

## ASSESSMENT PLAN FOR GENERAL EDUCATION

### I. Mission

The general education program at Southeastern Oklahoma State University seeks to provide a broad foundation of intellectual skills, knowledge, and perspectives essential to all students by virtue of their involvement as human beings in a diverse, technological, and evolving global society. The program is designed to ensure that students acquire a broad understanding of human kind's cultural heritage in both the arts and sciences, think logically, critically, and creatively, communicate clearly and effectively, and develop skills, values, and attitudes essential to living meaningful and responsible lives.

### II. Vision

To ensure that students perceive general education as a unified and related curriculum, courses within the general education curriculum should share certain components so that students clearly recognize common threads woven into the tapestry of their educational experience. To that end, every general education course should include a strong writing component and provide students with active practice in critical thinking and creative problem solving. In addition, when practical, a general education course should include integration with other disciplines and provide students with global and multicultural perspectives.

### III. Goals of General Education

- A. **Communication Goal:** The goal of the communication component of general education is to enhance the ability of students to effectively convey and receive information at the college level of competence.
- B. **Computer Literacy Goal:** The goal of the computer literacy component of general education is to develop the computer skills of students so that they may use computers and associated technology for communicating, researching, organizing, storing, accessing, and presenting information.
- C. **Mathematical or Quantitative Reasoning Goal:** The goal of the mathematical or quantitative reasoning component of general education is to develop the ability of students to understand and apply mathematical abstraction.
- D. **Science Reasoning Goal:** The goal of the science reasoning component of general education is to promote scientific literacy in students.
- E. **Critical Thinking Goal:** The goal of the critical thinking component of general education is to enhance the ability of students to integrate new information with previously acquired information to solve novel complex problems.
- F. **Social and Political Institutions Goal:** The goal of the social and political institutions component of general education is to promote an understanding of the forces that have influenced the development of social, governmental, political, and/or economic institutions.

- G. Wellness Goal:** The goal of the wellness component of general education is to improve the ability of students to recognize the factors that promote healthy lifestyles.
- H. Humanities Goal:** The goal of the humanities component of general education is to enhance the awareness of students of the cultural heritage of humans.
- I. Fine Arts Goal:** The goal of the fine arts component of general education is to enhance the appreciation and understanding of the nature and value of the fine arts.
- J. Ethics and Values Goal:** The goal of the ethics and values component of general education is to promote an understanding of ethical issues implicit in their personal behavior and in the operation of political, social, and economic institutions.

#### **IV. Learning Outcomes of General Education by Goal**

- A. Communication Goal--**students will demonstrate the ability to:
  1. communicate ideas clearly and effectively using Standard Written English.
  2. communicate ideas clearly and effectively orally using Standard English.
  3. engage in writing as a process of critiquing, revising, and editing.
  4. critically read a passage to gather information and develop an appropriate reaction to the content.
  5. critically listen to oral communication to gather information and develop an appropriate reaction to the content.
  6. communicate at a novice level in oral and written form in a language other than English.
- B. Computer Proficiency--**students will demonstrate the ability to:
  1. use contemporary word processing software to create a document.
  2. use contemporary presentation software to make an oral presentation.
  3. use contemporary spreadsheet software to organize, manipulate, and present numeric data.
  4. use the Internet and e-mail to retrieve and communicate information.
  5. develop strategies to address questions by searching and retrieving information available electronically.
  6. recognize unethical and illegal use of technology including copyright and privacy issues.
- C. Mathematical or Quantitative Reasoning Goal--**students will demonstrate the ability to:
  1. solve problems using the principles of algebra or symbolic logic;
  2. apply mathematical reasoning to analyze and interpret quantitative information; and
  3. use and interpret mathematical formulas.
- D. Science Reasoning Goal--**students will demonstrate the ability to:
  1. design an experiment suitable for scientific investigation to test a scientific hypothesis and interpret the results.
  2. use the basic language of science.
  3. identify the unifying principles of science and apply them to contemporary issues of science, technology, and society.

4. use and interpret formulas, graphs, and tables.
5. differentiate between scientific and non-scientific explanations.
6. evaluate the interaction between science and societal change.

- E. Critical Thinking Goal**--students will demonstrate the ability to:
1. reason by deduction, induction, and analogy.
  2. distinguish between cause and effect.
  3. examine information for alternative explanations and possible implications.
  4. solve problems described verbally, graphically, symbolically, or numerically.
  5. identify, analyze, and evaluate arguments.
- F. Social and Political Institutions Goal**--students will demonstrate the ability to:
1. critically evaluate at least one major period in history by explaining the factors such as political, demographic, geographic, social, cultural, and/or technological that influenced the thoughts and/or actions of citizens, immigrants, and indigenous people.
  2. discuss the origins, organization, and/or operation of the political and/or governmental functions of the United States of America.
  3. understand the origins and processes of political, social, and/or economic institutions in the context of a dynamic global community.
  4. think critically about how individuals are influenced by current and previous political, social, economic, and/or family institutions.
  5. understand the role of geographic factors in shaping today's world.
- G. Wellness Goal**--students will demonstrate the ability to:
1. identify the elements necessary to maintain a healthy lifestyle including physical, emotional, social, mental, and spiritual dimensions.
  2. describe the impact of diet, life style, physical activity, environment, genetics, and mental health on living well.
  3. critically examine contemporary health and wellness topics.
- H. Humanities Goal**--students will demonstrate the ability to:
1. understand the diversity human experience through an examination of human cultures and/or artifacts.
  2. evaluate current cultural and societal activities in light of their historical roots.
  3. identify selected influential and representative scholarly, literary, and artistic achievements of the past.
- I. Fine Arts Goal**--students will demonstrate the ability to:
1. identify and explain at least one major form of artistic expression and the creative process therein.
  2. recognize that interpretation of works of art may be influenced by the social and cultural environment and change through time.
  3. appreciate the fact that the fine arts enrich their lives.
- J. Ethics and Values Goal**--students will demonstrate the ability to:
1. differentiate between moral and other kinds of problems.
  2. tolerate and understand the diversity of human behavior, points of view, and values.
  3. recognize how values are formed, transmitted, and modified.

## **V. Statement of Assessment and Student Learning**

All students at Southeastern are required to successfully complete a variety of assessment activities. Students from all undergraduate classifications (freshman, sophomore, junior, and senior) are selected to participate in university-wide mid-level testing either on assessment day, or in targeted courses, each semester. University-wide assessment examines the general education skills of students in the areas of reading, writing, mathematics, science reasoning, and critical thinking. Student selected for mid-level assessment are notified that their enrollment in the following semester will be delayed if they fail to successfully complete the assessment test when notified. Students also are required to complete departmental assessments in general education courses; this assessment will target specific learning outcomes addressed by each course (see Appendix I). In addition to the above activities, students may be required to respond to surveys and submit samples of their work for portfolios.

## **VI. Types of Assessment Used**

### **A. ACT CAAP Test**

The ACT CAAP Test will be administered the fall and spring semester of each academic year. All professors/instructors who administer the test will be trained to do so. They will be given explanations to pass on to the students as to the importance of this test. Questions regarding motivation will be addressed. The professors/instructors will have the option of using the results to enhance the grade of the student. Whether it is through a test grade, bonus points, extra credit, etc., the decision will be left up to the individual professor/instructor. The different sections of the test will be given in the following manner:

- Mathematics—ca. 100 students will be administered the Mathematics Section of the ACT CAAP in Math in the Liberal Arts (MATH 1303) and College Algebra (MATH 1513);
- Writing Skills—ca. 100 students will be administered the Writing Skills Section of the ACT CAAP in English Composition II (ENG 1213);
- Science Reasoning—ca. 100 students will be administered the Scientific Reasoning Section of the ACT CAAP in 100 in General Biology (BIOL 1114) and Principles of Biology I (BIOL 1404).
- Critical Thinking—ca. 120 students, 30 in each classification level (freshman through senior) will be administered the Critical Thinking Section of the ACT CAAP on assessment day each semester. Students will be randomly selected from those that have completed all college coursework at Southeastern.
- Reading—ca. 120 students, 30 in each classification level (freshman through senior) will be administered the Reading Section of the ACT CAAP on assessment day each semester. Students will be randomly selected from those that have completed all college coursework at Southeastern.

- Writing Essay—ca. 120 students, 30 in each classification level (freshman through senior) will be administer the Writing Essay Section of the ACT CAAP on assessment day each semester. Students will be randomly selected from those that have completed all college coursework at Southeastern.

**B. Exit Survey of Graduating Seniors**

An exit survey concerning general education currently is being developed by the General Education Council (GEC). When a student completes a graduation check in the registrar's office, she/he will be given a paper copy of the survey instrument to complete (the GEC plans to make the survey available online in by Fall Semester 2006).

**C. Departmental Assessment Efforts Concerning General Education**

Departmental faculty, working with department chairs and the General Education Council, developed a systematic assessment program embedded in each general education course (see Appendix I). Assessment instruments, protocols, and benchmarks were developed for all the specific learning outcomes of each goal. Students enrolled in these courses are required to complete the all assessment activities.

**D. Junior Survey**

The Junior Survey will be administered the Fall and Spring Semester of each academic year. Based on previous survey administrations, the target sample will be 300 students. Classes for this survey to be administered will be selected through a systematic approach.

**E. Electronic Portfolio of General Education**

All general education courses will be inventoried on a periodic basis; the electronic portfolio currently is being developed (it is targeted to be implemented during Fall Semester 2006). The inventory of general education courses will include the following information:

1. Status and rank of individuals teaching courses, modes of delivery, and use of instructional technology.
2. General education goals addressed by each course, level of emphasis for objectives, and methods used to assess student learning.
3. Learning outcomes addressed by each course, level of emphasis for each outcome, and methods used to assess student learning.
4. Numbers and types of oral presentations, numbers and types of writing assignments, numbers and types of field trips, use of technology required of students, relevance of content to current events, and use of guest lecturers.

## **E. Computer Proficiency**

Students entering or transferring to Southeastern must demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications, as well as ethical issues concerning technology including copyright and privacy issues. This requirement may be accomplished by successfully completing either Business Computer Applications (BIM 1553) or Computers and Society (CIS 1003) offered by the Department of Management and Marketing and Department of Chemistry, Computer, and Physical Sciences, respectively.

Instead of completing one of the two courses listed above, a student may opt to demonstrate computer proficiency by successfully completing the computer proficiency test developed by the General Education Council. The computer proficiency test will be administered on Blackboard and questions will be randomized. The test will consist of 3 parts and be comprised of a maximum of 125 questions; 30 from Word, 30 from Excel, 10 from PowerPoint, and 5 concerning ethics. From the on-line Library program, there will be 30 questions concerning searching and retrieving information and include an internet search. THE URL will be sent by the student so that we know he/she found the site. The student also will have to generate an e-mail. Students will complete all aspects of the computer proficiency test in one setting and will have two hours to take the test. In order to pass, the student must make at least a 70% with no less than 50% on any section of the test. A student only will be able to take the test once. A student achieving at least a 70% will receive 3 semester hours of advanced standing for computer proficiency. This new computer proficiency test will be implemented at the start of Fall Semester 2006.

## **VII. Involvement in the Assessment Process by the Associate Dean, School of Graduate and University Studies**

The Associate Dean, School of Graduate and University Studies, will meet annually with the chair of each department that offers a general education course to complete the Assessment Matrix—Levels of Implementation for General Education (Appendix II). The Associate Dean also will chair the General Education Council. The GEC will periodically review assessment protocols and data collected at the department and university-wide levels and make recommendations for modifications if necessary. The Associate Dean also will be responsible for submitting the General Education Program Outcomes Assessment Report each year. The Associate Dean will consider assessment results when providing input to pertinent academic units concerning proposed curricular changes, hiring requests, budget requests, and strategic planning that impact the general education program.

## **VIII. Analysis in/and for the General Education Program**

The Associate Dean, School of Graduate and University Studies will draft a General Education Program Outcomes Assessment Report each year. Departments will submit an annual report to the General Education Council on the second Friday of September (see Appendix III for template). In turn, the Associate Dean compiles all the departmental reports and the university-wide assessment results into a mid-level assessment report for general education. This report is reviewed and approved by the General Education Council. After approval by the GEC, the report is forwarded to the Director of Assessment and Associate Vice President for Academic Affairs and Dean of the School of Graduate and University

Studies. This report will be included as part of the annual assessment report submitted to the Oklahoma State Regents for Higher Education. Copies of the annual assessment report then will be disseminated to the Deans of Academic Schools, and Chairs of Academic Departments.

**IX. Application in/and for the General Education Program**

The General Education Program Outcomes Assessment Report will provide insight into the strengths and weaknesses of the general education program at the departmental and university-wide levels. This report will be used as a framework by which decisions concerning general education are made concerning short-term problem solving, long-range planning, budgeting decisions, and curricular changes.

**X. How Feedback is to be Achieved**

The Associate Dean, School of Graduate and University Studies, working through the General Education Council, will make recommendations for improving student learning to individual faculty members, departments, and/or schools. The Associate Dean, in conjunction with the faculty member, department, and/or school, will monitor the effectiveness of changes in the program; this information will be included in subsequent General Education Program Outcomes Assessment Reports.

**XI. Modifications**

Modifications to the general education program will be based on assessment results and completed to improve student learning. Once implemented, modifications will be monitored by the Associate Dean, School of Graduate and University Studies, General Education Council, and impacted faculty member(s), department(s), and school to determine their effectiveness.

## **APPENDIX I**

### **Table of Departmental and University-wide Assessment Protocols and Benchmarks for General Education by Goal, Learning Outcome, and Course**

**Communication Goal**

<b>Goal</b>	<b>Outcomes</b>	<b>Course(s)</b>	<b>In-Course Assessment</b>	<b>Benchmarks</b>	<b>University Assessment</b>	<b>Benchmarks</b>
The goal of the communication component of general education is to enhance the ability of students to effectively convey and receive information at the college level of competence.	1. communicate ideas clearly and effectively using Standard Written English.	COMM 1233 COMM 2213	Evaluation of Public Speaking Outlines and/or Speech Manuscripts	At least 80% will score at the proficient level (rubric under development)	ACT CAAP Writing Skills Writing Essay	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		ENG 1113	Evaluation of sample essays collected during semester using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
		ENG 1213	Evaluation of sample essays collected during semester using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
	2. communicate ideas clearly and effectively orally using Standard English.	COMM 1233	Evaluation of Public Speaking Performance employing Eight Public Speaking Competencies  Communication Anxiety Inventory  Aggressiveness Scale  Argumentative Scale	Pretest: 30% passing at 60% level  Posttest: 70% passing at 60% level  Needs to be tested to determine acceptable range		
		COMM 2213	Evaluation of Public Speaking Performance employing Eight Speaking Competencies  Personal Report of Public Speaking Anxiety (PRPSA)			
	3. engage in writing as a process of critiquing, revising, and editing.	COMM 1233 COMM 2213	Evaluation of Public Speaking Outlines and Research Papers	80% will score at a proficient level (rubric under development)		
		ENG 1113	Evaluation of preliminary and revised essay using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
		ENG 1213	Evaluation of preliminary and revised essay using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
	4. critically read a passage to gather information and develop an appropriate reaction to the content.	COMM 1233 COMM 2213	Evaluation of Public Speaking Performance employing Public Speaking Competencies #4	80% will score at a proficient level (rubric under development)	ACT CAAP Writing Writing Essay Reading Critical Thinking	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
ENG 1213		Evaluation of essay using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)			
ENG 3893		Evaluation of essay using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)			

		ENG 2313	Evaluation of essay using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
	5. critically listen to oral communication to gather information and develop an appropriate reaction to the content.	COMM 1233 COMM 2213	Listening Comprehension Test	80% will score at a proficient level		
	6. communicate at a novice level in oral and written form in a language other than English.	SPAN 1113	Written Examinations Audio recordings of student speaking	At least 80% of students will attain Novice-High Level in Spanish		

**Computer Literacy Goal**

<b>Goal</b>	<b>Outcomes</b>	<b>Course(s)</b>	<b>In-Course Assessment</b>	<b>Benchmarks</b>	<b>University Assessment</b>	<b>Benchmarks</b>
The goal of the computer literacy component of general education is to develop the computer skills of students so that they may use computers and associated technology for communicating, researching, organizing, storing, accessing, and presenting information.	1. use contemporary word processing software to create a document.	CIS 1003	Pre-test and post-test	Pre-test:: 10% passing at 70% level Post-test: 70% passing at 70% level	Exit Survey	
		BIM 1513	Behavior al observation of students by instructor (rubric being developed)			
	2. use contemporary presentation software to make an oral presentation.	CIS 1003	Pre-test and post-test	Pre-test:: 10% passing at 70% level Post-test: 70% passing at 70% level	Exit Survey	
		BIM 1513				
	3. use contemporary spreadsheet software to organize, manipulate, and present numeric data.	CIS 1003	Pre-test and post-test	Pre-test:: 10% passing at 70% level Post-test: 70% passing at 70% level	Exit Survey	
		BIM 1513	Behavioral observation of students by instructor (rubric being developed)  Departmentally developed exam	At least 80% of students achieve a "C" or better		
	4. use the Internet and e-mail to retrieve and communicate information.	CIS 1003			Exit Survey	
		BIM 1513	Behavioral observation of students by instructor (rubric being developed)  Departmentally developed exam	At least 80% of students achieve a "C" or better		
	5. develop strategies to address questions by searching and retrieving information available electronically.	CIS 1003	Complete library search path			
		BIM 1513	Behavioral observation of students by instructor (rubric being developed)  Departmentally developed exam	At least 80% of students achieve a "C" or better		
	6. recognize unethical and illegal use of technology including copyright and privacy issues.	CIS 1003	Pre-test and post-test	Pre-test:: 10% passing at 70% level Post-test: 70% passing at 70% level		
		BIM 1513				

**Mathematical or Quantitative Reasoning Goal**

<b>Goal</b>	<b>Outcomes</b>	<b>Course(s)</b>	<b>In-Course Assessment</b>	<b>Benchmarks</b>	<b>University Assessment</b>	<b>Benchmarks</b>
The goal of the mathematical or quantitative reasoning component of general education is to develop the ability of students to understand and apply mathematical abstraction.	1. solve problems using the principles of algebra or symbolic logic	MATH 1303 MATH 1513 MATH 1613 MATH 2013 MATH 2113 MATH 2143 MATH 2215 MATH 2283	Survey of instructors after course completion  Overall GPA in math gen ed courses  ABC vs. DFW grade rates in math gen ed courses	90% of students passing these courses will have solved problems using the principles of algebra or symbolic logic  Overall GPA in math gen ed courses will be at least 2.00  Each semester at least 50% of all students in all math gen ed courses will receive a grade of A, B, or C	ACT CAAP Mathematics	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
		MATH 1303 MATH 1513 MATH 1543 MATH 1613 MATH 2013 MATH 2113 MATH 2143 MATH 2215 MATH 2283	Survey of instructors after course completion  Overall GPA in math gen ed courses  ABC vs. DFW grade rates in math gen ed courses	90% of students passing these courses will have applied mathematical reasoning to analyze and interpret quantitative information  Overall GPA in math gen ed courses will be at least 2.00  Each semester between at least 50% of all students in all math gen ed courses will receive a grade of A, B, or C		
	ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test			

	3. use and interpret mathematical formulas	MATH 1303 MATH 1513 MATH 1543 MATH 1613 MATH 2013 MATH 2113 MATH 2143 MATH 2215 MATH 2283	Survey of instructors after course completion  Overall GPA in math gen ed courses  ABC vs. DFW grade rates in math gen ed courses	90% of students passing these courses will have used and interpreted mathematical formulas  Overall GPA in math gen ed courses will be at least 2.00  Each semester at least 50% of all students in all math gen ed courses will receive a grade of A, B, or C	ACT CAAP Mathematics	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		

**Science Reasoning Goal**

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks
<p>The goal of the science reasoning component of general education is to promote scientific literacy in students.</p>	<p>1. design an experiment suitable for scientific investigation to test a scientific hypothesis and interpret the results.</p>	BIOL 1114	<p>1. Overall laboratory grade as well as performance on specific labs. 2. Pre-test/post-test concerning the scientific method. 3. End of course survey</p>	<p>1. Overall laboratory grade for ABC students will be at least 75%; grades will be compared to DFW students. 2. at least a 50% improvement in post-test scores relative to pre-test scores. 3. at least a 20% increase in students' self-perception about abilities and understanding the scientific method.</p>	<p>ACT CAAP Science Reasoning</p>	<p>80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected</p>
		BIOL 1404	<p>1. Overall laboratory grade as well as performance on specific labs. 2. Pre-test/post-test concerning the scientific method. 3. End of course survey</p>	<p>1. Overall laboratory grade for ABC students will be at least 75%; grades will be compared to DFW students. 2. at least 50% improvement in post-test scores relative to pre-test scores. 3. at least 20% increase in students' self-perception about abilities and understanding the scientific method.</p>		
		<p>CHEM 1315 PHYS 1114 PHYS 2015 PSCI 1114 PSCI 1214 PSCI 3114</p>	<p>In-house Physical Science Knowledge Survey Test (PHYS 1114, PHYS 2015, PSCI 1114, PSCI 1214, and PSCI 3114) and ACS first term General Chemistry Exam (CHEM 1315)</p>	<p>70% of students will achieve as expected on these exams; 10% greater than expected; 20% less than expected.</p>		
		<p>2. use the basic language of science.</p>	BIOL 1114	<p>1. Pre-test/post-test concerning the scientific method. 2. End of course survey.</p>		
BIOL 1404	<p>1. Pre-test/post-test concerning the scientific method. 2. End of course survey. 3. Pre-test/post-test over course content.</p>		<p>1. at least 50% improvement in post-test scores relative to pre-test scores. 2. at least 20% increase in students' self-perception about abilities and understanding the scientific method. 3. at least 50% improvement in post-test scores relative to pre-test scores.</p>			
<p>CHEM 1315 PHYS 1114 PHYS 2015 PSCI 1114 PSCI 1214 PSCI 3114</p>	<p>In-house Physical Science Knowledge Survey Test (PHYS 1114, PHYS 2015, PSCI 1114, PSCI 1214, and PSCI 3114) and ACS first term General Chemistry Exam (CHEM 1315)</p>		<p>70% of students will achieve as expected on these exams; 10% greater than expected; 20% less than expected.</p>			
<p>3. identify the unifying principles of science and apply them to contemporary issues of science, technology, and society.</p>	BIOL 1114		<p>1. Pre-test/post-test concerning the scientific method. 2. End of course survey.</p>	<p>1. at least 50% improvement in post-test scores relative to pre-test scores. 2. at least 20% increase in students' self-perception about abilities and understanding the scientific method</p>	<p>ACT CAAP Science Reasoning</p>	<p>80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected</p>
	BIOL 1404	<p>1. Pre-test/post-test concerning the scientific method. 2. End of course survey. 3. Pre-test/post-test over course content.</p>	<p>1. at least 50% improvement in post-test scores relative to pre-test scores. 2. at least 20% increase in students' self-perception about abilities and understanding the scientific method. 3. at least 50% improvement in post-test scores relative to pre-test scores.</p>			
	<p>CHEM 1315 PHYS 1114 PHYS 2015 PSCI 1114 PSCI 1214 PSCI 3114</p>	<p>In-house Physical Science Knowledge Survey Test (PHYS 1114, PHYS 2015, PSCI 1114, PSCI 1214, and PSCI 3114) and ACS first term General Chemistry Exam (CHEM 1315)</p>	<p>70% of students will achieve as expected on these exams; 10% greater than expected; 20% less than expected.</p>			

		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
4. use and interpret formulas, graphs, and tables.		BIOL 1114	1. Grade on specific labs that require plotting of graphs, construction of tables, and use of formulas.	1. Grade for ABC students will be at least 75%; grades will be compared to DFW students.	ACT CAAP Science Reasoning	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		BIOL 1404	1. Grade on specific labs that require plotting of graphs, construction of tables, and use of formulas.	1. Grade for ABC students "C" will be at least 75%; grades will be compared to DFW students.		
		CHEM 1315 PHYS 1114 PHYS 2015 PSCI 1114 PSCI 1214 PSCI 3114	In-house Physical Science Knowledge Survey Test (PHYS 1114, PHYS 2015, PSCI 1114, PSCI 1214, and PSCI 3114) and ACS first term General Chemistry Exam (CHEM 1315)	70% of students will achieve as expected on these exams; 10% greater than expected; 20% less than expected.		
5. differentiate between scientific and non-scientific explanations.		BIOL 1114	1. Pre-test/post-test concerning the scientific method.	1. at least 50% improvement in post-test scores relative to pre-test scores.	ACT CAAP Science Reasoning	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		BIOL 1404	1. Pre-test/post-test concerning the scientific method.	1. at least 50% improvement in post-test scores relative to pre-test scores.		
		CHEM 1315 PHYS 1114 PHYS 2015 PSCI 1114 PSCI 1214 PSCI 3114	In-house Physical Science Knowledge Survey Test (PHYS 1114, PHYS 2015, PSCI 1114, PSCI 1214, and PSCI 3114) and ACS first term General Chemistry Exam (CHEM 1315)	70% of students will achieve as expected on these exams; 10% greater than expected; 20% less than expected.		
6. critically evaluate the interaction between science and societal change.		BIOL 1114	1. End of course survey	1. at least 20% increase in students' self evaluation concerning current topics in science, daily life experiences, and popular culture.		
		BIOL 1404	1. End of course survey	1. at least 20% increase in students' self evaluation concerning current topics in science, daily life experiences, and popular culture.		
		CHEM 1315 PHYS 1114 PHYS 2015 PSCI 1114 PSCI 1214 PSCI 3114	Exit Survey	At least 20% increase in student's self evaluation concerning current topics in science, daily life experiences, and popular culture.		

**Critical Thinking Goal**

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks
The goal of the critical thinking component of general education is to enhance the ability of students to integrate new information with previously acquired information to solve novel complex problems.	1. reason by deduction, induction, and analogy.	COMM 2213	Evaluation of Public Speaking Outlines and/or Speech Manuscripts  Pre-Post Test: Toulmin Analysis Exercises	80% will score at the proficient level  Pretest: 30% passing at 60% level  Post test: 70% passing at 60% level	ACT CAAP Critical Thinking	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
	2. distinguish between cause and effect.	COMM 2213	Pre-Post Test: Toulmin Analysis Exercises	Pretest: 30% passing at 60% level  Post test: 70% passing at 60% level	ACT CAAP Critical Thinking	
		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
3. examine information for alternative explanations and possible implications.	COMM 1233 COMM 2213	Evaluation of Public Speaking Outlines and Research Papers	80% will score at the proficient level	ACT CAAP Critical Thinking	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected	
		ECON 2113	Pre-test and post-test			Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test
4. solve problems described verbally, graphically, symbolically, or numerically.	MATH 1303 MATH 1513 MATH 1543 MATH 1613 MATH 2013 MATH 2113 MATH 2215 MATH 2283	Survey of instructors after course completion	90% of students passing these courses will have solved problems described verbally, graphically, symbolically, or numerically	ACT CAAP Critical Thinking	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected	
		Overall GPA in math gen ed courses	Overall GPA in math gen ed courses will be at least 2.00			
		ABC vs. DFW grade rates in math gen ed courses	Each semester at least 50% of all students in all math gen ed courses will receive a grade of A, B, or C			
		COMM 1233 COMM 2213	Evaluation of Public Speaking Performance employing Public Speaking Competencies #4			80% will score at proficient level
ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test				

	5. identify, analyze, and evaluate arguments.	COMM 1233 COMM 2213	Pre-Post Test: Toulmin Analysis Exercises	Pretest: 30% passing at 60% level Post test: 70% passing at 60% level	ACT CAAP Critical Thinking	80% of students will achieve as expected on ACT CAAP; 10% greater than expected; 10% less than expected
		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		

Social and Political Institutions Goal

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks
The goal of the social and political institutions component of general education is to promote an understanding of the forces that have influenced the development of social, governmental, political, and/or economic institutions.	1. critically evaluate at least one major period in history by explaining the factors such as political, demographic, geographic, social, cultural, and/or technological that influenced the thoughts and/or actions of citizens, immigrants, and indigenous people.	ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
		HIST 1513 HIST 1523	Evaluation of student performance on response to question on final exam; departmentally-developed rubric evaluating who/what, when, where, why important, and well-written  Evaluation of student performance on essay; departmentally developed rubric used to evaluate performance based on: thesis; well-written; accurate and appropriate evidence; logical connections, and conclusion	At least 60% of students will achieve a 7, or higher, on a 10 point scale  At least 60% of students will achieve a 10, or higher, on a 20 point scale		
		HIST 3513	Pre-course and post-course essay	At least 75% of students will improve by 1 point for the cumulative average of all graded learning outcomes		
	2. discuss the origins, organization, and/or operation of the political and/or governmental functions of the United States of America.	ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
		POSC 1513	Pre-test and post-test	Student performance will increase by 20-30% on post-test  Aggregate average on post-test multiple choice section will be at least 70%		
		HIST 1513 HIST 1523	Evaluation of student performance on response to question on final exam; departmentally-developed rubric evaluating who/what, when, where, why important, and well-written  Evaluation of student performance on essay; departmentally developed rubric used to evaluate performance based on: thesis; well-written; accurate and appropriate evidence; logical connections, and conclusion	At least 60% of students will achieve a 7, or higher, on a 10 point scale  At least 60% of students will achieve a 10, or higher, on a 20 point scale		
3. understand the origins and processes of political, social, and economic institutions in the context of a dynamic global community.	SOC 1113	Pre-test and post-test	Student performance will increase by 30% on post-test.			
	GEOG 2723	Pre-test and post-test concerning vocabulary and concepts Post-course assessment of knowledge retained				

		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		
		POSC 1513	Pre-test and post-test	Student performance will increase by 20-30% on post-test  Aggregate average on post-test multiple choice section will be at least 70%		
4. think critically about how individuals are influenced by current and previous political, social, economic, and family institutions.		SOC 1113	Pre-test and post-test	Student performance will increase by 30% on post-test.		
		GEOG 2723	Evaluation of sample essays (rubric being developed)			
		POSC 1513	Pre-test and post-test	Student performance will increase by 20-30% on post-test  Aggregate average on post-test multiple choice section will be at least 70%		
		HIST 3513	Pre-course and post-course essay	At least 75% of students will improve by 1 point for the cumulative average of all graded learning outcomes		
5. understand the role of geographic factors in shaping today's world.		GEOG 2723	Pre-test and post-test concerning vocabulary and concepts  Post-course assessment of knowledge retained			
6. Explain social phenomena		ECON 2113	Pre-test and post-test	Student performance will increase by 30% on post-test  Students receiving a "B" or better in course should score at least 80% on post-test		

**Wellness Goal**

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks
The goal of the wellness component of general education is to improve the ability of students to recognize the factors that promote healthy lifestyles.	1. identify the elements necessary to maintain a healthy lifestyle including physical, emotional, social, mental, and spiritual dimensions.	PSY 1113	Objective questions on exams in course	At least 70% of students will show mastery		
		HPER 1113	Pre-test and post-test	Pre-test: 30% passing at 70% level Post-test: 75% passing at 70% level		
			Final Survey	Likert Scale—70% affirmative results		
	2. describe the impact of diet, life style, physical activity, environment, genetics, and mental health on living well.	PSY 1113	Objective questions on exams in course	At least 70% of students will show mastery		
		HPER 1113	Pre-test and post-test	Pre-test: 30% passing at 70% level Post-test: 75% passing at 70% level		
			Final Survey	Likert Scale—70% affirmative results		
3. critically examine contemporary health and wellness topics.	HPER 1113	Pre-test and post-test	Pre-test: 30% passing at 70% level Post-test: 75% passing at 70% level			
	Final Survey	Likert Scale—70% affirmative results				

**Humanities Goal**

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks
The goal of the humanities component of general education is to enhance the awareness of students of the cultural heritage of humans.	1. understand the diversity human experience through an examination of human cultures and artifacts.	ART 2103	Pre and Post test  Final Survey  Final Grade	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results  80% passing		
		ART 3083	Pre and Post test  Final Survey  Final Grade	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results  80% passing		
		HUM 2113 HUM 2223	Pre-test and Post-test	At least 80% of students will improve on the post-test by 25 points, or more, on a scale of 100 on a departmentally-designed objective exam.		
		ENG 1113	Evaluation of sample essays collected during semester using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
		ENG 1213	Evaluation of sample essays collected during semester using departmentally-developed rubric	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
		SPAN 1113				
	2. evaluate current cultural and societal activities in light of their historical roots.	ART 2103	Pre and Post test  Final Survey  Final Grade	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results  80% passing		
		ART 3083	Pre and Post test  Final Survey  Final Grade	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results  80% passing		
	3. identify selected influential and representative scholarly, literary, and artistic achievements of the past.	ART 2103	Pre and Post test  Final Survey  Final Grade	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results  80% passing		
		ART 3083	Pre and Post test  Final Survey  Final Grade	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results  80% passing		

**Fine Arts Goal**

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks		
<p>The goal of the fine arts component of general education is to enhance the appreciation and understanding of the nature and value of the fine arts.</p>	<p>1. identify and explain at least one major form of artistic expression and the creative process therein.</p>	ART 1003	<p>Pre and Post Test</p> <p>Final Survey</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>Likert-scale: 60% affirmative results</p> <p>80% passing with a C or better</p>				
		ART 1103	<p>Pre and Post Test</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>80% passing with a C or better</p>				
		ART 2103	<p>Pre and Post Test</p> <p>Final Survey</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>Likert-scale: 60% affirmative results</p> <p>80% passing with a C or better</p>				
		ART 3083	<p>Pre and Post Test</p> <p>Final Survey</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>Likert-scale: 60% affirmative results</p> <p>80% passing with a C or better</p>				
		MUS 1113	<p>Pre-test and Post-test</p> <p>Final Grade</p>	<p>Pre-test: 30% passing at 60% level Post-test: 80% passing at 60% level</p> <p>80% passing with a C or better</p>				
		MUS 1123	<p>Pre-test and Post-test</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 80% passing at 60% level</p> <p>80% passing with a C or better</p>				
		<p>2. recognize that interpretation of works of art may be influenced by the social and cultural environment and change through time.</p>		ART 1003			<p>Pre and Post Test</p> <p>Final Survey</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>Likert-scale: 60% affirmative results</p> <p>80% passing with a C or better</p>
				ART 1103			<p>Pre and Post Test</p> <p>Final Survey</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>Likert Scale: 60% affirmative results</p> <p>80% passing with a C or better</p>
				ART 3083			<p>Pre and Post Test</p> <p>Pre and Post Survey</p> <p>Final Grade</p>	<p>Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level</p> <p>Likert-scale: rating improves 50%</p> <p>80% passing with a C or better</p>
				MUS 1113			<p>Pre-test and Post-test</p>	<p>Pre-test: 30% passing at 60% level Post-test: 80% passing at 60% level</p>
				MUS 1123			<p>Pre-test and Post-test</p>	<p>Pre-test: 20% passing at 60% level Post-test: 80% passing at 60% level</p>

3. appreciate the fact that the fine arts enrich their lives.	ART 1003	Pre and Post Test  Final Survey  Attendance at 2 art exhibitions	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results		
	ART 1103	Pre and Post Test  Final Survey	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert Scale: 60% affirmative results		
	ART 2103	Pre and Post Test  Final Survey  Attendance at 2 art exhibitions	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results		
	ART 3083	Pre and Post Test  Final Survey  Attendance at 2 art exhibitions	Pre-test: 20% passing at 60% level Post-test: 70% passing at 60% level  Likert-scale: 60% affirmative results		
	MUS 1113	Pre-test and Post-test  Final Grade	Pre-test: 30% passing at 60% level Post-test: 80% passing at 60% level  80% passing with a C or better		
	MUS 1123	Pre-test and Post-test  Final Grade	Pre-test: 20% passing at 60% level Post-test: 80% passing at 60% level  80% passing with a C or better		

**Ethics and Values Goal**

Goal	Outcomes	Course(s)	In-Course Assessment	Benchmarks	University Assessment	Benchmarks
The goal of the ethics and values component of general education is to promote an understanding of ethical issues implicit in their personal behavior and in the operation of political, social, and economic institutions.	1. differentiate between moral and other kinds of problems.	PSY 1113	Objective questions on exams in course	At least 70% of students will show mastery		
	2. tolerate and understand the diversity of human behavior, points of view, and values.	PSY 1113	Objective questions on exams in course	At least 70% of students will show mastery		
		SOC 1113	Pre-test and post-test	Student performance will increase by 30% on post-test.		
		PHIL 2113	Formal Essays Informal Writing Survey Responses Exams	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		
		POSC 1513	Essay question in class			
	3. recognize how values are formed, transmitted, and modified.	SOC 1113	Pre-test and post-test	Student performance will increase by 30% on post-test.		
		PHIL 2113	Formal Essays Informal Writing Survey Responses Exams	At least 80% will score at the proficient level (3-category scale: High Mastery, Proficient, Low Mastery)		



## **APPENDIX II**

### **Assessment Matrix—Levels of Implementation for General Education**

**ASSESSMENT MATRIX**  
**LEVELS OF IMPLEMENTATION**  
**General Education**  
**Patterns of Characteristics**  
 (\* indicates Level III of Implementation; 1 = low; 5 = high)

**Department** \_\_\_\_\_ **Course(s)** \_\_\_\_\_

Departments, working with the General Education Council, have developed measurable objectives for their general education courses.	1 2 3 4 5	
Departments are collecting, interpreting, and using the results obtained from assessing student learning in general education course(s).	1 2 3 4 5	
Faculty are tracking the changes implemented in the general education curriculum and pedagogy to improve student learning as a result of assessment.	1 2 3 4 5	
*Within undergraduate education, provisions are made for assessment of student learning in general education.	1 2 3 4 5	
*Finding ways to improve student learning has become central to the mission of general education.	1 2 3 4 5	
*Benchmarks have been established which are used to assess student outcomes for general education.	1 2 3 4 5	
*Departments demonstrate effective assessment of their general education course(s).	1 2 3 4 5	
*Departments effectively use assessment results to make modifications in their general education course(s).	1 2 3 4 5	

\_\_\_\_\_  
**Department Chair**

\_\_\_\_\_  
**Assessment Specialist**

\_\_\_\_\_  
**Dean of School**

\_\_\_\_\_  
**Director of Student Learning**

## **APPENDIX III**

### **Template for Departmental General Education Assessment Reports**

## TEMPLATE FOR DEPARTMENTAL GENERAL EDUCATION ASSESSMENT REPORTS

- I. DEPARTMENT:
- II. SEMESTERS:
- III. COURSE(S):
- IV. DATE FILED:
- V. GOAL(S) AND LEARNING OUTCOMES ASSESSED:
  - A. List first goal addressed
    1. List first learning outcome addressed
      - a. List type(s) of assessment used and number of students assessed by course
      - b. List summary of quantitative and qualitative data by instrument
      - c. Comparison of your data with benchmarks and nationally-normed data when available
    2. List second learning outcome addressed
      - a. List type(s) of assessment used and number of students assessed by course
      - b. List summary of quantitative and qualitative data by instrument
      - c. Comparison of your data with benchmarks and nationally-normed data when available
    3. etc.
  - B. List second goal addressed
    1. List first learning outcome addressed
      - a. List type(s) of assessment used and number of students assessed by course
      - b. List summary of quantitative and qualitative data by instrument
      - c. Comparison of your data with benchmarks and nationally-normed data when available
    2. List second learning outcome addressed
      - a. List type(s) of assessment used and number of students assessed by course
      - b. List summary of quantitative and qualitative data by instrument
      - c. Comparison of your data with benchmarks and nationally-normed data when available
    3. etc.
  - C. etc.
- VI. STRENGTHS AND WEAKNESSES IN ADDRESSING LEARNING OUTCOMES INDICATED BY THE DATA:
  - A. Strengths
  - B. Weaknesses
- VII. MODIFICATIONS TO BE MADE AS A DIRECT RESULT OF ASSESSMENT:
  - A. Changes in courses and/or program
  - B. Changes in assessment plan (e.g., modified protocols or assessment instrument, added new instrument)
- VIII. EFFECTIVENESS OF PREVIOUS MODIFICATIONS BASED ON DATA:
- IX. DESCRIBE ANY ADDITIONAL PROTOCOLS, INSTRUMENTS, AND/OR DATA USED TO ASSESS GENERAL EDUCATION COURSES OFFERED BY IETV AND/OR WEB-BASED INSTRUCTION:
- X. DESCRIBE FACULTY INPUT INTO ASSESSMENT PROCESS:

**Note:** If it is easier to pool items (e.g., two student learning outcomes assessed with same instrument), or change the sequence of sections around, please do so. However, be sure that your report includes all the information requested.