

# **General Education Learning Outcomes Summary Report Assessment and Improvement Plan**

## **Cycle 4**

**(FA16, SP17, and FA17)**

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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 (Cycle 1, Cycle 2, and Cycle 3). 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. For Cycle 4, semesters FA16, SP17, and FA17 are analyzed.

For all assessment cycles, all ten of the 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**

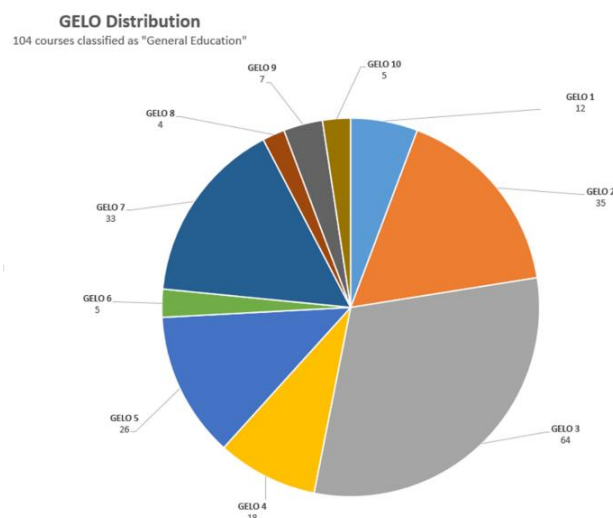
The following General Education Learning Outcomes (GELOs) are part of each General Education course's Master Syllabus, and each course designated as a General Education course contains two (2) GELOs. Faculty are made aware of GELOs in their courses by their inclusion in each General Education course Master Syllabus, and repeated in the General Education Course Matrix (Appendix A). As in all assessment cycles, Cycle 4 GELOs include:

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.

These ten (10) GELOs are distributed across all 104 General Education courses (please refer to Figure 1).

**Figure 1: General Education Learning Outcome Distribution**



To ensure uniformity in the process and participation, faculty were provided the GELO Master Course Matrix (Appendix A) to determine which courses were to be assessed each semester. In addition, faculty were emailed submission instructions, a report form template (Appendix B) and rubric to assess each GELO (Appendix C). Reporting required the categorization of results into three categories: Fails to Meet Expectations, Meets Expectations, and Exceeds Expectations. Instructors of General Education courses completed the assessment and reported the results per CRN on the supplied form (Appendix B). 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 they felt would strengthen 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 faculty independently and outside of the General Education Assessment Committee. The types assessment ranged from multiple choice exams, problem sets, speeches, lab reports, short answer quizzes, to essays. 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 Committee compiled the GELO assessment data by GELO, by course and CRN, and then by General Education Domain (e.g. English Composition, Fine Arts, Humanities, Natural Science, Mathematics/Analytical Reasoning, and Social/Behavioral Sciences). Student achievement was recorded by the number of “Fails to Meet Expectations,” and then by aggregating “Meets Expectations” with “Exceeds Expectations” for each semester (Appendix L). Although data was collected across three score bands (Fails to Meet Expectations (0-69%), Meets Expectations (70%-89%), and Exceeds Expectations (90%-100%), the data for the final two bands is aggregated for several reasons. First, previous assessment cycles bore no substantive pedagogical changes based on differentiating the number of students “meeting” or “exceeding” expectations. After further consideration, and based on best practice, it became clear there is no statistical need to differentiate “Meets” and “Exceeds Expectations.”

It is important to note the shift in the number of outcomes assessed per semester, as this approach differs from previous assessment cycles. Outcomes 1, 3, and 5 were assessed in the Fall 2016 semester. Outcomes 2, 4, 6, 8, and 10 were assessed in the Spring 2017 semester. Outcomes 1, 3, 5, 7, and 9 were assessed in the Fall 2017 semester and concluded the cycle. During the Fall 2016 assessment collection, many faculty reported confusion as to which GELOs were to be assessed during that term. The questions indicated a revolving, 3-semester pattern of differing GELOs (e.g. one semester would collect GELOs 1, 3, and 5; another 2 and 8; another 7 and 9) was difficult to predict, thus making it

difficult to understand which General Education courses were slated to report which GELO assessment data each term. In November, 2016, the General Education Assessment Committee discussed this serious issue, which could result in missing assessment data reports, incorrect assessment data report submissions, and most importantly, a frustrated and confused General Education faculty. A unanimous committee vote supported moving to a clear, predictable system of data collection: each Fall term, all General Education faculty would report on “odd” numbered GELOs (Outcomes 1, 3, 5, 7, and 9); each Spring term, all General Education faculty would report on “even” numbered GELOs (Outcomes 2, 4, 6, 8, 10). This change in data collection was announced to faculty by email and through the BRCC Faculty Senate Canvas site (Canvas being the school’s online Learning Management System) and was implemented in Spring 2017 (Appendix E). Thus, this Cycle 4 Summary Report contains greater amounts of Outcome assessment data than previous cycles.

Additionally, the General Education Committee began to consider faculty input into the data reporting process. Not only was the committee aware of confusion surrounding understanding which GELOs were to be assessed which term, there was a growing, unfounded perception that assessment data would be used in Annual Faculty Evaluations, possibly diminishing or defeating an otherwise excellent instructor’s overall course outcomes. Despite assurances from Chairs, Deans, and other administrators, the perception became so overwhelming and forcefully expressed that the committee agreed to anonymize assessment data reporting by publishing only a course’s CRN.

The General Education Committee Chair sent the compiled data to the Departments in the General Education Summary Form Assessment and Improvement Plan template. The Department Chairs, working with departmental faculty, reviewed the data and completed the Assessment and Improvement Plan for all courses that support a particular GELO outcome. This report summarizes departmental findings and plans for improvement.

## Results

**Table 1 – Results of Cycle 3**

*Fall 2016 Assessment Data– GELOs 1, 3, and 5*

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 1</b>	English Composition	197 (17%)	947 (83%)	1,144
<b>GELO 1</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 1</b>	Humanities	89 (21%)	340 (79%)	429
<b>GELO 1</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 1</b>	Mathematic/Analytical Reasoning	27 (75%)	9 (25%)	36
<b>GELO 1</b>	Social/Behavioral Sciences	49 (36%)	87 (64%)	136
		362 (21%)	1,383 (79%)	1,745

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 3</b>	English Composition	27 (22%)	97 (78%)	124
<b>GELO 3</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 3</b>	Humanities	158 (43%)	299 (81%)	370
<b>GELO 3</b>	Natural Sciences	268 (33%)	553 (67%)	821
<b>GELO 3</b>	Mathematic/Analytical Reasoning	214 (52%)	199 (48%)	413
<b>GELO 3</b>	Social/Behavioral Sciences	318 (22%)	1,133 (78%)	1,451
		985 (30%)	2,281 (70%)	3,179

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 5</b>	English Composition	n/a	n/a	n/a
<b>GELO 5</b>	Fine Arts	n/a	n/a	n/a

<b>GELO 5</b>	Humanities	n/a	n/a	n/a
<b>GELO 5</b>	Natural Sciences	208 (26%)	584 (74%)	792
<b>GELO 5</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 5</b>	Social/Behavioral Sciences	169 (25%)	516 (75%)	685
		377 (26%)	1,100 (74%)	1,477

\*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 three (3) academic Divisions housing these disciplines: Liberal Arts (English Composition, Fine Arts, Humanities), STEM (Natural Sciences and Mathematic/Analytical Reasoning), and Business, Social Science, & History (Social/Behavioral Sciences). In previous cycles, data has been reported by Division. However, the committee unanimously agreed to begin reporting by General Education Domain.

**Table 2 – Results of Cycle 3***Spring 2017 Assessment Data– GELOs 2, 4, 6, 8, and 10*

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 2</b>	English Composition	49 (27%)	131 (73%)	180
<b>GELO 2</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 2</b>	Humanities	172 (15%)	951 (85%)	1,123
<b>GELO 2</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 2</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 2</b>	Social/Behavioral Sciences	10 (16%)	53 (84%)	63
		231 (17%)	1,135 (83%)	1,366

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 4</b>	English Composition	n/a	n/a	n/a
<b>GELO 4</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 4</b>	Humanities	n/a	n/a	n/a
<b>GELO 4</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 4</b>	Mathematic/Analytical Reasoning	96 (44%)	122 (56%)	218
<b>GELO 4</b>	Social/Behavioral Sciences	167 (29%)	417 (71%)	584
		263 (33%)	539 (67%)	802

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 6</b>	English Composition	200 (25%)	613 (75%)	813
<b>GELO 6</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 6</b>	Humanities	26 (23%)	88 (77%)	114



<b>GELO 6</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 6</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 6</b>	Social/Behavioral Sciences	8 (4%)	186 (96%)	194
		234 (21%)	887 (79%)	1,121

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 8</b>	English Composition	n/a	n/a	n/a
<b>GELO 8</b>	Fine Arts	161 (33%)	334 (67%)	495
<b>GELO 8</b>	Humanities	4 (22%)	14 (78%)	18
<b>GELO 8</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 8</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 8</b>	Social/Behavioral Sciences	n/a	n/a	n/a
		165 (32%)	348 (68%)	513

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 10</b>	English Composition	n/a	n/a	n/a
<b>GELO 10</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 10</b>	Humanities	45 (13%)	308 (87%)	353
<b>GELO 10</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 10</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 10</b>	Social/Behavioral Sciences	n/a	n/a	n/a
		45 (13%)	308 (87%)	353

**Table 3 – Results of Cycle 3***Fall 2017 Assessment Data– GELOs 1, 3, 5, 7, and 9*

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 1</b>	English Composition	17 (11%)	133 (89%)	150
<b>GELO 1</b>	Fine Arts	43 (18%)	196 (82%)	239
<b>GELO 1</b>	Humanities	4 (13%)	26 (87%)	30
<b>GELO 1</b>	Natural Sciences	3 (7%)	42 (93%)	45
<b>GELO 1</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 1</b>	Social/Behavioral Sciences	5 (20%)	20 (80%)	25
		72 (15%)	417 (85%)	489

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 3</b>	English Composition	n/a	n/a	n/a
<b>GELO 3</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 3</b>	Humanities	15 (13%)	98 (87%)	113
<b>GELO 3</b>	Natural Sciences	130 (26%)	365 (74%)	495
<b>GELO 3</b>	Mathematic/Analytical Reasoning	218 (53%)	191 (47%)	409
<b>GELO 3</b>	Social/Behavioral Sciences	61 (26%)	178 (74%)	239
		424 (34%)	832 (66%)	1,256

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 5</b>	English Composition	n/a	n/a	n/a
<b>GELO 5</b>	Fine Arts	26 (12%)	194 (88%)	220
<b>GELO 5</b>	Humanities	n/a	n/a	n/a

<b>GELO 5</b>	Natural Sciences	141 (27%)	383 (73%)	524
<b>GELO 5</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 5</b>	Social/Behavioral Sciences	28 (40%)	42 (60%)	70
		195 (24%)	619 (76%)	814

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 7</b>	English Composition	n/a	n/a	n/a
<b>GELO 7</b>	Fine Arts	73 (37%)	124 (63%)	197
<b>GELO 7</b>	Humanities	130 (19%)	548 (81%)	678
<b>GELO 7</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 7</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 7</b>	Social/Behavioral Sciences	13 (9%)	134 (91%)	147
		216 (21%)	806 (79%)	1,022

<b>GELO</b>	<b>Domain*</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GELO 9</b>	English Composition	n/a	n/a	n/a
<b>GELO 9</b>	Fine Arts	n/a	n/a	n/a
<b>GELO 9</b>	Humanities	n/a	n/a	n/a
<b>GELO 9</b>	Natural Sciences	n/a	n/a	n/a
<b>GELO 9</b>	Mathematic/Analytical Reasoning	n/a	n/a	n/a
<b>GELO 9</b>	Social/Behavioral Sciences	30 (11%)	255 (89%)	285
		30 (11%)	255 (89%)	285

## Summary

During Cycle 4, a grand total of 14,422 general education assessments were sampled (Please refer to Table 1 on pages 5-6, Table 2 on pages 7-8, and Table 3 on pages 9-10). The total number of assessments administered may not equal to the total number of students assessed. Each 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 tools was administered to a student in one General Education course, assessing one GELO. Cycle 4 indicates that the general education courses at BRCC are helping students meet expectations in all ten GELOs. Faculty report in aggregate the following across all General Education domains:

**Figure 2: Cycle 4 GELO Achievement**

GELO	Meets/Exceeds Expectations
1	81%
2	83%
3	69%
4	67%
5	75%
6	79%
7	79%
8	68%
9	89%
10	87%

Faculty report 81% of students meet or exceed expectations in GELO 1, 83% in GELO 2, 69% in GELO 3, 67% in GELO 4, 75% in GELO 5, 79% in GELO 6, 79% in GELO 7, 68% in GELO 8, 89% in GELO 9, and 87% in GELO 10. GELOs 1, 2, 5, 6, 7, 9, and 10 indicate at least 75% of the students assessed are meeting or exceeding expectations. GELOs 3, 4 and 8 report marginally lower levels of success; however, more students are meeting or exceeding expectations than failing to meet expectations. Specific findings are addressed in each individual General Education Domain report (Appendices F-K).

## Improvement Plan

Faculty continued to struggle with assessment data reporting, despite varying modes of outreach. The General Education Committee Chair designed two linked forms for reporting (Appendix

B) in the hopes of minimizing the work required by faculty to complete submission, and to increase mathematical accuracy. These forms were made available both on the Faculty Senate Canvas page and distributed through email to General Education faculty prior to the reporting deadline, and were posted together with the General Education Course Matrix (Appendix A) and the evaluation rubrics (Appendix C). Numerous faculty errors in assessment submissions were noted: most notably, faculty commented that the current GELOs were 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). Or, in several data submissions, faculty assessed more learning outcomes than appear on the Master Syllabus of on the General Education Course Matrix. Other submission errors impacting accurate data results include the facts that adjunct faculty submission was not compelled, and full-time faculty failing to meet the reporting deadline were not pursued to complete a submission.

Moreover, faculty continue to be confused as to which GELOs appear in their courses. For example, 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. An unanticipated outcome of this frustration was declining faculty participation in assessment reporting. Because the errors or omissions of submission were so plentiful, the committee could not accurately calculate the exact percentage of decline. Rather, the committee noted the abundance of error and omissions, reducing the statistical reliability of the assessment data’s use toward improving student learning in

General Education courses in all six General Education domains. Thus, a clearer reporting tool with better instructions on which course reports which GELO must be developed.

Based on persistent demand, all published assessment data results going forward will continue to be anonymized insofar as only course CRN identifiers will be used to differentiate data; faculty names will remain absent. There are some issues yet to be addressed: in the Spring 2017 term, several faculty failed to submit a course CRN altogether, confusing the data tabulation process. The General Education committee could not discern if courses entered without a CRN were entered in error or were, in fact, courses that had enrollments in the Spring 2017 term. Clearer instructions must accompany any new data assessment tool to indicate the need for accurately entering the course CRN. Despite this glitch, data analysis and discussions in department meetings were markedly more robust than prior semesters' meetings. Removing faculty names from published assessment data, allowed for a more open discussion focused on differing active learning strategies, student engagement, updated materials, and ultimately, student improvement.

Cycle 4 is the first full assessment cycle to occur following BRCC's institutional merger with Capital Area Technical College in Spring of 2015, altering the composition of program types and student demographics. This factor will prompt change in both the assessment submission process and the approach to GELOs, potentially changing GELO language to contain simplified learning outcomes more directly related to workforce and technical students. The General Education Committee will reach out to Technical Education, Transportation Technology, and Nursing and Allied Health to understand the learning needs of those students and feedback from program advisory boards of those areas.

## Appendix A

Baton Rouge Community College General Education Learning Outcomes (GELOs) Course Matrix												
General Education Learning Outcomes:	(GELO) Numbers	1	2	3	4	5	6	7	8	9	10	Dates
FORMER BRCC COURSE RUBRICS	COMMON COURSE RUBRICS	GELO 1: Communicate in standard edited English, write and speak with clarity, coherence and persuasiveness.	GELO 2: Understand, analyze, and evaluate readings from a variety of texts and apply that learning to academic, personal and professional contexts.	GELO 3: Think critically, independently, creatively, make informed and logical judgments of the arguments of others, arrive at reasoned, meaningful arguments, positions, formulate and apply ideas to new contexts.	GELO 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.	GELO 5: Comprehend and apply the basic principles of science and methods of scientific inquiry.	GELO 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.	GELO 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.	GELO 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.	GELO 9: Demonstrate a deeper, more informed awareness and appreciation of the necessity for strong values, ethical conduct, social responsibility, especially the importance of personal, academic and professional integrity.	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.	ADDED TO MATRIX

ANTH 101	ANTH 1013			I		I						
ANTH 103	ANTH 2013			I		I						
ARTS 101	ARTS 1023							I	I			
ARTS 102	ARTS 1003							R	R			
ARTS 103								R	R			
ARTS 241	ARTS 2103	R						E				
ARTS 242	ARTS 2113	R						E				
ASTR 101	ASTR 1103			I		E						
BIOL 101	BIOL 1013			I		E						
BIOL 101H				I		E						
BIOL 102	BIOL 1023			I		E						
BIOL 102H				I		E						
BIOL 120	BIOL 1033			I		E						
BIOL 121	BIOL 1043			I		E						
BIOL 210	BIOL 2104			I		E						
BIOL 241	BIOL 2413			I		E						
CHEM 100	CHEM 1003			I		I						FALL 2015
CHEM 101	CHEM 1123			I		E						
CHEM 102	CHEM 1133			I		E						
CJUS 101	CJUS 1013		I							R		
ECON 201	ECON 2213			I	R							
ECON 202	ECON 2223			I	R							
ECON 203	ECON 2113			I	R							
ECON 213	ECON 2133			I	R							
ENGL 101	ENGL 1013	E	I									
ENGL 101H		E					I					
ENGL 102	ENGL 1023	E					R					
ENGL 102H		E					R					
ENGL 210	ENGL 2133		R					E				

ENGL 211	ENGL 2303		R	R								
ENGL 215	ENGL 2313		R	R								
ENGL 220	ENGL 2123		R	R								
ENGL 221	ENGL 2173		R	R								
ENGL 222	ENGL 2223		R	R								
ENGL 223	ENGL 2403		R	R								
ENGL 230	ENGL 2323		R	R								
ENGL 240	ENGL 2503		R				E					
ENGL 248	ENGL 2483		R	R								
ENSC 201	ENSC 1103			I						R		
FILM 200	FILM 2003		I	I								
FILM 201	FILM 2013		I	R								
FREN 101	FREN 1013		I				E					
FREN 102	FREN 1023		I				E					
FREN 201	FREN 2013		I				E					
FREN 202	FREN 2023		I				E					
GEOG 201	GEOG 2013			I			R					
GEOG 203	GEOG 2113			I			R					
GEOL 101	GEOL 1103			I		E						
GERM 101			I				E					
HIST 101	HIST 1113		R				I					
HIST 101H			R				I					
HIST 102	HIST 1123		R				I					
HIST 200	HIST 2003		R	I								
HIST 201	HIST 2013		R							I		
HIST 202	HIST 2023		R							R		
HIST 221	HIST 2213		R				E					
HIST 222	HIST 2223		R				E					
HUMN 210	HUMN 2103		R				E					
HUMN 250	HUMN 2013			R			E					
HUMN 255	HUMN 2553		R				E					
HUMN 275	HUMN 2753			R			E					
ITAL 101			I	I			E					
MATH 101	MATH 1113			I	E							
MATH 110	MATH 1213			I	E							
MATH 111	MATH 1223			I	E							
MATH 120	MATH 1235			I	E							
MATH 130	MATH 1103			I	E							
MATH 201	MATH 2103				E	I						
MATH 202	MATH 2303		R	R	E							
MATH 203	MATH 2313		R	R	E							
MATH 204	MATH 1303		R	R	E							
MATH 208	MATH 2084		R	R	E							
MATH 210	MATH 2115			R	E							
MATH 211	MATH 2125			R	E							
MATH 212	MATH 2134			R	E							
MUSC 101	MUSC 1013	R		R								
MUSC 102	MUSC 1023	R		R								
PHIL 201	PHIL 1013			R						E		
PHIL 203	PHIL 2113			R	R							
PHIL 205	PHIL 2013			R						E		
PHIL 228	PHIL 2283			R			R					
PHSC 101	PHSC 1023			I		E						
PHSC 102	PHSC 1033			I		E						
PHYS 110	PHYS 1103			I		E						
PHYS 200	PHYS 1013			I		E						
PHYS 201	PHYS 2113			R		E						
PHYS 202	PHYS 2123			R		E						



POLI 260	POLI 2603			R						R		
PSYC 200				I		I						
PSYC 201	PSYC 2013			I		I						
PSYC 202	PSYC 2113			I		I						
RNRE 101	RNRE 1013					I	I					
RNRE 210	RNRE 2103				I	I						
PSYC 201H						I	I					
SOCL 200	SOCL 2013						I	E				
SOCL 203	SOCL 2413							E		I		
SOCL 205	SOCL 2113							E		I		
SPAN 101	SPAN 1013		I					E				
SPAN 102	SPAN 1023		I					E				
SPAN 201	SPAN 2013		I					E				
SPAN 202	SPAN 2023		I					E				
SPCH 101	SPCH 1013	I					R					
SPCH 120	SPCH 2013	R						R				
SPCH 210	SPCH 2213	R						R				
SPCH 220	SPCH 2313	R					E					
SPCH 240	SPCH 2403		R						E			
SPCH 263				R			E					
THTR 100	THTR 1013							I	R			
		12	39	69	19	29	9	37	5	7	5	

## Appendix B

### General Education Learning Outcomes (GELOs) Assessment Report Form (GELO AR Form)

Please use this form to summarize what and how you are assessing student learning for all General Education courses for the current semester. Describe any action you are planning based on the assessment findings. Complete a GELO AR form for each section taught; do not combine course sections. To enter information for sections II - VII click in the blank area below the section you are addressing.

**Note:** Save a file folder, GELO AR Form and Excel Chart for each course as follows:

GenEdAs\_CourseRubric&Number\_InstructorLastName\_FirstName\_CRN\_Semester. The appropriate file type will be added to the document based on the file type; word document .docx...

Example: GenEdAs\_Math 2313\_Stokes\_Sandra\_20148\_Sp17.docx

Save the excel chart for each course in the appropriate folder; otherwise, you will be overwriting the data entered the last time the chart was used.

#### I. Report Identifying Information

Course Prefix and Number: Click here to enter Course Rubric and Number (e.g. Math 2313) CRN: Click here to enter CRN.

Course Title: Click here to enter Course Title (e.g. Elementary Statistics II)

Instructor Name: Click here to enter name (e.g. Dr. Sandra Stokes).

Date of Assessment: Click here. Then click the drop down arrow to select date.

Semester: Click here. Then the drop down arrow to choose the semester. Year: Click here to select the correct date from the calendar.

#### II. Learning Outcomes

List all GELOs assessed. Provide complete GELO description(s) for all being assessed. The descriptions can be copied and pasted from the Gen Ed Rubric Form.

#### III. Collegiate Level Assessment Instrument

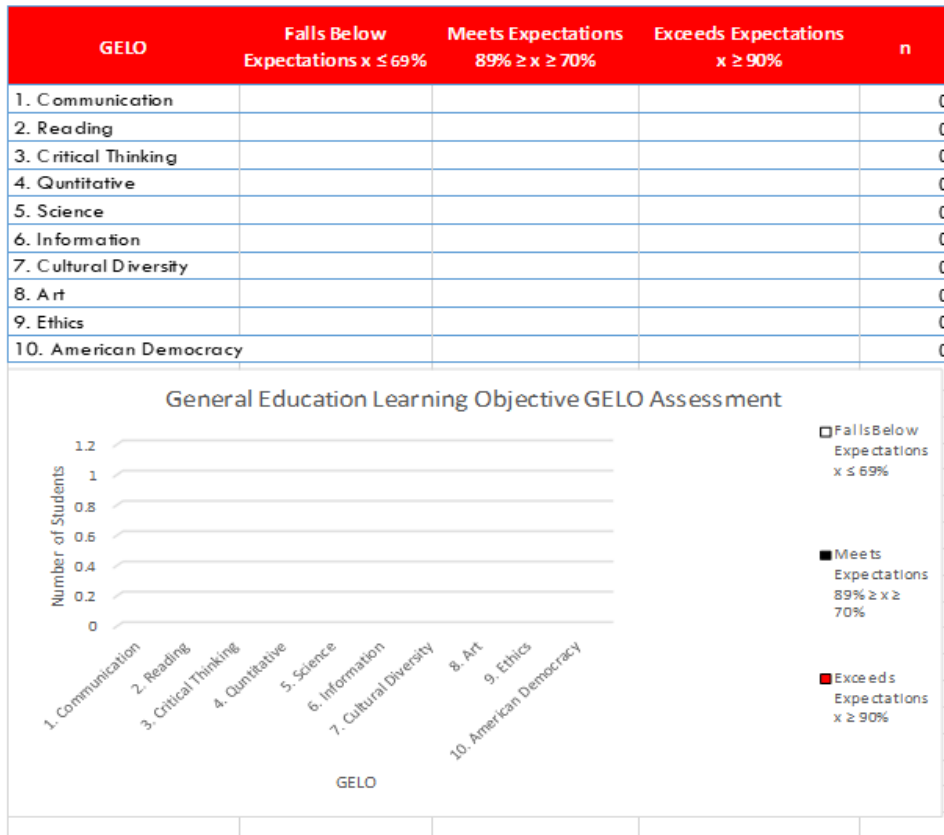
Describe the method used to document the assessment instrument used to evaluate student learning is collegiate level. A copy of the test instrument must be submitted. Results will not be used if copy of assessment instrument is not attached to this report for every section.

#### IV. Methodology

Describe method and rubric used to assess student achievement for each GELO.

#### V. Results (summary of data collected table, chart, description, etc.)

Open the General Education Chart for Reports FormV2 (excel file) leaving it open while completing this report. Double click inside the excel sheet below to enter data. The excel sheet you opened will appear; enter your data in the Excel sheet that pops-up. Enter student data for each GELO that applies to your course; leaving all others blank. Enter 1 for each student that meets the rubric criteria (falls below expectations, meets expectations and exceeds expectations for all GELOs that apply.) Totals for each column and GELOs will populate after you have updated the linked document. Update by right clicking in the excel chart below and selecting update link; don't forget to save the excel file for all courses in their appropriate folder.



**VI. Conclusion - analysis of data:** Your interpretation of the results.

**VII. Reflection of any previous assessment cycles.** If previous assessments lead to any changes evaluate the success of changes made and determine if further changes need to be made.

	A	B	C	D	E
	GELO	Falls Below Expectations $x \leq 69\%$	Meets Expectations $89\% \geq x \geq 70\%$	Exceeds Expectations $x \geq 90\%$	n
1					
2	1. Communication				0
3	2. Reading				0
4	3. Critical Thinking				0
5	4. Quantitative				0
6	5. Science				0
7	6. Information				0
8	7. Cultural Diversity				0
9	8. Art				0
10	9. Ethics				0
11	10. American Democracy				0
12	<p style="text-align: center;">General Education Learning Objective GELO Assessment</p>				
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
98					
99					
100					
101					

## Appendix C

Updated: 2/7/2017

Page 1 of 2

### Rubric to Assess General Education Learning Objectives/ (GELOs)

GELOs	Rubric Used to Identify Student Mastery of GELOs		
	Falls Below Expectations $X \leq 69\%$	Meets Expectations $89\% \geq X \geq 70\%$	Exceeds Expectations $X \geq 90\%$
1. <b>Communicate in standard edited English, write and speak with clarity, coherence, and persuasiveness.</b>	Communication technique includes significant errors in the use of standard diction, grammar, and mechanics; writing lacks clarity, coherence, and persuasiveness; oral communication lacks clarity, coherence and persuasiveness.	Communication technique includes few errors in the use of standard diction, grammar and mechanics; writing contains few errors in clarity, coherence, and persuasiveness; oral communication contains few errors in clarity, coherence and persuasiveness.	Communication technique contains no errors in standard diction, grammar, and mechanics; writing contains no errors in clarity, coherence, and persuasiveness; oral communication contains no errors in clarity, coherence, and persuasiveness.
2. <b>Understand, analyze, and evaluate readings from a variety of texts and apply that learning to academic, personal and professional contexts.</b>	Does not demonstrate the ability to understand, analyze and evaluate readings from a variety of texts and apply that learning to academic, personal and professional contexts.	Demonstrates some ability to understand, analyze and evaluate readings from a variety of texts and apply that learning to academic, personal and professional contexts.	Demonstrates the ability to understand, analyze and evaluate readings from a variety of texts and apply that learning to academic, personal and professional contexts.
3. <b>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.</b>	Does not demonstrate independent thinking; does not demonstrate ability to analyze arguments of others; does not demonstrate ability to create reasoned, meaningful arguments; does not demonstrate ability to apply ideas to new contexts.	Demonstrates some ability to think independently; demonstrates some ability to analyze arguments of others; demonstrates some ability to create reasoned, meaningful arguments; demonstrates some ability to apply ideas to new contexts.	Consistently demonstrates ability to think independently; Consistently demonstrates ability to analyze arguments of others; consistently demonstrates ability to create reasoned, meaningful arguments; consistently demonstrates ability to apply ideas to new contexts.
4. <b>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.</b>	Does not demonstrate the ability to 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.	Demonstrates some ability to 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.	Demonstrates the ability to 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. <b>Comprehend and apply the basic principles of science and methods of scientific inquiry.</b>	Significant lapses in the understanding of terminology, concepts, principles, and fundamental theories; unable to apply the basic principles of science and methods of scientific inquiry.	Few errors in the understanding of terminology, concepts, principles, and fundamental theories; few errors in the application of the basic principles of science and methods of scientific inquiry.	No errors in the understanding of terminology, concepts, principles, and fundamental theories; no errors in the application of the basic principles of science and methods of scientific inquiry.

# Rubric to Assess General Education Learning Objectives/ (GELOs)

GELOs	Rubric Used to Identify Student Mastery of GELOs		
	Falls Below Expectations $X \leq 69\%$	Meets Expectations $89\% \geq X \geq 70\%$	Exceeds Expectations $X \geq 90\%$
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.	Does not demonstrate the ability to 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.	Demonstrates some ability to 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.	Demonstrates the ability to 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.
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.	Does not recognize and understand cultural diversity. Does not demonstrate a global perspective grounded in the understanding of international cultures, issues, and trends linking communities around the world.	Demonstrates some recognition and understanding of cultural diversity. Demonstrates a limited global perspective grounded in the understanding of international cultures, issues, and trends linking communities around the world.	Recognizes and understands cultural diversity. Demonstrates 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.	Does not 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.	Demonstrates a limited understanding of the creative process, the pleasures and challenges of artistic expression, and the role and value of the arts in society and culture.	Demonstrates 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.	Does not demonstrate awareness and appreciation of the necessity for strong values, ethical conduct, and social responsibility, especially the importance of personal, academic, and professional integrity.	Demonstrates a limited awareness and appreciation of the necessity for strong values, ethical conduct, and social responsibility, especially the importance of personal, academic, and professional integrity.	Demonstrates 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.
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.	Does not demonstrate knowledge of American democracy or an awareness of the responsibilities of informed citizenship in a diverse and pluralistic society. Does not demonstrate a willingness to contribute through participation and service.	Demonstrates limited knowledge of American democracy, and a limited awareness of the responsibilities of informed citizenship in a diverse and pluralistic society. Demonstrates some willingness to contribute through participation and service.	Demonstrates 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.



## Appendix D

**Instructions for General Education Faculty Assessment Submission:** sample from Spring 2017. This image was retrieved from BRCC's Faculty Senate Canvas page (the school's Learning Management System), and all General Education faculty were given access to this Canvas page and to this particular page.

# General Education Learning Outcomes (GELO) Spring 2017 Assessment

✓ Published

✎ Edit

⋮

### General Education Learning Outcomes (GELO) Assessed for Spring 2017

As stated last semester, members of the General Education and Assessment Committees have decided to assess even numbered GELOs during the spring semester and odd number GELOs are to be assessed each fall. Reports are due by 11:59 pm on the second Friday, the fourth month of each semester.

#### General Education Assessment Schedule

<i>Semester</i>	<i>Assess GELOs</i>	<i>Reports Due</i>
Fall	Odd GELOs	2 <sup>nd</sup> Friday of November
Spring	Even GELOs	2 <sup>nd</sup> Friday of April

[General Education Assessment Schedule.pdf](#) 

The steps below will assist you in completing GELO Assessment process.

**Step 1:** Check to see if your course is classified as a General Education course by referring to the General Education Course Map Report.

[GELO Course MatrixV2.xlsx](#) 

**Step 2:** If the course you are teaching is not a General Education course, stop, you are not required to complete the assessment.

If you are teaching a General Education course you must complete step 2, read and information provided below.

### *What Instrument/Test/Questions Can Be Used to Assess Student Mastery of General Education Learning Outcomes/GELOs?*

All students must be assessed using the same instrument and methodology (e.g. test, test questions administered via the computer...). The instrument should be one that was developed by the faculty in the department. A copy of the assessment instrument must be submitted with each report for every course section being taught.

### **Step 3: Completing the GELO Report**

The Rubric to Assess GELOsV2 document contains the rubric for which you will use to enter results from the assessment you administered to your students; click the link below to access it. You may want to save this document in the GELO Assessment Template folder for quick access when inputting GELO descriptions.

[Rubric to Assess GELOsV2.pdf](#) 

You will need the GELO Course Assessment Report.Summary FormV2.2.1sp17.docx and the GELO Course Assessment Report.Summary Form V2.2.11sp17.xltx (use red links below to access the documents.)

**CONFIRMED AND VERIFIED WORKING DOCUMENTS** (the documents below are working, have been used and submitted by several faculty members from different divisions). **You will need to save the documents below as your templates. Then delete the data and save for each course you are reporting.**

**Colleagues, if you are having problems with the forms being corrupt, you must submit a Help Ticket to IT. They will need to identify your problem and resolve it. I have created this form many times this semester in an effort to resolve the corrupt issue, but it has not worked for all. If you are having problems using the form, seek assistance from your division's representative or me.**

Follow the steps listed below very carefully or you will encounter problems using the forms.

[GELO Course Assessment Report.Summary FormV2.2.1sp17.docx](#) 

[GELO Course Assessment Report.Summary FormV2.2.11sp17.xltx](#) 

Refer to files sent out via email on 5.4.2017.

1. Create a Template folder. Save it as GELO Assessment Template. Store the folder on a Cloud, desktop, USB...
2. Save the GELO Course Assessment Report form to use as a template in the GELO Template folder.
3. Save the General Ed Assessment Chart for Report form to use as a template in the GELO Template folder.
4. Open the GELO Course Assessment Report and the General Education Assessment Chart for Report template forms.
5. The grey shaded fields have been replaced with clearly labeled areas for specific information requests. Enter all requested information in sections I-VII on the GELO Course Assessment Report form. Remember to save the report and chart as follows in the course folder: GenEdAs\_course rubric\_your last name and initial of first name\_CRN\_semester and year.



Example: GenEdAs\_Math204\_Stokess\_11061\_F2016.

The forms are very user friendly and provide instructions for completing.

**\*All faculty teaching General Education courses are required to complete a BRCC GELO Course Assessment Report using the correct form for every section taught. It is not the responsibility of the course coordinator to assess and write your reports.**

#### Step 4. Submitting Reports

Your completed reports are to be submitted using Canvas. An assignment has been created for submission of all spring 2017 Gen Ed reports. Use the link located in the upper right hand side of the page to submit your reports.

\*Reports sent via email will be included in the master report and will be reported as not submitted. If you need assistance using the forms, please don't hesitate to contact Dr. Sandra Stokes.

**Points** 0

**Submitting** a file upload

**File Types** docx, xlsx, and dotx

Due	For	Available from	Until
May 15, 2017	Everyone	Jan 17, 2017 at 12am	May 15, 2017 at 11:59pm

#### Note:

These instructions refer to several documents, all contained in this document.

- General Education Assessment Schedule (Appendix E, page 25)
- GELO Course Matrix V2 (Appendix A, page 14)
- Rubrics to Assess GELOs V2 (Appendix C, page 20)
- GELO Course Assessment Report Summary Form V2.docx (Appendix B, page 17)
- GELO Course Assessment Report Summary Form V2.xlsx (Appendix B, page 19)

## Appendix E

Assessment schedule effective beginning in the Spring 2017 term.

General Education Assessment Schedule		
<i>Semester</i>	<i>Assess GELOs</i>	<i>Reports Due</i>
Fall	Odd GELOs	2 <sup>nd</sup> Friday of November
Spring	Even GELOs	2 <sup>nd</sup> Friday of April

## Appendix F

### General Education Summary Form Assessment and Improvement Plan Cycle 4 (FA16, SP17, and FA17)

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

Course	Term(s)	GELOs Assessed
<b>ENGL 1013</b>	FA16, FA 17	1
	SP17	2
<b>ENGL 1023</b>	FA16, FA 17	1
	SP17	6

#### GELO 1

Course	Falls Below Expectations	Meets and Exceeds Expectations	(n)
<b>ENGL 1013</b>	162	698	860
<b>ENGL 1023</b>	54	382	436
	216 (17%)	1,080 (83%)	1,296

#### GELO 2

Course	Falls Below Expectations	Meets and Exceeds Expectations	(n)
<b>ENGL 1013</b>	49	131	180
	49 (27%)	131 (73%)	180

## GELO 6

Course	Falls Below	Meets and Exceeds	(n)
	Expectations	Expectations	
ENGL 1013	100	240	340
ENGL 1023	100	373	473
	200 (25%)	613 (75%)	813

**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. Your 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.	<p>1. Use the standard diction, grammar, and mechanics of American English (GELO 1)</p> <p>3. Write thesis-driven arguments that adhere to a specific purpose, context, and audience (GELO 1)</p>	<p>Basic/choppy or rambling/incoherent sentences; little or no evidence of revision; inadequate word choice.</p> <p>Little or no cohesion; confused and haphazard progression; little or no use of transitions.</p>	<p>Little attention to sentence structure or revision; word choice is often flawed or inadequate.</p> <p>Little or no attempt at cohesion; progression is confused or haphazard; little or no use of transitions.</p>	<p>Clear but sometimes loose or basic sentences; word choice is occasionally imprecise and flawed.</p> <p>Generally coherent paragraphs that may be unwieldy or confusing; limited or predictable transitions.</p>	<p>Clear sentences; some stylistic variation; word choice is precise, if not economical or fresh.</p> <p>Generally coherent paragraphs progress through necessary stages; includes transitions.</p>	<p>Varied sentence structure; word choice is precise, fresh, and economical.</p> <p>Coherent paragraphs progress through necessary, evident stages; includes transitions.</p>
Content – includes support and audience awareness	<p>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)</p> <p>3. Write thesis-driven arguments that adhere to a specific purpose, context, and audience (GELO 1)</p>	<p>Little or no support for generalizations or merely lists of examples.</p> <p>Seems to exist for the writer only.</p> <p>Does not provide documentation.</p>	<p>Underdeveloped or trite generalizations; sketchy or irrelevant facts.</p> <p>Awareness slightly evident in appropriate use of structure and support or tone.</p> <p>Incomplete or partial documentation</p>	<p>Some superficial or trite generalizations, or facts with little comment.</p> <p>Awareness evidenced only marginally in appropriate use of structure and support or tone.</p> <p>Fully documents outside sources with significant formatting errors</p>	<p>Concrete, relevant details and examples.</p> <p>Awareness evidenced mainly in either structure and support or tone.</p> <p>Fully documents outside sources with minimal formatting errors</p>	<p>Concrete, relevant details and examples.</p> <p>Structure, support, and tone demonstrate consideration of audience and purpose.</p> <p>Fully and properly documents outside sources using accurate MLA format</p>
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 4 (FA16, SP17, and FA17)

Domain: Fine Arts

Division: Liberal Arts

Department: Fine Arts and Communication

Course	Term(s)	GELOs Assessed
<b>ARTS 1003</b>	FA16, FA 17	3, 5
<b>ARTS 1023</b>	FA16, FA 17	7
	SP17	8
<b>ARTS 2103</b>	FA16, FA 17	1, 7
<b>ARTS 2113</b>	FA16, FA 17	1, 7
<b>FILM 2003</b>	FA16, FA 17	3
	SP17	2
<b>FILM 2013</b>	FA16, FA 17	3
	SP17	2
<b>MUSC 1013</b>	FA16, FA 17	1, 3
<b>MUSC 1023</b>	FA16, FA 17	1, 3
<b>THTR 1013</b>	FA16, FA 17	7
	SP17	8

## GELO 1

Course	Falls Below Expectations	Meets and Exceeds Expectations	(n)
<b>ARTS 2103</b>	4	16	20
<b>MUSC 1013</b>	34	155	189
<b>MUSC 1023</b>	5	25	30
	43 (18%)	196 (82%)	239

**GELO 3**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>FILM 2003</b>	4	34	38
	4 (11%)	34 (89%)	38

**GELO 5**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>MUSC 1013</b>	23	167	190
<b>MUSC 1023</b>	3	27	30
	26 (12%)	194 (88%)	220

**GELO 7**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ARTS 1023</b>	66	111	177
<b>ARTS 2103</b>	7	13	20
	73 (37%)	124 (63%)	197

**GELO 8**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ARTS 1003</b>	1	8	9
<b>ARTS 1023</b>	121	269	390
<b>THTR 1013</b>	39	47	86
	161 (34%)	324 (66%)	485

**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**

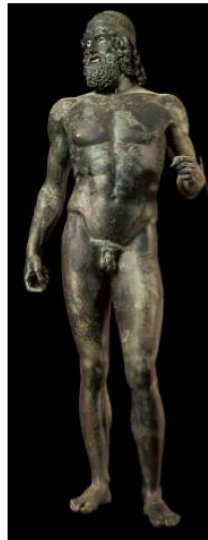
1. Secular genres in the Renaissance included:
  - a. opera, cantata
  - b. chanson, madrigal
2. The parts of the Ordinary of the Mass are:
  - a. introit, gradual, alleluia, offertory, communion
  - b. kyrie, Gloria, credo, sanctus, agnus dei
  - c. ballade, saltarello, virelai, ronde
3. The Minnesingers 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:

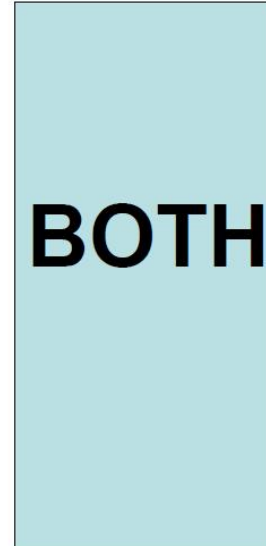
Which of these sculptures is an **Etruscan** figure that was inspired by the Greek **kouros** tradition?



(A)



(B)



(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

## GELO 1 Assessment for ARTS 2013: Art History I

### ESSAY QUESTION

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 4 (FA16, SP17, and FA17)

Domain: Humanities

Division: Liberal Arts

Department: English and Humanities

Course	Term(s)	GELOs Assessed
<b>ENGL 2123</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2133</b>	FA16, FA 17	7
	SP17	2
<b>ENGL 2173</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2223</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2303</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2313</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2323</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2403</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2483</b>	FA16, FA 17	3
	SP17	2
<b>ENGL 2503</b>	FA16, FA 17	7
	SP17	2
<b>FREN 1013</b>	FA16, FA 17	7
	SP17	2

Course	Term(s)	GELOs Assessed
<b>HIST 2013</b>	SP17	2, 10
<b>HIST 2023</b>	SP17	2, 10
<b>HIST 2213</b>	FA16, FA 17	7
	SP17	2
<b>HIST 2223</b>	FA16, FA 17	7
	SP17	2
<b>HUMN 2013</b>	FA16, FA 17	3, 7
<b>HUMN 2103</b>	FA16, FA 17	7
	SP17	2
<b>HUMN 2553</b>	FA16, FA 17	7
	SP17	2
<b>HUMN 2753</b>	FA16, FA 17	7
	SP17	2
<b>PHIL 1013</b>	FA16, FA 17	3, 9
<b>PHIL 2013</b>	FA16, FA 17	3, 9
<b>PHIL 2283</b>	FA16, FA 17	7
	SP17	2
<b>SPAN 1013</b>	FA16, FA 17	7
	SP17	2
<b>SPAN 1023</b>	FA16, FA 17	7
	SP17	2
<b>SPAN 2013</b>	FA16, FA 17	7

<b>FREN 1023</b>	FA16, FA 17	7
	SP17	2
<b>FREN 2013</b>	FA16, FA 17	7
	SP17	2
<b>FREN 2023</b>	FA16, FA 17	7
	SP17	2
<b>HIST 1113</b>	FA16, FA 17	7
	SP17	2
<b>HIST 1123</b>	FA16, FA 17	7
	SP17	2
<b>HIST 2003</b>	FA16, FA 17	3
	SP17	2

	SP17	2
<b>SPAN 2023</b>	FA16, FA 17	7
	SP17	2
<b>SPCH 1013</b>	FA16, FA 17	1
	SP17	6
<b>SPCH 2013</b>	FA16, FA 17	1, 7
<b>SPCH 2213</b>	FA16, FA 17	1, 7
<b>SPCH 2313</b>	FA16, FA 17	1
	SP17	6
<b>SPCH 2403</b>	SP17	2, 8

## GELO 1

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ENGL 2313</b>	2	12	14
<b>ENGL 2403</b>	0	14	14
<b>HIST 1113</b>	16	33	66
<b>HIST 1123</b>	9	24	33
<b>SPCH 1013</b>	9	86	94
<b>SPCH 2013</b>	56	161	217
<b>SPCH 2213</b>	2	19	21
	94 (24%)	349 (76%)	459

**GELO 2**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ENGL 2123</b>	8	28	36
<b>ENGL 2133</b>	1	4	5
<b>ENGL 2173</b>	1	9	10
<b>ENGL 2303</b>	2	43	45
<b>ENGL 2313</b>	1	15	16
<b>ENGL 2323</b>	4	29	33
<b>ENGL 2403</b>	2	16	18
<b>HIST 1113</b>	60	261	321
<b>HIST 1123</b>	23	97	120
<b>HIST 2013</b>	31	179	210
<b>HIST 2023</b>	24	121	145
<b>SPAN 1013</b>	9	108	117
<b>SPAN 1023</b>	5	32	37
<b>SPAN 2013</b>	0	7	7
<b>SPAN 2023</b>	1	2	3
	172 (15%)	951 (85%)	1,123

**GELO 3**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ENGL 2133</b>	11	79	90
<b>ENGL 2173</b>	12	19	31
<b>ENGL 2303</b>	1	15	16
<b>ENGL 2323</b>	7	10	17
<b>HIST 1113</b>	25	177	202
<b>HIST 1123</b>	25	38	63
<b>HIST 2003</b>	0	14	14
<b>HUMN 2753</b>	1	11	12
	82 (18%)	363 (82%)	445

**GELO 6**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>HUMN 2753</b>	0	6	6
<b>SPCH 1013</b>	24	74	98
<b>SPCH 2313</b>	2	8	10
	26 (23%)	88 (77%)	114

**GELO 7**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>FREN 1013</b>	22	64	86
<b>FREN 1023</b>	2	10	12
<b>HIST 1113</b>	64	243	307
<b>HIST 1123</b>	33	104	137
<b>HIST 2213</b>	4	25	29
<b>HUMN 2753</b>	0	21	21
<b>SPCH 2013</b>	5	81	86
	130 (19%)	548 (81%)	678

**GELO 10**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>HIST 2013</b>	18	191	209
<b>HIST 2023</b>	27	117	144
	45 (13%)	308 (87%)	353

**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 Accommodation Conflict Resolution Strategy utilizing a specific example.
- 2) Identify how David could resolve this conflict utilizing the Avoidance Conflict Resolution Strategy utilizing a specific example.
- 3) Identify how David could resolve this conflict utilizing the Competitive Conflict Competition Strategy utilizing a specific example.
- 4) Identify how David could resolve this conflict utilizing the Compromise Conflict Resolution Strategy utilizing a specific example.
- 5) Identify how David could resolve this conflict utilizing the Collaborative 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)

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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 disfranchised, 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:

#### 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%

=====

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 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)

=====

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.

### 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.	<input type="checkbox"/>	<input type="checkbox"/>
2. Lidia es guatemalteca y es cómica.	<input type="checkbox"/>	<input type="checkbox"/>
3. Ellas son inteligentes y arrogantes.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ellas son profesoras.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ellas no son personas muy admirables.	<input type="checkbox"/>	<input type="checkbox"/>

**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			





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

**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 1<sup>st</sup>-7 week and 2<sup>nd</sup>-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 4 (FA16, SP17, and FA17)

Domain: Mathematics/Analytical Reasoning

Division: STEM

Department: Mathematics

Course	Term(s)	GELOs Assessed
<b>MATH 1103</b>	FA16, FA17	3
	SP17	4
<b>MATH 1113</b>	FA16, FA17	3
	SP17	4
<b>MATH 1213</b>	FA16, FA17	3
	SP17	4
<b>MATH 1223</b>	FA16, FA17	3
	SP17	4
<b>MATH 1235</b>	FA16, FA17	3
	SP17	4
<b>MATH 1303</b>	FA16, FA17	3
	SP17	2, 4
<b>MATH 2084</b>	FA16, FA17	3
	SP17	2, 4
<b>MATH 2103</b>	FA16, FA17	5
	SP17	4
<b>MATH 2115</b>	FA16, FA17	3
	SP17	4
<b>MATH 2125</b>	FA16, FA17	3
	SP17	4
<b>MATH 2134</b>	FA16, FA17	3
	SP17	4

<b>MATH 2303</b>	FA16, FA17	3
	SP17	2, 4
<b>MATH 2313</b>	FA16, FA17	3
	SP17	2, 4
<b>PHIL 2113</b>	FA16, FA17	3
	SP17	4

### GELO 3

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>MATH 1103</b>	7	14	21
<b>MATH 1113</b>	173	134	307
<b>MATH 1213</b>	72	36	108
<b>MATH 1223</b>	66	48	114
<b>MATH 1235</b>	2	9	11
<b>MATH 2103</b>	42	48	90
<b>MATH 2115</b>	38	38	77
<b>MATH 2125</b>	20	28	48
<b>MATH 2134</b>	4	13	17
<b>PHIL 2113</b>	8	21	29
	433 (53%)	389 (47%)	822

# GELO 4

Course	Meets and		(n)
	Falls Below Expectations	Exceeds Expectations	
MATH 1103	5	15	20
MATH 1113	51	35	86
MATH 1213	9	16	25
MATH 1223	2	0	2
MATH 2115	15	15	30
MATH 2125	8	10	18
PHIL 2113	11	46	57
	101 (42%)	137 (58%)	238

**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:

MATH 2103  
Please read all directions for each section of the test. Show all work needed for each problem.  
Simplify all answers to their lowest terms and/or factored form. Each problem is worth 8 points each.

FINAL EXAMINATION BRCC FALL 16

Use the properties of limits to help decide whether the limit exists. If the limit exists, find its value.

1)  $\lim_{x \rightarrow 4} \frac{x^2 + 6x - 40}{x - 4}$

2)  $\lim_{x \rightarrow \infty} \frac{6x^2 + 4x - 4}{5x^2 + 9}$

Provide an appropriate response.

9) For the function  $f(x) = x^2 - 3x$ .  
a) Find  $f(x)'$  by determining  $\lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$

b) Find an equation of the tangent line to the curve  $x = -2$

Provide an appropriate response.

3) Let  $C(x) = 0.0004x^3 - 0.024x^2 + 300x + 30,000$  be the cost function and  $R(x) = 350x$  the revenue function. Compute the:  
a) marginal cost  
b) marginal revenue  
c) marginal profit functions.

4) Is the function given by  $f(x) = \frac{x+2}{x^2 - 10x + 16}$  continuous at  $x = 2$ ? Why or why not?

Solve the problem.

5) A company wishes to manufacture a box with a volume of 28 cubic feet that is open on top and is twice as long as it is wide. Find the width of the box that can be produced using the minimum amount of material. Round to the nearest tenth, if necessary.

Find the derivative of the function.

6)  $f(x) = (8x - 9)^{-4}$ .

7)  $f(x) = \left(x + \frac{2}{x}\right)(x^2 - 6)$

8)  $f(x) = \frac{x^3}{x - 1}$

Solve the problem.

10) A ball is thrown vertically upward from the ground at a velocity of 111 feet per second. Its distance from the ground after  $t$  seconds is given by  $s(t) = -16t^2 + 111t$ . How fast is the ball moving 2 seconds after being thrown?

Find  $dy/dx$  by implicit differentiation.

11)  $7y^2 + 3x^2 = 11$

Solve the problem.

12) A spherical balloon is inflated with helium at a rate of  $80\pi$  ft<sup>3</sup>/min. How fast is the balloon's radius increasing when the radius is 4 ft?

Find the derivative of the function.

13)  $f(x) = \ln(x + 7)^2$

14)  $f(x) = \frac{4}{x^4} - 4x^{\frac{1}{5}} + 4e^{9x}$

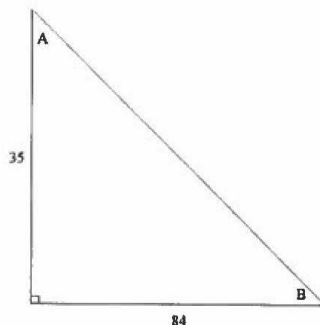
Find absolute extremum as well as all values of  $x$  where it occurs on the specified domain.

15)  $f(x) = x^3 - 3x^2$ ;  $[0, 4]$

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) Find the exact values of the six trigonometric functions of the angle A.



- 2) Using identities only, calculate the exact value of  $\cot\theta$  when  $\cos\theta = -\frac{51}{85}$  and  $\csc\theta < 0$ .
- 3) Give the exact value of  $\tan(330^\circ)$  without the use of a calculator.

Find the amplitude, period, phase shift, then graph  $f(x)$  and  $g(x)$  on the same grid.

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

- 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 without the use of a calculator:

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

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

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

Verify (prove) that the following two equations are trigonometric identities.

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

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



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)  $y = \frac{3}{x} - \frac{x}{2}$  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:

<b>Math 1103: Introduction to Contemporary Mathematics</b> <b>Mid - Term Examination Grading Rubric</b>	
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.	
<b>0 pts.</b>	The student left the problem blank or wrote nonsensical work
<b>1 – 2 pts.</b>	The student demonstrates minimal knowledge of the concept, but makes major errors. ( At least one step is correct)
<b>3 – 5 pts.</b>	The student demonstrates minimal knowledge of the concept, but makes major errors ( Two or more steps are correct)
<b>6 – 7 pts.</b>	The student demonstrates partial mastery of the concept with minor errors
<b>8 – 9 pts.</b>	The student demonstrates mastery of the concept with a minor error.
<b>10 pts.</b>	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 GELO 4. 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. GELO 3, in particular, must be examined closely to evaluate if the assessment measure needs to be reworked, or if a grading rubric is out of line. Both the assessment instrument and measure must be considered, along with the overall learning goal of GELO 3. The objective has four (4) verbs of varying taxonomy; perhaps the outcome itself must be restructured. 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 4  
(FA16, SP17, and FA17)**

Domain: Natural Science

Division: STEM

Department: Science

<b>Course</b>	<b>Term(s)</b>	<b>GELOs Assessed</b>
<b>ASTR 1103</b>	FA16, FA17	3, 5
<b>BIOL 1013</b>	FA16, FA17	3, 5
<b>BIOL 1023</b>	FA16, FA17	3, 5
<b>BIOL 1033</b>	FA16, FA17	3, 5
<b>BIOL 1043</b>	FA16, FA17	3, 5
<b>BIOL 2104</b>	FA16, FA17	3, 5
<b>BIOL 2413</b>	FA16, FA17	3, 5
<b>CHEM 1003</b>	FA16, FA17	3, 5
<b>CHEM 1123</b>	FA16, FA17	3, 5
<b>CHEM 1133</b>	FA16, FA17	3, 5
<b>ENSC 1103</b>	FA16, FA17	3, 9
<b>GEOL 1103</b>	FA16, FA17	3, 5
<b>PHSC 1023</b>	FA16, FA17	3, 5
<b>PHSC 1033</b>	FA16, FA17	3, 5
<b>PHYS 1013</b>	FA16, FA17	3, 5
<b>PHYS 1103</b>	FA16, FA17	3, 5
<b>PHYS 2113</b>	FA16, FA17	3, 5
<b>PHYS 2123</b>	FA16, FA17	3, 5
<b>PHYS 2133</b>	FA16, FA17	3, 5
<b>PHYS 2143</b>	FA16, FA17	3, 5
<b>PHYS 2153</b>	FA16, FA17	3, 5
<b>RNRE 1013</b>	FA16, FA17	5

	SP17	6
<b>RNRE 2103</b>	FA16, FA17	5
	SP17	4

### GELO 3

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>BIOL 1013</b>	73	214	287
<b>BIOL 1023</b>	23	104	126
<b>BIOL 1033</b>	129	137	266
<b>BIOL 1043</b>	5	12	17
<b>BIOL 2104</b>	15	65	80
<b>CHEM 1123</b>	40	135	175
<b>CHEM 1133</b>	19	30	49
<b>ENSC 1103</b>	3	36	39
<b>PHSC 1023</b>	55	96	151
<b>PHSC 1033</b>	7	10	17
<b>PHYS 1013</b>	8	33	41
<b>PHYS 2113</b>	17	23	40
<b>PHYS 2123</b>	1	7	8
<b>PHYS 2143</b>	0	5	5
<b>PHYS 2153</b>	4	11	15
	398 (30%)	918 (70%)	1,316

### GELO 5

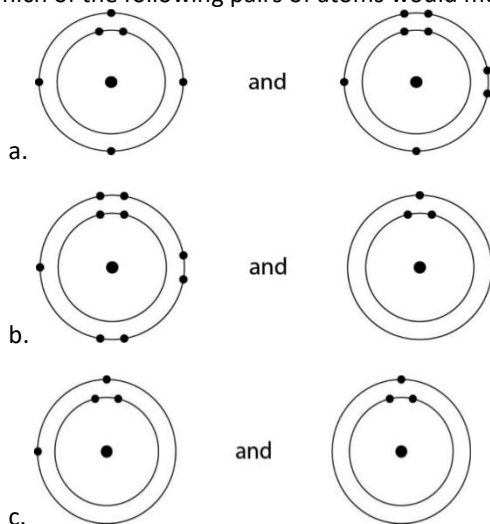
<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>BIOL 1013</b>	70	272	342
<b>BIOL 1023</b>	15	135	150

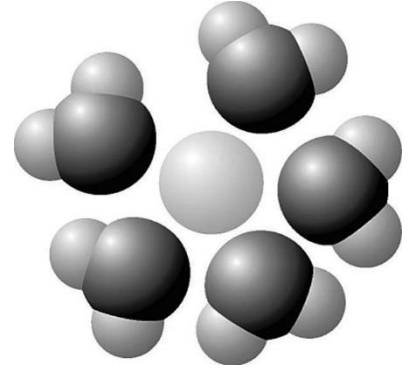
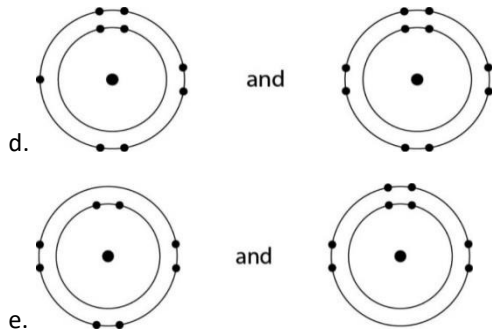
<b>BIOL 1033</b>	62	134	200
<b>BIOL 1043</b>	5	12	17
<b>BIOL 2104</b>	9	85	94
<b>CHEM 1123</b>	55	84	189
<b>PHSC 1023</b>	67	85	152
<b>PHSC 1033</b>	10	6	16
<b>PHYS 1013</b>	11	30	41
<b>PHYS 2113</b>	18	21	40
<b>PHYS 2123</b>	1	7	8
<b>PHYS 2143</b>	2	3	5
<b>PHYS 2153</b>	10	5	15
<b>RNRE 1013</b>	0	24	24
	390 (30%)	903 (70%)	1,293

**Collegiate Level Assessment Instrument:** The method(s) and instrument(s) used to evaluate student learning is collegiate level. Examples include: in Physics courses, GELO outcome 3 is assessed on student's performance in Test-2 (Mid-term) and GELO 5 outcome is assessed 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?





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?

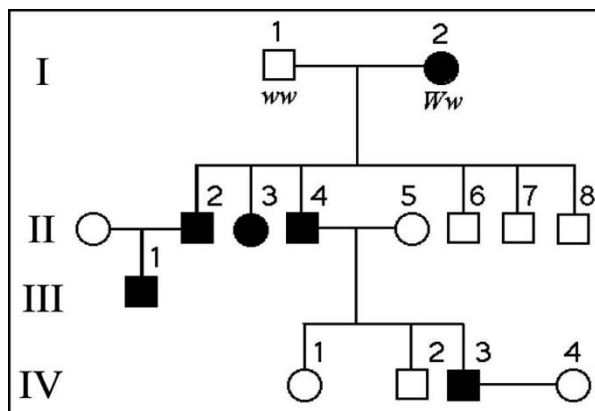
- a. altering the nucleotide sequence of the DNA fragment without adding or removing nucleotides
- b. radioactively labeling the cytosine bases within the DNA fragment
- c. increasing the length of the DNA fragment
- d. leaving the length of the DNA fragment the same

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 give 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.

BIOL 1033  
Scientific Method Assignment  
Dr Cole Fall 2017

Name:  
Date:

PROMPT/OBSERVATION: 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

Alternate strategies included: GELO 3. Ten multiple choice questions (presented above) were used to assess GELO 3. For each student, the number and percent of correct responses were 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.

GELO 5. 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 GELO 3 and achieved GELO 5. 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 4  
(FA16, SP17, and FA17)**

Domain: Social/Behavioral Sciences

Division: Business, Social Science, & History

Department: Social Science & History

<b>Course</b>	<b>Term(s)</b>	<b>GELOs Assessed</b>
<b>ANTH 1013</b>	FA16, FA17	3, 5
<b>ANTH 1023</b>	FA16, FA17	3, 5
<b>CJUS 1013</b>	FA16, FA17	9
	SP17	2
<b>ECON 2113</b>	FA16, FA17	3
	SP17	4
<b>ECON 2133</b>	FA16, FA17	3
	SP17	4
<b>ECON 2213</b>	FA16, FA17	3
	SP17	4
<b>ECON 2223</b>	FA16, FA17	3
	SP17	4
<b>GEOG 2013</b>	FA16, FA17	3, 7
<b>GEOG 2113</b>	FA16, FA17	3, 7
<b>POLI 2013</b>	FA16, FA17	3
	SP17	10
<b>POLI 2023</b>	FA16, FA17	3, 7
<b>POLI 2113</b>	FA16, FA17	3
	SP17	10
<b>POLI 2213</b>	FA16, FA17	7
	SP17	10
<b>POLI 2603</b>	FA16, FA17	3, 9

<b>PSYC 2013</b>	FA16, FA17	3, 5
<b>PSYC 2113</b>	FA16, FA17	3, 5
<b>SOCL 2013</b>	FA16, FA17	7
	SP17	6
<b>SOCL 2113</b>	FA16, FA17	7, 9
<b>SOCL 2413</b>	FA16, FA17	7, 9

## GELO 1

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GEOG 2113</b>	5	20	25
	5 (20%)	20 (80%)	25

## GELO 2

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>CJUS 1013</b>	10	53	63
	10 (12%)	53 (84%)	63

**GELO 3**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ANTH 1013</b>	6	18	24
<b>ANTH 2013</b>	9	11	20
<b>ECON 2113</b>	76	253	329
<b>ECON 2213</b>	137	453	590
<b>POLI 2013</b>	14	124	138
<b>POLI 2113</b>	3	26	29
<b>PSYC 2013</b>	90	325	415
<b>PSYC 2113</b>	40	135	175
	393 (23%)	1,327 (77%)	1,720

**GELO 4**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ECON 2113</b>	83	173	256
<b>ECON 2213</b>	72	204	276
<b>ECON 2223</b>	12	40	52
	167 (29%)	417 (71%)	584

**GELO 5**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>ANTH 1013</b>	2	22	24
<b>ANTH 2013</b>	10	10	20
	12 (27%)	32 (73%)	44

**GELO 6**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>SOCL 2013</b>	8	186	194
	8 (4%)	186 (96%)	194

**GELO 7**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>GEOG 2113</b>	7	21	28
<b>SOCL 2013</b>	6	113	119
	13 (9%)	134 (91%)	147

**GELO 9**

<b>Course</b>	<b>Falls Below Expectations</b>	<b>Meets and Exceeds Expectations</b>	<b>(n)</b>
<b>CJUS 1013</b>	30	136	166
	30 (18%)	136 (82%)	166

**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
3. C) Domains; contexts
4. 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.
3. C) A child with a mild birth defect who is growing up in an impoverished environment.
4. 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 NOT in equilibrium.

Question 4 1 pts

The law of supply states that, other things constant,

- ☐ 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



SOCL courses administered 2 (two) four-item assessment instruments to assess GELO#7 and GELO #9. Each assessment instrument included four closed-ended questions that were used to assess students' understanding and recognition of cultural diversity (GELO#7) and awareness of the importance of conducting ethical research (GELO #9).

SOCIOLOGY-SOCL

GENERAL EDUCATION LEARNING OUTCOME ASSESSMENT (GELO)

**LEARNING OUTCOME #9 (ETHICS AWARENESS) - FALL 2017-SPRING 2018**

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)

**LEARNING OUTCOME #7 (CULTURAL DIVERSITY) - FALL 2017-SPRING 2018**

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 3 (please see Appendix C). CJUS courses with multiple choice exams were evaluated against correct/incorrect answers. Writing assignments used a rubric to evaluate student work:

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	10.0 pts view larger description Uses 2 references other than textbook.	7.0 pts Uses 2 references, but one is the textbook. Cites	4.0 pts Uses only 1 reference, or only the textbook. Uses	0.0 pts Does not utilize		

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 GELO 3, 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 2016 – GELO 1

SUBJ	CRSE#	CRN	Not Meet	Meets	N
ENGL	1013	10612	1	18	19
ENGL	1013	10613		11	11
ENGL	1013	10614		13	13
ENGL	1013	10615		19	19
ENGL	1013	11528		18	18
ENGL	1013	10017	5	16	21
ENGL	1013	10031	4	15	19
ENGL	1013	10428	8	9	17
ENGL	1013	10441	11	11	22
ENGL	1013	10616	10	10	20
ENGL	1013	11715	13	4	17
ENGL	1013	10182	3	12	15
ENGL	1013	10183	2	4	6
ENGL	1013	11580	2	3	5
ENGL	1013	11252	2	9	11
ENGL	1013	10173	4	4	8
ENGL	1013	10175	1	7	8
ENGL	1013	10215	3	9	12
ENGL	1013	10499	0	6	6
ENGL	1013	10500	5	6	11
ENGL	1013	10509	4	11	15
ENGL	1013	10230	4	20	24
ENGL	1013	10489	3	11	14
ENGL	1013	10249	1	8	9
ENGL	1013	10388	1	6	7
ENGL	1013	10221	7	8	15
ENGL	1013	10387	4	6	10
ENGL	1013	10405	7	3	10
ENGL	1013	10032	3	17	20
ENGL	1013	10177	1	12	13
ENGL	1013	10179	2	12	14
ENGL	1013	11533	9	12	21
ENGL	1013	10462	3	17	20
ENGL	1013	10238	1	17	18
ENGL	1013	10467	2	13	15
ENGL	1013	10487	1	16	17
ENGL	1013	10505	3	16	19
ENGL	1013	10627	2	19	21
ENGL	1013	10628		16	16
ENGL	1013	10021	5	14	19
ENGL	1013	10027	1	13	14
ENGL	1013	10018	1	11	12
ENGL	1013	10022		13	13
ENGL	1013	10042	2	10	12
ENGL	1013	10395	1	16	17
ENGL	1013	10407	3	13	16
ENGL	1013	10043	1	15	16
ENGL	1013	10404	2	10	12
ENGL	1013	10035	1	13	14
ENGL	1013	10046	1	9	10
ENGL	1013	10432	3	11	14
ENGL	1013	10442	2	10	12
ENGL	1013	10464		12	12
			155 20%	614 80%	769

ENGL	1023	10188	4	9	13
ENGL	1023	10189	7	13	20
ENGL	1023	10190	7	8	15
ENGL	1023	10463	4	7	11
ENGL	1023	10478		6	6
ENGL	1023	10435	2	21	23
ENGL	1023	10445	4	15	19
ENGL	1023	10515	1	8	9
ENGL	1023	10202		12	12
ENGL	1023	10406	2	2	4
ENGL	1023	10196		15	15
ENGL	1023	10197		20	20
ENGL	1023	11532		15	15
ENGL	1023	10401	3	13	16
ENGL	1023	10449	1	22	23
ENGL	1023	10629	2	17	19
ENGL	1023	10630	2	17	19
ENGL	1023	10434	3	10	13
ENGL	1023	10444		6	6
ENGL	1023	10023		16	16
ENGL	1023	10033		19	19
ENGL	1023	10425		14	14
ENGL	1023	10437		15	15
ENGL	1023	10447		19	19
ENGL	1023	10471		14	14
			42	333	375
			11%	89%	

ENGL	2313	10039	2	12	14
			2	12	14
			14%	86%	

ENGL	2403	10206		14	14
			0	14	14
			0%	100%	

HIST	1113	10784	2	9	11
HIST	1113	11740	14	8	22
HIST	1113	10541		14	14
HIST	1113	10543		12	12
HIST	1113	10780		7	7
			16	33	17
			94%	194%	

HIST	1123	10785	4	8	12
HIST	1123	10786	5	16	21
			9	24	33
			27%	73%	

MATH	1113	11247	12	2	14
			12	2	14
			86%	14%	

MATH	1213	11337	10	5	15
			10	5	15
			67%	33%	

MATH	2103	11351	5	2	7
			5	2	7
			71%	29%	

SOCL	2013	10270	7	22	29
SOCL	2013	10272	9	17	26
SOCL	2013	10273	9	11	20
			25	50	75
			33%	67%	

SPCH	1013	10338	3	13	16
SPCH	1013	10331	1	15	16
SPCH	1013	10333		14	14
SPCH	1013	10334	1	15	16
SPCH	1013	10339	3	12	15
			8	69	77
			10%	90%	

SPCH	2013	10351	4	16	20
SPCH	2013	10352	5	15	20
SPCH	2013	10353	4	15	19
SPCH	2013	10354	8	14	22
SPCH	2013	10355	4	16	20
SPCH	2013	10356	2	6	8
SPCH	2013	10458	8	14	22
SPCH	2013	10359		18	18
SPCH	2013	10361	6	13	19
SPCH	2013	10363	6	13	19
SPCH	2013	10364	5	12	17
			52	152	204
			25%	75%	

SPCH	2213	10369		12	12
SPCH	2213	10370	2	7	9
			2	19	21
			10%	90%	

### Fall 2016 – GELO 3

SUBJ	CRSE#	CRN	Not Meet	Meets	N
BIOL	1013	10969	3	18	21
BIOL	1013	10674	7	16	23
BIOL	1013	10675	10	11	21
BIOL	1013	10676	12	9	21
BIOL	1013	10972	5	9	14
BIOL	1013	10669	2	25	27
BIOL	1013	10667	9	20	29
BIOL	1013	10970	7	13	20
			55	121	176
			31%	69%	
BIOL	1023	10695	7	15	22
BIOL	1023	10703	1	20	21
BIOL	1023	10699	3	11	14
BIOL	1023	10708	6	18	24
			17	64	81
			21%	79%	
BIOL	1033	10776	22	12	34
BIOL	1033	10837	20	14	34
BIOL	1033	10778	5	7	12
BIOL	1033	10777	18	12	30
BIOL	1033	10835	12	4	16
BIOL	1033	10773	7	22	29
BIOL	1033	10779	4	9	13
BIOL	1033	10838	10	13	23
			98	93	191
			51%	49%	

BIOL	2104	10854	2	13	15
BIOL	2104	10856	3	12	15
			5 17%	25 83%	30
CHEM	1123	10888	1	5	6
CHEM	1123	10965	2	5	7
CHEM	1123	11049	2	7	9
CHEM	1123	10900	2	10	12
CHEM	1123	10902	7	28	35
CHEM	1123	10966	4	24	28
			18 19%	79 81%	97
CHEM	1133	10921	11	10	21
			11 52%	10 48%	21
ECON	2113	10168	17	53	70
ECON	2113	10170	17	53	70
			34 24%	106 76%	140
ECON	2213	10154	9	19	28
ECON	2213	10156	11	10	21
ECON	2213	10157	3	6	9
ECON	2213	10159	6	6	12
ECON	2213	10166	29	82	111
ECON	2213	10167	29	82	111
ECON	2223	10882	42	177	219
			129 25%	382 75%	511
ENGL	1023	10023		16	16
ENGL	1023	10033		19	19
ENGL	1023	10425		14	14
ENGL	1023	10437		15	15
ENGL	1023	10447		19	19
ENGL	1023	10471		14	14
			0 0%	97 100%	97
ENGL	2123	10216		15	15
			0 0%	15 100%	15
ENGL	2173	10028	5	13	18
ENGL	2173	10192	7	6	13
			12 39%	19 61%	31
ENGL	2303	10392	1	15	16
			1 6%	15 94%	16
ENGL	2323	10431	7	10	17
			7 41%	10 59%	17

ENSC	1103	10933	3	36	39
			3 8%	36 92%	39
HIST	1113	10784	7	4	11
HIST	1113	11740	1	21	22
HIST	1113	10541	1	13	14
HIST	1113	10543		12	12
HIST	1113	10780	3	8	11
HIST	1113	10544	2	12	14
HIST	1113	10547	1	18	19
HIST	1113	10548	7	48	55
HIST	1113	10550	3	22	25
HIST	1113	10781	0	19	19
			25 12%	177 88%	202
HIST	1123	10785	7	5	12
HIST	1123	10786	15	6	21
HIST	1123	10545	1	8	9
HIST	1123	10549	2	19	21
			25 40%	38 60%	63
HIST	2003	10282		14	14
			0 0%	14 100%	14
HUMN	2753	10200	1	11	12
			1 8%	11 92%	12
MATH	1103	10758	7	14	21
			7 33%	14 67%	21
MATH	1113	10743	3	5	8
MATH	1113	11587	6	5	11
MATH	1113	10731	11	4	15
MATH	1113	10734	12	12	24
MATH	1113	10736	18	7	25
MATH	1113	10735	8	8	16
MATH	1113	10740	9	18	27
MATH	1113	10741	21	7	28
			88 57%	66 43%	154
MATH	1213	11704	3	2	5
MATH	1213	10748	16	9	25
MATH	1213	10747	9	7	16
			28 61%	18 39%	46
MATH	1223	10753	12	9	21
MATH	1223	10755	7	0	7
MATH	1223	10752	13	3	16
			32 73%	12 27%	44

MATH	2103	10764	5	11	16
MATH	2103	10763	4	7	11
MATH	2103	10765	11	6	17
MATH	2103	11345	4	3	7
			24	27	51
			47%	53%	
MATH	2115	10767	12	12	24
MATH	2115	10768	7	7	14
			19	19	38
			50%	50%	
MATH	2125	10769	4	9	13
			4	9	13
			31%	69%	
MATH	2134	10771	4	13	17
			4	13	17
			24%	76%	
PHIL	1013	10194	8	21	29
			8	21	29
			28%	72%	
PHSC	1023	10937	13	23	36
PHSC	1023	10941	25	24	49
PHSC	1023	10943	3	15	18
			41	62	103
			40%	60%	
PHSC	1033	10946	7	10	17
			7	10	17
			41%	59%	
PHYS	1013	10949	5	19	24
PHYS	1013	10950	3	14	17
			8	33	41
			20%	80%	
PHYS	2113	10951	4	8	12
			4	8	12
			33%	67%	
PHYS	2123	10952	1	7	8
			1	7	8
			13%	88%	
PHYS	2143	10958		5	5
			0	5	5
			0%	100%	
POLI	2013	10318	2	25	27
POLI	2013	10597	5	26	31
POLI	2013	10598	1	29	30
POLI	2013	10609	4	36	40
POLI	2013	11703	2	8	10
			14	124	138
			10%	90%	

PSYC	2013	10281	24	6	30
PSYC	2013	11246		19	19
PSYC	2013	10477	1	24	25
PSYC	2013	10574	1	24	25
PSYC	2013	10789	4	51	55
PSYC	2013	11074	2	28	30
PSYC	2013	10601	10	24	34
PSYC	2013	10602	10	31	41
PSYC	2013	10610	10	38	48
PSYC	2013	10914	1	18	19
PSYC	2013	10535	4	9	13
PSYC	2013	10169	5	12	17
PSYC	2013	10571	6	13	19
PSYC	2013	10572	6	14	20
PSYC	2013	10573	6	14	20
			90	325	415
			22%	78%	
PSYC	2113	10604	3	16	19
PSYC	2113	10605	2	23	25
PSYC	2113	10606	4	22	26
PSYC	2113	10608	0	8	8
PSYC	2113	10531	4	9	13
PSYC	2113	10533	5	15	20
PSYC	2113	10534	3	8	11
PSYC	2113	10570	6	20	26
			27	121	148
			18%	82%	
PSYC	2313	10603	6	18	24
			6	18	24
			25%	75%	
SOCL	2013	10270	4	25	29
SOCL	2013	10272	7	19	26
SOCL	2013	10273	7	13	20
			18	57	75
			24%	76%	

### Fall 2016 – GELO 5

SUBJ	CRSE#	CRN	Not Meet	Meets	N
BIOL	1013	10677	6	20	26
BIOL	1013	10969	2	20	22
BIOL	1013	10674	9	16	25
BIOL	1013	10675	10	13	23
BIOL	1013	10676	7	14	21
BIOL	1013	10972	4	13	17
BIOL	1013	10669	2	36	38
BIOL	1013	10667	8	28	36
BIOL	1013	10970	4	19	23
			52	179	231
			23%	77%	



BIOL	1023	10695	1	30	31
BIOL	1023	10703	4	28	32
BIOL	1023	10699	3	12	15
BIOL	1023	10708	6	18	24
			14	88	102
			14%	86%	
BIOL	1033	10776	12	22	34
BIOL	1033	10837	9	25	34
BIOL	1033	10778	1	10	11
BIOL	1033	10777	7	23	30
BIOL	1033	10835	6	10	16
			35	90	125
			28%	72%	
BIOL	2104	10854	2	16	18
BIOL	2104	10856	5	15	20
			7	31	38
			18%	82%	
CHEM	1123	10888	2	4	6
CHEM	1123	10965	1	6	7
CHEM	1123	11049	2	7	9
CHEM	1123	10900		12	12
CHEM	1123	10902	16	16	32
CHEM	1123	10966	8	20	28
CHEM	1133	10921	3	18	21
			32	83	115
			28%	72%	
PHSC	1023	10937	20	18	38
PHSC	1023	10941	18	32	50
PHSC	1023	10943	5	11	16
			43	61	104
			41%	59%	
PHSC	1033	10946	10	6	16
			10	6	16
			63%	38%	
PHYS	1013	10949	6	18	24
PHYS	1013	10950	5	12	17
			11	30	41
			27%	73%	
PHYS	2113	10951	3	9	12
			3	9	12
			25%	75%	
PHYS	2123	10952	1	7	8
			1	7	8
			13%	88%	
PHYS	2143	10958	2	3	5
			2	3	5
			40%	60%	

PSYC	2013	10281	24	6	30
PSYC	2013	10477	2	24	26
PSYC	2013	10574	2	24	26
PSYC	2013	10789	5	55	60
PSYC	2013	11074	1	30	31
PSYC	2013	10601	15	19	34
PSYC	2013	10602	10	32	42
PSYC	2013	10610	24	48	72
PSYC	2013	10914	11	16	27
PSYC	2013	10535	3	10	13
PSYC	2013	10169	5	12	17
PSYC	2013	10571	6	13	19
PSYC	2013	10572	6	14	20
PSYC	2013	10573	6	14	20
			120	317	437
			27%	73%	
PSYC	2113	10604	1	18	19
PSYC	2113	10605	4	21	25
PSYC	2113	10606	3	23	26
PSYC	2113	10608	1	7	8
PSYC	2113	10531	3	10	13
PSYC	2113	10533	3	17	20
PSYC	2113	10534	2	9	11
PSYC	2113	10570	6	20	26
			23	125	148
			16%	84%	
PSYC	2313	10603	6	19	25
			6	19	25
			24%	76%	
SOCL	2013	10270	6	23	29
SOCL	2013	10272	5	21	26
SOCL	2013	10273	9	11	20
			20	55	75
			27%	73%	

## Spring 2017 – GELO 2

SUBJ	CRSE#	CRN	2		
			not meet	meet	n
CJUS	1013	20096	0	17	17
CJUS	1013	20100	5	17	22
CJUS	1013	20101	4	16	20
CJUS	1013	20107	1	3	4
			10	53	63
			16%	84%	
ENGL	1013	20484	1	8	9
ENGL	1013	20464	1	9	10
ENGL	1013	20407	2	9	11
ENGL	1013	20618	3	4	7
ENGL	1013	20493	0	11	11
ENGL	1013	20612	3	6	9
ENGL	1013	20613	2	17	19
ENGL	1013	20500	5	4	9
ENGL	1013	20394	5	8	13
ENGL	1013	20486	9	4	13
ENGL	1013	20487	4	8	12
ENGL	1013	20638	0	9	9
ENGL	1013	20488	5	6	11
ENGL	1013	20393	6	10	16
ENGL	1013	20496	1	8	9
ENGL	1013	20497	2	10	12
			49	131	180
			27%	73%	
ENGL	2123	20473	6	11	17
ENGL	2123	20414	2	17	19
			8	28	36
			22%	78%	
ENGL	2133	20401	1	4	5
			1	4	5
			20%	80%	
ENGL	2173	20451	1	9	10
			1	9	10
			10%	90%	
ENGL	2303	20406	2	19	21
ENGL	2303	20495	0	24	24
			2	43	45
			4%	96%	
ENGL	2313	20516	1	15	16
			1	15	16
			6%	94%	
ENGL	2323	20456	3	11	14
ENGL	2323	20623	1	18	19
			4	29	33
			12%	88%	
ENGL	2403	20396	2	16	18
			2	16	18
			11%	89%	

HIST	1113	20119	4	25	29
HIST	1113	20120	3	27	30
HIST	1113	20140	1	11	12
HIST	1113	20121	5	12	17
HIST	1113	20117	8	24	32
HIST	1113	20118	12	21	33
HIST	1113	20138	2	20	22
HIST	1113	20172	4	13	17
HIST	1113	20134	0	10	10
HIST	1113	20136	1	18	19
HIST	1113	20145	5	20	25
HIST	1113	20144	5	20	25
HIST	1113	20141	5	20	25
HIST	1113	20140	5	20	25
			60	261	321
			19%	81%	
HIST	1123	20183	1	10	11
HIST	1123	20507	9	12	21
HIST	1123	20142	5	20	25
HIST	1123	20134	3	23	26
HIST	1123	20137	3	18	21
HIST	1123	20135	2	14	16
			23	97	120
			19%	81%	
HIST	2013	21432	6	9	15
HIST	2013	20133	7	16	23
HIST	2013	20013	8	2	10
HIST	2013	20014	5	31	36
HIST	2013	20015	0	19	19
HIST	2013	20018	1	25	26
HIST	2013	20021	1	28	29
HIST	2013	20016	2	29	31
HIST	2013	20019	1	20	21
			31	179	210
			15%	85%	
HIST	2023	20087	1	7	8
HIST	2023	20088	0	14	14
HIST	2023	20019	1	20	21
HIST	2023	20131	8	17	25
HIST	2023	20129	6	15	21
HIST	2023	20124	6	19	25
HIST	2023	20016	2	29	31
			24	121	145
			17%	83%	
SPAN	1013	20320	1	21	22
SPAN	1013	20317	0	24	24
SPAN	1013	20315	1	16	17
SPAN	1013	20316	2	13	15
SPAN	1013	20325	2	9	11
SPAN	1013	20324	3	9	12
SPAN	1013	20323	0	16	16
			9	108	117
			8%	92%	

SPAN	1023	20318	4	16	20
			4	16	20
			20%	80%	
SPAN	1023	20319	1	16	17
			1	16	17
			6%	94%	
SPAN	2013	20321	0	7	7
			0	7	7
			0%	100%	
SPAN	2023	20322	1	2	3
			1	2	3
			33%	67%	

### Spring 2017 – GELO 4

SUBJ	CRSE#	CRN	not meet	meet	n
ECON	2113	20553	7	13	20
ECON	2113	20554	9	13	22
ECON	2113	20556	7	7	14
ECON	2113	20520	30	70	100
ECON	2113	20552	30	70	100
			83	173	256
			32%	68%	
ECON	2213	20549	3	13	16
ECON	2213	20547	3	8	11
ECON	2213	20561	4	5	9
ECON	2213	20551	1	5	6
ECON	2213	20546	1	33	34
ECON	2213	20557	30	70	100
ECON	2213	20559	30	70	100
			42	134	176
			24%	76%	
ECON	2223	20544	6	25	31
ECON	2223	20522	6	15	21
			12	40	52
			23%	77%	
MATH	1103	20193	5	15	20
			5	15	20
			25%	75%	
MATH	1113	21175	6	4	10
MATH	1113	20210	6	8	14
MATH	1113	20217	21	1	22
MATH	1113	20954	8	1	9
MATH	1113	20219	5	6	11
			46	20	66
			70%	30%	
MATH	1213	20198	9	16	25
			9	16	25
			36%	64%	

MATH	2115	20510	9	7	16
MATH	2115	20149	6	8	14
MATH	2125	20152	8	10	18
			23	25	48
			48%	52%	
PHIL	2113	20596	3	16	19
PHIL	2113	20595	1	3	4
PHIL	2113	20599	4	13	17
PHIL	2113	20457	3	14	17
			11	46	57
			19%	81%	

### Spring 2017 – GELO 6

SUBJ	CRSE#	CRN	not meet	meet	n
ENGL	1013	20416	7	8	15
ENGL	1013	20388	8	8	16
ENGL	1013	20421	1	11	12
ENGL	1013	20517	0	13	13
ENGL	1013	20515	1	14	15
ENGL	1013	20431	0	13	13
ENGL	1013	20417	4	8	12
ENGL	1013	20470	2	4	6
ENGL	1013		0	5	5
ENGL	1013	20468	2	5	7
ENGL	1013	20416	6	7	13
ENGL	1013	20474	2	4	6
ENGL	1013		3	1	4
ENGL	1013	20475	1	2	3
ENGL	1013	20489	0	13	13
ENGL	1013	20609	3	9	12
ENGL	1013	20387	7	2	9
ENGL	1013	20400	0	10	10
ENGL	1013	20410	7	3	10
ENGL	1013	20492	0	11	11
ENGL	1013	20409	9	6	15
ENGL	1013	20523	9	3	12
ENGL	1013	20491	1	16	17
ENGL	1013	20608	4	7	11
ENGL	1013	20627	8	9	17
ENGL	1013	20477	6	8	14
ENGL	1013	20415	2	12	14
ENGL	1013	20479	4	16	20
ENGL	1013	20448	3	12	15
			100	240	340
			29%	71%	

ENGL	1023	20481	6	9	15
ENGL	1023	20828	11	6	17
ENGL	1023	20480	3	8	11
ENGL	1023	20541	3	6	9
ENGL	1023	20622	3	10	13
ENGL	1023	20498	2	16	18
ENGL	1023	20615	2	4	6
ENGL	1023	20616	3	4	7
ENGL	1023	20518	5	5	10
ENGL	1023	20389	0	13	13
ENGL	1023	20455	5	4	9
ENGL	1023	20640	0	19	19
ENGL	1023	20610	4	14	18
ENGL	1023	20642	3	16	19
ENGL	1023	20611	3	19	22
ENGL	1023	20424	1	8	9
ENGL	1023	20423	2	5	7
ENGL	1023	20641	2	11	13
ENGL	1023	20466	2	2	4
ENGL	1023	20601	4	15	19
ENGL	1023	20501	1	19	20
ENGL	1023	20503	1	16	17
ENGL	1023	20472	4	3	7
ENGL	1023	20471	5	6	11
ENGL	1023	20429	4	15	19
ENGL	1023	20524	5	12	17
ENGL	1023		1	9	10
ENGL	1023	20525	3	10	13
ENGL	1023	20511	0	5	5
ENGL	1023	20512	0	7	7
ENGL	1023	20391	3	12	15
ENGL	1023	20397	5	10	15
ENGL	1023	20446	2	17	19
ENGL	1023	20646	1	13	14
ENGL	1023	20645	1	11	12
ENGL	1023	20513	0	14	14
			100	373	473
			21%	79%	
HUMN	2753	20412	0	6	6
			0	6	6
			0%	100%	
SOCL	2013	20060	0	12	12
SOCL	2013	20069	2	17	19
SOCL	2013	20071	4	21	25
SOCL	2013	20074	0	21	21
SOCL	2013	20075	0	20	20
SOCL	2013	20076	0	13	13
SOCL	2013	20077	0	15	15
SOCL	2013	20078	0	18	18
SOCL	2013	20079	0	14	14
SOCL	2013	20080	0	16	16
SOCL	2013	20082	2	19	21
			8	186	194
			4%	96%	

SPCH	1013	20329	3	13	16
SPCH	1013	20331	1	14	15
SPCH	1013	20334	1	16	17
SPCH	1013	20326	3	10	13
SPCH	1013	20359	6	7	13
SPCH	1013	20357	4	11	15
SPCH	1013	20358	6	3	9
SPCH	2313	20392	2	8	10
			26	82	108
			24%	76%	

### Spring 2017 – GELO 8

SUBJ	CRSE#	CRN	not meet	meet	n
ARTS	1003	20234	1	18	19
			1	18	19
			5%	95%	
ARTS	1023	20221	7	16	23
ARTS	1023	20227	19	13	32
ARTS	1023	20233	12	20	32
ARTS	1023	20242	9	11	20
ARTS	1023	20249	7	41	48
ARTS	1023	20236	2	24	26
ARTS	1023	20231	4	21	25
ARTS	1023	20224	11	14	25
ARTS	1023	20248	3	37	40
ARTS	1023	20263	9	18	27
ARTS	1023	20260	20	4	24
ARTS	1023	20237	5	14	19
ARTS	1023	20228	4	19	23
ARTS	1023	20238	9	17	26
			121	269	390
			31%	69%	
SPCH	2313	20392	4	14	18
			4	14	18
			22%	78%	
THTR	1013	20365	12	16	28
THTR	1013	20367	14	8	22
THTR	1013	20364	10	7	17
THTR	1013	20371	1	8	9
THTR	1013	20372	2	8	10
			39	47	86
			45%	55%	



### Spring 2017 – GELO 10

SUBJ	CRSE#	CRN	not meet	meet	n
HIST	2013	21432	3	20	23
HIST	2013	20133	4	6	10
HIST	2013	20013	2	34	36
HIST	2013	20014	0	19	19
HIST	2013	20015	0	26	26
HIST	2013	20018	0	29	29
HIST	2013	20021	1	29	30
HIST	2013	20016	2	19	21
HIST	2013	20019	1	7	8
			13	189	202
			6%	94%	
HIST	2023	20087	0	14	14
HIST	2023	20088	2	19	21
HIST	2023	20019	6	19	25
HIST	2023	20131	7	14	21
HIST	2023	20129	10	15	25
HIST	2023	20124	1	29	30
			26	110	136
			19%	81%	

### Fall 2017 – GELO 1

SUBJ	CRSE#	CRN	not meet	meet	n
ARTS	2103	10196	4	16	20
			4	16	20
			20%	80%	
BIOL	1023	11145	1	14	15
			1	14	15
			7%	93%	
BIOL	2104	11081	1	14	15
BIOL	2104	11146	1	14	15
			2	28	30
			7%	93%	
ENGL	1013	10285	1	14	15
ENGL	1013	10374	2	15	17
ENGL	1013	10348	1	13	14
ENGL	1013	10356	0	15	15
ENGL	1013	10300	0	13	13
ENGL	1013	10302	3	14	17
			7	84	91
			8%	92%	
ENGL	1023	10365	8	14	22
ENGL	1023	10367	1	10	11
ENGL	1023	10368	0	15	15
ENGL	1023	10370	1	10	11
			11	49	59
			19%	83%	

GEOG	2113	10840	5	20	25
			5	20	25
			20%	80%	
MUSC	1013	10265	20	80	100
MUSC	1013	10265	4	25	29
MUSC	1013	10267	5	25	30
MUSC	1013	10268	5	25	30
			34	155	189
			18%	82%	
MUSC	1023	10266	5	25	30
			5	25	30
			17%	83%	
SPCH	1013	10430	0	17	17
			0	17	17
			0%	100%	
SPCH	2013	10397	4	9	13
			4	9	13
			31%	69%	

### Fall 2017 – GELO 3

SUBJ	CRSE#	CRN	not meet	meet	n
ANTH	1013	10838	6	18	24
ANTH	2013	10839	9	11	20
			15	29	44
			34%	66%	
BIOL	1013	11110	4	14	18
BIOL	1013	11122	3	14	17
BIOL	1013	11117	0	19	19
BIOL	1013	11112	5	21	26
BIOL	1013	11283	6	6	12
BIOL	1013	11111	0	19	19
			18	93	111
			16%	84%	
BIOL	1023	11145	5	20	25
BIOL	1023	11035	0	20	20
			5	40	45
			11%	89%	
BIOL	1033	11036	0	23	23
BIOL	1033	11037	0	12	12
BIOL	1033	11099	9	5	14
BIOL	1033	11414	5	0	5
BIOL	1033	11083	17	4	21
			31	44	75
			41%	59%	
BIOL	1043	11090	5	12	17
			5	12	17
			29%	71%	

BIOL	2104	11081	5	20	25
BIOL	2104	11146	5	20	25
			10	40	50
			20%	80%	
CHEM	1123	11238	6	11	17
CHEM	1123	11233	5	17	22
CHEM	1123	11232	3	8	11
CHEM	1123	11246	6	14	20
CHEM	1123	11245	2	6	8
			22	56	78
			28%	72%	
CHEM	1133	11237	7	9	16
CHEM	1133	11249	1	11	12
			8	20	28
			29%	71%	
ECON	2113	10057	6	10	16
ECON	2113	10058	6	16	22
ECON	2113	10059	10	12	22
ECON	2213	10051	2	32	34
ECON	2213	10051	1	15	16
ECON	2223	10053	5	24	29
			30	109	139
			22%	78%	
ENGL	2123	10104	4	18	22
ENGL	2173	10107	3	12	15
ENGL	2173	10108	2	2	4
ENGL	2313	10317	1	16	17
ENGL	2313	10373	1	16	17
			11	64	75
			15%	85%	
FILM	2003	10257	1	18	19
FILM	2003	10256	3	16	19
			4	34	38
			11%	89%	
MATH	1113	10741	7	7	14
MATH	1113	10721	8	11	19
MATH	1113	10723	23	7	30
MATH	1113	10727	20	11	31
MATH	1113	10729	18	11	29
MATH	1113	10724	9	21	30
			85	68	153
			56%	44%	
MATH	1213	10712	25	9	34
MATH	1213	10707	19	9	28
			44	18	62
			71%	29%	
MATH	1223	10700	11	5	16
MATH	1223	10698	14	10	24
MATH	1223	10697	1	3	4
MATH	1223	10703	8	18	26
			34	36	70
			49%	51%	
MATH	1235	10696	2	9	11
			2	9	11
			18%	82%	
MATH	2103	10686	14	5	19
MATH	2103	10684	4	16	20
			18	21	39
			46%	54%	

MATH	2115	10683	10	8	18
MATH	2115	10681	9	12	21
			19	20	39
			49%	51%	
MATH	2125	10680	8	11	19
MATH	2125	10679	8	8	16
			16	19	35
			46%	54%	
PHSC	1023	11253	7	10	17
PHSC	1023	11254	7	24	31
			14	34	48
			29%	71%	
PHYS	2113	11274	5	7	12
PHYS	2113	10943	4	3	7
PHYS	2133	11275	4	5	9
			13	15	28
			46%	54%	
PHYS	2153	11276	4	11	15
			4	11	15
			27%	73%	
POLI	2113	10117	3	26	29
			3	26	29
			10%	90%	
PSYC	2113	10944	13	14	27
			13	14	27
			48%	52%	

## Fall 2017 – GELO 5

SUBJ	CRSE#	CRN	not meet	meet	n
ANTH	1013	10838	2	22	24
ANTH	2013	10839	10	10	20
			12	32	44
			27%	73%	
BIOL	1013	11110	4	14	18
BIOL	1013	11122	3	14	17
BIOL	1013	11117	0	19	19
BIOL	1013	11112	5	21	26
BIOL	1013	11283	6	6	12
BIOL	1013	11111	0	19	19
			18	93	111
			16%	84%	
BIOL	1023	11145	1	27	28
BIOL	1023	11035	0	20	20
			2	47	48
			4%	98%	
BIOL	1033	11036	0	23	23
BIOL	1033	11037	0	12	12
BIOL	1033	11099	9	5	14
BIOL	1033	11414	5	0	5
BIOL	1033	11083	17	4	21
			31	44	75
			41%	59%	
BIOL	1043	11090	5	12	17
			5	12	17
			29%	71%	

BIOL	2104	11081	1	27	28
BIOL	2104	11146	1	27	28
			2	54	56
			4%	96%	
CHEM	1123	11238	7	9	16
CHEM	1123	11233	5	14	19
CHEM	1123	11232	3	8	11
CHEM	1123	11246	6	14	20
CHEM	1123	11245	2	6	8
			23	51	74
			31%	69%	
CHEM	1133	11237	10	6	16
CHEM	1133	11249	1	11	12
			11	17	28
			39%	61%	
MUSC	1013	10265	10	90	100
MUSC	1013	10265	5	25	30
MUSC	1013	10267	4	26	30
MUSC	1013	10268	4	26	30
			23	167	190
			12%	88%	
MUSC	1023	10266	3	27	30
			3	27	30
			10%	90%	
PHSC	1023	11253	5	12	17
PHSC	1023	11254	19	12	31
			24	24	48
			50%	50%	
PHYS	2113	11274	6	6	12
PHYS	2113	10943	3	4	7
PHYS	2133	11275	7	2	9
			16	12	28
			57%	43%	
PHYS	2153	11276	10	5	15
			10	5	15
			67%	33%	
PSYC	2113	10944	16	10	26
			16	10	26
			62%	38%	
RNRE	1013	11202	0	24	24
			0	24	24
			0%	100%	

# Fall 2017 – GELO 7

SUBJ	CRSE#	CRN	not meet	meet	n
ARTS	1023	10192	5	25	30
ARTS	1023	10174	10	15	25
ARTS	1023	10175	8	20	28
ARTS	1023	10195	13	22	35
ARTS	1023	10175	30	29	59
			66	111	177
			37%	63%	
ARTS	2103	10196	7	13	20
			7	13	20
			35%	65%	
FREN	1013	10260	8	13	21
FREN	1013	10261	7	11	18
FREN	1013	10263	2	20	22
FREN	1013	10264	5	20	25
FREN	1023	10262	2	10	12
			24	74	98
			24%	76%	
GEOG	2113	10940	7	21	28
			7	21	28
			25%	75%	
HIST	1113	10313	11	20	31
HIST	1113	10465	2	23	25
HIST	1113	10466	10	54	64
HIST	1113	10471	4	26	30
HIST	1113	10470	2	27	29
HIST	1113	10467	1	24	25
HIST	1113	10233	18	54	72
HIST	1113	10313	16	15	31
			64	243	307
			21%	79%	
HIST	1123	10163	12	15	27
HIST	1123	10230	4	16	20
HIST	1123	10468	3	9	12
HIST	1123	10972	5	16	21
HIST	1123	10973	6	26	32
HIST	1123	10469	3	22	25
			33	104	137
			24%	76%	
HIST	2213	10463	4	25	29
			4	25	29
			14%	86%	
HUMN	2753	10203	0	21	21
			0	21	21
			0%	100%	
SOCL	2013	10657	1	16	17
SOCL	2013	10659	5	22	27
SOCL	2013	10660	0	20	20
SOCL	2013	10061	0	37	37
SOCL	2013	10062	0	18	18
			6	113	119
			5%	95%	
SPCH	2013	10397	5	8	13
SPCH	2013	10429	0	20	20
SPCH	2013	10433	0	14	14
SPCH	2013	10432	0	19	19
SPCH	2013	10429	0	20	20
			5	81	86
			6%	94%	

## Fall 2017 – GELO 9

SUBJ	CRSE#	CRN	not meet	meet	n
CJUS	1013	10143	8	15	23
CJUS	1013	10144	2	10	12
CJUS	1013	10145	6	20	26
CJUS	1013	10133	3	15	18
CJUS	1013	10127	0	17	17
CJUS	1013	10131	0	30	30
CJUS	1013	10142	7	11	18
CJUS	1013	11342	4	18	22
			30	136	166
			18%	82%	
SOCL	2013	10657	0	17	17
SOCL	2013	10659	0	27	27
SOCL	2013	10660	0	20	20
SOCL	2013	10061	0	37	37
SOCL	2013	10062	0	18	18
			0	119	119
			0%	100%	