asked to choose a speech or a non-fiction article to analyze in an essay of at least 900 words. Students were told that they needed to use relevant quotes from the speech (cited in proper MLA format). Or, another example asks students to write a personal narrative essay about a remembered event. Moreover, the students were expected to use the five senses, dialogue, and poetic devices to recreate the significance of their selected event within their audience's mind. Or, students were assigned an argumentative essay that proves the existence of their subject matter (something supernatural, a conspiracy theory, an urban legend, etc.). Students were assessed using a departmental rubric.

ENGL 1013:

Essay 4: "Community" Argument Essay

Requirements:

--Word count: 1,300 / 6 paragraph minimum

--You must incorporate 3 of the below sources. (Outside research should be minimal and must be approved by the professor.)

"Community Characteristics," Phil Bartle (see Canvas)

"Understanding the Community," C.R. Hoffer (see Canvas)

"#socialnetworking: Why It's *Really* so Popular," Clay Pangelinan (pg. 391)

"The Flight from Conversation," Sherry Turkle (pg. 313)

--A thesis that responds to one of the prompts below and forecasts a challenge to readers

--Counterargument paragraph

--A proposed challenge to readers that will call them to reflect, experiment with, or understand your argument better

--MLA citations and format
  Prompts:

At the close of Sherry Turkle's argument, she proposes a specific challenge for the audience to create spaces for conversation. In the same fashion, we will be arguing a position and briefly proposing a challenge to readers. **Choose one of the prompts below to serve as the foundation for your argument about community.**

In your intro, set the stage for your argument by engaging the reader in the subject matter, providing necessary background information and lastly, announcing your thesis statement. You thesis should answer the prompt, stating a clear position and forecasting the challenge you've created for readers.

In the first section of the body of your essay, you will develop a series of supporting reasons or topics related to the specific prompt you've chosen. Add evidence from your own life experience or perspective and incorporate evidence from the readings to either support your assertions or to provide definitions and/or contextual information. In this section, you should also include a counter-argument paragraph that addresses reader questions and possible objections to your argument.

Lastly, in 1-3 paragraphs at the close of your essay, propose a (daily, virtual, real-life) challenge that will inspire readers to address the problem you've addressed or to reflect more deeply about your argument or issue. As you explain the challenge, be sure to establish guidelines and parameters, and explain the worthiness of the challenge. You might even test the challenge on yourself and write about the experience.

Conclude your essay by discussing the significance of your argument. Discuss consequences and implications if necessary. As you discuss, renew your thesis and review the major supporting topics/reasons. Finally, make sure to engage your reader once more through a "hook" strategy.

Prompts:

1)Identify a problem that Sherry Turkle addresses in "The Flight from Conversation" and argue why it is problem that must be addressed.

2) Has our dependency on connection through technology really reduced our capacity for self-reflection? Argue why or why not.

3) People are comforted by being in touch with a lot of people—carefully kept at bay. What are the advantages and disadvantages of keeping others "at bay."

4) Can understanding one's relationship to their community help an individual to understand themselves?

5) What characteristics or circumstances are most harmful to a community?

6) How is empathy (or lack thereof) affecting our communities?

7) Argue against one of the assumptions made in Sherry Turkle's essay.

ENGL 1023 Assignment:

Assignment

Your assignment is to develop an argument (600-750 words) concerning your perspective of one of the biggest issues that you feel today's community college student faces. Your discussion topic should surround an issue that you currently face as a student. In order to better understand the relevancy of your selected issue, you will need to complete a mandatory survey that will evaluate how you value your education. Along with this survey, you will research how your selected issue can hinder a student from achieving academic success.
Lastly, you will be required to consult three credible sources that address issues with maintaining college success (a college success text book, a website devoted to college success, and a YouTube video that is focused on college success). After examining these resources, you will incorporate your findings from each source into your research paper according to MLA guidelines for in -text citations.

Peer Review Draft Due: MW: 3/15 & TTR: 3/16
Final Draft and Supporting Materials Due: MW: 3/20 & TTR: 3/21

Your paper should

-state a thesis that spells out your stance and makes clear that the paper will develop an argument
-provide a context for your topic along with research
-follow MLA guidelines for citations and documentation (MLA Works Cited Page)
-Include the mandatory student-based survey and required research regarding college success skills data.
Intended Readers
Your paper will address readers in the academic community, a group that should be characterized as diverse and well educated.

Getting Started

Start by brainstorming different issues that present themselves as problems within your journey as a college student. Now, how would you frame your argument with valid reasons to offer a further explanation of these issues?
Reminders
The Writing Center, located in the ALC, is available to all undergraduate students. They are prepared to help you at any stage of the writing process.
Format and Required Documents
Format. Your paper should
-be double-spaced
-10-12 point font (Times New Roman) & avoid justifying the right hand margin

Required Documents. Turn in the following in a letter size pocket folder, with each item clearly labeled.

1. Supporting Materials

____ Invention Exercise (Group Project/ In Class Activities)

_____ Introductory paragraph with thesis statement

_____ Outline of the Essay

_____ Peer Review Drafts

_____ Electronic Version & Printed Version of the Student Survey

_____ Any assignments or homework from the Norton Field Guide to Writing: Arguing a
Position Unit.

Or, this example:

Evaluation Assignment: This assignment asked students to choose a community of which they are part, then identify three texts within that community to make a claim about how those texts are necessary for new and existing members to develop the literacy of the community. The assignment required that students also use and cite that information correctly to support their claim. Information taken from the sources in question could have included both written and visual.

"Assignment: Choose a community of which you are a part, using the definition of "community" to guide your choice (I will ask you to identify which one you chose, and either OK or veto the choice). Then, based upon our discussion(s) on literacy, and the articles provided, choose **THREE (3)** texts that are used by that community for purposes of achieving literacy. Evaluate those texts for their effectiveness at helping both potential new members and existing members acquire the literacy necessary to adequately engage with, and become part of, the community.

Purpose: Also known as reviews, evaluations are how many (if not all) of us decide to some degree whether or not we will read a book; see a movie; invest time and energy in an activity; and many other things. Evaluations provide a concise summary and comprehensive analysis of the topic to help influence someone one way or another about the merit of the given subject.

What is an Evaluation: An evaluation is a comprehensive analysis of a particular subject, meant to influence a reader's opinion/interest in that subject. The evaluation provides looks at key elements of the subject before rendering a judgment. All the information included should be taking a stance on the subject in question, and while the opposite point of view should be addressed, the tone of the paper should be either positive or negative (choosing a side and trying to influence a reader).

What Can Be Included: You can choose any **THREE (3)** texts that you feel are necessary and useful elements of your community. While the choices are endless, you are advised to choose texts that you understand the importance of, and can work with effectively to determine how and why they impact a community member's ability to acquire the literacy required of the community in question.

Audience: The primary audience will be your peers in this class and myself. But, I encourage you to think beyond the scope of this semester. Publications in all fields are generally looking for strong evaluations that can be of use to larger groups.

Length: Your final draft should be at least **FOUR (4) FULL** pages long, but no more than **FIVE (5) FULL** pages. Failure to turn in a final draft of at least four full pages will result in receiving no more than half the available points for this assignment.

Evaluation: This paper will be graded using the departmental rubric. I will be looking at how well you analyze your chosen text. You must use the skills you developed in the textual analysis assignment to provide a comprehensive picture of the subject, enough to influence a reader into either picking up or staying away from your chosen novel."

Methodology: The method(s) and rubric(s) used to assess student achievement for each GELO include: For GELO 1, most instructors used the ENGL 1013 or ENGL 1023 rubric to assess essays.

ENGL 1013 Rubric:

	F (0-59)	D (60-69)	C (70-79)	B (80-89)	A (90-100)
Grammar and Mechanics 3. Write in standard edited English, free from major lapses in usage, mechanics, and spelling. (GELO 1)	consistent and pervasive lack of control of punctuation and conventional English; contains numerous serious errors	lacks control of punctuation and conventional English; may contain a pattern of major errors, such as fused sentences, gross S-V agreement errors, verb form errors, or fragments	contains isolated to no major errors (fused sentences, gross S-V agreement errors, unintentional fragments, or verb form errors); spelling, punctuation, and grammar are generally correct	displays control of punctuation and conventional written English; no major errors, such as fused sentences, gross S-V agreement errors, verb form errors, or unintentional fragments; may contain slight errors in punctuation and spelling	displays a mastery of punctuation and conventional written English; contains no major errors; contains no structural or grammatical problems, such as misplaced modifiers, shifts in viewpoint, or pronoun-antecedent disagreement; spelling is correct; mechanically perfect or nearly so
Thesis and Coherence 2. Construct thesis-driven essays that adhere to a specific purpose, context, and audience. (GELO 1)	no articulation of thesis and/or mismatch between thesis and the body	poor articulation of thesis and/or body paragraphs often veer off topic or are repetitive	some articulation of thesis; and/or almost every paragraph works to support the thesis (occasional tangent or repetition)	clear articulation of thesis; every paragraph works to support the thesis	clear and purposeful articulation of thesis; focused and unified paragraphs all work to support the thesis
Paragraph Development 2. Construct thesis-driven essays that adhere to a specific purpose, context, and audience. (GELO 1)	poor paragraphs with no clear topic sentence; multiple topics; little or no development	poor paragraphs with occasional hint of topic; little or no development	some structure and development of paragraphs and/or some with clear topic sentences or focus, but not consistently	all body paragraphs are developed; each body paragraph contains a clear topic sentence	all body paragraphs are consistently well developed; all contain a clear topic sentence and the appropriate number of sentences that provide examples and develop points

The rubric assesses five elements: Structure (Thesis Statement + Argument Organization); Introduction & Conclusion Paragraphs; Body Paragraphs, Grammar & Mechanics, and MLA Format & Citations. Students were required to receive at least a "C" / 70% on each element in order to receive a passing grade on the assignment.

ENGL 1023 Rubric:

3. ENGL 1023	F (0-59)	D (60-69)	C (70-79)	B (80-89)	A (90-100)
	Learning outcomes	0-14 (F)	15-17 (D)	18-19 (C)	20-22 (B)	23-25 (A)
Structure – includes paragraphing, transitions, logical cohesion.	1. Use the standard diction, grammar, and mechanics of American English (GELO 1) 3. Write thesis-driven arguments that adhere to a specific purpose, context, and audience (GELO 1)	Basic/choppy or rambling/incoherent sentences; little or no evidence of revision; inadequate word choice. Little or no cohesion; confused and haphazard progression; little or no use of transitions.	Little attention to sentence structure or revision; word choice is often flawed or inadequate. Little or no attempt at cohesion; progression is confused or haphazard; little or no use of transitions.	Clear but sometimes loose or basic sentences; word choice is occasionally imprecise and flawed. Generally coherent paragraphs that may be unwieldy or confusing; limited or predictable transitions.	Clear sentences; some stylistic variation; word choice is precise, if not economical or fresh. Generally coherent paragraphs progress through necessary stages; includes transitions.	Varied sentence structure; word choice is precise, fresh, and economical. Coherent paragraphs progress through necessary, evident stages, includes transitions.
Content – includes support and audience awareness	2. Locate, evaluate, and synthesize primary and secondary sources into presentations without falling into plagiarism; document sources in at least one standard style of documentation (GELO 1, 6) 3. Write thesis-driven arguments that adhere to a specific purpose, context, and audience (GELO 1)	Little or no support for generalizations or merely lists of examples. Seems to exist for the writer only. Does not provide documentation.	Underdeveloped or trite generalizations; sketchy or irrelevant facts. Awareness slightly evident in appropriate use of structure and support or tone. Incomplete or partial documentation	Some superficial or trite generalizations, or facts with little comment. Awareness evidenced only marginally in appropriate use of structure and support or tone. Fully documents outside sources with significant formatting errors	Concrete, relevant details and examples. Awareness evidenced mainly in either structure and support or tone. Fully documents outside sources with minimal formatting errors	Concrete, relevant details and examples. Structure, support, and tone demonstrate consideration of audience and purpose. Fully and properly documents outside sources using accurate MLA format
Grammar and mechanics	1. Use the standard diction, grammar, and mechanics of American English (GELO 1)	So pervasive as to disrupt seriously and consistently the essay's readability	So pervasive as to disrupt consistently the essay's readability	Occasionally disrupt the essay's readability	Minimal or so limited as not to disrupt the essay's readability in any way	Absent or so limited as not to disrupt the essay's readability in any way.
Thesis and development	3. Write thesis-driven arguments that adhere to a specific purpose, context, and audience (GELO 1)	No responsive thesis, or response is not developed at all.	Has a discernible controlling idea or thesis, which responds, but is underdeveloped or trite.	Has a discernible controlling idea or thesis, which responds to the topic; generally developed.	Has a lucid, significant response to the topic, which is fully developed.	Has a lucid, significant, perceptive response to the topic, which is fully developed.

Conclusion/Analysis of data: Given robust instructions and clear rubrics explicating expectations for grading, most students met expectations. While students initially had difficulty writing this essay, many found the task easier after we practiced analyzing various documents during class (i.e., students broke into groups and analyzed the effectiveness of "A Solitary Human Voice," a selection from Svetlana Alexievich's *Voices From Chernobyl: The Oral History of a Nuclear Disaster*). Such efforts helped students understand how to better analyze a text. At the same time, some students struggled to comprehend and incorporate data, however, those that were able to do so composed lucid and well-defended research essays. ENGL 1023 instructors specifically commented that the majority of the students met the learning outcomes by providing adequate data to support their claims within their research paper. Also, these students did an adequate job of using MLA style to document their research and to cite their sources. Or, instructors noted that although it appears that more students failed to meet expectations than met expectations, it must be noted, that some students had stopped coming to class, and failed to turn in the assignment altogether. Taking that into account, the majority of students who completed the assignment met expectations. Similarly, another instructor noted a Saturday morning class had several students drop out after only two or three class meetings. Attempts to keep students engaged were not very successful, though those who dropped were not prepared for the difficulty of the class, and needed help with basic writing skills.

Evaluate past changes/success strategies, or future changes that might be made to improve student learning: Previous research paper assignments were assigned in the latter half of the semester. Papers

were thus assigned earlier in the term, or more frequent assignments related to an essay were administered throughout the semester. Faculty did not notice any significant improvement with regards to overall student success. The data show that while some students were able to do everything properly, and most were able to incorporate information in a variety of ways, there is still a need to make it clear what ethically incorporating sources and material requires, as well as be clearer about the impact that not doing so can have on their overall success. Or, some instructors concluded that because 80% of the students assessed met the expectation level, no changes to the course are necessary at this time.

Appendix G

General Education Summary Form
Assessment and Improvement Plan
Cycle 6
(FA19, SP20, and FA20)

Domain: Fine Arts
Division: Liberal Arts
Department: Fine Arts and Communication

Course	Term(s)	GELOs Assessed
ARTS 1003	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
ARTS 1023	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ARTS 2103	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
ARTS 2113	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
FILM 2003	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
FILM 2013	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
MUSC 1013	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
MUSC 1023	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
THTR 1013	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.

GELO PER COMPERTENCY

COMPETENCY: DIVERSE PERSPECTIVES	Meets Expectations	Sample size (n)
Interpret the human condition and cultures in works of art.		
Spring 2020	381 (86%)	444
Evaluate the impact the arts and humanities have on individuals and cultures.		
Spring 2020	106 (88%)	120
	487 (86%)	564

Collegiate Level Assessment Instrument: The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include: In MUSC courses, the piano was used to determine intervals, whole steps and half steps and a 100 point exam was given to determine student achievement. In THTR courses, the instrument used to assess learning is a practical assignment requiring the student to write their own, original playscript to be read in class by their peers. In ARTS and FILM courses, multiple-choice test that contains questions about cultural diversity in relation to Western and Non-Western artistic practices, a paper on musical genres, a quiz comprised of image-based (PowerPoint), objective-answer questions that assessed student knowledge of artistic principles and in addition to their cultural competences, a short in-class, analytical writing assignment, a final exam comprised of image-based (PowerPoint),and objective-answer questions that assessed student knowledge of art-historical issues and cultural concepts.

A MUSC course example:

MUSIC APPRECIATION TEST #2

1. Secular genres in the Renaissance included:
   a. opera, cantata
   b. chanson, madrigal
2. The parts of the Ordinary of the Mass are:
   a. introit, gradual, alleluia, offertory, communion
   b. kyrie, Gloria, credo, sanctus, agnus dei
   c. ballade, saltarello, virelai, ronde
3. The Minnesingers were from:
   a. England
   b. Germany
   c. France
4. A Renaissance piece that is built on a fixed, preexistent melody is called:
   a. Cantus firmus
   b. Word painting
   c. A cappella
5. Gregorian chant is also known as:
   a. Chant
   b. Plainchant
   c. Plainsong
   d. All of the above
6. The earliest form of polyphony was:
   a. Chant
   b. Organum
   c. Homophony
7. Syllabic text is:
   a. A few notes set to one syllable
   b. One note set to each syllable of text
   c. Many note set to 1 syllable
8. A chanson is:
   a. A Baroque congregational hymn of the German Lutheran church
   b. A vocal genre for solo singers, chorus, and instrumentalists based on a lyric or dramatic poetic narrative.
   c. A French polyphonic song set to either courtly or popular poetry.
9. Troubadours and Trouveres were Medieval poets from:
   a. Southern and Northern France
   b. Eastern and Western Germany
10. The music of the church during the early part of the middle ages was:
    a. monophonic
    b. polyphonic

An ARTS example:

Which of these sculptures is an *Etruscan* figure that was inspired by the Greek *kouros* tradition?
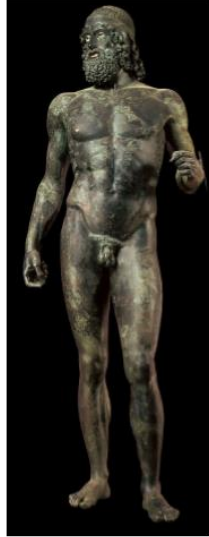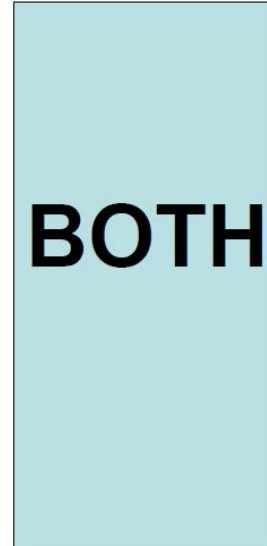
(A)   (B)   BOTH (C)

(A) Master Sculptor Vulca (?). *Apollo.* c. 510-500 BCE. Painted terra cotta
(B) *Warrior.* c. 460-450 BCE. Bronze with bone and glass eyes, silver lips and copper lips and nipples

What is the traditional term used to describe this type / classification of painting? _____

(A)   Gothic

(B)   trompe l'oeil

(C)   icon

(D)   selfie

(E)   mimetic

Consider this image prior to answering the following question:

This figure is known as _____ —an allegorical figure that represents Jesus Christ. This figure is also reminiscent of _____ —the Roman god of the sun. Therefore, this representation is _____ in that it combines ideas from Roman paganism with those from early Christianity in order to teach Christian converts (former pagans) about Jesus Christ.

(A)   The Good Shepherd, Apollo, syncretic

(B)   The Lamb of God, Apollo, mimetic

(C)   The Good Shepherd, Zeus, syncretic

(D)   David, Apollo, mimetic

(E)   The Lamb of God, Apollo, syncretic

Write a 200-word response to the following. We will use your responses to initiate our last in-class discussion of the semester.

Analyze the historical and cultural circumstances that led to the invention of the Romanesque and Gothic styles of architecture.

Your analysis must include detailed descriptions of the formal/physical characteristics of both architectural styles. In other words, you must focus your attention on the formal/physical characteristics that are unique to structures from both periods.

***Your analysis must cite at least two (2) Romanesque buildings and two (2) Gothic buildings.

***You must refer to your textbook and lecture notes.

Film 2003 / GELO Assesment

As we have moved through the semester, we have tried to focus on the specifics. With each new layer of analysis, we have tried to find:

1. Specific reactions we have as an audience member

2. Specific element of the picture and/or sound that has contributed to that reaction

3. Specific term that helps us categorize the picture or sound element we identified (something like wardrobe, shot selection, ambient sound, eye line matches)

Now that we have examined the major areas of picture and sound, we want to try and combine those layers of analysis into one cohesive approach to the cinema we see. Watch the following clip:

Now watch the clip again and complete the list of examples of each of the major visual and sound elements that is outline below. Your list should fill in the following:

1. **Actor** - (specific choice) - (specific reaction to choice / what it makes us think or feel)
2. **Location / Setting** - (specific choice) - (specific reaction to choice / what it makes us think or feel) *and continue with the other major areas we have explored...*
3. **Prop** - _____ -_____
4. **Wardrobe** - _____ -_____
5. **Arrangement** - _____ -_____
6. **Shot Selection** - _____ -_____
7. **Shot Selection** - _____ -_____
8. **Camera Angle** - _____ -_____
9. **Camera Angle** - _____ -_____
10. **Lighting** - _____ -_____
11. **Spoken Word** - _____ -_____
12. **Music** - _____ -_____
13. **Ambient Sound / Sound Effect** - _____ -_____
14. **Continuity Editing Technique** - _____ -_____
15. **Continuity Editing Technique** - _____ -_____

Our goal is to use specific examples from the clip, and to use the proper terminology when identifying the choices made. You will notice that I have asked for multiple examples in a few of the categories.

Art 1023

Chapter 6 Painting

Make sure you research each type of paint and include thorough descriptions. 70 points

FOR ALL OF THE PAINTINGS ON THE LIST I GAVE ON TUESDAY.

For assessment: Make sure you include title and Date, culture and meaning.

7.Recognize and understand cultural diversity and have a global perspective grounded in the understanding of international cultures, issues, and trends linking communities around the world.

8. Demonstrate an understanding of the creative process, the pleasures and challenges of artistic expression, the role and value of the arts in society and culture.

- *Painting* - The application of pigment to a surface.
  - Paint can be applied to many surfaces.
- *Vehicle* - The binding agent that holds the pigments together in various paints.
- *Paint* - A liquid material that imparts color to a surface.

1. List the Vehicle in each of the paintings listed below.
2. Find examples from chapter 6, and powerpoint that use these various types of paint and state the title and date.
3. List information about each painting using information from the book and powerpoint, including:
   All characteristics of the paint, Formal elements (description of visual elements and principles of design) and Content (meaning) and or Focal point, Style and time period.

Fresco EXAMPLE
1. The Art of painting on damp lime plaster and can also be called Buon fresco.

2. Giotto's "Lamentation." painted in 1305, uses fresco paint.

Essay featuring Artist, Art Movement, or Artwork:

> For this assignment, you will be responsible for researching and writing an essay on at least two of these topics:
>
> 1. An artist
>
> 2. An art movement
>
> 3. One particular work of art
>
> 4. A series/body of work
>
> 5. compare/contrast multiple artists or works of art.
>
> Your essay must be between 3-5 pages double spaced, typed, and you must cite your sources on a separate, extra page, making your essay 4-6 pages in total length. Use complete sentences and be cautious of using overly dramatic "fluff" in your writing (meaning, it's ok not to write a long drawn out romantic novel about the work because doing so can cause

confusion). You may add images to your essay, though they must also be added as separate pages, like your citation page. For information on citing sources please visit: https://www.loc.gov/teachers/usingprimarysources/mla.html.

> *Please make sure that you use terms that you've learned from our book, such as the principles/elements of design, or if you're describing a painting in detail, use terms you've learned in Chapter 6: Painting, describe the process(es), the content and context of work, the artist's concepts and intentions in creating the work, where the artist, art work, or Art Movement fits into history.*

Methodology: The method(s) and rubric(s) used to assess student achievement for each GELO include: Some assessments are objective, using multiple choice questions with binary right/wrong answers. Or, student writing was assessed for clarity of content, historical accuracy, and plausibility of analytical interpretation of a work of art. For THTR courses, in-depth discussions and lecture are held to discuss the nature of the creative and the interpretive processes in the theatre. The only completely creative task in the theatre is the composition of the text that determines the production. This text could be based on the body, the text, or a combination of the physical, musical, or spoken word. Students are required to write an original, two-minute minimum, script with a minimum of two-characters. It must have a beginning, middle, and an end and present characters in conflict. The playwright selects "readers" from the class and the "creator" listens to their words spoken by others. Earlier in the class, students presented a memorized monologue to understand the role of the "interpretive" artist. Through this exercise, the student experiences the "creative" process firsthand. This work is graded as a pass-fail assignment and not graded from a qualitative assessment. The important aspect of the presentation is for the student to understand the nature of the creative experience and to experience the freedom of creative expression without critical judgment. The presentation of their original script counts for 5% of their final grade.

Conclusion/Analysis of data: The majority of students met the expectation. The minority of students who did not meet expectations did not demonstrate college-level writing, despite the content of their writing being on par with what would be expected from average Art History I students. Those students who did not meet expectations performed poorly on the final exam (used for assessment)—likely due to not adequately preparing/studying. Some instructors noted that it seems that more students were interested in researching their chosen topics rather than not. Giving them the freedom to choose topics of their choice, they wrote interesting essays with cited information and images while being able to address aesthetic aspects of the work. Their personal opinions were usually added in their closing paragraphs.

Evaluate past changes/success strategies, or future changes that might be made to improve student learning: In some sections students fared better in the written exam (short-answer, essay) than last semester, perhaps due to better lectures or more practice time in class. Many of the assessment instruments were new this assessment cycle, and because of good results, faculty see no data suggesting change is necessary. Or, explanations on student achievement varied. For example, instructors struggled with administration of quizzes. In one example, a previous Quiz students were supposed to answer all questions and were graded on all. In the second quiz they had the option to get half the answers correctly to score 100%. This was announced right before the quiz. The date for the previous quiz was not announced (as they were meant to be reading their assignments and the quiz was supposed to be surprise). Students started showing up more after most of them scored badly in class

after the first grade. THTR faculty noted a similar trend that students seem to lack motivation to attend class or perform assignments. Though this is an assignment that has no qualitative assessment and is only experiential, it is difficult to get students to participate. Those that do seem to have a wonderful experience and it is remarkable to witness what they are able to achieve. Numerous scripts would be ready for submission to a 1-2 minute play festival in the form presented in class. Most students are not interested in actually investing time and energy in the creative process, they are only there for an easy grade.

Appendix H

General Education Summary Form
Assessment and Improvement Plan
Cycle 6
(FA19, SP20, and FA20)

Domain: Humanities
Division: Liberal Arts
Department: English and Humanities, Fine Arts and Communications

Course	Term(s)	GELOs Assessed
ENGL 2123	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2133	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2173	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2223	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2303	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2313	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2323	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2403	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2483	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
ENGL 2503	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.
FREN 1013	FA19, FA20	(Communication) Determine the meaning of words as they are used in context.
FREN 1023	FA19, FA20	(Communication) Interpret others' ideas in written and spoken form.
FREN 2013	FA19, FA20	(Communication) Interpret others' ideas in written and spoken form.
FREN 2023	FA19, FA20	(Communication) Interpret others' ideas in written and spoken form.
HIST 1113	FA19, FA20	(Critical Thinking) Organize observations on specific problems and issues
HIST 1123	FA19, FA20	(Critical Thinking) Organize observations on specific problems and issues
HIST 2003	FA19, FA20	(Critical Thinking) Organize observations on specific problems and issues
HIST 2013	SP20	(Information Literacy) Differentiate degrees of credibility, accuracy, and reliability of data.

HIST 2023	SP20	(Information Literacy) Differentiate degrees of credibility, accuracy, and reliability of data.
HIST 2213	FA19, FA20	(Critical Thinking) Organize observations on specific problems and issues
HIST 2223	FA19, FA20	(Critical Thinking) Organize observations on specific problems and issues
HUMN 2013	SP20	(Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.
HUMN 2103	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
HUMN 2553	SP20	(Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.
HUMN 2753	SP20	(Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.
PHIL 1013	FA19, FA20	(Teamwork) Formulate responses to different points of view.
PHIL 2013	SP20	(Diverse Perspectives) Examine individual as well as others' personal ethical systems and values within social institutions.
PHIL 2283	SP20	(Critical Thinking) Examine issues by identifying and challenging assumptions.
SPAN 1013	FA19, FA20	(Communication) Determine the meaning of words as they are used in context.
SPAN 1023	FA19, FA20	(Communication) Interpret others' ideas in written and spoken form.
SPAN 2013	FA19, FA20	(Communication) Interpret others' ideas in written and spoken form.
SPAN 2023	FA19, FA20	(Communication) Interpret others' ideas in written and spoken form.
SPCH 1013	SP20	(Information Literacy) Adhere to guidelines for using information.
SPCH 2013	FA19, FA20	(Communication) Construct written and/or verbal arguments.
SPCH 2213	FA19, FA20	(Teamwork) Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.
SPCH 2313	FA19, FA20	(Teamwork) Demonstrate skills needed to enhance professional and/or academic performance standards.
SPCH 2403	SP20	(Diverse Perspectives) Interpret the human condition and cultures in works of art.

GELO PER COMPERTENCY

COMPETENCY: COMMUNICATION	Meets Expectations	Sample size (n)
Construct written and/or verbal arguments.	280 (88%)	317
Fall 2019	168 (88%)	190
Fall 2020	112 (88%)	127
Determine the meaning of words as they are used in context.	286 (90%)	318

	Meets Expectations	Sample size (n)
Fall 2019	105 (98%)	107
Fall 2020	181 (86%)	211
Interpret others' ideas in written and spoken form.	48 (79%)	61
Fall 2019	15 (94%)	16
Fall 2020	33 (73%)	45
	614 (88%)	696

COMPETENCY: CRITICAL THINKING	Meets Expectations	Sample size (n)
Organize observations on specific problems and issues.		
Fall 2019	503 (84%)	596
Fall 2020	326 (83%)	392
	829 (84%)	988

COMPETENCY: DIVERSE PERSPECTIVES	Meets Expectations	Sample size (n)
Evaluate the impact the arts and humanities have on individuals and cultures.		
Spring 2020	23 (10%)	23
Examine individual as well as others' personal ethical systems and values within social institutions.		
Spring 2020	55 (100%)	55
Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	17 (100%)	17
Spring 2020		
Interpret the human condition and cultures in works of art.		
Spring 2020	381 (86%)	444
	476 (88%)	539

COMPETENCY: INFORMATION LITERACY	Meets Expectations	Sample size (n)
Adhere to guidelines for using information.		
Spring 2020	85 (100%)	85
Differentiate degrees of credibility, accuracy, and reliability of data.	411 (89%)	462
Spring 2020	411 (89%)	462
	496 (91%)	547

COMPETENCY: TEAMWORK	Meets Expectations	Sample size (n)
Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.	37 (88%)	42
Fall 2019	23 (88%)	26
Fall 2020	14 (88%)	16
Formulate responses to different points of view.	158 (92%)	171
Fall 2019	89 (95%)	94
Fall 2020	69 (90%)	77
	195 (92%)	213

Collegiate Level Assessment Instrument: The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include: Speech classes use to assess LO #1 is a common rubric for an informative speech. It is on the collegiate level in its requirements that students research a topic, write an informative speech on that topic, submit a written full-sentence outline with a bibliography in proper form, and deliver a presentation in which they must utilize at least one presentational aid. It combines the rigor of writing a collegiate level "paper" with the demands of delivering a speech in the extemporaneous manner. Or, students were asked to read a narrative of a situation in which there was professional conflict, and then assess how it would have been handled using one of the five conflict strategies outlined by Devito. Their responses were then analyzed by the professor.

Chapter 11: Conflict Analysis

Instructions: Read the narrative and answer the questions in complete sentences.

Narrative:

David works at the front desk of a luxury hotel. Typical tasks include registering guests, answering phones and using the in-house switchboard to redirect guests' concerns, and assisting guests with checkout. David works on a rotating shift with 14 other clerks. David has worked at the hotel for the past 3 years during summer breaks and the December holiday season. In October of this year, Greta, the manager, added duties to the front desk staff. Clerks are now required to maintain supply consumption records and file paper documents in storage cabinets. David returned to employment in December and is unhappy with the changes to the job. Last week, Greta reprimanded David because the filing was not up to date. David tells Greta that he was swamped with checkouts during his Tuesday day shift. Greta tells him that he needs to learn to balance work activities.

Questions:

1) Identify how David could resolve this conflict utilizing the <u>Accommodation</u> Conflict Resolution Strategy utilizing a specific example.
2) Identify how David could resolve this conflict utilizing the <u>Avoidance</u> Conflict Resolution Strategy utilizing a specific example.
3) Identify how David could resolve this conflict utilizing the <u>Competitive</u> Conflict Competition Strategy utilizing a specific example.
4) Identify how David could resolve this conflict utilizing the <u>Compromise</u> Conflict Resolution Strategy utilizing a specific example.
5) Identify how David could resolve this conflict utilizing the <u>Collaborative</u> Conflict Resolution Strategy utilizing a specific example.

In English literature classes, students were asked to answer one of a selection of questions on Mary Shelley's Frankenstein. They were required to develop their response into a three page essay, using the primary source and two secondary sources to support their claims.

Or, this example:

Reading test 6

ENGL 2173

To complete this test, open a Word document and type your responses under each question. Be sure to number your responses.

To fully answer a question your response needs to be 2-4 complete sentences and reference specific textual examples. **If you use any borrowed material, you must cite it in MLA format.** Failure to provide in-text citations for summarized, paraphrased, or directly quoted material in any answer will result in a 0 on the test.

Proofread your work.

1. What kind of city is Sandburg's "Chicago?" How does the speaker feel about the city? Explain

2. What lines hint to a conflict between the city and country attitude/modes of behavior? Explain how.

3. In Robert Frost's "The Road Not Taken" what is the poem literally describing? Provide a brief summary.

4. For what could Frost's poem be a metaphor? Explain.

5. How does the speaker in Frost's poem feel about his/her current situation? Explain.

6. In Sherwood Anderson's "Hands," describe the character of Wing Biddlebaum.

7. Why type of relationship exists between George Willard and Wing Biddlebaum? Explain

8. In your opinion, did Wing Biddlebaum behave inappropriately with the young boys he taught in his former life? Explain

9. What emotion is detailed in eecummings poem, "Somewhere I have never traveled, gladly beyond?" Describe.

10. How does eecummings use standard edited American English and grammar in his poem? Explain

11. In Richard Wright's "The Man Who Was Almost a Man" how does Dave change in the story? Explain

12. What about the title is interesting--meaning...Does Dave become a man? Is he a man? why not "The Boy who was almost a man?" Discuss.

13. What is the image described in the poem "In a Station of the Metro?" What emotion is conveyed in the poem "In a Station of the Metro?"

14. Describe the appearance and emotional state of J. Alfred Prufrock? Be sure to reference specific lines of the poem for each component.

15. What type of family is depicted in Roethke's "My Papa's Waltz?" Describe it.

16. How does the "small boy" feel about the "waltzing?" Be sure to indicate which lines helped form your opinion?

17. Describe the narrator in Ralph Ellison's "Invisible Man Chapter 1".

18. What does the Grandfather's final words mean? Explain

19. Why is Ginsberg's poem titled "Howl?" Explain

20. What types of people live in the city? Explain

For FREN, this is an example:

FRANCOPHONE COUNTRIES, PROVINCES or STATES PRESENTATION'S GUIDELINE

1. Name of the country to be presented, size and population
2. Capital city, size and population
3. Picture of the flag and Independence date
3. Locate your country in its continent
4. Capital city and some pictures
5. Names and pictures of some cities
6. Type of government and currency
7. Name and picture of the President
8. Languages: - Official
- National
- Local
9. Economy
10. Sports
11. Education system
12. Cultural considerations pictures: Clothing, Music, Foods, etc.
13. Religion
14.Transportation and some pictures
15. Rural place pictures
16. Local people pictures
17. Climate
18. Vegetation
 19. Animals, birds, etc.
Duties: You have 5 minutes for your power point to be presented in classroom. Questions and comment can follow after the presentation.

For HIST courses:

Document Analysis #2: Letters of Leopold https://resources.illuminateed.com/playlist/resource-sview/id/51d3386607121c63391309e2/rid/51d420cd07121c582e828d4b/bc0/explore/bc1/playlist (Links to an external site.)
And compare to https://ghb67.wordpress.com/2012/03/05/african-holocaust-king-leopolds-belgian-congo/ (Links to an external site.)

Document Analysis Assignment Instructions

You are asked to write several document analyses (each 2 pages double-spaced) throughout the semester. You should follow the three steps below in preparing your document analysis.

Step One: Introduction: Consider these questions as you read the document and write your introduction: Who is the author? When was it written? What was the purpose of the document? You will need to include some background material to answer these questions.

Be sure to include a thesis statement (or problem, mystery, etc.) about which you write. In general, your thesis statement should answer the following: what will this document be able to tell us about people and history?

Step Two: Consider 2, or better 3 main paragraphs. You should paraphrase the author's 2-3 main arguments or positions. You will also want to offer your own interpretation of the material. Quotes should be used as evidence to illustrate your interpretation. In considering your interpretation, evaluate whether or not the author achieved their objective and how well, and consider what we can learn about the society / individual under discussion.

Step Three: Review your draft analysis. Your last paragraph is your conclusion and should highlight what we have learned after reading your essay. Ask yourself: What does the evidence say, and what does it not say? How does the document add to the understanding of history and its legacy?

Have I documented additional information used? Any subjective or potentially controversial material should include an in-text reference in (Author, year) format. All outside material must be included in a final Reference list at the end of your paper, in APA format with the URL if found online.

Please also review BRCC statement on plagiarism. Any copying from any sources will be treated strictly and paper will be given grade of zero. Copying is easy to detect, its cheating, and unfair. Just don't do it.

Before submitting: Have you proof-read your paper? Avoid using I, we, and you, but better, persuade your reader by using solid evidence. That means you should re-write any sentence that includes, I believe, or I think, and just explain with evidence. Avoid using casual language and slang, but opt for a more formal choice of words.

Students write an essay relating present day circumstances to events that occurred during the period covered, using primary source texts through the use of secondary source texts.   By successful completion of the essay, students learn the academic value of the sources, relate personally to the historical material, and comprehend the basic approach to historical material used by professional historians.

Students must accomplish three tasks to demonstrate comprehension of the material being considered.

First, identify present and historical circumstances to be addressed (20% credit)

Second, explain these circumstances through primary and secondary sources (50% credit)

Third, evaluate its historical significance (30% credit).

Successful completion of all three tasks indicates "Exceeds Expectations." Completion of the first and second tasks indicates "Meets Expectations." Completion of the first task alone indicates "Falls Below Expectations."

This discussion forum is worth **40 points**. You'll receive 40 points if you meet all the criteria posted in the rubric.

Reconstruction

The reconstruction of former Confederate states actually began during the war and went through several phases, the first of which was Presidential Reconstruction. In 1862, with Union forces advancing into the South, President Lincoln had named army generals to serve as temporary military governors for conquered Confederate areas. By the end of 1863, he had formulated a plan to reestablish governments in states liberated from Confederate rule.

Review this document:

WILLIAM A DUNNING EXPLAINS THE FAILURE OF RECONSTRUCTION IN TERMS OF CORRUPTION AND FAILURE OF GOVERNMENTS (1901)

The leading motive of the reconstruction had been, at the inception of the process, to insure to the freedmen an effective protection of their civil rights,—of life, liberty, and property. In the course of the process, the chief stress came to be laid on the endowment of the blacks with full political rights,—with the electoral franchise and eligibility to office. And by the time the process was complete, a very important, if not the most important part had been played by the desire and the purpose to secure to the Republican party the permanent control of several Southern states in which hitherto such a political organization had been unknown. This last motive had a plausible and widely accepted justification in the view that the rights of the negro and the "results of the war" in general would be secure only if the national government should remain indefinitely in Republican hands, and that therefore the strengthening of the party was a primary dictate of patriotism.

Through the operation of these various motives successive and simultaneous, the completion of the reconstruction showed the following situation: (1) the negroes were in the enjoyment of the equal political rights with the whites; (2) the Republican party was in vigorous life in all the Southern states, and in firm control of many of them; and (3) the negroes exercised an influence in political affairs out of all relation to their intelligence or property, and, since so many of the whites were defranchised, excessive even in proportion to their numbers. At the present day, in the same states, the negroes enjoy practically no political rights; the Republican party is but the shadow of a name; and the influence of the negroes in political affairs is nil. This contrast suggests what has been involved in the undoing of reconstruction.

Before the last state was restored to the Union the process was well under way through which the resumption of control by the whites was to be effected. The tendency in this direction was greatly promoted by conditions within the Republican party itself. Two years of supremacy in those states which had been restored in 1868 had revealed unmistakable evidences of moral and political weakness in the governments. The personnel of the party was declining in character through the return to the North of the more substantial of the carpet-baggers, who found Southern conditions, both social and industrial, far from what they had anticipated, and through the very frequent instances in which the "scalawags" ran to open disgrace. Along with this deterioration in the white element of the party, the negroes who rose to prominence and leadership were very frequently of a type which acquired and practiced the tricks and knavery rather than the useful arts of politics, and the vicious courses of these negroes strongly confirmed the prejudices of the whites. But at the same time that the incapacity of the party in power to administer any government was becoming demonstrable the problems with which it was required to cope were made by its adversaries such as would have taxed the capacity of the most efficient statesmen the world could produce. . . . No attention was paid to the claim that the manifest inefficiency and viciousness of the Republican governments afforded a partial, if not wholly adequate explanation of their overthrow. Not even the relative quiet and order that followed the triumph of the whites in these states were recognized as justifying the new regime.

[From William A. Dunning, "The Undoing of Reconstruction," *Atlantic Monthly,* October 1901, pp. 437–38.]

In what ways was Reconstruction viewed as a failure in the media? Were those media effective in delivering their message? Why or why not?

Be specific, cite evidence (remember to cite which document[s] you used to draw your conclusions), and comment on each other's posts with equal specificity.

A PHIL exam:

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FINAL EXAM

Pick 1: Either turn in a paper OR turn in the answers to the test
below.

Should you choose to turn in a paper, you should turn that in here. The
only time limit is that you HAVE to turn it in by 11:45am 5/9/2017.

The specific rules for the paper can be found [below].

Test #3 - The Final Paper Option

Due: see above

Word Count: 800-1000 (4 to 5 pages double-spaced)

Style: MLA, Works Cited, In-text, No title page, ONLINE SUBMISSION
PREFERRED (if you typed it on a computer, go ahead and turn it in
online).

Other Rules:
* 3 or more sources (source #1 must be the textbook, source #2 must be
a print book, source #3+ student choice)
* 3 or more in-text citations
* Quotes longer than 3 lines must be block text format
* MUST include total word count AND all quotes word count. Put this at
the end of the essay/document.
* All pages numbered (esp. if printed)
* DO NOT COPY AND PASTE OTHER PEOPLE'S WORDS WITHOUT DIRECTLY AND
CLEARLY QUOTING THEM, or else that's plagiarism.

*Word doc or pdf files ONLY! NO PAGES (Mac files). Unreadable files
will be asked for a resubmit and take a late penalty.

*Late penalty: auto -30%

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TOPIC (P1)
Do all of the below when you write your paper:

-Pick either a philosopher or topic discussed in class
(metaphysics, personal identity, epistemology, and theology, ... so
far),
 -Pick a position either the philosopher argued for (Cartesian Doubt or
Platonic Forms, for example) or related to your topic (metaphysical
monism, the mind/body problem, atheism vs. theism, for example),
explain it accurately
- DEFEND or ATTACK that position. Write what an opposing arguer would
say of your attack/defense of that position, and then what you would
say back.
- Finally, explain the "real world consequences" of the position you
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argued for/against. Why does it matter what people think around this
position, and how might that thinking effect their lives, others, or
their environment? (If what you picked doesn't seem to matter to you,
pick something else)

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You will be graded on 3 criteria:
40% Style, 35% Understanding, 25% Argument

Style = spelling, grammar, citations, formatting, following of rules,
good your words to quotes/cites ratio (don't over quote and over cite,
trying to fill the space), hitting the word count (not under at all,
not too much over)

Understanding = did you understand your topic/philosopher or did you
misinterpret? Is your understanding shallow because you looked it up on
wiki the week before, or deep because you read the actual works/books?
do you see any implications and/or influence of what you're reading?
strength of sources?

Argument = do you argue your position, or merely state it? do you give
reasons that any other reasonable person should accept, or just tell
the reader to "take your word for it" or "just believe it!"?

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You should see your work in roughly 4 "sections". The intro, the
understanding, the argument, the conclusion. Sections themselves can be
broken up: understanding >> brief bio, position, implications;
argument >> counter argument, reply (counter-counter argument); etc.
I'm not saying you have to name sections, this is for outlining.
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SPAN quiz:

Para leer: Dos amigas. Read this description of two friends and say whether the statements that follow are **cierto** or **falso**. 10 pts.

Teresa y Lidia son estudiantes. Teresa es de Sucre, Bolivia y Lidia es de Antigua, Guatemala. Teresa es paciente, eficiente, seria y atlética. Lidia es extrovertida, impulsiva, cómica y creativa. Ellas son inteligentes y responsables. No son arrogantes ni egoístas. Son personas muy admirables.

	Cierto	Falso
1. Teresa es boliviana y es seria y atlética.	☐	☐
2. Lidia es guatemalteca y es cómica.	☐	☐
3. Ellas son inteligentes y arrogantes.	☐	☐
4. Ellas son profesoras.	☐	☐
5. Ellas no son personas muy admirables.	☐	☐

Methodology: The method(s) and rubric(s) used to assess student achievement for each GELO include: For Speech classes, students have to give a 4 to 6 minute informative speech on a topic drawn from one of three categories: customs/traditions; superstitions; and symbols. A standard rubric adopted by the Speech department several semesters ago is used. The score is determined by points on a scale: 5-excellent; 4-above average; 3-average; 2-below average; and 1-unacceptable. For many assignments, each student is assigned a project, like exploring a country of a province of French speaking world, and asked to present it in class. Each presenter has to explain different sections of his/her paper power point. Some questions were asked by colleagues for more clarification, if needed.

SPCH 1013 Evaluation Sheet – Informative Speech

Name: _____ Time: _____

Topic: _____

5 = excellent   4 = above average 3 = average 2 = below average 1 = unacceptable

Paperwork:

_____ Outline typed and in proper format
_____ Bibliography

Introduction:

_____ Attention and interest
_____ Thesis
_____ Qualifications
_____ Forecast

 Body:

_____ Organization
_____ Transitions/Signposts
_____ Supporting/citations

Conclusion:

_____ Brake light
_____ Summary

Delivery:

_____ Eye contact (10 pts)
_____ Energy and enthusiasm (10 pts)
_____ Extemporaneous delivery (10 pts)

 Other:

_____ Appropriate topic choice
_____ Appeal to audience

Presentation Aid:

_____ Effective incorporation and use of presentation aids

Total: _____ (100)

Instructor Rubric:

Name of Student:

	Failed to Meet Expectations	Met Expectations	Exceeded Expectations
Student demonstrated competency of <u>Accommodation</u> Conflict Resolution Strategy on the written exercise			
Student demonstrated competency of <u>Avoidance</u> Conflict Resolution Strategy on the written exercise			
Student demonstrated competency of <u>Competitive</u> Conflict Resolution Strategy on the written exercise			
Student demonstrated competency of <u>Compromise</u> Conflict Resolution Strategy on the written exercise			
Student demonstrated competency of <u>Collaboration</u> Conflict Resolution Strategy on the written exercise			
Student demonstrated the ability to communicate in standard edited English through <u>writing</u> clearly, coherently, and persuasively.			
Student demonstrated the ability to communicate in standard edited English through <u>speaking</u> clearly, coherently, and persuasively.			

This is a sample Reading Test rubric:

Reading Test Rubric (20)

Criteria	Ratings				Pts
Question 1	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 2	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 3	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 4	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 5	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 6	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 7	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 8	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 9	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 10	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 11	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 12	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 13	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 14	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 15	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	1.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 16	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 17	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 18	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 19	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts
Question 20	5.0 pts Exceptional and insightful response to the question. Provides meaningful textual evidence to support claims. No errors in SEAE.	4.0 pts Good response to the question. Provides textual evidence to support claims. Little to no errors in SEAE.	2.0 pts Weak response to the question. Provides little to no relevant textual evidence to support claims. Significant errors in SEAE.	0.0 pts Does not answer the question	5.0 pts

Total Points: 100.0

A HIST Rubric:

2. Understand, analyze, and evaluate readings from a variety of texts and apply that learning to academic, personal, and professional contexts;

Exceeds Expectations: Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. 10 Points	Meets Expectations: Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. 7 Points	Does Not Meet Expectations: Includes disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. 0 Points	Total Points 10 Points

Mastery: 7 Points

10. demonstrate knowledge of American democracy, an awareness of the responsibilities of informed citizenship in a diverse and pluralistic society, and a willingness to contribute through participation and service.

Exceeds Expectations: Clearly explains and integrates connections to relevant and significant contexts -- political, social or economic circumstances of the time and place and/or prior historical events, ideas, or conditions -- in ways that strengthen or deepen the explanation or argument. 10 Points	Meets Expectations: Explains connections to relevant contexts -- political, social or economic circumstances of the time and place, and/or prior historical events, ideas, or conditions. 7 Points	Does Not Meet Expectations: Includes minimal background information relevant to the topic. No evidence of relating response to political history or theory. 0 Points	Total Points 10 Points

Mastery: 7 Points

In PHIL courses, for GELO 3 and GELO 8 the method used to assess student achievement within this GELO was the final exam, which consisted of either an argumentative essay or an exam (student choice). The rubric used to assess GELO 3 and GELO 8 for the essay focused on three areas: style, understanding, and argument. Style, which counts for 40% of the grade, assesses whether the student adhered to the rules of editing and citation under MLA as well as follow all the rules for the paper like word count and formatting and citation sources. Understanding, which counts 35%, assesses whether the student understands the philosopher or philosophy that is the focus of their essay. Argument, which counts for 25%, assesses how persuasively and logically the student presents their case about the philosopher or

philosophy that is the focus of their essay. If the student elected to take an exam rather than write a paper, then they had to answer 15 questions which range included short answers to questions of fact (for example, when/where a philosopher was born, who was the author of a certain philosophy, etc.), quotation identification and explanation, and long answer questions designed to test deeper understanding. (For more details, see attached test instrument.) Long answer questions and quotation identification questions are weighted much more heavily than short answer questions.

A HUMN course presentation rubric:

HUMN 2753 Presentation Evaluation

Name: _____ Assignment # _____ Date: _____

	DOES NOT MEET EXPECTATIONS 0 - 6	MEETS EXPECTATIONS 7-8	EXCEEDS EXPECTATIONS 9-10
FOLLOWS DIRECTIONS (see assignment sheet) *do NOT read presentation or notes			
CONTENT QUALITY a purpose/message of value			
ARTICULATION/CLARITY clear for audience to see, hear, and understand			
QUALITY properly use technology, professional presence effort in acting, etc.			
CREATIVITY personality, presence storyline, audio/visual, etc.			
TOTAL			
(x2 for Pres. 1 only) **FINAL GRADE**	F D	C B	A
HERO fictional, powers/abilities			
ORIGIN STORY type of hero, how hero started			
PLOT & FLOW no wasted time, no filler			
VALID PURPOSE/MEANING plot, storyline, complexity, depth			
DIRECTIONS/OTHER Miscellaneous (see comments)			
TOTAL			
(for Pres. 2 only) **FINAL GRADE**	F D	C B	A

COMMENTS:

Conclusion/Analysis of data: The data reflect a very respectable effort on the part of instructors to have more inclusive and active learning. Students were clear on the objectives they were given at the beginning of the assessment, and understood what the purpose of this was. The majority of students exceeded expectations as to their understanding of the assignment, and only a handful met expectations. Those failing to meet expectations were not in class to participate in the assessment. In History classes, when exposed to international cultures and issues, many students either embrace their study as exotic or they reject it as irrelevant. At the same time, however, when faced with an actual historical artifact (for example, an eyewitness account of a historical moment), most of those students who participated in the exercise proved highly receptive and interested; for some, it was like reading somebody's private mail, a closer, more personal window into the past. One way or the other, I will continue to impress upon my students that every historical episode has multiple interpretations and

multiple perspectives – which may require rethinking of traditional historical narratives. Some instructors teach dual-enrollment, which poses different challenges. As semesters progress, students tend to become very used to the routine of completing these assignments and aware of my expectations of their work level. Unfortunately, some students simply did not complete the required assessment; however, the remaining 14 students all scored at or above expectation (most were above). Additionally, this assessment fell due during the same period of time that the high school was moving back to their main campus after the flood. Class meetings ended up with some unexpected cancellations due to the move.

Evaluate past changes/success strategies, or future changes that might be made to improve student learning: Feedback from students in previous semesters convinced some instructors the communication apprehension which afflicts so many might be somewhat alleviated if the Public Speaking unit were moved to a later point in the semester, thus giving the students a chance to get to know each other before having to present. So in previous semesters units on Group Work, which provides a perfect opportunity for students to bond were swapped where Public Speaking used to be--a few weeks before midterm. That strategy had mixed results so this semester the Public Speaking unit was the very last unit we covered. It seemed to increase the number of students who completed the unit with their speech, and the fact that the end of the semester was approaching appeared to decrease the level of procrastination which plagues this particular assignment since no one, including me, wanted to hear speeches on finals day. Also, the camaraderie built during the major portion of the semester lessened the tension on speech days. Some faculty expressed concern over 1st-7 week and 2nd-7 week classes as not providing enough time for adequate exploration and development of the learning materials. HIST 2013 and 2023 changed textbooks, prompting one instructor to remark that the new program is much more user friendly, and it comes with pre-made activities for every chapter. By using these assignments with each chapter instead of using just one similar styled assignment each unit, students have become much better at evaluating the documents with which they are presented. These assignments have become a mainstay. The students in the class are used to having "homework check" style grades in their other classes, and these assignments fulfill that "need" in their minds. I've presented them with the idea that these are their chance to earn those "homework" points by taking their time and doing a good job of analyzing these documents. Once they got the hang of it in the first semester, they have pretty well thrived. As such, HIST 2013 and 2023 should not make any changes to this assignment (or ones like it) for next year. In PHIL, adjustments based on previous observations seem to be working or not working combined with open communication with the students about where they was areas that needed improvement or that were working for them. The instructor will continue with this method since it seemed to produce good results this term. Some SPCH instructors noted that previous assessment cycles have demonstrated historically low scores on this assignment, especially in the online environment. Students' abilities to meet or exceed expectations on this learning outcome have improved in my face-to-face course, but not in the online environment. The Informative Speech and Outline is a large assignment which requires a lot of time researching and evaluating sources for their accuracy and utility. Many students struggle with this assignment because they are required to find an audience and video themselves giving the speech.

Appendix I

General Education Summary Form
Assessment and Improvement Plan
Cycle 6
(FA19, SP20, and FA20)

Domain: Mathematics/Analytical Reasoning
Division: STEM
Department: Mathematics

Course	Term(s)	GELOs Assessed
MATH 1103	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 1113	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 1213	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 1223	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 1235	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 1303	SP20	(Quantitative and Symbolic Reasoning) Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
MATH 2084	SP20	(Quantitative and Symbolic Reasoning) Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
MATH 2103	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 2115	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 2125	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 2134	SP20	(Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.
MATH 2303	SP20	(Quantitative and Symbolic Reasoning) Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
MATH 2313	SP20	(Quantitative and Symbolic Reasoning) Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
PHIL 2113	SP20	(Quantitative and Symbolic Reasoning) Reason by deduction, induction and analogy.

GELO PER COMPETENCY

COMPETENCY: QUANTITATIVE AND SYMBOLIC REASONING	Meets Expectations	Sample size (n)
Reason by deduction, induction and analogy.		
Spring 2020	40 (53%)	75
Represent mathematical information numerically, symbolically, and visually, using graphs and charts.		
Spring 2020	183 (53%)	340
Use processes and models to solve quantitative problems.		
Spring 2020	743 (51%)	1,466
	966 (51%)	1,881

Collegiate Level Assessment Instrument: The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include: in introductory courses, a common examination was provided to all students who participated in the assessment. This assessment was given over a 2 hour period and covered all of the material for which students were responsible through the semester. Sample questions could include:

Or, this example from MATH 1223:

Math 1223 Final Exam   Show all work supporting your answer using correct notation in your 8.5 X 11 bluebook. DO NOT WRITE ON THIS TEST! Read each problem carefully. Full credit will not be given to false statements, sloppy work, or improper use of notation. Provide exact answers unless asked otherwise.

1) <u>Find the exact values of the six trigonometric functions of the angle A.</u>
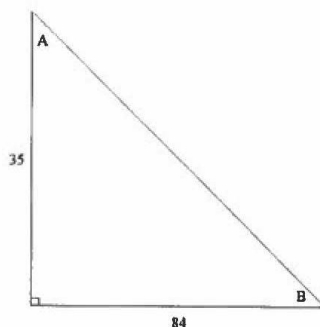
2) Using identities only, calculate the exact value of $\cot\theta$ when $\cos\theta = -\dfrac{51}{85}$ and $\csc\theta < 0$.

3) Give the exact value of $\tan(330°)$ <u>without the use of a calculator.</u>

<u>Find the amplitude, period, phase shift, then graph f(x) and g(x) on the same grid.</u>

4) $f(x) = \dfrac{1}{2}\sin 4\left(x - \dfrac{\pi}{5}\right)$ $g(x) = \dfrac{1}{2}\csc 4\left(x - \dfrac{\pi}{5}\right)$

5) Calculate two consecutive vertical asymptotes of the graph of $h(x) = -2\tan(5\pi x)$. Find an X-intercept for h(x), and then graph one period of the function.

6) Evaluate the following <u>without the use of a calculator:</u>

(a.) $\arcsin\left(-\dfrac{\sqrt{3}}{2}\right)$ (b.) $\cos(\arccos(\pi))$

7) Find an equivalent algebraic expression to the trigonometric expression $\tan\left(\arcsin\dfrac{7}{x}\right)$.

8) A water sprinkler sprays water on a lawn outward from itself up to 10 yards away. The sprinkler rotates through an angle of 152°. Find the area of the lawn that is watered rounded to the nearest hundreth.

<u>Verify (prove) that the following two equations are trigonometric identiies.</u>

9) $\left(\tan^2 x + 1\right)\left(-\cos^2 x + 1\right) = \tan^2 x$

10) $\dfrac{1}{\cos(x) + 1} + \dfrac{1}{\cos(x) - 1} = -2\cot(x)\csc(x)$

Here, an example from MATH 2115:

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

Find the derivative.

1) $y = x^7$ 1) _____

2) $f(x) = 7x^{240}$ 2) _____

3) $y = 5x^2 - 2.1x$ 3) _____

4) $y = 11x^{-2} + 7x^3 - 5x$ 4) _____

5) $y = \dfrac{3}{x} - \dfrac{x}{2}$ 5) _____

Find the equation of the line tangent to the graph of the function at the indicated point.

6) $f(x) = x^2 - 4$ at $(-3, 5)$ 6) _____

An example from MATH 1214:

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

Give the domain and range of the relation.

1) $\{(-6, -3), (1, -5), (9, -7), (-1, 7)\}$

Determine whether the equation defines y as a function of x.

2) $x^2 + y = 81$

3) $x = y^2$

PHIL Final Exam (sample):

1. Which of the following defines logical validity?

A. An argument where all the premises are factually accurate

B. An argument where the premises and the conclusion are all true

C. An argument where if the premises are true the conclusion must be true

D. An argument that is convincing

E. None of the above

2. "No corporations that defraud the government are organizations the government should deal with. Some defense contractors are not organizations the government should deal with. Therefore, some defense contractors are not corporations that defraud the government." What is the middle term in this argument?

A. Corporations that defraud the government

B. Defense contractors

C. Organizations the government should deal with

D. Some... are not ….

E. None of the above

3. Referring to the argument in question 2, if you set up the form of this argument following the conventions of major, minor, and middle terms, which term is designated as "P"?

A. Corporations that defraud the government

B. Defense contractors

C. Organizations the government should deal with

D. Therefore

E. None of the above

4. Referring to the argument in question 2, if you've set up a Venn diagram representing this argument, which of the following are true?

A. Areas 6 & 7 are shaded

B. Areas 3 & 4 are shaded

C. There's an X in area 5 only

D. There's an X in area 6 only

E. None of the above

Methodology: The method(s) and rubric(s) used to assess student achievement for each GELO include: on exam questions, each question was graded according to the following process: Arithmetic Mistake (-1), Minor Conceptual Mistake (-4), Major Conceptual Mistake (-7). The total scores from all 25 questions were totaled and the student is given a percentile score based on the points amassed on the 200 point exam. Earning fewer than 70% of the points available results in 'does not meet expectations,' earning 70-89% of the points available results in 'meets expectations,' and earning more than 89% of the available points results in 'exceeds expectations.'

A sample rubric for MATH 1113:

Math 1103: Introduction to Contemporary Mathematics Mid - Term Examination Grading Rubric	
For problems that do not contain multiple parts, use this rubric to assign partial credit. If the problem contains more than one part, grade each part accordingly.	
0 pts.	The student left the problem blank or wrote nonsensical work
1 – 2 pts.	The student demonstrates minimal knowledge of the concept, but makes major errors. (At least one step is correct)
3 – 5 pts.	The student demonstrates minimal knowledge of the concept, but makes major errors (Two or more steps are correct)
6 – 7 pts.	The student demonstrates partial mastery of the concept with minor errors
8 – 9 pts.	The student demonstrates mastery of the concept with a minor error.
10 pts.	The student demonstrates mastery of the concept with no errors (exactly correct)
Students who score at least 70 on the mid-term exam are deemed successful on the assessment.	

For the PHIL course, an exam was administered containing 28 multiple choice questions which covered the most quantitative concepts such as truth-tables and venn diagrams while also challenging students to think critically, creatively, and to apply those skills in a variety of argumentative contexts. The rubric used was simply to note whether a student could successfully solve a series of problems meant to test their comprehension and ability to problem solve by noting whether they got a problem correct or not.

Conclusion/Analysis of data: Students struggle to develop symbolic language. This impacts overall performance, and more time may have to be devoted to that endeavor, perhaps through the creation of a pre-requisite course. In general, any collection of students in which at least 66% scored at least 'meets expectations' will be considered acceptable. For this course in particular, the data show that 66.7% of the students have achieved the necessary threshold. Specifically to college algebra, students have a difficult time with the final examination. With the pressures of passing the course, maintaining grade point averages, scholarships, and financial aid eligibility; students' abilities to focus on and pass the final exam becomes more and more of a struggle. Consequently, they calculate the percentage needed to pass on the final that will allow them to pass the course, and worry very little about passing the actually final exam. However, calculating the percentage is an example of students' ability to use critical thinking skills and shows that they have indeed used this skill for academic gain in the college algebra course. Many mistakes were common algebraic errors. In other words, students understood the concepts, but made other errors. One instructor noted that only 44% of the students met expectations for their competency. However 56% of the students failed to meet expectation and none of the students exceeded the expectations. In general, the students who completed their homework assignment and the study guide for the final exam performed much better than those who did not do their homework and the practice exam.

Evaluate past changes/success strategies, or future changes that might be made to improve student learning: Mathematics has lost a tutor in the ALC, and the school has no budget line to replace the loss. In its stead, SI has been implemented, however demand outpaces capacity. Both the assessment instrument and measure must be considered, along with the overall learning goal of the GELO. Algebra courses recently changed the textbook in Fall 2016. Additional data will need to be collected to determine if changes need to be made. Also, active learning strategies are being used to increase student engagement. Yet, instructors also point to in-class strategies, where changes include more reinforcement of concepts through active learning. My Math Lab, an on-online resource for the course is being used for student homework assessment. Some instructors found that students at midterm have a good foundational understanding of the first two chapters. The objectives will be need to be reassessed using the final examination and the results will be compared to the midterm results. PHIL courses reported that adjustments to the test such that it reflected the homework much more closely, and did not sacrifice rigor. These adjustments ultimately were a success.

Appendix J

General Education Summary Form
Assessment and Improvement Plan
Cycle 6
(FA19, SP20, and FA20)

Domain: Natural Science
Division: STEM
Department: Science

Course	Term(s)	GELOs Assessed
ASTR 1103	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
BIOL 1013	FA19, FA20	(Scientific Reasoning) Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.
BIOL 1023	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
BIOL 1033	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
BIOL 1043	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
BIOL 2104	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.
BIOL 2413	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
CHEM 1003	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
CHEM 1123	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
CHEM 1133	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.
ENSC 1103	FA19, FA20	(Scientific Reasoning) Use scientific concepts to analyze environmental issues and civic responsibility.
GEOL 1103	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
PHSC 1023	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
PHSC 1033	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
PHYS 1013	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the physical world.
PHYS 1103	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the physical world.
PHYS 2113	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.
PHYS 2123	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.
PHYS 2133	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.
PHYS 2143	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.

PHYS 2153	FA19, FA20	(Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.
RNRE 1013	FA19, FA20	(Scientific Reasoning) Use scientific concepts to analyze environmental issues and civic responsibility.
RNRE 2103	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.

GELO PER COMPETENCY

COMPETENCY: SCIENTIFIC REASONING	Meets Expectations	Sample size (n)
Apply scientific concepts to explain the natural world.	1,048 (70%)	1,501
Fall 2019	451 (62%)	722
Fall 2020	597 (77%)	779
Apply scientific concepts to explain the physical world.	102 (85%)	120
Fall 2019	45 (83%)	54
Fall 2020	57 (86%)	66
Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.	424 (68%)	627
Fall 2019	229 (65%)	354
Fall 2020	195 (71%)	273
Use scientific concepts to analyze environmental issues and civic responsibility.	126 (89%)	142
Fall 2019	74 (86%)	86
Fall 2020	52 (93%)	56
Engage the scientific method of inquiry, analysis, and problem solving.	331 (75%)	442
Fall 2019	152 (73%)	209
Fall 2020	179 (77%)	233
	2,031 (72%)	2,832

Collegiate Level Assessment Instrument: The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include: in Physics courses, GELO is is assessed on student's performance in Test-2 (Mid-term) and on student's performance in the Final examination. An example from chemistry includes samples like: Question 1: A form of matter is isolated and tested. No physical procedures can produce simpler forms of matter but heating the sample produces mercury and oxygen. The sample matter must be: (a) element, (b) compound, (c) solution, or (d) mixture. (*The correct answer was (b).)

In Biology, the following test was administered:

1. Which of the following pairs of atoms would most likely form an ionic bond?

a.

b.

c.

d.

e.
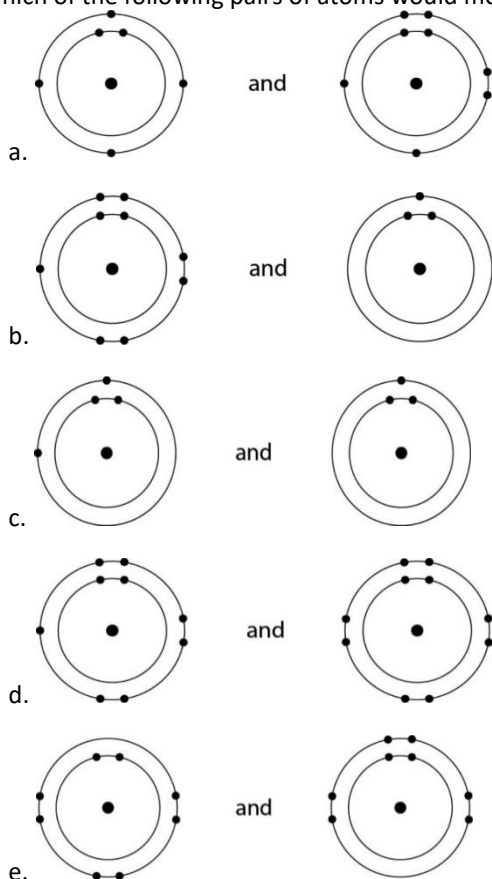
2. The *solute* molecule (surrounded by water molecules) shown in the diagram to the right is most likely
   a. positively charged.
   b. negatively charged.
   c. an anion.
   d. hydrophobic.
   e. nonpolar.
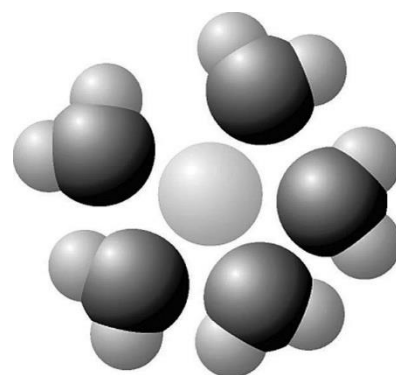
3. Which of the following would you definitely not find in a member of domain Bacteria?
   a. DNA
   b. Cell wall
   c. Golgi apparatus

d. Plasma membrane

e. Ribosomes

4. In order to form cilia or flagella, a cell must synthesize
     a. tubulin.
     b. laminin.
     c. actin.
     d. intermediate filaments.

5. Which of the following exemplifies potential energy rather than kinetic energy?
     a. light flashes emitted by a firefly
     b. muscle contractions of a person mowing grass
     c. the chemical bonds in a molecule of glucose
     d. water rushing over Niagara Falls

6. Color blindness is caused by a recessive allele for an X-linked gene. To be color blind,
     a. males must be heterozygous and females must be homozygous recessive.
     b. both males and females must be homozygous recessive.
     c. a male requires two recessive alleles, but a female requires only one recessive allele.
     d. a male requires one recessive allele, but a female requires two recessive alleles.

In the pedigree, family members exhibiting the **dominant version** of a single-gene trait are represented by a darkened square or circle.
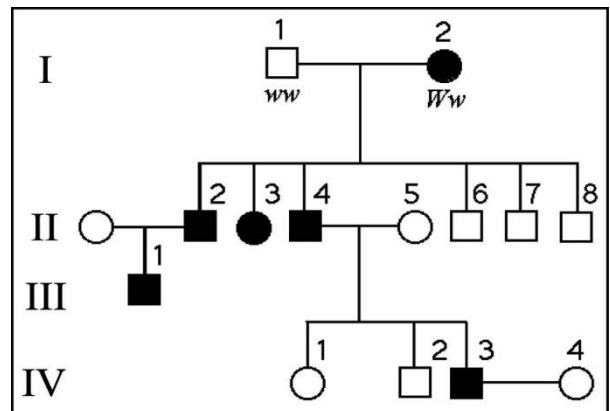
7. What is the genotype of individual III-1?
     a. WW
     b. Ww
     c. ww
     d. ww or Ww

8. Which of the following modifications is *most* likely to alter the rate at which a DNA fragment moves through a gel during electrophoresis?
     a. altering the nucleotide sequence of the DNA fragment without adding or removing nucleotides
     b. radioactively labeling the cytosine bases within the DNA fragment
     c. increasing the length of the DNA fragment
     d. leaving the length of the DNA fragment the same

9. After gene flow between populations is halted, what process can lead to genetic divergence and isolation between the populations?
     a. Mutation
     b. Genetic drift
     c. Natural selection
     d. All of the above

10. Which observation most strongly supports the conclusion that all life on Earth has a common origin?
     a. All organisms reproduce.
     b. All organisms require energy.
     c. All organisms show heritable variation.
     d. All organisms use essentially the same genetic code.

Also, online homework assignment (via MasteringBiology) was used as the assessment instrument for this GELO. A print version of this assignment is included in this document beginning on page 6. For each student, the percent of correct responses was determined. Students that earned 90% or 100% were placed in the "Exceeds Expectations" category. Students earning 70% or 80% were placed in the "Meet Expectations" category. Students that earned 60% or less were placed in the "Falls Below Expectations" category.

Writing assignments also include:

> To complete this project read chapter 11 "how traits are inherited" and Mendel's Garden pages 248-254. You will create a new produce with two traits. Use infographic M4.4 as a guide for creating your new produce and its two traits. Assign keys to your alleles for the two traits your new produce will possess. Your traits can be Color, texture, taste, etc. Remember dominant alleles for a trait is represented with a capital letter and recessive alleles are represented with a lower case letter. Infographic M4.2 and M4.3 will help with your understanding of inherited traits from parents to offspring. Your new produce is cross between two vegetables and/or fruits selected. For instance, I am crossing a banana and a cucumber, which I named "Cubana". I selected the traits I wanted my fruit to possess. Traits: a lime color and sweet taste. Two alleles for color were assigned and two for taste. Select two fruits and/ or Vegetable describe your traits of the two you chose.   You should answer the steps of the scientific method refer to chapter 1 as it relates to your new produce. Make complete statements for each step. You should select a name for your new produce. Your experiment will be a Dihybrid cross (two traits cross) Punnett square with 16 grids (pg. 241, Infographic 11.9 and M4.4). This should contain the alleles (genotype) for each hybrid (offspring) traits per grid (pg. 241, 11.9). The capital letters are written first and grouped with the same letters for a given trait (pg. 241, 11.9). The phenotype should be mentioned in your conclusion, which traits are expressed in your new produce. See infographic M4.4. The final project should be submitted type with an illustration of your new produce. Select fruits or vegetables. Name and giver observations of traits from the above. Select traits and alleles for your new produce. Traits key Steps of the scientific method. Dihybrid cross (Punnett square -16 grids).   Experiment step Conclusion – summary of cross phenotype Illustration or model of new produce dominant or recessive trait. Submit one typed document with all group members name.

Name:
Date:

PROMPT/OBSERVSTION: You come home one day and find your cat has had massive diarrhea all over the house.

QUESTION: Why does my cat have diarrhea?

Please complete the blanks below and use the scientific method to determine why your cat has diarrhea. Describe the scientific method actions/steps/procedures you conducted to answer the question (test your hypothesis). You have access to extra cats and all the facilities/equipment and money you may desire to determine why does your cat have diarrhea (in other words there are no limitations to your experimental setup). You may include diagrams, graphs, or a schematic. Refer to the experiment example in your textbook as a guide to all the parts of the scientific method (hypothesis testing).

QUESTION: Why does my cat have diarrhea?
OBSERVATIONS
HYPOTHESIS
NULL HYPOTHESIS
EXPERIMENTAL SETUP (TEST)
PREDICTIONS
RESULTS
CONCLUSION

Methodology: The method(s) and rubric(s) used to assess student achievement for each GELO include use of a rubric:

GELO	Falls Below Expect, <69%	Meets Expect, 70-89%	Exceeds Expect, >90%	N
3: Critical Thinking	24	64	12	25
5: Science	42.1	57.9		19

An online homework assignment (via MasteringBiology) was used as the assessment instrument for this GELO. A print version of this assignment is included in this document beginning on page 6. For each student, the percent of correct responses was determined. Students that earned 90% or 100% were placed in the "Exceeds Expectations" category. Students earning 70% or 80% were placed in the "Meet Expectations" category. Students that earned 60% or less were placed in the "Falls Below Expectations" category.

Conclusion/Analysis of data: Overall, the majority of students in this section achieved the GELO. Some instructors previously performed a course redesign during the previous assessment cycle, and will continue evaluating the success of changes made and make further changes that may need to be made.

Evaluate past changes/success strategies, or future changes that might be made to improve student learning: Many students are relying on lectures only, as opposed to reading the text. Instructors plan to hold several workshops (reading chemistry, reading biology) in the ALC over the spring semester in order to help these students increase their ability to read and comprehend. Or, recommend math tutoring for students (especially in PHSC courses) via SI or the ALC to accomplish the higher-level tasks required in Science coursework. As in other disciplines, instructors found a majority of the students had not waited until the last minute to start working on a project. Those instructors may ask for the earlier due dates in the semester to assess whether it increases participation and the quality of the project.

Appendix K

General Education Summary Form
Assessment and Improvement Plan
Cycle 6
(FA19, SP20, and FA20)

Domain: Social/Behavioral Sciences
Division: Liberal Arts
Department: Social Science

Course	Term(s)	GELOs Assessed
ANTH 1013	FA19, FA20	(Critical Thinking) Examine issues by identifying and challenging assumptions.
ANTH 1023	SP20	(Diverse Perspectives) Assess the impact social institutions have on individuals and cultures.
CJUS 1013	FA19, FA20	(Communication) Determine the meaning of words as they are used in context.
ECON 2113	FA19, FA20	(Critical Thinking) Use information to inquire and problem solve.
ECON 2133	FA19, FA20	(Critical Thinking) Use information to inquire and problem solve.
ECON 2213	FA19, FA20	(Critical Thinking) Use information to inquire and problem solve.
ECON 2223	SP20	(Quantitative and Symbolic Reasoning) Interpret data presented graphically, symbolically, and numerically.
GEOG 2013	SP20	(Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.
GEOG 2113	SP20	(Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.
POLI 2013	FA19, FA20	(Teamwork) Examine social responsibilities, ethics, and individual rights in a democratic society.
POLI 2023	SP20	(Diverse Perspectives) Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.
POLI 2113	FA19, FA20	(Critical Thinking) Evaluate the relevance of arguments.
POLI 2213	SP20	(Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.
POLI 2603	FA19, FA20	(Critical Thinking) Evaluate solutions based on practical and/or ethical implications.
PSYC 2013	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
PSYC 2113	FA19, FA20	(Scientific Reasoning) Apply scientific concepts to explain the natural world.
SOCL 2013	SP20	(Diverse Perspectives) Assess the impact social institutions have on individuals and cultures.

SOCL 2113	SP20	(Diverse Perspectives) Assess the impact social institutions have on individuals and cultures.
SOCL 2413	SP20	(Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.

GELO PER COMPETENCY

COMPETENCY: COMMUNICATION	Meets Expectations	Sample size (n)
Determine the meaning of words as they are used in context.		
Fall 2019	91 (84%)	109
Fall 2020	99 (80%)	124
	190 (82%)	233

COMPETENCY: CRITICAL THINKING	Meets Expectations	Sample size (n)
Use information to inquire and problem solve.	422 (82%)	513
Fall 2019	229 (84%)	279
Fall 2020	193 (82%)	234
Evaluate the relevance of arguments.	55 (100%)	55
Fall 2019	26 (100%)	26
Fall 2020	29 (100%)	29
	477 (84%)	568

COMPETENCY: DIVERSE PERSPECTIVES	Meets Expectations	Sample size (n)
Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.	12 (100%)	12
Assess the impact social institutions have on individuals and cultures.	198 (88%)	224
Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.	66 (80%)	82
	276 (87%)	318

COMPETENCY: QUANTITATIVE AND SYMBOLIC REASONING	Meets Expectations	Sample size (n)
Interpret data presented graphically, symbolically, and numerically.	63 (90%)	70
	63 (90%)	70

COMPETENCY: SCIENTIFIC REASONING	Meets Expectations	Sample size (n)
Apply scientific concepts to explain the natural world.		
Fall 2019	760 (73%)	1,044
Fall 2020	802 (83%)	970
	1,562 (78%)	2,014

COMPETENCY: TEAMWORK	Meets Expectations	Sample size (n)
Examine social responsibilities, ethics, and individual rights in a democratic society.		
Fall 2019	85 (88%)	95
Fall 2020	74 (86%)	86
	159 (88%)	181

Collegiate Level Assessment Instrument: The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include: In most PSYC courses, a test was created that measured overall understanding, 40 question/multiple choice on a 10 point grading scale each question worth 2.5 points. These tests could include questions like:

PSYC Quiz

1) Which of the following best describes your text's approach to human development?

1. A) Human development begins at conception and continues throughout the lifespan.
2. B) Human development begins at birth and becomes relatively stable by adolescence.
3. C) Human development begins slowly at birth and accelerates as we age.
4. D) Human development begins with the onset of puberty.

2) The three broad categories that are used to classify physical, cognitive, and social changes over the lifespan are called

1. A) domains of development.
2. B) domains of change models.
3. C) evolutionary stages.
4. D) psychosocial domains.

3) _____ refers to change in amount, such as children getting taller as they get older, while _____ refers to change in kind or type, such as the onset of puberty.

1. A) Periods; stages
2. B) Quantitative; qualitative
   C) Domains; contexts
   D) Qualitative; quantitative

4) Which of the following are central to the nature-nurture controversy?

1. A) Environmental continuity and psychological comfort
2. B) Change triggered by social processes or change caused by cultural influences
3. C) Inborn biases and genetic predispositions
4. D) Genetic predispositions and environmental factors

5) According to the discussion of vulnerability and resilience in the text, which child has the greatest probability of a poor developmental outcome?

1. A) A child born with a mild birth defect.
2. B) A child growing up in an impoverished environment.
   C) A child with a mild birth defect who is growing up in an impoverished environment.
   D) A child with a mild birth defect who is growing up in an impoverished environment with a parent who is addicted to drugs.

6) Who was the philosopher who believed that children are born with a mind which is a *blank slate*?

1. A) G. Stanley Hall
2. B) Charles Darwin
3. C) Jean-Jacques Rousseau
4. D) John Locke

7) According to Freud's theory of psychosexual development, which of the following occurs when an inadequate early environment fails to meet the needs of any particular stage of psychosexual maturation?

1. A) Defense mechanisms
2. B) Libido failure
3. C) Fixation
4. D) Extinction

In CJUS courses, writing assignments were administered:

Step 1 Become familiar with the concept of "chain of command." The foundation of law enforcement organization is the notion of a chain of command. Be sure that you understand the pros and cons of this organizational technique.

Step 2 Post your opinions about the concept. Discuss the pros and cons of a chain of command as an organizational tool. What benefits are provided by the use of a specific chain of command? What issues might result from its use?

Step 3 Read and respond to other students' posts. Read other students' posts and respond to at least two of them. Use your personal experience, if it's relevant, to support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support opinions.

Or, CJUS administered multiple choice exams, for example:

1. When is a police officer required to read the "Miranda warning?"
   a. After conducting a custodial interrogation with the suspect
   b. Upon arrival to the county jail with the suspect
   c. Right before the officer decides to make an arrest on the suspect
   d. Prior to conducting a custodial interrogation with the suspect
2. Soon after the Constitution of the United States was ratified, the first ten amendments were added because many citizens felt the need for
   a. strengthening the power of the federal courts
   b. ensuring the division of powers between the state and federal governments
   c. establishing a national bank
   d. protecting their liberties from abuses by the federal government
3. What case law allows police to conduct a stop and frisk?
4. Justification of the use of deadly force via the "fleeing felon" rule can be traced to:
   a. English Common Law.
   b. the landmark Tennessee v. Garner case.
   c. the landmark Graham v. Conner case.
   d. the Federal Law Enforcement Training Center (FLETC) guidelines.

5. Evidence that is acquired through the use of illegally obtained evidence and is therefore not admissible in court is called?
    a. Fruit of the poisoned tree
    b. Good faith
    c. Warrant
    d. Service

ECON courses administered quizzes like:

ECON Sample Assessment Tool

Question 1 1 pts
Computer chips are a normal good. Suppose the economy slips into a recession so that income falls. As a result, the demand for computer chips _____ which causes the price of a computer chip to _____.

○   increases; fall

○   decreases; not change

○   decreases; fall

○   increases; rise

○   decreases; rise

Question 2 1 pts
A demand schedule

○   shows how the demand changes when the supply changes.

○   is a graph showing a relationship between the quantity demanded and the price of a good.

○   shows the quantity demanded at one price.

○   shows that demand is on schedule.

○   is a list of the quantities demanded at each different price when all other influences on buying plans remain the same.

Question 3 1 pts

Price (dollars per gallon)	Quantity demanded (gallons of gasoline)	Quantity supplied (gallons of gasoline)
3.73	337,982	441,074
3.68	396,398	428,008
3.65	412,031	412,031
3.62	417,899	391,665

The table above shows the situation in the gasoline market in Tulsa, Oklahoma. If the price of a gallon of gasoline is $3.65, then

○   the gasoline market in Tulsa is in equilibrium.

○   there is a shortage of gasoline in Tulsa.

○   there is a surplus of gasoline in Tulsa.

○   without more information we cannot determine if there is a surplus, a shortage, or an equilibrium in the gasoline market in Tulsa.

○   there is neither a surplus nor a shortage but the market is <u>NOT</u> in equilibrium.

Question 4 1 pts
The law of supply states that, other things constent,

○   if the price of a good increases, firms buy less of it.

○   demand increases when supply increases.

○   if the price of a good increases, the supply increases.

○   if the price of a good increases, the quantity supplied increases.

○   as people's income increase, the supply of goods increases.

In GEOG courses, students were asked to pick one of two topics to discuss and write about. The two topics were as follows:

1. Is it okay for developed countries to outsource textile and other manufacturing jobs to developing countries? List any stipulations that you believe should be in place for the company's or their factory workers.

2. Is human mining for raw materials, including minerals, an acceptable and necessary job in the world today? Are workers in countries that partake in this fairly compensated when they are given "higher wages"?

POLI courses asked students to complete a quiz to measure the assessment.
Quiz Instructions

In this assignment, you will be required to read and evaluate websites that discuss constitutional law. Your work and your answers will be evaluated in relation to the following General Education Learning Outcomes:

General Education Learning Outcomes: This course supports the development of competency in the following areas. Students will:

3. Think critically, independently, and creatively and make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.

10. Demonstrate knowledge of American democracy, an awareness of the responsibilities of informed citizenship in a diverse and pluralistic society, and a willingness to contribute through participation and service.

Question 1 10 pts Visit the following website and read the About section:
https://www.acslaw.org/about (Links to an external site.)Links to an external site.

Is the following statement True or False?

The American Constitution Society advocates for an original intent interpretation of the constitution.

○   True

○   False

Question 2 10 pts

Visit the following website and skim the article titles: https://www.acslaw.org/acsblog/all/constitutional-interpretation-and-change (Links to an external site.)Links to an external site.

Which of the following topics is discussed in the listed articles? Select all that apply.

☐   ACA

☐   Executive Orders

☐   Death penalty

☐   Commerce Clause

Question 3 10 pts

Visit the following website and read the About section: https://fedsoc.org/about-us (Links to an external site.)Links to an external site.

Is the following statement True or False?

The Federalist Society includes conservatives and libertarians.

○   True

○   False

Question 4 10 pts

Visit the following website and skim the article titles: https://fedsoc.org/commentary/blog-posts? (Links to an external site.)Links to an external site.

Which of the following topics is discussed in the listed articles? Select all that apply.

☐ Federalism

☐ Administrative State

☐ Crime

☐ Religious Freedom

☐ Counterterrorism Surveillance

Question 5 10 pts

Using the following website, find the name of the case in which the Supreme Court will hear arguments in relation to the California "FACT" Act:

SCOTUS Grants Certiorari on First Amendment Challenge to California's Regulation of "Crisis Pregnancy Centers" (Links to an external site.)Links to an external site.

○ Reed v. Town of Gilbert

○ NIFLA v. Becerra

○ Pickup v. Brown

○ Evergreen Ass'n v. City of New York

Question 6 10 pts

Using the following website, find the name of the Second Circuit case which helped generate the circuit split leading to the grant of certiorari:

SCOTUS Grants Certiorari on First Amendment Challenge to California's Regulation of "Crisis Pregnancy Centers"Links to an external site.

○ Reed v. Town of Gilbert

   ○   NIFLA v. Becerra

   ○   Pickup v. Brown

   ○   Evergreen Ass'n v. City of New York

SOCL courses administered 2 (two) four-item assessment instruments. Each assessment instrument included four closed-ended questions that were used to assess students' understanding and recognition of cultural diversity and awareness of the importance of conducting ethical research.

SOCIOLOGY-SOCL
GENERAL EDUCATION LEARNING OUTCOME ASSESSMENT (GELO)

1. All of the following are considered good sources to use in conducting research on a presentation topic EXCEPT:
   a. Sociology or other Social Science Journal articles
   b. News articles from national and local newspapers
   c. Governmental websites
   d. Reference or textbooks
   e. Commercial and personal websites

2. When summarizing information in your written report that was obtained from a book or other printed work, YOU SHOULD ALWAYS PARAPHRASE the material instead of copying the material word for word (verbatim) as that author stated it unless you use quotation marks and refer to that source in your text.
   a. True
   b. False

3. According to the American Sociological Association (ASA) Code of Ethics, social researchers must:
   a. Inform respondents of the nature of the research study and allow them to give their consent to participant in the research study.
   b. Not do harm to respondents who participate in the study.
   c. Maintain confidentiality and anonymity of respondents.
   d. ALL OF THE ABOVE ARE CORRECT.

4. SocIndex and PsychInfo are two major databases for locating social sciences sources online when conducting research.
   a. True
   b. False

SOCIOLOGY (SOCL)
GENERAL EDUCATION LEARNING OUTCOME ASSESSMENT (GELO)

1. All of the following would be considered examples of cultural diversity in society?
   a. Interracial and Multicultural families in the U.S.
   b. Spending patterns of various social classes in the U.S.
   c. Religious affiliations in the U.S.
   d. Except none. All of the following are examples of cultural diversity.

2. Cultural diversity in the U.S. is increasing.
   a. True
   b. False

3. In the United States today, the largest minority group is
   a. Hispanics
   b. Asians
   c. African Americans
   d. Native Americans

4. _____is a category of people who have been singled out as inferior or superior, often on the basis of real or alleged physical characteristics such as skin color, hair texture, eye shape, or other subjectively selected attributes.
   a. Ethnic group
   b. Race
   c. Tribal group
   d. Culture

Methodology: The method(s) and rubric(s) used to assess student achievement for each GELO include: For PSYC courses, instructors calculated the number of students that answered each question correctly and/or incorrectly. Or, students wrote a paper applying a student-chosen theory to their own lives, including an appraisal of the theory and were evaluated against the common rubric for GELO (please see Appendix E). CJUS courses with multiple choice exams were evaluated against correct/incorrect answers. Writing assignments used a rubric to evaluate student work:

	10.0 pts	7.0 pts	4.0 pts	2.0 pts	0.0 pts	
Content	10.0 pts Posts factually correct, reflective and substantive contribution; advances discussion	7.0 pts Posts information that is factually correct; lacks full development of concept or thought.	4.0 pts Posts adequate assignment with superficial thought and preparation. Does not address all aspects.	2.0 pts Posts assignment with no development, no thought, no preparation	0.0 pts No post	10.0 pts
Interaction	10.0 pts Response(s) to others are insightful, expand the discussion. Offer critical analysis that informs the thoughts of others in their posts. Are on 2 different days.	7.0 pts Response(s) to others move the discussion forward and show significant critical analysis of ideas. Are on 2 different days. n	4.0 pts Response(s) to others are adequate in quality and quantity to support the discussion, show some critical analysis. Are only on 1 day.	2.0 pts Response (s) to others are too infrequent, too late or fail to adequately support the discussion	0.0 pts No interaction or lack any thought.	10.0 pts
Timeliness	10.0 pts Posted on or before Wednesday		0.0 pts Posted after Wednesday			10.0 pts
Grammar	10.0 pts All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling	7.0 pts Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	4.0 pts Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	2.0 pts Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.	0.0 pts Shows no attempt at editing.	10.0 pts
References view longer description	10.0 pts Uses 2 references other than textbook. References are	7.0 pts Uses 2 references, but one is the textbook. Cites are in APA format	4.0 pts Uses only 1 reference, or only the textbook. Uses APA format. No in	0.0 pts Does not utilize APA		

In ECON courses, instructors administered a ten question quiz through Canvas where students were asked questions about supply, demand, and markets. The quiz questions came from a pool of questions, causing each student to get a unique set of questions. A score of 0-6 correct was failing to meet expectations. A score of 7 or 8 was meeting expectations. A score of 9 or 10 was exceeding expectations. GEOG students were evaluated on the specificity of expressing their personal opinions through discussion and writing. Students were asked to analyze one of two topics, and then support their opinions with clear examples and specific information. SOCL students will be asked to answer questions on each four-item assessment instrument. Those students who answer all four questions correctly will score 100% and will exceed expectations (90+), those who answer three correctly will score 75% and meet expectations (89-70), and those who answer two or fewer questions correctly will score 50% and fail to meet expectations (<70) for the general education learning outcome.

Conclusion/Analysis of data: PSYC instructors set the bar high, some reporting that "68% of the students in this section met expectations, which is somewhat lower than expected." However, that level of achievement still represents the majority of students. CJUS instructors found overall that students met expectations, had a complete understanding of the terminology as it relates to the criminal justice system exceeded expectations, and that most students had an understanding of the terminology. However, some sections struggled with student completion rates, as many students simply neglected to do the work, impacting overall scores. ECON instructors found students general met expectations, and will continue with lecture and assignment strategies. POLI instructors found that based on the results, the majority of students successfully accomplished the GELO, demonstrating the ability to think critically and independently regarding differing arguments in constitutional law. They have incorporated the course content sufficiently to formulate and apply ideas to new contexts while recognizing the topics and materials developed in the course. SOCL found from analyzing the data from the student sample (n=27), it was revealed that the majority of the students in this section of SOCL 2013-Introduction of Sociology exceeded expectations (81%), less than 19% met expectations, and there were no students who failed to meet expectations on the cultural diversity general education learning

outcome. For the ethics general learning outcomes, all students exceeded expectations. These results reveal that students maintain a good understanding of ethical guidelines to follow when conducting social research and they also understand what cultural diversity is and can recognize and apply their knowledge within their local and global communities.

Evaluate past changes/success strategies, or future changes that might be made to improve student learning: Overall, faculty in this Division were satisfied with assessment results. Many noted that they will continue to place more emphasis on the current events within their discipline during class lectures and discussions to make material relevant to students. GEOG, PSYC, and POLI found little data on which base any substantive changes. SOCL is considering a textbook change, and may have to re-work the assessment tool and approach if materials are substantially updated.

Appendix L

Fall 2019 – (Communication) Determine the meaning of words as they are used in context.

Comm	1. Determine the meaning of words as they are used in context.						
Course	CRN	1st-7	2nd-7	12-week	15-week			91%
CJUS 1013	10056				x			#DIV/0!
CJUS 1013	10057				x			#DIV/0!
CJUS 1013	10062				x	12	12	100%
CJUS 1013	10063				x	6	6	100%
CJUS 1013	10638				x	20	16	80%
CJUS 1013	10641			x		23	19	83%
CJUS 1013	10643		x			20	17	85%
CJUS 1013	11225				x			#DIV/0!
CJUS 1013	11242				x	20	14	70%
CJUS 1013	11274			x		8	8	100%
FREN 1013	10177				x			#DIV/0!
FREN 1013	10178				x			#DIV/0!
FREN 1013	10179				x			#DIV/0!
FREN 1013	11224				x			#DIV/0!
FREN 1013	11251		x					#DIV/0!
SPAN 1013	10180				x	19	19	100%
SPAN 1013	10181				x	25	25	100%
SPAN 1013	10182				x	21	20	95%
SPAN 1013	10183				x	18	18	100%
SPAN 1013	10184				x	16	16	100%
SPAN 1013	11264		x			8	7	88%

Fall 2019 – (Communication) Interpret others' ideas in written and spoken form.

Comm	Interpret others' ideas in written and spoken form.						
Course	CRN	1st-7	2nd-7	12-week	15-week			94%
FREN 1023	10186				x			#DIV/0!
SPAN 1023	10188				x	16	15	94%

Fall 2019 – (Communication) Construct written and/or verbal arguments.

Comm	Construct written and/or verbal arguments.							
Course	CRN	1st-7	2nd-7	12-week	15-week			88%
SPCH 2013	10113				x	22	22	100%
SPCH 2013	10114				x	17	12	71%
SPCH 2013	10116				x	14	8	57%
SPCH 2013	10118				x			#DIV/0!
SPCH 2013	10119				x	29	29	100%
SPCH 2013	10120				x			#DIV/0!
SPCH 2013	10122				x	21	19	90%
SPCH 2013	10125			x		16	14	88%
SPCH 2013	10126				x	13	12	92%
SPCH 2013	10127				x	18	16	89%
SPCH 2013	11140				x	16	16	100%
SPCH 2013	11168				x	15	14	93%
SPCH 2013	11271			x		9	6	67%

Fall 2019 – (Communication) Create compositions for specific contexts.

Comm	Create compositions for specific contexts.							79%
Course	CRN	1st-7	2nd-7	12-week	15-week			79%
ENGL 1013	10350				x	19	15	79%
ENGL 1013	10351				x	16	14	88%
ENGL 1013	10356				x	15	15	100%
ENGL 1013	10357				x	14	14	100%
ENGL 1013	10358				x	22	22	100%
ENGL 1013	10359				x	25	24	96%
ENGL 1013	10360				x	14	9	64%
ENGL 1013	10361				x	15	9	60%
ENGL 1013	10363				x	19	18	95%
ENGL 1013	10364				x	17	15	88%
ENGL 1013	10583				x	20	19	95%
ENGL 1013	10584				x	14	9	64%
ENGL 1013	10585				x	17	9	53%
ENGL 1013	10586				x	14	13	93%
ENGL 1013	10587				x	13	8	62%
ENGL 1013	10589				x	13	11	85%
ENGL 1013	10590				x	15	13	87%
ENGL 1013	10591				x	11	9	82%
ENGL 1013	10592				x	22	18	82%
ENGL 1013	10593				x	19	7	37%
ENGL 1013	10595				x	15	15	100%
ENGL 1013	10596				x	9	9	100%
ENGL 1013	10598				x	13	12	92%
ENGL 1013	10600				x	12	9	75%
ENGL 1013	10606				x	6	4	67%
ENGL 1013	10619	x				9	4	44%
ENGL 1013	10621				x	15	8	53%
ENGL 1013	10622				x	18	13	72%
ENGL 1013	10623	x				13	7	54%
ENGL 1013	10624			x		20	12	60%
ENGL 1013	10625				x	18	12	67%
ENGL 1013	10627				x	12	8	67%
ENGL 1013	10630				x	12	8	67%
ENGL 1013	10634				x	11	7	64%
ENGL 1013	10724				x	16	16	100%

ENGL 1013	10726 SPEN				x	12	12	100%
ENGL 1013	10727				x	9	7	78%
ENGL 1013	10728 SPEN				x	7	6	86%
ENGL 1013	10748				x	9	9	100%
ENGL 1013	10749 SPEN				x	8	7	88%
ENGL 1013	10750				x	7	7	100%
ENGL 1013	10751 SPEN				x	7	5	71%
ENGL 1013	10752				x	9	7	78%
ENGL 1013	10754 SPEN				x	8	8	100%
ENGL 1013	10755				x	9	8	89%
ENGL 1013	10756 SPEN				x			#DIV/0!
ENGL 1013	10757				x	12	8	67%
ENGL 1013	10758 SPEN				x	18	11	61%
ENGL 1013	10759				x	9	5	56%
ENGL 1013	10760 SPEN				x	10	7	70%
ENGL 1013	10761				x	11	8	73%
ENGL 1013	10762 SPEN				x	6	5	83%
ENGL 1013	10763				x	12	11	92%
ENGL 1013	10764 SPEN				x	10	7	70%
ENGL 1013	10765				x	9	9	100%
ENGL 1013	10766 SPEN				x	17	15	88%
ENGL 1013	10767				x	15	11	73%
ENGL 1013	10768 SPEN				x			#DIV/0!
ENGL 1013	11056				x	19	19	100%
ENGL 1013	11062				x	16	10	63%
ENGL 1013	11156				x	15	11	73%
ENGL 1013	11157				x	14	8	57%
ENGL 1013	11163				x	20	13	65%
ENGL 1013	11192				x	12	12	100%
ENGL 1013	11193 SPEN				x	11	11	100%
ENGL 1013	11194				x	12	11	92%
ENGL 1013	11195 SPEN				x	7	7	100%
ENGL 1013	11196				x	8	8	100%
ENGL 1013	11197 SPEN				x			#DIV/0!
ENGL 1013	11204				x	13	13	100%
ENGL 1013	11232				x	27	27	100%
ENGL 1013	11257			x		17	6	35%
ENGL 1013	11284		x			8	7	88%
ENGL 1013	11285		x			13	10	77%

Fall 2019 – (Critical Thinking) Use information to inquire and problem solve.

CRIT	Use information to inquire and problem solve.							82%
Course	CRN	1st-7	2nd-7	12-week	15-week			
ECON 2113	10793				x	25	25	100%
ECON 2113	10794				x	18	6	33%
ECON 2113	10795				x	28	19	68%
ECON 2113	10798				x	28	26	93%
ECON 2113	10802				x	5	5	100%
ECON 2113	10838	x				23	15	65%
ECON 2113	10842		x			14	9	64%
ECON 2213	10791				x	46	46	100%
ECON 2213	10792				x	46	46	100%
ECON 2213	10799				x	21	14	67%
ECON 2213	10800				x	16	12	75%
ECON 2213	10801				x	9	6	67%

Fall 2019 – (Critical Thinking) Draw conclusions based on relevant criteria and standards.

CRIT	Draw conclusions based on relevant criteria and standards.							87%
Course	CRN	1st-7	2nd-7	12-week	15-week			
ENGL 1023	10636				x	23	16	70%
ENGL 1023	10640				x	9	7	78%
ENGL 1023	10642				x	16	14	88%
ENGL 1023	10644				x	12	12	100%
ENGL 1023	10646				x	25	22	88%
ENGL 1023	10647				x	25	25	100%
ENGL 1023	10651				x	22	22	100%
ENGL 1023	10656				x	18	8	44%
ENGL 1023	10658				x	20	20	100%
ENGL 1023	10659				x	20	16	80%
ENGL 1023	10665				x	21	20	95%
ENGL 1023	10669				x	12	8	67%
ENGL 1023	10671				x	15	12	80%
ENGL 1023	10672				x	12	10	83%
ENGL 1023	10673				x	17	17	100%
ENGL 1023	10674				x	9	7	78%
ENGL 1023	10678				x	15	10	67%
ENGL 1023	10681				x	20	18	90%
ENGL 1023	10682				x	17	17	100%
ENGL 1023	10683				x	16	16	100%
ENGL 1023	10684				x	13	12	92%
ENGL 1023	10685				x	27	27	100%
ENGL 1023	11148				x	19	17	89%
ENGL 1023	11149				x	12	12	100%
ENGL 1023	11150				x	22	17	77%
ENGL 1023	11233				x	27	27	100%
ENGL 1023	11234				x	10	4	40%
ENGL 1023	11253			x		19	16	84%
ENGL 1023	11288		x			8	5	63%

Fall 2019 – (Critical Thinking) Organize observations on specific problems and issues.

CRIT	Organize observations on specific problems and issues.							84%
Course	CRN	1st-7	2nd-7	12-week	15-week			
HIST 1113	10077				x	47	46	98%
HIST 1113	10078				x	39	37	95%
HIST 1113	10080				x	25	21	84%
HIST 1113	10081				x	49	48	98%
HIST 1113	10082				x	19	19	100%
HIST 1113	10091				x	20	17	85%
HIST 1113	10092				x	28	23	82%
HIST 1113	10103				x	33	29	88%
HIST 1113	10104				x	32	20	63%
HIST 1113	10262				x	29	28	97%
HIST 1113	10611			x		15	12	80%
HIST 1113	10614				x	17	12	71%
HIST 1113	11250		x			18	10	56%
HIST 1113	11260			x		10	5	50%
HIST 1123	10079				x	32	32	100%
HIST 1123	10093				x	27	23	85%
HIST 1123	10096				x	36	35	97%
HIST 1123	10097				x	13	10	77%
HIST 1123	10101				x	22	15	68%
HIST 1123	10105				x	25	14	56%
HIST 1123	10613			x		29	21	72%
HIST 1123	10618				x			#DIV/0!
HIST 1123	11261		x			15	12	80%
HIST 2003	10620				x			#DIV/0!
HIST 2213	10076				x	16	14	88%

Fall 2019 – (Critical Thinking) Evaluate the relevance of arguments.

CRIT	Evaluate the relevance of arguments.							100%
Course	CRN	1st-7	2nd-7	12-week	15-week			
POLI 2113	11005				x	26	26	100%

Fall 2019 – (Natural Science) Apply scientific concepts to explain the natural world.

Sci Reason	Apply scientific concepts to explain the natural world.							
Course	CRN	1st-7	2nd-7	12-week	15-week			69%
ASTR 1103	10169				x	19	14	74%
BIOL 1023	10206				x			#DIV/0!
BIOL 1023	10432				x	29	16	55%
BIOL 1023	10434				x	30	13	43%
BIOL 1023	10487				x	22	8	36%
BIOL 1023	10488				x	26	16	62%
BIOL 1023	10489			x		15	10	67%
BIOL 1023	11292					2	2	100%
BIOL 1033	10207	x				26	20	77%
BIOL 1033	10209				x			#DIV/0!
BIOL 1033	10601				x	21	11	52%
BIOL 1033	10604				x	37	21	57%
BIOL 1033	10607				x	21	20	95%
BIOL 1033	10608				x	40	22	55%
BIOL 1033	10610				x	16	6	38%
BIOL 1033	10612				x	18	13	72%
BIOL 1033	10690				x	37	22	59%
BIOL 1033	10691				x	16	5	31%
BIOL 1033	10692				x	12	5	42%
BIOL 1033	10697				x	30	19	63%
BIOL 1033	10698			x		10	5	50%
BIOL 1033	11282			x		10	9	100%
BIOL 1043	10516				x	7	5	71%
BIOL 1043	10517				x	22	19	86%
BIOL 2413	10387				x	20	19	95%
CHEM 1003	10331				x			#DIV/0!
CHEM 1003	10332				x			#DIV/0!
CHEM 1123	10729				x	11	9	82%
CHEM 1123	10730				x	20	8	40%
CHEM 1123	10732				x	16	11	69%
CHEM 1123	10735				x	11	9	82%
CHEM 1123	10736				x	22	15	68%
CHEM 1123	10737				x	21	11	52%
CHEM 1123	10741				x	12	8	67%

GEOL 1103	10219				x			#DIV/0!
PHSC 1023	10232				x	17	9	53%
PHSC 1023	10297				x	28	21	75%
PHSC 1023	10328				x			#DIV/0!
PHSC 1023	10329				x			#DIV/0!
PHSC 1023	10330				x			#DIV/0!
PHSC 1023	10747				x	15	8	53%
PHSC 1023	11026			x		27	13	48%
PHSC 1023	11027				x	18	13	72%
PHSC 1033	10233				x	7	7	100%
PHSC 1033	10325				x	11	9	82%
PSYC 2013	10022				x	30	21	70%
PSYC 2013	10023				x	61	28	46%
PSYC 2013	10024				x	74	48	65%
PSYC 2013	10065				x	29	21	72%
PSYC 2013	10066				x	38	25	66%
PSYC 2013	10067				x	58	37	64%
PSYC 2013	10068				x	44	33	75%
PSYC 2013	10069				x	35	25	71%
PSYC 2013	10071	x				36	30	83%
PSYC 2013	10072		x			28	20	71%
PSYC 2013	10074				x	71	57	80%
PSYC 2013	10083				x	20	16	80%
PSYC 2013	10084				x	28	21	75%
PSYC 2013	10085				x	32	26	81%
PSYC 2013	10274				x	27	24	89%
PSYC 2013	10276				x	24	22	92%
PSYC 2013	10408				x	23	18	78%
PSYC 2013	10433				x			#DIV/0!
PSYC 2013	10436				x			#DIV/0!
PSYC 2013	10437				x			#DIV/0!
PSYC 2013	10629	x				33	18	55%
PSYC 2013	10633			x		24	19	79%
PSYC 2013	11220				x	16	16	100%

Course	CRN	1st-7	2nd-7	12-week	15-week			
PSYC 2013	11221				x	20	20	100%
PSYC 2013	11258			x		0	0	#DIV/0!
PSYC 2013	11278			x		22	20	91%
PSYC 2113	10025				x	26	19	73%
PSYC 2113	10026				x	29	17	59%
PSYC 2113	10073				x	34	27	79%
PSYC 2113	10275				x			#DIV/0!
PSYC 2113	10277				x	9	7	78%
PSYC 2113	10615				x			#DIV/0!
PSYC 2113	10616				x			#DIV/0!
PSYC 2113	10617			x				#DIV/0!
PSYC 2113	10631		x			26	21	81%
PSYC 2113	11222				x	24	24	100%

Fall 2019 – (Natural Science) Apply scientific concepts to explain the physical world.

Sci Reason	Apply scientific concepts to explain the physical world.							
Course	CRN	1st-7	2nd-7	12-week	15-week			83%
PHYS 1013	10236				x	21	18	86%
PHYS 1013	10240				x	33	27	82%

Fall 2019 – (Natural Science) Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.

Sci Reason	Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.							
Course	CRN	1st-7	2nd-7	12-week	15-week			65%
BIOL 1013	10197		x			2	2	100%
BIOL 1013	10199				x	22	18	82%
BIOL 1013	10200				x	21	13	62%
BIOL 1013	10369				x	13	13	100%
BIOL 1013	10372				x	16	10	63%
BIOL 1013	10373				x	13	10	77%
BIOL 1013	10374				x	17	13	76%
BIOL 1013	10375				x	23	18	78%
BIOL 1013	10376				x	34	13	38%
BIOL 1013	10377				x	38	38	100%
BIOL 1013	10378				x	18	3	17%
BIOL 1013	10379				x	28	16	57%
BIOL 1013	10381				x	68	44	65%
BIOL 1013	10384			x		14	6	43%
BIOL 1013	11025				x	13	10	77%
BIOL 1013	11246				x	14	2	14%

Fall 2019 – (Natural Science) Use scientific concepts to analyze environmental issues and civic responsibility.

Sci Reason	Use scientific concepts to analyze environmental issues and civic responsibility							86%
Course	CRN	1st-7	2nd-7	12-week	15-week			
ENSC 1103	10744				x	35	30	86%
ENSC 1103	10745				x	20	17	85%
ENSC 1103	10746		x			17	15	88%
RNRE 1013	10320				x	14	12	86%

Fall 2019 – (Natural Science) Engage the scientific method of inquiry, analysis, and problem solving.

Sci Reason	Engage the scientific method of inquiry, analysis, and problem solving.							73%
Course	CRN	1st-7	2nd-7	12-week	15-week			
BIOL 2104	10780				x	20	20	100%
BIOL 2104	10783				x	22	15	68%
BIOL 2104	10784				x	32	16	50%
BIOL 2104	10785				x	21	18	86%
CHEM 1133	10211				x	22	15	68%
CHEM 1133	10212				x	15	11	73%
CHEM 1133	10742				x	17	13	76%
PHYS 2113	10115				x	12	4	33%
PHYS 2113	10323				x	21	17	81%
PHYS 2113	10324				x	27	23	85%

Fall 2019 – (Teamwork) Examine social responsibilities, ethics, and individual rights in a democratic society.

TEAM	Examine social responsibilities, ethics, and individual rights in a democratic society.							89%
Course	CRN	1st-7	2nd-7	12-week	15-week			
POLI 2013	10278				x	9	9	100%
POLI 2013	10280				x	17	16	94%
POLI 2013	10281				x	19	17	89%
POLI 2013	10283				x	23	21	91%
POLI 2013	10284			x		27	22	81%

Fall 2019 – (Teamwork) Formulate responses to different points of view.

TEAM	Formulate responses to different points of view.							95%
Course	CRN	1st-7	2nd-7	12-week	15-week			
PHIL 1013	10224				x	21	21	100%
PHIL 1013	10231			x		40	39	98%
PHIL 1013	10234				x	26	25	96%
PHIL 1013	11238		x			7	4	57%

Fall 2019 – (Teamwork) Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.

TEAM	Evaluate the impact of am individuals' decision(s) on personal and/or professional goals.							88%
Course	CRN	1st-7	2nd-7	12-week	15-week			
SPCH 2213	11167				x	26	23	88%

Spring 2020 – (Diverse Perspectives) Analyze the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

Course	N	# met	met
POLI 2023	12	12	100%

100% met expetations

100% sections reporting.

Spring 2020 – (Diverse Perspectives) Assess the impact social institutions have on individuals and cultures.

Course	N	# met	met
SOCL 2013	198	174	88%
SOCL 2113	26	24	92%

88% met expetations

50% sections reporting.

Spring 2020 – (Diverse Perspectives) Evaluate the impact the arts and humanities have on individuals and cultures.

Course	N	# met	met
HUMN 2103	17	17	100%
MUSC 1013	98	86	88%
MUSC 1023	22	20	91%

90% met expetations

78% sections reporting.

Spring 2020 – (Diverse Perspectives) Examine individual as well as others' personal ethical systems and values within social institutions.

Course	N	# met	met
PHIL 2013	55	55	100%

100% met expetations

100% sections reporting.

Spring 2020 – (Diverse Perspectives) Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions.

Course	N	# met	met
HUMN 2013	23	23	100%
SOCL 2413	82	66	80%

85% met expetations

85
15

80% sections reporting.

Spring 2020 – (Diverse Perspectives) Interpret the human condition and cultures in works of art.

Course	N	# met	met
ARTS 1023	351	316	90%
ENGL 2123	62	49	79%
ENGL 2133	14	14	100%
ENGL 2173	17	17	100%
ENGL 2303	37	35	95%
ENGL 2313	20	20	100%
ENGL 2323	16	12	75%
ENGL 2403	18	18	100%
FILM 2003	51	40	78%
GEOG 2013			
GEOG 2113			
THTR 1013	42	25	60%

87% met expetations

86% sections reporting.

Spring 2020 – (Information Literacy) Adhere to guidelines for using information.

100% met expetations

Course	N	# met	met
SPCH 1013	85	85	100%

100% sections reporting.

Spring 2020 – (Information Literacy) Differentiate degrees of credibility, accuracy, and reliability of data.

Course	N	# met	met
HIST 2013	238	208	87%
HIST 2023	224	203	91%

89% met expetations
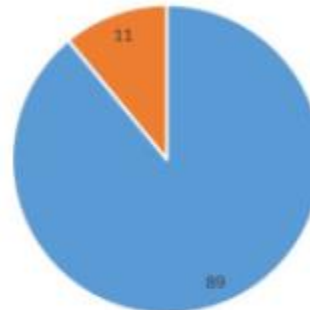
11
89

100% sections reporting.

Spring 2020 – (Quantitative and Symbolic Reasoning) Interpret data presented graphically, symbolically, and numerically.

Course	N	# met	met
ECON 2223	70	63	90%

90% met expetations

10
90

100% sections reporting.

Spring 2020 – (Quantitative and Symbolic Reasoning) Reason by deduction, induction and analogy.

53% met expetations

Course	N	# met	met
PHIL 2113	75	40	53%

100% sections reporting.

Spring 2020 – (Quantitative and Symbolic Reasoning) Represent mathematical information numerically, symbolically, and visually, using graphs and charts.

54% met expetations

Course	N	# met	met
MATH 1303	219	117	53%
MATH 2303	92	51	55%
MATH 2313	29	15	52%

100% sections reporting.
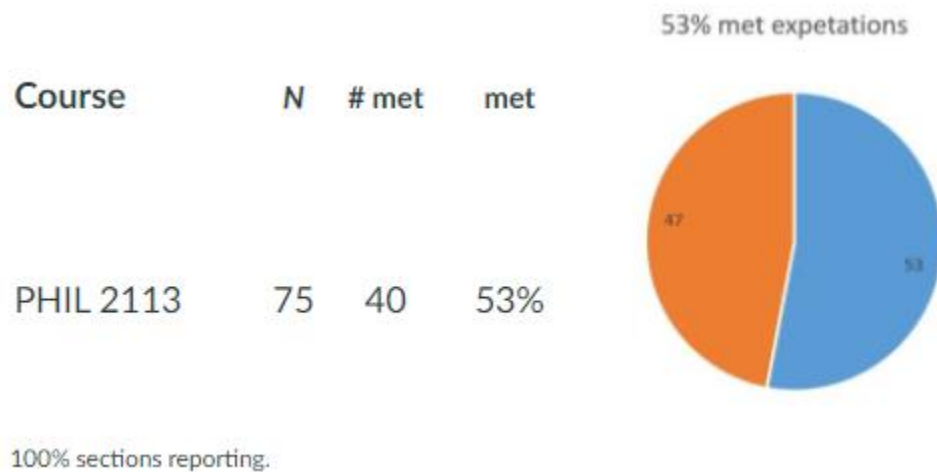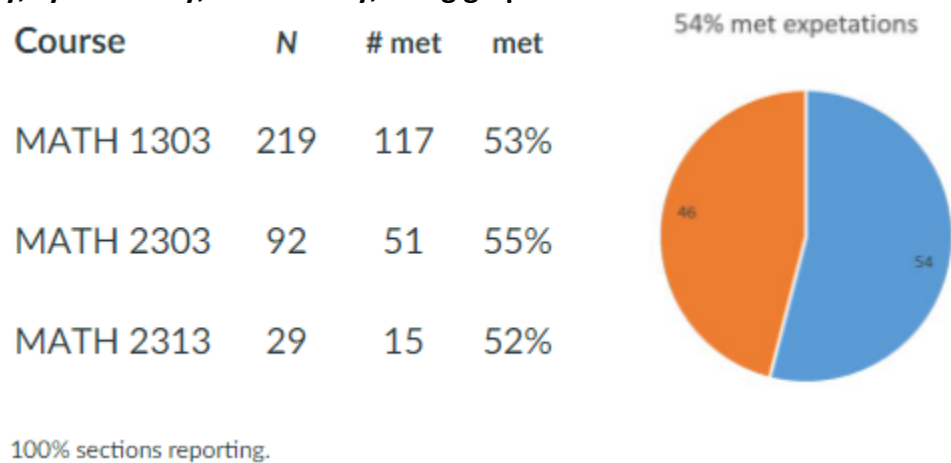
Spring 2020 – (Quantitative and Symbolic Reasoning) Use processes and models to solve quantitative problems.

Course	N	# met	met
MATH 1103	81	36	44%
MATH 1113	599	307	51%
MATH 1213	316	166	53%
MATH 1223	235	113	48%
MATH 2103	98	50	51%
MATH 2115	81	37	46%
MATH 2125	40	21	53%
MATH 2134	16	13	81%
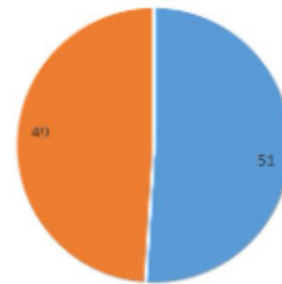
100% sections reporting.

51% met expetations

Fall 2020 – (Communication) Determine the meaning of words as they are used in context.

	Actual	*n*	# Met	%
	519	335	280	84%
CJUS 1013 10056	21	10	10	100%
CJUS 1013 10057	31	19	13	68%
CJUS 1013 10062	28	18	12	67%
CJUS 1013 10063	28	12	12	100%
CJUS 1013 10641	19	13	8	62%
CJUS 1013 10643	21	15	14	93%
CJUS 1013 11574	23	13	12	92%
CJUS 1013 12027	17	24	18	75%
FREN 1013 11682	28	18	17	94%
FREN 1013 11684	27	29	29	100%
FREN 1013 11686	30	15	14	93%
FREN 1013 11839	27	15	14	93%
FREN 1013 11931	15	15	15	100%
SPAN 1013 11510	20	18	13	72%
SPAN 1013 11511	23	13	9	69%
SPAN 1013 11512	22	19	12	63%
SPAN 1013 11516	23	13	10	77%
SPAN 1013 11860	24	9	9	100%
SPAN 1013 11885	22	7	7	100%
SPAN 1013 11913	21	9	9	100%
SPAN 1013 11955	21	10	6	60%
SPAN 1013 11963	30	21	16	76%

Communication: Determine the meaning of words as they are used in context.

● Met ● Unmet

Fall 2020 – (Communication) Interpret others' ideas in written and spoken form.

	Actual	*n*	# Met	%
	57	45	33	73%
FREN 1023 11685	27	22	16	73%
SPAN 1023 11514	30	23	17	74%

Communication: Interpret others' ideas in written and spoken form.
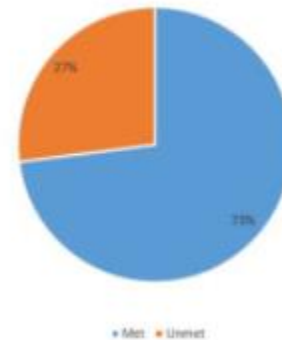
Fall 2020 – (Communication) Construct written and/or verbal arguments.

	Actual	*n*	# Met	%
	232	127	112	88%
SPCH 2013 10126	28	19	15	79%
SPCH 2013 10127	29	17	16	94%
SPCH 2013 11140	29	18	16	89%
SPCH 2013 11367	28	13	12	92%
SPCH 2013 11668	26	15	11	73%
SPCH 2013 11756	24	11	9	82%
SPCH 2013 11961	22	13	13	100%
SPCH 2013 12000	22	11	10	91%
SPCH 2013 12047	24	10	10	100%

Communication: Construct written and/or verbal arguments.
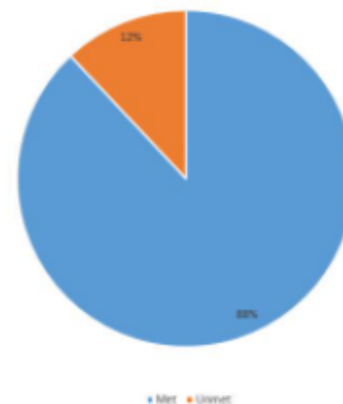
Fall 2020 – (Communication) Create compositions for specific contexts.

		Actual	n	# Met	%
		1394	867	705	81%
ENGL 1013	10606	27	20	13	65%
ENGL 1013	10619	25	20	11	55%
ENGL 1013	10621	25	23	18	78%
ENGL 1013	10622	25	17	16	94%
ENGL 1013	10624	26	11	4	36%
ENGL 1013	10627	28	17	11	65%
ENGL 1013	10630	27	26	21	81%
ENGL 1013	10634	11	11	11	100%
ENGL 1013	11156	27	19	18	95%
ENGL 1013	11157	28	24	22	92%
ENGL 1013	11163	30	14	10	71%
ENGL 1013	11257	22	9	5	56%
ENGL 1013	11318	29	16	14	88%
ENGL 1013	11545	29	18	14	78%
ENGL 1013	11546	26	10	8	80%
ENGL 1013	11547	31	27	21	78%
ENGL 1013	11549	30	14	10	71%
ENGL 1013	11550	28	12	8	67%
ENGL 1013	11551	29	17	14	82%
ENGL 1013	11552	30	24	21	88%
ENGL 1013	11553	21	7	4	57%
ENGL 1013	11554	27	17	16	94%
ENGL 1013	11556	28	16	10	63%

Communication: Create compositions for specific contexts.

19%

81%

■ Met ■ Unmet
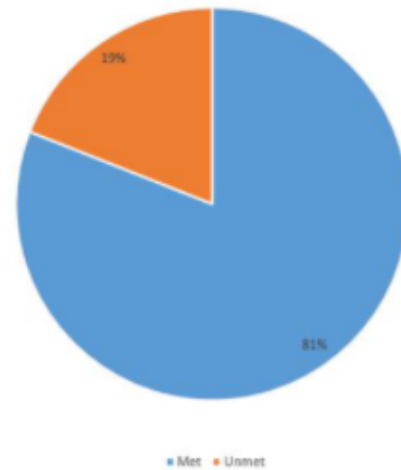
ENGL 1013	11558	28	23	18	78%
ENGL 1013	11559	26	14	12	86%
ENGL 1013	11564	30	20	19	95%
ENGL 1013	11565	27	14	9	64%
ENGL 1013	11568	25	18	11	61%
ENGL 1013	11569	28	15	13	87%
ENGL 1013	11615	27	17	15	88%
ENGL 1013	11633	23	10	10	100%
ENGL 1013	11651	27	21	18	86%
ENGL 1013	11658	28	16	12	75%
ENGL 1013	11661	25	14	10	71%
ENGL 1013	11662	29	23	20	87%
ENGL 1013	11672	25	13	13	100%
ENGL 1013	11673	20	14	14	100%
ENGL 1013	11691	24	15	14	93%
ENGL 1013	11784	27	17	15	88%
ENGL 1013	11785	28	16	12	75%
ENGL 1013	11786	27	17	13	76%
ENGL 1013	11787	28	14	12	86%
ENGL 1013	11788	30	18	14	78%
ENGL 1013	11972	27	10	9	90%
ENGL 1013	12008	27	15	15	100%
ENGL 1013	12017	27	11	11	100%
ENGL 1013	12030	23	16	16	100%
ENGL 1013	12036	26	12	10	83%
ENGL 1013	12041	27	14	14	100%
ENGL 1013	12050	27	12	7	58%
ENGL 1013	12053	25	23	20	87%
ENGL 1013	12060	20	23	20	87%

Fall 2020 – (Critical Thinking) Draw conclusions based on relevant criteria and standards.

		Actual	*n*	# Met	%
		632	357	293	82%
ENGL 1023	10642	25	11	10	91%
ENGL 1023	10644	27	19	15	79%
ENGL 1023	10684	24	18	14	78%
ENGL 1023	10685	28	9	8	89%
ENGL 1023	11148	28	17	16	94%
ENGL 1023	11149	23	12	12	100%
ENGL 1023	11234	27	17	10	59%
ENGL 1023	11613	26	21	20	95%
ENGL 1023	11614	28	19	18	95%
ENGL 1023	11620	27	14	14	100%
ENGL 1023	11621	29	21	20	95%
ENGL 1023	11650	25	16	10	63%
ENGL 1023	11656	28	12	7	58%
ENGL 1023	11663	25	14	12	86%
ENGL 1023	11664	27	21	18	86%
ENGL 1023	11667	29	13	12	92%
ENGL 1023	11692	25	15	12	80%
ENGL 1023	11700	23	6	5	83%
ENGL 1023	11702	29	15	12	80%
ENGL 1023	11792	26	15	12	80%
ENGL 1023	11793	26	9	5	56%
ENGL 1023	11965	24	14	10	71%

Critical Thinking: Draw conclusions based on relevant criteria and standards.

Met   Unmet
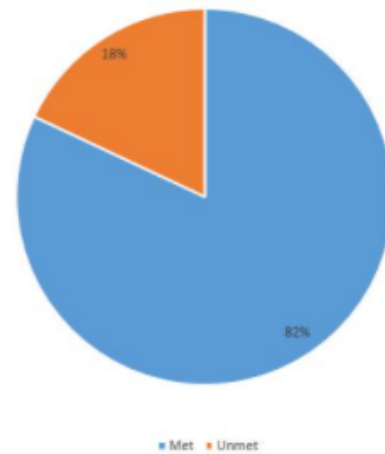
| | ENGL 1023 | 11998 | 29 | 15 | 12 | 80% |
| | ENGL 1023 | 12040 | 24 | 14 | 9 | 64% |

Fall 2020 – (Critical Thinking) Evaluate the relevance of arguments.

	Actual	n	# Met	%
	38	29	29	100%
POLI 2113 11005	38	29	29	100%

Critical Thinking: Evaluate the relevance of arguments.

0%

100%

▪ Met ▪ Unmet
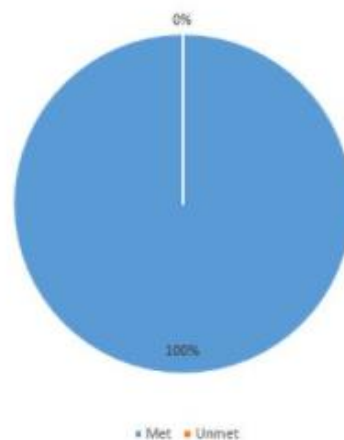
Fall 2020 – (Critical Thinking) Organize observations on specific problems and issues.

		Actual	*n*	# Met	%
		609	392	326	83%
HIST 1113	10077	29	20	20	100%
HIST 1113	10080	29	20	13	65%
HIST 1113	10082	29	16	4	25%
HIST 1113	10091	33	25	24	96%
HIST 1113	10092	29	22	16	73%
HIST 1113	10103	28	21	18	86%
HIST 1113	10104	31	25	18	72%
HIST 1113	10262	32	25	16	64%
HIST 1113	11250	25	11	10	91%
HIST 1113	11260	29	18	16	89%
HIST 1113	11581	31	19	19	100%
HIST 1113	11843	31	17	16	94%
HIST 1113	11924	32	31	29	94%
HIST 1113	11985	22	19	14	74%
HIST 1113	12045	29	21	20	95%
HIST 1123	10079	30	20	20	100%
HIST 1123	10093	28	14	13	93%
HIST 1123	10105	32	22	21	95%
HIST 1123	11261	29	10	7	70%
HIST 1123	11629	26	9	9	100%
HIST 1123	12048	25	7	3	43%

Critical Thinking: Organize observations on specific problems and issues.

17%

83%

■ Met ■ Unmet
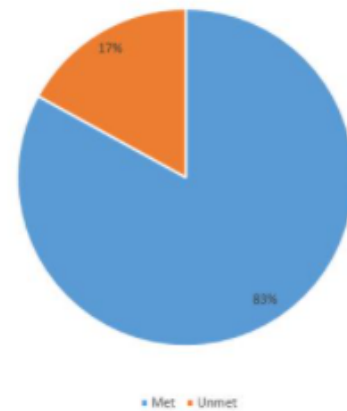
Fall 2020 – (Critical Thinking) Use information to inquire and problem solve.

	Actual	*n*	# Met	%
	298	234	193	82%
ECON 2113 10794	32	22	19	86%
ECON 2113 10795	29	20	16	80%
ECON 2113 10842	25	14	12	86%
ECON 2113 11396	35	20	19	95%
ECON 2113 11397	31	24	20	83%
ECON 2113 11896	29	17	15	88%
ECON 2213 10791	26	26	19	73%
ECON 2213 10792	30	30	23	77%
ECON 2213 11398	29	29	28	97%
ECON 2213 11399	32	32	22	69%

Critical Thinking: Use information to inquire and problem solve.

18%
82%

■ Met ■ Unmet
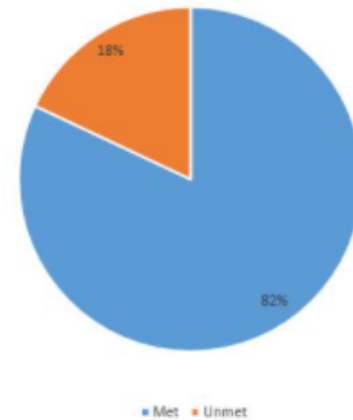
Fall 2020 – (Scientific Reasoning) Apply scientific concepts to explain the natural world.

		Actual	n	# Met	%
		2336	1587	1270	80%
ASTR 1103	10169	30	24	19	79%
ASTR 1103	11868	31	29	26	90%
BIOL 1023	10206	33	20	20	100%
BIOL 1023	10432	29	18	10	56%
BIOL 1023	10434	33	22	19	86%
BIOL 1023	10487	27	21	21	100%
BIOL 1023	10488	33	26	16	62%
BIOL 1033	10209	34	23	17	74%
BIOL 1033	10601	31	18	18	100%
BIOL 1033	10604	31	17	9	53%
BIOL 1033	10607	35	31	29	94%
BIOL 1033	10608	33	18	6	33%
BIOL 1033	10610	29	16	3	19%
BIOL 1033	10612	32	27	20	74%
BIOL 1033	10690	34	26	22	85%
BIOL 1033	10692	30	18	15	83%
BIOL 1033	10697	33	3	2	67%
BIOL 1033	10698	41	3	2	67%
BIOL 1033	11761	34	21	11	52%
BIOL 1033	12059	14	11	7	64%
BIOL 1043	10516	33	27	23	85%
BIOL 1043	10517	33	31	29	94%
BIOL 1043	11834	15	14	14	100%
BIOL 2413	10387	33	25	25	100%
CHEM 1003	10331	24	14	8	57%

Scientific Reasoning: Apply scientific concepts to explain the natural world.

Met   Unmet
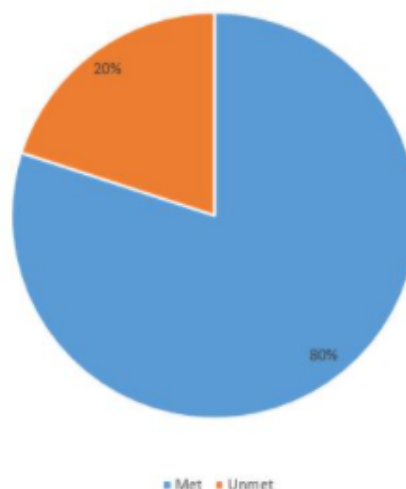
CHEM 1003	10332	26	16	10	63%
CHEM 1003	11986	23	15	10	67%
CHEM 1123	10729	36	22	14	64%
CHEM 1123	10730	27	14	8	57%
CHEM 1123	10735	32	11	9	82%
CHEM 1123	10736	31	22	15	68%
CHEM 1123	10737	24	14	11	79%
GEOL 1103	10219	33			--
GEOL 1103	11905	24			--
PHSC 1023	10232	29	21	18	86%
PHSC 1023	10297	30	21	15	71%
PHSC 1023	10328	29	20	16	80%
PHSC 1023	10329	33	26	18	69%
PHSC 1023	10747	29	22	19	86%
PHSC 1023	11026	27	9	8	89%
PHSC 1023	11027	33	26	22	85%
PHSC 1033	10325	19	17	13	76%
PSYC 2013	10022	34	26	15	58%
PSYC 2013	10023	25	18	14	78%
PSYC 2013	10024	26	20	12	60%
PSYC 2013	10065	29	21	19	90%
PSYC 2013	10066	28	26	23	88%
PSYC 2013	10067	34	27	23	85%
PSYC 2013	10068	26	22	21	95%
PSYC 2013	10069	33	21	21	100%
PSYC 2013	10071	28	26	20	77%
PSYC 2013	10072	21	28	20	71%
PSYC 2013	10074	30	22	22	100%
PSYC 2013	10083	27	18	18	100%
PSYC 2013	10084	32	23	23	100%

PSYC 2013	10085	28	17	16	94%
PSYC 2013	10274	31	15	14	93%
PSYC 2013	10276	26	19	17	89%
PSYC 2013	10408	31	11	9	82%
PSYC 2013	10433	33	32	29	91%
PSYC 2013	10436	33	26	24	92%
PSYC 2013	10437	25	19	17	89%
PSYC 2013	10629	29	24	19	79%
PSYC 2013	10633	33	27	20	74%
PSYC 2013	11220	28	17	17	100%
PSYC 2013	11221	34	32	24	75%
PSYC 2013	11966	13	13	11	85%
PSYC 2013	11967	31	28	25	89%
PSYC 2013	12012	29	16	15	94%
PSYC 2013	12052	29	23	18	78%
PSYC 2113	10025	30	22	16	73%
PSYC 2113	10026	29	24	18	75%
PSYC 2113	10275	31	30	15	50%
PSYC 2113	10277	31	27	14	52%
PSYC 2113	10615	33	25	24	96%
PSYC 2113	10617	30	11	11	100%
PSYC 2113	10631	31	18	17	94%
PSYC 2113	11222	32	25	25	100%
PSYC 2113	11578	33	9	7	78%

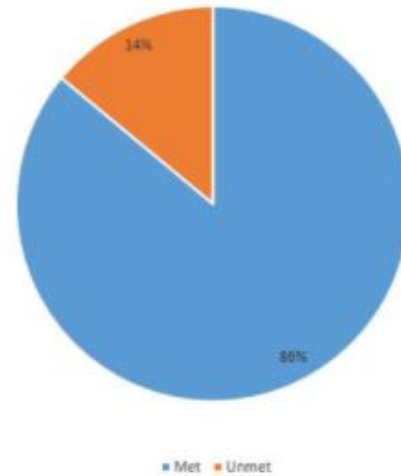**Fall 2020 – (Scientific Reasoning) Apply scientific concepts to explain the physical world.**

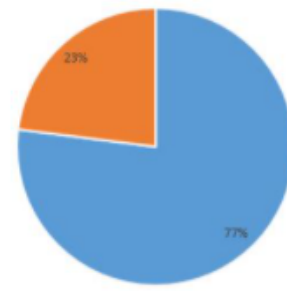|	Actual	n	# Met	%
	96	66	57	86%
PHYS 1013	10236	35	24	21	88%
PHYS 1013	10240	34	27	23	85%
PHYS 1013	11778	24	15	13	87%

Scientific Reasoning: Apply scientific concepts to explain the physical world.

■ Met ■ Unmet

Fall 2020 – (Scientific Reasoning) Engage the scientific method of inquiry, analysis, and problem solving.

		Actual	*n*	# Met	%
		329	233	179	77%
BIOL 2104	10780	27	19	10	53%
BIOL 2104	10783	23	22	16	73%
BIOL 2104	10784	25	22	15	68%
BIOL 2104	10785	28	12	10	83%
BIOL 2104	11641	18	16	11	69%
BIOL 2104	11835	27	17	16	94%
BIOL 2104	11956	29	19	19	100%
CHEM 1133	10211	30	22	15	68%
CHEM 1133	10212	26	18	9	50%
CHEM 1133	10742	13	7	6	86%
PHYS 2113	10323	33	21	18	86%
PHYS 2113	10324	16	12	11	92%
PHYS 2133	11777	34	26	23	88%

Scientific Reasoning: Engage the scientific method of inquiry, analysis, and problem solving.

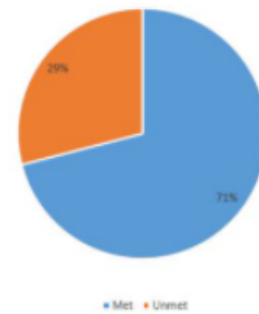**Fall 2020 – (Scientific Reasoning) Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.**

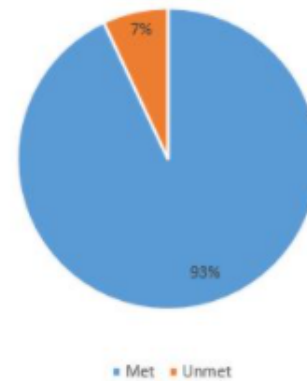|		Actual	*n*	# Met	%
		537	273	195	71%
BIOL 1013	10197	19	13	12	92%
BIOL 1013	10199	33	18	18	100%
BIOL 1013	10200	24	18	11	61%
BIOL 1013	10369	31	13	7	54%
BIOL 1013	10372	30	15	8	53%
BIOL 1013	10373	32	16	12	75%
BIOL 1013	10374	29	16	7	44%
BIOL 1013	10375	29	16	7	44%
BIOL 1013	10376	34	17	16	94%
BIOL 1013	10377	30	16	14	88%
BIOL 1013	10378	28	16	11	69%
BIOL 1013	10379	32	17	17	100%
BIOL 1013	10381	28	12	8	67%
BIOL 1013	10384	28	19	11	58%
BIOL 1013	11025	31	13	9	69%
BIOL 1013	11246	31	17	11	65%
BIOL 1013	11969	35	12	7	58%
BIOL 1013	12009	33	9	9	100%

Scientific Reasoning: Explain scientific concepts or conclusions through the interpretation of graphs, tables, or diagrams.

Met   Unmet

Fall 2020 – (Scientific Reasoning) Use scientific concepts to analyze environmental issues and civic responsibility.

	Actual	n	# Met	%
	120	56	52	93%
ENSC 1103 10744	28	16	16	100%
ENSC 1103 10745	33	19	18	95%
ENSC 1103 11717	31	9	7	78%
RNRE 1013 10320	28	12	11	92%

Scientific Reasoning: Use scientific concepts to analyze environmental issues and civic responsibility.

Fall 2020 – (Teamwork) Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.

	Actual	n	# Met	%
	27	16	14	88%
SPCH 2213 11500	27	16	14	88%

Teamwork: Evaluate the impact of an individuals' decision(s) on personal and/or professional goals.

Fall 2020 – (Teamwork) Examine social responsibilities, ethics, and individual rights in a democratic society.
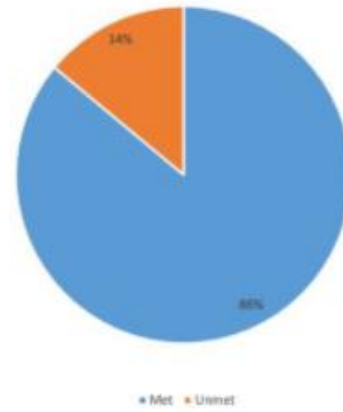
	Actual	n	# Met	%
	124	86	74	86%
POLI 2013	10281	31	27	22	81%
POLI 2013	10283	30	24	21	88%
POLI 2013	10284	32	18	16	89%
POLI 2013	11576	31	17	15	88%

Teamwork: Examine social responsibilities, ethics, and individual rights in a democratic society.

Fall 2020 – (Teamwork) Formulate responses to different points of view.

	Actual	n	# Met	%
	123	77	69	90%
PHIL 1013	10231	28	19	17	89%
PHIL 1013	11350	32	17	15	88%
PHIL 1013	11648	32	17	13	76%
PHIL 1013	11866	31	24	24	100%

Teamwork: Formulate responses to different points of view.