

Assessment of Core Competencies of General Education Courses 2010-11

Gen Ed Course	AREA	Course Learning Outcomes	Core Competencies Supported	Direct Assessment(s) of Course Learning Outcomes	Action(s) Based on Assessment
AR 170	II	(CC1): Increased verbal and written communication skills through verbal and written gallery critiques of works of art. (CC2): Improved critical thinking skills through aesthetic and contextual analysis of art works, instructor inquiry, and class discussion of selected works. (CC3): Understanding of new and existing technologies used in both creating and researching works of art. (CC 4) Educated analysis and reasoning skills gained from increased knowledge of the language, principles, processes, and aesthetic theories of the visual arts and guided practice throughout the course in utilizing these skills to make comparisons and draw conclusions. (CC5): Improved student ability to seek out and acquire knowledge through guided research projects and self-directed inquiry into works of art.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Students engage in verbal and written gallery critiques of works of art which are collected, read, and evaluated by the instructor (CC1&2). Students use technology to complete guided research assignments into context which are collected and evaluated by the instructor, multiple choice test questions allow students to demonstrate knowledge of processes and technologies used in making art (CC3&5). Students demonstrate analysis and reasoning skills through written studio critiques and multiple choice test questions that require utilizing course skills and knowledge to make comparisons and draw conclusions about art works (CC4). Students are given a pre- and post-test to measure learning and knowledge gained, and to determine if course content or instructional methodologies should be modified to facilitate greater student learning. These scores are recorded and retained for instructor and student evaluation, as well as asks students for suggestions for course improvement. Pre-test scores are generally quite low (majority of students below a 59), and post-test scores have been significantly higher (majority scoring in the 80 - 100 range).	Current assessment results show that students are achieving significant learning in AR170 and no course modifications are needed at this time. If the number of students taking the course were reduced at some future point, it is possible that student writing skills would show progressive improvement throughout the semester, rather than deteriorating on ungraded written work that is handed in. The instructor will continue to seek and utilize student input as a valuable tool in improving course content and instruction.
AR 281	II	Ability to identify, discuss, and create arguments around visual evidence and historical context of works from differing periods (CC 1, 2, and 4); course material posted online (CC3)	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5.	Class participation and discussion in compare-and-contrast form; examinations including essays are administered and evaluated by the instructor. Evaluation in all three areas is based on students' ability to identify (CC5), describe, and argue (CC1&4). Students receive a holistically-designed pre- and post-test that offer a sample of objects, historical facts, terms, and concepts directly related to the material covered in the course. Collected documentation includes pre- and post-tests and sample exams. Ninety-three percent (93%) of students improved in effective communication, critical thinking, and analysis and reasoning.	Future assessments in pre- and post-test form will be broken up into separate sections, reflecting core competency areas.
AR 282	II	Ability to identify, discuss, and create arguments around visual evidence and historical context of works from differing periods (CC1, 2, 4); ability to find course materials online (CC3); ability to locate supplemental readings on library databases (CC5)	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Class participation and discussion in compare-and-contrast form; examinations including essays are administered and evaluated by the instructor. Evaluation in all three areas is based on students' ability to identify (CC4), describe (CC1), and argue (CC 1, 5). Students receive a holistically-designed pre- and post-test that offer a sample of objects, historical facts, terms, and concepts directly related to the material covered in the course. Collected documentation includes pre- and post-tests and sample exams (87.5% improved in knowledge of technology; 81% improved knowledge of art historical terminology; 81% improved knowledge of historical facts; 43% improved ability to identify historical style; and 100% improved ability to write compare and contrast description).	Greater emphasis will be placed on names of period styles.
BI 101	III	1. Recognize the logic of scientific methodology for advancing theories within a discipline. 2. Demonstrate comprehension of the essential ideas and unifying concepts associated with a discipline. 3. Address a scientific question, collect and analyze appropriate data, and interpret the results. 4. Understand the dynamic nature of science and its relation to everyday life.	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Student performance on selected lecture exam questions (outcomes 1, 2, and 4); grades on enzyme lab and microevolution lab quizzes (outcome 3). If 70% or more of the students scored 70% or above, it was concluded that the student learning outcome had been met. (1.) 78% of students answered correctly - outcome achieved. (2.) 76% answered correctly - outcome achieved (3.) 72% answered correctly - outcome achieved (4.) 84% answered correctly - outcome achieved.	This course is taught in multiple sections by multiple instructors. Although pooled results from all sections indicated that all four student learning outcomes were being achieved, this was not the case in every single section. In those instances where the outcome was not achieved, these are some of the actions planned by the instructors: additional questions on lecture quizzes that relate to the outcomes; consideration of a homework assignment to improve assessment of learning outcomes (in addition to questions on lecture exams); and more emphasis in lecture on these items without "teaching to the test."

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BI 102	III	1. Demonstrate comprehension of the essential ideas and unifying concepts associated with a discipline. 2. Understand the dynamic nature of science and its relation to everyday life.	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Student performance on selected lecture exam questions pertaining to each student learning outcomes (SLO) were tallied, and if 70% or more of the students responded with the correct answer, it was concluded that the student learning outcome had been met (SLO 1 = 74%, and SLO 2 = 78%).	The learning outcomes were deemed to have been met, so no action will be taken concerning these outcomes and means of assessment.
BI 111	III	1. Recognize the logic of scientific methodology for advancing theories within a discipline. 2. Demonstrate comprehension of the essential ideas and unifying concepts associated with a discipline. 3. Address a scientific question, collect and analyze appropriate data, and interpret the results. 4. Understand the dynamic nature of science and its relation to everyday life.	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Student performance on selected lecture exam questions pertaining to each SLO were tallied (outcomes 1, 2, and 4), as well as outcome 3, quiz questions on an enzyme lab were used, and if 70% or more of the students responded with the correct answer, it was concluded that the student learning outcome had been met (SLO 1 = 74%; SLO 2 = 73%; SLO 3 = 77%, and SLO 4 = 82%).	These learning outcomes were deemed to have been met, so no action will be taken concerning these outcomes and means of assessment.
BI 112	III	1. Recognize the logic of scientific methodology for advancing theories within a discipline. 2. Demonstrate comprehension of the essential ideas and unifying concepts associated with a discipline. 3. Understand the dynamic nature of science and its relation to everyday life.	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Student performance on selected lecture exam questions that were related to the SLOs were tallied, and if 70% or more of the students responded with the correct answer, it was concluded that the SLOs had been met (SLO 1 - 86%; SLO 2 - 80%; and SLO 3 = 78%).	These learning outcomes were deemed to have been met, so no action will be taken concerning these outcomes and means of assessment.
CH 101	III	1. Students will be able to recognize the logic of scientific methodology for advancing theories within chemistry. 2. Students will be able to demonstrate comprehension of the essential ideas and unifying concepts associated with chemistry. 3. Students will understand the dynamic nature of science and its relationship to everyday life.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Embedded assessments are used, specifically, questions on hourly and comprehensive final exams. The percentage of students answering the questions correctly are calculated and recorded in a spreadsheet that is submitted to the department chair at the end of the semester. It was concluded that the SLOs had been met by using an average of students achieving the outcome: (SLO 1 = 87%; SLO 2 = 79%; and SLO 3 = 88%).	Student performance has continued to be relatively high for these learning outcomes as compared to initial assessment results, and this is likely attributed to increased emphasis by the instructors. The assessment process itself is being modified so that additional questions are used in the data gathering process in an effort to obtain a more representative set of data.
CH 101L	III	Students will be able to address a scientific question, collect and analyze data, and interpret the results.	1. 2. 3. 4. Analysis and Reasoning 5.	Embedded assessments are used, specifically, performance on laboratory reports for specific experiments that directly measure the SLO chosen. Lab reports submitted are graded, and students scoring 70% or higher are considered as having achieved the SLO. Last year's data showed that 100% of students achieved the outcome. For this year's assessment, embedded questions were used to try and assess the students' abilities to analyze and interpret data, and the data was submitted to the chair. The assessment revealed that only 37% achieved this outcome. It is believed that the assessment method itself is the cause for the discrepancy in the results from the last 2 years.	The large amount of variation in the last 2 years of data is attributed to the change in the assessment process itself, and perhaps the original method did a better job of assessing student performance because they completed hands-on activities rather than just interpreting results. The intent is to return to that method of assessment during the next academic year.
CH102	III	Course was cancelled due to low enrollment.	1. 2. 3. 4. 5.		
CH102L	III	Course was cancelled due to low enrollment.	1. 2. 3. 4. 5.		
CH 111	III	1. Students will be able to recognize the logic of scientific methodology for advancing theories within chemistry. 2. Students will be able to demonstrate comprehension of the essential ideas and unifying concepts associated with chemistry. 3. Students will understand the dynamic nature of science and its relationship to everyday life.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Embedded assessments are used, specifically, questions on hourly and comprehensive final exams. The percentage of students answering the questions correctly are calculated and recorded in a spreadsheet that is submitted to the department chair at the end of the semester (SLO 1 = 70%; SLO 2 = 66%, and SLO 3 = 66%).	The results of this year's assessment are not significantly different from last year's results. It appears that about 30% of students somewhat struggle with these concepts. Additional emphasis will be placed on these topics, and the assessment method itself will be evaluated.

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CH 111L	III	Students will be able to address a scientific question, collect and analyze data, and interpret the results.	1. 2. 3. 4. Analysis and Reasoning 5.	Embedded assessments are used, specifically, performance on laboratory reports for specific experiments. The lab reports are submitted and graded, and students scoring 70% and higher are considered as having achieved the SLO. The data is submitted to the department chair. An average of 93% of students achieved this outcome.	The results of this assessment reveal that the overwhelming majority of students have been able to achieve this outcome. The assessment of this learning outcome will continue, but no immediate action is needed.
CH 112	III	1. Students will be able to recognize the logic of scientific methodology for advancing theories within chemistry. 2. Students will be able to demonstrate comprehension of the essential ideas and unifying concepts associated with chemistry. 3. Students will understand the dynamic nature of science and its relationship to everyday life.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Embedded assessments are used, specifically, questions on hourly and comprehensive final exams. The percentage of students answering the questions correctly are calculated and recorded in a spreadsheet that is submitted to the department chair at the end of the semester, and an average of students achieving the SLO is calculated: SLO 1 = 70%, SLO 2 = 80%, and SLO 3 = 56%.	The results of this year's assessments are similar to that from last year. It appears that between 20 and 40% of students struggle with one or more of these concepts. Additional emphasis will be placed on these topics in the lecture, and the assessment method itself will be evaluated.
CH 112L	III	Students will be able to address a scientific question, collect and analyze data, and interpret the results.	1. 2. 3. 4. Analysis and Reasoning 5.	Embedded assessments are used, specifically, performance on laboratory reports for specific experiments used to directly measure the SLO are chosen. These experiments require data collection, analysis, and interpretation. The lab reports submitted are graded, and students scoring 70% or higher are considered as having achieved the SLO. This year's assessment revealed that 100% of the students achieved the SLO.	Assessment of this learning outcome will continue, but no immediate action is needed.
COM 201	II	The stages of the communication process, from source to receiver, including process elements such as message, channel, noise, communication context, and feedback. Research, organization and deliver coherent speeches. Apply various approaches to audience analysis and audience adaptation of communication messages. Think critically about information gathered for speeches and apply these same standards presented by other speakers. Apply strategies to manage communication apprehension. Listen actively. Apply ethical approaches to structuring and delivering communication messages.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Students complete oral presentations after being coached on speech research, audience analysis, and presentation skills. Students compete in a campus-wide speech contest with pre-qualifying rounds held before the final contest. A standardized rubric is used to assess the 2 major speech presentations, which promotes instructor grading continuity across multiple course sections. Student scores are compiled in a database for section and instructor comparisons. Students take a comprehensive final exam that includes instructor specific exam questions and questions drawn from the textbook used in all sections.	Assessments demonstrated departmental need to change some individual instructor approaches to establish uniformity. A new textbook will be adopted for fall 2011 that includes an online instructional support for students and faculty. We have an all-instructional-personnel workshop set for mid-August to demonstrate the online component associated with the new textbook. We are continuing our "policing" efforts with existing faculty, adjuncts and newly hired adjuncts to ensure instructional continuity.
EC 251	IV	(1) To understand and describe key macroeconomic concepts (listing of 10 concepts omitted here); (2) Correctly identify business and economic problems and their constraints; (3) Understand basic global economic issues and their impact on international trade and policy; (4) Understand and identify basic components of economic decision-making; and (5) Compare and contrast different economic systems	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Multiple-choice exams, with questions related to the SLOs are administered and the performances are identified: CC 2 = correct response rate of 68%; CC 3 = 77%; CC 4 = 63%; and CC 5 = 59%.	The teachers are advised of the results and encouraged to develop class discussions that are designed to improve student comprehension and analytical thinking.
EC 252	IV	(1) Identify and understand key macroeconomic concepts (listing of 12 concepts omitted here); (2) Correctly identify business and economic problems and their constraints at the firm level; (3) Understand global economic context in which firms currently operate; (4) Understand and identify basic components of economic decision-making for firms, customers, and suppliers; and (5) Understand and identify issues contributing to firm profit maximization	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Multiple-choice exams, with questions related to the SLOs are administered and the performances are identified: SLO 2 = correct response rate of 71%; SLO 3 = 78%; SLO 4 = 69%; and SLO 5 = 65%.	The teachers are advised of the results and encouraged to develop class discussions that are designed to improve student comprehension and analytical thinking.
ED 299	IV	Demonstrate knowledge of human behavior, psychology, and social relationships throughout the lifespan	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Ten quizzes and a comprehensive final exam (aka mastery approach)/ multiple-choice quizzes given at intervals of one to two weeks, with standard grading criteria; grades verified by student and recorded by instructor, with average quiz grades of B (n = 140) indicate core competency being met by most students prior to the final formative evaluation exam.	No further action is needed prior to summative evaluation (final exam).

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EN 111	I	1. Develop and phrase controlling ideas; 2. support ideas with adequate and appropriate evidence and thoughtful analysis; 3. apply a reasonable method of organization; 4. demonstrate a sensitivity for words in the language; 5. employ a variety of sentence structures; and 6. use the grammar and mechanics of Standard American English.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Portfolios for a random sample of students who have completed the first year composition sequence are collected and evaluated based on a seven-point assessment rubric by a five-member assessment team. Results of the portfolio assessment completed in June of 2010 indicated growth (albeit minimal) in all six SLOs.	The department chair and First-Year Composition Committee will continue to monitor student progress (spring 2011 portfolio assessments will be conducted in July 2011) and develop materials and workshops to guide faculty in addressing areas of weakness.
EN 112	I	1. Develop and phrase controlling ideas; 2. support ideas with adequate and appropriate evidence and thoughtful analysis; 3. apply a reasonable method of organization; 4. demonstrate a sensitivity for words in the language; 5. employ a variety of sentence structures; 6. locate primary and secondary sources using existing and new technologies; analyze and evaluate sources; and synthesize sources without committing plagiarism; 7. and use the grammar and mechanics of Standard American English.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Portfolios for a random sample of students who have completed the first year composition sequence are collected and evaluated based on a seven-point assessment rubric by a five-member assessment team. Results of the portfolio assessment completed in June of 2010 indicated weaknesses in analyzing, evaluating, and synthesizing sources.	This weakness was discussed at the January 26th departmental meeting. The First-year Composition Committee is developing resources to aid faculty members in addressing the problem.
EN 121	I	1. Develop and phrase controlling ideas; 2. support ideas with adequate and appropriate evidence and thoughtful analysis; 3. apply a reasonable method of organization; 4. demonstrate a sensitivity for words in the language; 5. employ a variety of sentence structures; and 6. use the grammar and mechanics of Standard American English.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Portfolios for a random sample of students who have completed the first year composition sequence are collected and evaluated based on a seven-point assessment rubric by a five-member assessment team. Results of the portfolio assessment completed in June of 2010 indicated growth (albeit minimal) in all six SLOs. However, while students in EN 121 Honors are included in the random sample, no distinction is made between the two groups, and the honors students may not have exhibited the weaknesses/strengths in the selected portfolios.	The department chair and First-Year Composition Committee will continue to monitor student progress (spring 2011 portfolio assessments will be conducted in July 2011) and develop materials and workshops to guide faculty in addressing areas of weakness.
EN 122	I	1. Develop and phrase controlling ideas; 2. support ideas with adequate and appropriate evidence and thoughtful analysis; 3. apply a reasonable method of organization; 4. demonstrate a sensitivity for words in the language; 5. employ a variety of sentence structures; 6. locate primary and secondary sources using existing and new technologies; analyze and evaluate sources; and synthesize sources without committing plagiarism; and 7. use the grammar and mechanics of Standard American English.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Portfolios for a random sample of students who have completed the first year composition sequence are collected and evaluated based on a seven-point assessment rubric by a five-member assessment team. Results of the portfolio assessment completed in June of 2010 indicated weaknesses in analyzing, evaluating, and synthesizing sources. However, while students in EN 122 Honors are included in the random sample of first-year composition students, no distinction is made between the two groups of students, and the honors students may not have exhibited the weaknesses in the portfolios selected for assessment.	This weakness was discussed at the January 26th departmental meeting. The First-year Composition Committee is developing resources to aid faculty members in addressing the problem.
EN 211	I	1. Students will demonstrate knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to drawn a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Sophomore Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.

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EN 212	I	1. Students will demonstrate a knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to draw a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.
EN 221	I	1. Students will demonstrate a knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to draw a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.
EN 222	I	1. Students will demonstrate a knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to draw a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.
EN 231	I	1. Students will demonstrate a knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to draw a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.

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EN 232	I	1. Students will demonstrate a knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. 4. 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to draw a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.
EN 233	I	1. Students will demonstrate a knowledge of literary terminology and explain their function in a variety of texts. 2. Students will demonstrate an understanding of the content and provide analysis/interpretation of a variety of texts. 3. Students will demonstrate an understanding of the ways in which readers respond to and utilize a variety of texts to express and perpetuate culture.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	A random sample of responses are collected from students completing the second course in the sophomore literature sequence and evaluated through a five-point rubric developed by the Sophomore Literature Committee. One of two poems is selected, and the student asked to write a two-to-three paragraph explication in which to draw a larger conclusion about its means. They are asked to identify relevant literary terms (i.e., theme, conflict, imagery, simile, personification, etc.) and explain their function. In addition, they have to consider the various ways in which the text can be read (i.e., from a historical or feminist perspective, etc.). In the assessment for spring 2010, students showed weaknesses in each area, falling below 2 in SLOs 1 and 3, and measuring 2.3 for SLO 2. While students in EN 122 Honors are included in the random sample of the first-year composition students, no distinction is made between the two groups of students, and the honors students may not have exhibited the weaknesses in the portfolios selected for assessment.	These weaknesses were discussed in the April 20, 2011, departmental meeting. The Literature Committee is developing a remediation plan to be used in addressing this problem. The problem will continue to be addressed in departmental meetings.
ES 121	III	Recognize the use of scientific method for advancing theories in Physical Geology; demonstrate comprehension of the essential ideas and unifying concepts within Physical Geology: the driving forces and results of plate tectonics, influences on the formation of rocks and minerals/life connection, ocean current patterns and the biology connections to those patterns, and causes and influences of global/regional/local circulation of wind and results; and demonstrate an understanding of the dynamic nature of Physical Geology and its relationship to everyday living.	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Assessment types vary within the faculty who teach ES 121. All use faculty-developed tests, but there is diversity among the faculty in terms of test formats used. This diversity is not negative. Assessments included: some faculty provide extra-credit opportunities, the results of which, along with other performance indicators are used to track the progress of student learning. These are analyzed and reviewed by each faculty member and the Department Chair for continuous feedback to instruction and assessment. Critical thinking: some classes included more critical thinking opportunities than others. Acquiring knowledge: principles of ES = 85% - 90% achievement; mixed results across sections = 50% - 85%, plate tectonics, calculating age using half-life = 48% - 60%; and principles related to wind = 85% - 88%; knowledge growth as indicated by three points of assessment: Strengths = student performance on assessment of SLOs regarding plate tectonics. Needs Improvement = understanding the Scientific Method (< 50% demonstrated understanding on the summative assessment).	Evaluate questions used to assess SLOs for appropriateness/reliability; evaluate the instruction type, time, etc. on these concepts.

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ES 131	III	Students will: recognize the use of scientific method for advancing theories within Physical Geology; demonstrate comprehension of the essential idea and unifying concepts within Physical Geology; and demonstrate an understanding of the dynamic nature of Physical Geology and its relationship to everyday living.	<ol style="list-style-type: none"> 1. 2. 3. Use of Existing and New Technologies 4. 5. Seeking Out and Acquiring Knowledge 	Faculty-developed tests and documentation of student performance that includes a compilation of the test scores. Assessments typically use a: pre-test, formative test, and summative test. Student performance at the beginning of the semester on items that measure SLO are contrasted with the performance levels of students at the end of the semester on items that measure expected SLOs. The strongest connections of the course to the core competencies include: CC 3: students understand the how of radiometric dating that informs about ages of geologic components (Student n = 20; Item: Students identified the age of the Earth, according to radiometric data and the results of accurate responses on pre-test = 30%, Formative test = 90%, and Summative test = 90%). CC 5: Students understand selected principles of plate tectonics (Student n = 20; Item = Students identified the location of most large scale of geologic activity on pre-test = 70%, 90%, and 95%). Students identified the relationship of the most explosive volcanoes and plate boundary type; Result of accurate response: Pre-test = 25%, Formative test = 45%; and Summative test = 65%).	An evaluation of the assessment tools will occur. Items will be elaborated, eliminated, or kept based on whether the questions are judged to be a measure of knowledge. Assessment will include discussion or other questions to reflect critical thinking.
ES 132	III	Students will be able to: recognize the use of scientific method for advancing theories within Historical Geology; demonstrate comprehension of the essential ideas and unifying concepts within Physical Geology. Students will demonstrate an understanding of the dynamic nature of Physical Geology and the interrelationships of the geosphere, hydrosphere, biosphere, and atmosphere (CC 2, 4, 5). Students will demonstrate an understanding of how geologists interpret Earth's history (CC 3, 4, 5) and comprehension of Earth's changes over time (2, 4, 5).	<ol style="list-style-type: none"> 1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge 	Faculty-developed tests are used to assess students' understanding of major concepts at milestones of the course occurs. Assessment of selected core principle of Historical Geology are: pre-tests, formative tests, and summative tests. Importantly, students actually demonstrate knowledge through lab exercises in using the scientific method and the tools used by geologists to learn concepts. Student performances on identified SLOs are tracked throughout the semester. Faculty submit assessment outcomes to the Department Chair. Using a lab-based introduction to concepts for the scale of grading student performance was changed from a 75% lecture/25% lab experience to a 50% lecture/50% lab-base. Faculty repeated (for the second time) a lab-based approach to learning and teaching. An inquiry-based approach allows students to engage in the scientific process of interpreting observations which simulates the model for scientific inquiry. Assessment results indicated that 100% of students successfully demonstrated a basic understanding of the SLOs identified (primarily through lab demonstrations).	This successful engagement of students in the lab-based learning led to brainstorming ways in which other courses taught by this faculty member could utilize this approach.
FL101 and FL111 (includes FR101, GR101, SP101, and the labs for each FR111, GR111, and SP111)	II	Upon completion of FR/GR/SP 101/111, it is expected that students will be performing at ACTFL Level Novice-Mid, which includes: Speaking (oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple elementary needs and expressing basic courtesies.); Listening (able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information); Reading (able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters); and Writing (able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.).	<ol style="list-style-type: none"> 1. Effective Communication 2. 3. Use of Existing and New Technologies 4. 5. 	Speaking/listening achievement/competency is assessed by administering a Modified Oral Proficiency Interview (MOPI) exam at the outset and end of each semester, and through in-class performance and online lab exercises. Reading/writing achievement/competency is assessed by administering the WebCAPE Exam at the outset and end of each semester, and through performance on embedded exams, quizzes, homework, online lab exercises and in-class exercises. The department began implementing new foreign language software, <i>Tell Me More</i> , which provides students with immediate assessment feedback and customizes exercises to correspond to their unique competency levels. The program also includes a period diagnostic test to inform students of their progress/deficiencies. Online classes also adopted the <i>Illuminate</i> program to provide students online face-to-face communication with the instructor. Both programs promise to promote effective communication in the target language while simultaneously acquainting students with the latest technology available.	The <i>Tell Me More</i> program will now also be added as either required or recommended supplement to all 200-level and higher courses to give students additional exposure to the language. An effort will also be made to improve MOPI semester-end outcomes by devoting more class time to speaking/listening skills. For online classes, weekly meetings with the instructor via the <i>Illuminate</i> conferencing software will be utilized.

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Gen Ed Course	AREA	Course Learning Outcomes	Core Competencies Supported	Direct Assessment(s) of Course Learning Outcomes	Action(s) Based on Assessment
FL 102 and FL 112 (includes FR102 and FR112, GR102 and GR112, and SP102 and SP112)	II	Upon completion of FR/GR/SP 102/112, it is expected that students will be performing at ACTFL Level Novice-High which includes: Speaking (Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms.); Listening (able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.); Reading (Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-high level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive); Writing (Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system of 50-100 characters or compounds in a character writing system. Spelling and representation of symbols [letters, syllables, characters] may be partially correct.)	1. Effective Communication 2. 3. Use of Existing and New Technologies 4. 5.	Speaking/listening achievement/competency is assessed by administering a MOPI exam at the outset and end of each semester, and through in-class performance and online lab exercises. Reading/writing achievement/competency is assessed by administering the WebCAPE Exam at the outset and end of each semester, and through performance on embedded exams, quizzes, homework, online lab exercises and in-class exercises. MOPIs administered to each student at the outset and end of the semester are compared to measure student progress. <i>Quia</i> and <i>Ilrn</i> online language lab exercises provide students instant feedback on their performance level throughout the semester. In addition, a new software program, <i>Tell Me More</i> , promises to be a great aid in acquiring the targeted proficiency level. The online language classes also adopted the <i>Illuminate</i> program to provide students online face-to-face communication with the instructor. Both programs promise to promote effective communication in the target language while simultaneously acquainting students with the latest technology. These programs should help students to progress to ACTFL Level Novice-High in acquiring effective communication skills in the target language.	The <i>Tell Me More</i> language learning software will be incorporated into all language classes: where the emphasis is more on fundamental language skills, it will be required; otherwise it will be recommended. Initial student response (program introduced in January 2011) has been overwhelmingly positive, and the faculty believe it will be a valuable tool to assist students in reaching the targeted skills level as defined by ACTFL guidelines.
FL 201 (includes FR201, GR201, and SP201)	II	Upon completion of FR/GR/SP 201, it is expected that students will be performing at ACTFL Level Intermediate-Mid which includes: Listening (able to understand sentence-length utterances. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping, as well as some personal interests and activities, and a greater diversity of instructions and directions in face-to-face conversations and short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.); Speaking (Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.); Reading (able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Writing (able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can be understood by natives used to the writing of non-natives.)	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. 5.	Speaking/listening achievement/competency is assessed by administering a MOPI exam at the outset and end of each semester, and through in-class performance. Reading/writing achievement/competency is assessed by administering the WebCAPE Exam at the outset and end of each semester, and through performance on embedded exams, quizzes, homework, and in-class exercises. In addition, <i>Tell Me More</i> provides students and instructors with diagnostic performance feedback, which, when coupled with WebCAPE and MOPI data, provide a detailed assessment of student achievement.	The majority of students are reaching the target outcome of ACTFL Level Intermediate-Mid in speaking, listening and reading, which speaks directly to the core competency of effective communication. This result involves students' use of technology available in the Foreign Language Lab and online. Students' critical thinking skills are developed through introducing them to the literature of the target language, and measured by their performance on assignments, tests, and compositions. Students participating in study abroad venues further develop their critical thinking skills through correlating real-time experiences with targeted course content.

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Gen Ed Course	AREA	Course Learning Outcomes	Core Competencies Supported	Direct Assessment(s) of Course Learning Outcomes	Action(s) Based on Assessment
FL 202	II	Upon completion, it is expected that students will be performing at ACTFL Level Intermediate-High. As regards to the targeted 4 skills of listening, speaking, reading, and writing, this proficiency level reflects competency as follows: Listening (able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality). Speaking (able to handle successfully most uncomplicated communicative tasks and social situations; can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Reading (able to read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. Writing (able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is general comprehensible to natives used to the writing of non-natives.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. 5.	Competency is assessed by administering a MOPI and WebCAPE exam at the outset and end of each semester, and through in-class performance, and through performance on embedded exams, quizzes, homework, and in-class exercises. In addition, a new software program, <i>Tell Me More</i> , provides students and instructors with diagnostic performance feedback, which, when coupled with WebCAPE and MOPI data, provide a detailed assessment of student achievement. The majority of students are reaching the target outcome of ACTFL Level Intermediate-High in speaking, listening, reading, and writing, which speaks directly to the core competencies of effective communication. This results involve students' use of technology available in the lab and online. Students' critical thinking skills are further developed through introducing them to the literature of the target language, and measured by their performance on assignments, tests, and compositions.	Based on previous assessment, a decision was made to finish up, in 2011, the text used in 101-102, and this strategy seems to have significantly reduced students' disorientation/frustration at 'reviewing' material they had in fact never encountered during the first year. This strategy makes it possible to focus, in 2012, on genuine comprehensive review coupled with an introduction to literature in the target language. This strategy will therefore be continued. Given students' enthusiasm for technological aids (<i>Tell Me More</i> , for example), an effort will be made to identify potential software that could give students more practice with writing in the target language.
GE 102	IV	1. Understand key concepts, generalizations, and methods of inquiry appropriate to the study of geography. 2. Demonstrate knowledge of the perspectives, subject matter, and skills of geography. 3. Employ maps, globes, charts, and other graphic material in geographic inquiry. 4. Distinguish physical and human spatial patterns on Earth's surface. 5. Investigate the differences between the developed and lesser-developed areas of the world.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Pre- and post-tests of knowledge and skills; three major exams using multiple choice, True/False, map skills, Atlas usage, short essay; five map quizzes (one for basic world places and 4 for specific geographic realms); and a final exam on selected semester topics. The same exam is given at the beginning and end of the semester to note the increase in general knowledge. Exams assess new knowledge and reasoning as well as application of the atlas. The map quizzes test acquisition of key place names and locations on Earth. The final exam focuses on knowledge and understanding of major human and spatial patterns. Results of pre- and post-tests show an increase from 56% to 81%. Results of map quizzes show a significant increase in knowledge of world places, and regular exams reveal a higher degree of knowledge and reasoning skills that relate directly to achieving advancement among the core competencies.	Several exam questions have been rewritten as a result of an item analysis for each exam. Additional requirements have been added to increase map skills. More focus on how to "think geographically" about current world events with focus on topics in political, economic, and environmental geography so that students can develop better spatial reasoning skills.

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GE 111	IV	1. Understand, analyze, and make connections between various atmospheric and oceanic processes as they relate to observed global environmental changes, spatial patterns and distribution of earth phenomena. 2. Understand and explain the interrelationship between the four environmental spheres of the Earth (lithosphere, atmosphere, and hydrosphere) and link these relationships to weather and climate. 3. Employ selected geographic methods to collect, analyze, and interpret weather data and present this data as a finished report based on the collected data. 4. Understand and interpret weather maps.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	1. Pre- and post-tests: a 20-item pre-test featuring the fundamental concepts in the course is administered at the beginning of the semester. A similar post-test is administered at the end of the semester. A Scantron analysis is run. An average class improvement of 27-30% is considered high proficiency in class material. 2. Weather journal project: students collect basic weather data on a weekly basis for 12 weeks. At the end of the 12-week period, students use appropriate charts and graphs to analyze, interpret, and present data. The weather journal project revealed that more than 90% of the class demonstrated basic understanding the analysis and interpretation of surface and upper atmosphere weather data. 3. The results relate favorably with the core competencies.	New weather-analysis exercises based on information from TV weather broadcasts will be conducted and assessed towards the end of the semester.
GE 112	IV	Students will learn to recognize and evaluate the individual components that make up the landscape; learn the proper terms to describe landform features and processes; analyze geographic and physiographic patterns from field observations, photographs, maps, and overhead imagery; use maps/images and other spatial data in geographic analysis using the GIS; collect primary geographic field data; and create field reports in a standard format with the focus for evaluation on the ability to synthesize information and analyze patterns.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	The focus for evaluation will be on students' ability to synthesize information and analyze spatial patterns. Each chapter/topic discussed in class will be followed by a test that will be a mixture of multiple-choice questions, sketching, and ability to diagram and label with the proper terms, subjects from each chapter/topic. Each lab report will be evaluated primarily on evidence of the student being able to analyze and communicate data. Assessment results show mixed performance of the evaluation tasks and relationship to the core competencies. Some students demonstrate excellent levels of learning while others have difficulty in grasping key concepts and understanding the concept of spatial thinking.	In addition to the normal semester assessments/exams, a pre-test/post-test has been conceived for GE 112 will be administered beginning with the fall semester 2011 to evaluate the overall progress of students in GE 112.
GE 260	IV	1. Understand the depth, breadth, and value of geography as an integrative, spatial science by: (a) the study of the basic geographic traditions: earth science, culture environment, location, and area/regional analysis; and (b) exposure to the major themes and approaches in current geographic research. 2. Understand and analyze human spatial distributions, movements, and interactions, including the ability to: (a) identify, describe, and correlate patterns of human spatial distribution; (b) employ the concepts of culture region, diffusion, integration, landscape, and interaction. 3. Analyze patterns of human distribution, movement, interaction, and environmental impact study of: (a) religions and world views; (b) ethnic and language patterns; (c) folk and popular cultures; (d) political ideologies, patterns, and boundaries; (e) agricultural systems; (f) economic development; and (g) rural and urban settlement patterns. 4. Exercise the skills of creative and critical thinking through individual and group activities. 5. Evaluate geographic factors in real-world scenarios, case studies, and/or field settings. 6. Communicate in written and spatial form the geographic concepts, theories, and information/data that underlay the cultural diversity of world realms and regions.	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	1. Three examinations incorporating multiple-choice and essay questions (exams assess factual learning of course objective material); 2. Written assignments involving research on migration and spatial analysis of emergent patterns (assess spatial thinking and understanding and written communication ability); and 3. Written assignments involving field trips, collection of field data, on analysis of spatial change on urban change (assesses field study, data collection, and spatial analysis ability). The majority of students complete course objective above the 80% level showing favorable outcomes via the core competencies.	Pre- and post-tests are being written and will be introduced at the beginning and end of each semester when GE 260 is taught to document/assess changes in student knowledge and understanding from the beginning to the end of the semester.
HI 101	IV	Students completing this course will demonstrate a general knowledge of World History to 1500.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Students will be given a pre-test during the first week of each academic term and re-tested during the last two weeks of the academic term. The pre-test and post-test will consist of 25 multiple-choice questions from a 50-question test bank. These exams will be administered electronically to students. Student scores will be analyzed on each assessment. Prior to this semester, a shared learning outcome for HI 101 did not exist. A shared learning outcome has been developed and will be implemented and assessed starting in fall 2011.	N/A

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HI 102	IV	Students completing this course will demonstrate a general knowledge of World History since 1500.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Students will be given a pretest during the first week of each academic term and re-tested during the last two weeks of the academic term. The tests will consist of 25 multiple-choice questions from a 50-question test bank. These exams will be administered electronically to students, and scores will be analyzed on each assessment. 20% of students met the target score of 70 on the pre-test and 47% met the target on the post-test, which resulted in a 27% increase in student performance as a result of the course.	The faculty will work to improve the number of students meeting the target to 50% as well as increasing the percentage of students who participate in both assessments.
HI 201	IV	Students completing this course will demonstrate a general knowledge of U.S. history to 1877.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Students will be given a pre-test during the first week of each academic term and re-tested during the last two weeks of the academic term. The test will consist of 25 multiple-choice questions from a 50-question test bank administered electronically, and student scores analyzed on each assessment. A shared learning outcome was developed in fall 2010, and it was decided that the shared learning outcome would be assessed each fall semester. Since the shared learning outcome was not developed in time for implementation in fall 2010, it will be implemented and assessed in fall 2011 and each fall semester thereafter.	N/A
HI 202	IV	Students completing this course will demonstrate a general knowledge of U.S. history from 1877 to the present.	1. 2. 3. 4. 5. Seeking Out and Acquiring Knowledge	Students will be given a pre-test during the first week of each academic term and re-tested during the last two weeks of the academic term. The test consists of 25 multiple-choice questions from a 50-question test bank and administered electronically. Student scores are analyzed on each assessment each spring semester. A shared learning outcome was developed in fall 2010 and implemented and assessed in spring 2011. 33% of students met the target score of 70 on the pre-test assessment and 66% met the target score of 70 on the post-test, which resulted in a 33% increase in student performance as a result of the course.	The faculty will continue to review the data and work to increase the percentage of students who participate in both assessments.

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MA 110	III	1. Use mathematics to solve problems and determine if the solutions are reasonable. 2. Apply mathematical concepts to the solution of real-life problems. 3. Identify connections between mathematics and other disciplines. 4. Use technology, where appropriate, to support mathematical reasoning and problem solving. 5. Apply mathematical and/or basic statistical reasoning to analyze data and graphs.	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5.	SLO 1: Assessment is already a routine practice and a well-defined exam item will be used to conduct this assessment. SLO 2: This pertains to the solution of word problems, and a well-defined word problem will be used to assess the SLO. SLO3: It also pertains to the solutions of word problems, and a well-defined word problem will be used to assess this SLO. SLO 4: MA 110 tends to be computationally oriented and therefore this learning outcome will be addressed using a well-defined exam problem. SLO 5: Individual student performance on a test item will be used to assess this SLO. The MA 110 Oversight Committee that consists of all full-time faculty members teaching MA 110 is charged to determination of each assessment item, when, and in what manner, the assessment item would be administer and how the item would be assessed and jointly reported. A one-test item for each of the five SLOs are embedded in the final exam for each semester. The combined success rate was 58% in 2009 and 2010 for SLO 1; SLO 2 = 78% in 2009 and 73% in 2010; SLO 3 = 41% in 2009, 35% in 2010; SLO 4 = 55% in 2009 and 46%; and SLO 5 = 66% in 2009 and 68% in 2010.	The assessment data will be examined for possible directions of improvement in the general studies math program if warranted. Since the MA 110 curriculum is standardized in the State of Alabama, it follows that any modification in the courses may well be directed toward course delivery rather than course content. The data obtained thus far contributes toward the development of a baseline data set associated with the 5 SLOS. Based on these data, it may be desirable to consider some refinement of the embedded assessment items. Faculty may also elect to gather more data before considering program modifications. Over time, an in-depth assessment of these SLOs may lead to extensive comparisons with peer institutions regarding course delivery and methods of assessment. In any event, full-time faculty may elect to undertake planned modifications in the general education math program only if subsequent improvement appears to be a likely result.
MA 112	III	1. Use mathematics to solve problems and determine if the solutions are reasonable. 2. Apply mathematical concepts to the solution of real-life problems. 3. Identify connections between mathematics and other disciplines. 4. Use technology, where appropriate, to support mathematical reasoning and problem solving. 5. Apply mathematical and/or basic statistical reasoning to analyze data and graphs.	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5.	SLO 1 consists of 5 well-defined exam items; SLO 2 pertains to the solution of well-defined word problems; SLO 3 also pertains to the solution of well-defined word problems, SLO 4 tends to be more method oriented and will be assessed in conjunction with SLO 3; and SLO 5 relates to individual student performance on 3 test items used to assess this SLO. The MA 112 Oversight Committee has developed 10 common items designed to assess the SLOs that are embedded in the final exam for each section, and count 50% of the final exam grade. Five items were selected for SLO 1, one item for SLO 2, one problem for SLO 3 and 4, and three items for SLO 5. The ten assessment items are embedded in the final exam administered during the spring and fall semesters. SLO 1's combined success rate was 51% in 2009 and 53% in 2010; SLO 2 = 55% in 2009 and 58% in 2010; SLO 3 was 47% in 2009 and 2010; SLO 4 is assessed in conjunction with SLO 3, and real improvement in this area may be difficult to achieve since many students have already learned how to substitute use of technology for knowledge of math; SLO 5's combines success rates were 60% in 2009 and 65% for 2010.	The assessment data will be examined for possible directions of improvement if warranted. However, since the MA 112 curriculum is standardized in the State of Alabama, it follows that any modification in this general studies course may well be directed toward delivery rather than course content. The adoption of an online diagnostic and homework assistance package such as ALEKS, if warranted, could be a positive step toward improvement in the general education math program. The data a obtained thus far contributes toward the development of a baseline data set associated with the 5 SLOs, and based on these data, it may be desirable to consider some refinement of the embedded assessment items. Faculty may also elect to gather more data before considering program modifications. Over time, and in-depth assessment of these SLOs may lead to extensive comparisons with peer institutions regarding course delivery and methods of assessment. In any event, full-time faculty may elect to undertake planned modifications only if subsequent improvement appears to be a likely result.
MA 113	III	Very few UNA students take MA113, 115, 125, 126, or 227 in order to satisfy the general education component requirement. These courses are listed in the general education component primarily for purposes of articulation. Learning outcomes related to these courses are assessed in the mathematics major.			

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MA 115	III	Very few UNA students take MA113, 115, 125, 126, or 227 in order to satisfy the general education component requirement. These courses are listed in the general education component primarily for purposes of articulation. Learning outcomes related to these courses are assessed in the mathematics major.			
MA 125	III	Very few UNA students take MA113, 115, 125, 126, or 227 in order to satisfy the general education component requirement. These courses are listed in the general education component primarily for purposes of articulation. Learning outcomes related to these courses are assessed in the mathematics major.			
MA 126	III	Very few UNA students take MA113, 115, 125, 126, or 227 in order to satisfy the general education component requirement. These courses are listed in the general education component primarily for purposes of articulation. Learning outcomes related to these courses are assessed in the mathematics major.			
MA 227	III	Very few UNA students take MA113, 115, 125, 126, or 227 in order to satisfy the general education component requirement. These courses are listed in the general education component primarily for purposes of articulation. Learning outcomes related to these courses are assessed in the mathematics major.			
MA 237	III	MA 237 is not taught at UNA. This course listed in the Undergraduate Catalog as an articulation accommodation for transfer students from other higher education in the State of Alabama. MA 237 is transferred to UNA as an elective.			
MA 238	III	MA 238 is not taught at UNA. This course listed in the Undergraduate Catalog as an articulation accommodation for transfer students from public institutions of higher education in the State of Alabama.			
MU 222	II	1. Students will demonstrate knowledge of factual information regarding prominent music composers and compositions from the Western Art Tradition, Jazz, Music Theatre and American folk traditions. 2. Students will identify stylistic characteristics of prominent musical styles within the Western Art Tradition, Jazz, Music Theatre, and American folk traditions. 3. Students will be able to identify through sound recordings selected music masterworks from the Western Art Tradition, Jazz, Music Theatre, and American folk traditions, and 4. Students will demonstrate the ability to use correct terminology and apply appropriate discipline-specific insights in writing about prominent music composers and compositions from the Western Art Tradition, Jazz, Music Theatre, and American folk traditions.	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	1. This learning outcome is assessed through written testing at the unit level and in the comprehensive final exam. It is further evaluated through class discussion and impromptu questions during class. 2. This learning outcome is assessed through written tests and listening identification tests at the unit level and in the comprehensive final exam. It is further evaluated through classroom discussion and impromptu questioning during class. 3. This learning outcome is assessed through listening identification tests at the unit level and in the comprehensive final exam. 4. This learning outcome is assessed through discussion questions on written tests. The assessment used include written and listening tests. Responses on the listening tests generally require the students to supply the composition title and composer, and may also include stylistic period, approximate data, genre, instrumentation, and other details as appropriate to the work. There is consistently a wide range of student success. Evaluation of the outcomes indicate a reasonable level of success in acquiring factual knowledge; and somewhat less success, but still at an acceptable level, in acquiring listening skills. The areas of greatest concern are the outcomes that relate to effective communicable and critical thinking.	As a result of assessment, additional emphasis will be given to engaging students in learning experiences that employ critical thinking and effective communication. Such learning experiences will necessarily transcend the conventional lecture format to enhance affective learning through class discussion, student research projects, in-class listening/writing assignments, musical games, and psychomotor activities.

Assessment of Core Competencies of General Education Courses 2010-11

Gen Ed Course	AREA	Course Learning Outcomes	Core Competencies Supported	Direct Assessment(s) of Course Learning Outcomes	Action(s) Based on Assessment
MU 244	II	1. Students will demonstrate knowledge of factual information regarding prominent music composers and compositions from the Western Art Tradition, Jazz, Music Theatre and American folk traditions. 2. Students will identify stylistic characteristics of prominent musical styles within the Western Art Tradition, Jazz, Music Theatre, and American folk traditions. 3. Students will be able to identify through sound recordings selected music masterworks from the Western Art Tradition, Jazz, Music Theatre, and American folk traditions, and 4. Students will demonstrate the ability to use correct terminology and apply appropriate discipline-specific insights in writing about prominent music composers and compositions from the Western Art Tradition, Jazz, Music Theatre, and American folk traditions.	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	1. This learning outcome is assessed through written testing at the unit level and in the comprehensive final exam. It is further evaluated through class discussion and impromptu questions during class; 2. assessed through written tests and listening identification tests at the unit level and in the comprehensive final exam. It is further evaluated through classroom discussion and impromptu questioning during class; 3. assessed through listening identification tests at the unit level and in the comprehensive final exam; and 4. is assessed through discussion questions on written tests. The assessments used include written and listening tests. The class is intended as the preferred class for music majors in Area II of the General Studies component; however, it has not been offered in over 3 years. At the time this class was last offered, the evaluation of the outcomes revealed some question as to the success of the class in producing the desired results.	It was decided to temporarily discontinue offering the class until such time that the content and pedagogies associated with this class can be better structured. Until such changes can be put in place, music majors are advised to take MU 222 - Music Appreciation - as a primer for Music History I.
PH 101	III	Students will: demonstrate a comprehension of the essential ideas and unifying concepts associated with motion, energy, and heat and temperature; address questions about these topics, collect and analyze appropriate data, and interpret the results; and understand how these topics relate to everyday life.	1. 2. Critical Thinking 3. Use of Existing and New Technology 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	There are 4 formative assessments which yield 55% of a student's performance levels. These are a combination of collaborative and independent work within the classroom. The final exam is independently completed. These are faculty-developed problem solving (quantitative) activities. Lab performances are included in assessing learning outcomes which are tracked. Assessment involves a: pre-test, formative tests (4), and a summative test. There were no correct answers on the pre-test; the intermediate tests' results (correct responses: Q1 8/10; Q2 7/14; Q3 9/10; Q4 10/10, and Q5 8/10. The summative correct responses were Q2 10/10; Q3 9/10, Q5 8/10 (Questions 1 and 4 were not on the final exam.	No changes in the structure and process in instruction are suggested by the data.
PH 121	III	Students will: demonstrate a comprehension of the essential and unifying concepts associated with waves, sound, and light; address questions about these topics, collect and analyze appropriate data, and interpret the results; and understand how these topics relate to everyday life.	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Outcomes are measured through traditional testing, homework assignments, and lab experiences. To track SLOs related to core competencies, a pre-test, formative test, and summative test were administered to students. This year the pre-test was changed to short answer response rather than the previously used multiple-choice format to provide a clearer understanding of what students know about selected physics topics. The post-test was composed of short answer and multiple choice. Formative assessment questions were integrated within daily quizzes. Documentation by the faculty includes performance levels of outcomes at least at three points in the semester along with the connection of the question to the SLO. All responses to assessment questions reflected an increase from the pre-test to post-test thinking. Many are concerning connection to everyday living: mirror images, bee mosquito pitch, height estimate, etc. On task assessing sound, distance, and time had the fewest correct responses (55%), and it requires the most difficult mathematical tasks. However, the previous year, students performed this task more successfully. It appears that many of the incorrect responses occur due to failure to engage in required tasks.	The faculty projected that by including quizzes into daily activities, attendance would improve. Since a correlation exists between class attendance and learning performance in this course, an attendance policy will be reinstated.

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PH 125	III	Students will: recognize the use of scientific method for advancing theories within Astronomy; demonstrate comprehension of the essential ideas and unifying concepts within Astronomy; provide a reasonable description of the Big Bang Theory; describe the evolution and structure of the sun; assess evidence for life on other planets (scientific basis); distinguish between astronomy and astrology; and demonstrate an understanding of the dynamic nature of Astronomy and its relationship to everyday living.	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Assessments include faculty-developed multiple-choice and discussion tests. A paper, projects/activities were included. The tests administered were a typical mix of mostly multiple-choice questions with some discussion. Projects included utilizing the scientific method in the lab and visiting the planetarium and producing a related paper (72% mean on this project). Mathematics' computation skills, or lack thereof, interferes with many students' lab-learning experiences. Analysis and reasoning skills development remains a challenge.	One objective -- understanding the nature of electromagnetic radiation and the atom -- was not achieved. Three labs devoted to teaching/learning the concepts related to this topic failed to produce achievement. Student performance dropped from the pre-test scores. These labs will be restructured or dropped. Assessment data will indicate the numbers of students who achieve identified SLOs.
PH 241	III	Students will: recognize the use of scientific method for advancing theories within physics; demonstrate comprehension of the essential ideas and unifying concepts within physics; and demonstrate an understanding of the dynamic nature of physics and its relationship to everyday living.	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	There are 4 formative assessment which yield 55% of a student's performance level. These are a combination of collaborative and independent work within the classroom. The final exam is independently completed. These are faculty-developed problem solving (quantitative) activities. Lab performances are included in assessing SLOs which are tracked to monitor student achievement. Assessments are comprised of 10 questions related to the Core Competencies and administered at 3 points during the semester as a pre-test, formative test, and a summative test. Results of student responses: pre-test = 0 correct responses; formative test = problems 1 and 3 14/14 and 14/14; and summative responses = Q1 20/7, Q2 21/6, Q3 21/6, Q4 14/13, Q5 19/8, Q6 25/2, Q7 18/8, Q8 22/6; and Problem 4 = 14/14.	Assessment results indicated that Q4, Q5 and possibly Q6 and Q8 will require more comprehensive coverage. As for Question Q1-Q3 and Q7, and Problem 1 and 3 do not require change in instruction.
PH 242	III	Students will: recognize the logic of the scientific method for advancing theories within physics; demonstrate comprehension of the essential ideas and unifying principles associated with physics; and understand the dynamic nature of physics and its relation to everyday life.	1. 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Assessment is comprised of faculty-developed tests and includes lab exercises (25% of final grade); formative and summative tests; in-class collaborative and independent work. In the spring 2011 semester, there was a high level of student achievement. Twenty-seven of 30 student achieved SLOS, and a qualitative observation is this group of students had stronger math skills and more confidence in math than most classes.	No changes are planned.
PH 251	III	Students will: demonstrate comprehension of the essential ideas and unifying concepts associated with particle and wave motion; apply expert problem-solving strategies to address quantitative questions about these topics; and apply expert problem-solving strategies to address qualitative questions about these topics.	1. 2. Critical Thinking 3. Use of Existing and New Technology 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	Assessments are composed of faculty-developed tests and a course exit standardized test Mechanics Baseline Test (MBT) that includes extensive demonstration of solving problems involving quantitative calculations and qualitative (conceptual) problems. An emphasis is placed on assessing knowledge and skills related to problem solving in these topics: Work, Kinetic and Potential Energies, and Conservation Energy. The MBT covers these topics as well (several questions related to these topics). Student performance on content knowledge and problem skills, teacher-developed formative assessment were 84 and 81% respectively. Student performance (n = 18), when compared with last year's scores on the MBT, showed increased rate of success in responses to each question. One particular question (#18) required students to know which problem-solving strategy to use and required deductive reasoning. It is believed that additional attention to students' reasoning skill development through working more construction problems in collaborate in-class groups and in homework influenced the success results. Overall performance on the MBT was less than the previous year, but fell within what physic education researchers consider good (40%). The students' scored 46% as a group.	No remedial action is planned.

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PH 252	III	Students will: demonstrate comprehension of the essential ideas and unifying concepts associated with particle and wave motion; apply expert problem-solving strategies to address quantitative questions about these topics; and apply expert problem-solving strategies to address qualitative questions about these topics.	<ol style="list-style-type: none"> 1. Critical Thinking 2. Use of Existing and New Technology 3. Analysis and Reasoning 4. Seeking Out and Acquiring Knowledge 	There are eight one-hour exams and one standardized final exam. The one-hour assessments require problem solutions of a balance of quantitative and qualitative nature. The final exam, Conceptual Subject Electricity and Magnetism, requires students to determine the appropriate strategy for solutions as well as provide the solution. Students' problem solutions in physics inherently require the Core Competencies 2 - 5. The majority of students achieved these learning outcomes.	Student performance indicated no changes are needed.
PHL 201	II	Students will demonstrate: (1) skills of philosophical analysis as well as (2) an understanding of how to evaluate and construct proper arguments.	<ol style="list-style-type: none"> 1. Analysis and Reasoning 	An embedded assessment, implemented in a position paper, will be used to evaluate student comprehension of historical philosophical positions. In addition, the assessment will also evaluate the students' employment of philosophical argumentation in two ways: (1) in their analysis of a philosophical problem/issue and (2) in the construction of their own philosophical argument. A grading rubric will be employed to measure outcomes: to evaluate argument content (analysis) and argument structure (reasoning). Each area will be assigned a value of 50 points. A combined score of 75 points for each student will serve as the target goal. The SLO outcome for spring 2011 was 37 students completed the assessment with 29 students (78%) meeting their target goal.	Assessment shows that the course has met its target goal, and no action will be taken.
PHL 205	II	Students will demonstrate: (1) skills of ethical analysis as well as (2) an understanding of how to evaluate and construct proper arguments.	<ol style="list-style-type: none"> 1. Effective Communication 2. Critical Thinking 3. Analysis and Reasoning 4. Seeking Out and Acquiring Knowledge 	An embedded assessment, implemented in a position paper, will be used to evaluate student comprehension of ethical positions. In addition, the assessment will also evaluate the students' employment of philosophical argumentation in two ways: (1) in their analysis of the ethical problem/issue and (2) in the construction of their own philosophical/ethical argument. A grading rubric will be employed to measure outcomes (argument content [analysis] and argument structure [reasoning]). Each will be assigned a value of 50 points, and a combined score of 75 points for each student will serve as the target goal. The SLOs for spring 2011 is as follows: 21 students completed the assessment, with 20 students (95%) meeting the target goal.	Assessments show that the course has met its target goal, and no action will be taken.
PS 241	IV	Students completing this course will demonstrate a general knowledge of U.S. Government and Politics.	<ol style="list-style-type: none"> 1. Seeking Out and Acquiring Knowledge 	Students will be given a pre-test during the first week of each academic term and re-tested during the last two weeks of the academic term. The pre-test and post-test will consist of 25 multiple-choice questions from a 50-question test bank. These exams will be administered electronically and student scores analyzed on each assessment. The first attempt at evaluation occurred in the spring of 2011. One Hundred and Sixty students took the pre-test and 140 took the post-test. The average improvement was 19.2%, with CC 5 clearly advanced by the course.	The questions will be reviewed and revised by the instructors to cull out questions that appear to impact students in different courses based on variance in instruction and to emphasize the added knowledge common to all of the courses, rather than on knowledge students receive prior to the course.

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PY 201	IV	1. Demonstrate an understanding of the history of psychology, the scientific methods used in psychology, and the biological bases of behavior; 2. demonstrate knowledge of underlying processes of behavior such as sensation, perception, learning, memory, and consciousness; 3. demonstrate comprehension of impact of lifespan development and other variables, such as personality or physical health, on behavior; 4. demonstrate an understanding of psychological disorders, psychological interventions, and social influences on behavior; and 5. demonstrate knowledge of the basic and technical vocabulary of psychology	1. 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	The Department has developed a common measure of student performance in the General Psychology course: the General Psychology Achievement Test (GPAT). This test is administered by all instructors at the beginning and end of each semester. With each testing, the instructor draws a sample of 25 or more questions from the larger pool and administers these questions on the pre-test. Additionally, some instructors also have a post-course administration of the GPAT so that they can unequivocally demonstrate an increment in psychology knowledge on the students' part. During the spring 2011 semester, 8 sections assessed using a pre- and post-test. A total of 174 students participated in 7 of the 8 sections with significant improvements in performance.	Several areas were identified for improvement (linked to the SLOs) in future offerings of PY 201. These areas will be focused on future offerings by the faculty.
RE 221	II	Students will be able to critically analyze an Old Testament text with an eye for its theological, literary, and historical qualities.	1. 2. Critical Thinking 3. 4. 5.	Imbedded assessment: The final paper requires students to critically assess the theological, literary, and historical qualities of an Old Testament text. The final paper is graded according to a student's ability to think critically about a text. A benchmark will be established in order to measure progress. A shared learning outcome was developed in fall 2010. It was decided that the shared learning outcome would be assessed each fall semester. Since the shared learning outcome was not developed in time for implementation in fall 2010, it will be implemented and assess in fall 2011 and each fall semester thereafter.	N/A
RE 231	II	Students will demonstrate: (1) mastery of a core of factual information about the text and environment of the New Testament, as well as (2) increased critical thinking skills concerning the New Testament.	1. 2. Critical Thinking 3. 4. 5.	An embedded assessment, implemented in a research paper, will be used to evaluate student comprehension of historical facts. In addition, the assessment will also evaluate the students' employment of critical thinking skills in two ways: 1. in their acquisition of knowledge about the literary and historical environment of the New Testament, and 2. their analysis and integration of their new knowledge. A grading rubric will be used to evaluate: 1. their acquisition of knowledge and 2. their critical thinking skills. A pre- and post-test was developed, and when the pre-test was given, none of the students passed. However, when the post-test was given, 28 of the 31 students passed.	Several areas proved to be of weak response. Those areas have been noted and will receive greater emphasis in the future. The evaluation summary (Section 9 of the original assessment Word document) indicated a revision of assessment methodology. A pre-test and post-test was substituted for an embedded assessment in order to construct a more efficient analysis. Future evaluations will continue to reflect this change.
SO 221	IV	Upon completion of this course students express their understanding of: (1) The basic elements of the sociological perspective (CC2); (2) The discipline's central theoretical perspectives and apply those perspectives (CC2); (3) The primary data collection strategies employed by sociologists (CC5); (4) Culture and social structure and their relationship to social organization (CC5); (5) The lifelong process of socialization and how it affects our social development (CC4); (6) The sociological perspective as it applies to a wide array of specialties (CC2); and (7) Learning outcomes also involve students in written assignments that would require traditional and on-line database library research (CC1 and 5).	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	All students currently complete a pre- and post-test assessment of student knowledge; and writing assignments linked to course content and SLOs (notably written communication and use of relevant computer technology). The pre- and post-test assessment is administered each semester and given to the Department Chair who scans the responses and compiles the overall scores. The following percentage increases in pre- to post-test scores were observed for the fall 2010 and spring 2011 semesters respectively: 23.2% and 26.5%.	Overall, the Introductory course appears to be accomplishing the specific goals established for the course in terms of SLOs. Although not expressed here in these data, it appears from analysis of the section-by-section data that certain Sociology instructors are more successful in having students attain SLOs. Dr. May Takeuchi, whose pre- to post-test section scores are substantially greater compared to other faculty will be asked to discuss her strategies for teaching the course with the other faculty at the Department's next faculty meeting.

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SO 222	IV	Upon completion of this course, students should be able to express their understanding of: (1) a variety of social problems and how they adversely affect societies and their populations (CC2); (2) how social problems can be understood through the application of social science concepts, theories, and methods (CC 2 and 4); (3) the sociological imagination and to apply sociology's central theoretical perspective to a study of social problems (CC4); (4) the role played by forces of history, culture, and social structure in creating and perpetuating social problems (CC2); (5) social problems and to communicate their understanding of social problems (CC1). Learning outcomes also involve students in written assignments that would require traditional and on-line database library research (CC 1, 5, and 5).	1. Effective Communication 2. Critical Thinking 3. Use of Existing and New Technologies 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	All students enrolled in all sections currently complete a pre- and post-test assessment of student knowledge each semester. Students also complete writing assignments linked to course content and SLOs (notably written communication and use of relevant computer technology). This assignment requires students to formulate a research questions, engage in a 10-source literature review, use the APA style, and prepare a PowerPoint presentation addressing what they have learned. The assessments are given to the Department Chair, who then scans the responses and compiles the overall scores. The assessment still requires revision to better assess the core competencies. For the fall 2010 and spring 2011 semester, the percent change on the pre-to-post-test assessments were 23% and 24% respectively.	These data suggest students are achieving the SLOs established for the course. The assessment method developed for this course must be revised to better capture information related to the core competencies. This will be accomplished during the 2011 summer terms to be implemented fall 2011.
TH 210	II	(1) Students will demonstrate themselves to be responsible and educated theatre goers who have an understanding of the social importance of theatre, how to critique its individual elements (script, performance, direction, and design), and how to appreciate and enjoy all levels and types of theatre. (2) Students will identify all the production elements found in a theatrical performance, and what theater practitioners carry out the jobs associated with those elements. (3) Students will demonstrate knowledge of play structure and the components of a play as described by Aristotle's <i>Poetics</i> . (4) Students will identify different theatrical styles and genres through video viewing and in-class reading of Golden Age, Medieval, Renaissance, Realism, Modern, Post Modern, and Current dramatic literature. (5) Students will demonstrate the ability to analyze a play script and identify its underlying themes and motifs.	1. Effective Communication 2. Critical Thinking 3. 4. Analysis and Reasoning 5. Seeking Out and Acquiring Knowledge	(1) SLO is assessed through a written critique of the viewing of a live theatrical performance and its individual elements. It is further evaluated through class discussions and impromptu questioning during class. (2) SLO is assessed through a comprehensive exam and through class discussion and impromptu questioning. (3) Assessed through discussion questions on written exam and class discussions and impromptu questioning. (4) Assessed through a comprehensive exam and class discussions and impromptu questioning. (5) Assessed through essay/discussion type questions on written exams. The assessments used are written mid-term and final exams, a written play critique, and class participation. It is offered every semester and offers students a broad-based knowledge of theatre as an art form and profession. At semester end, students will acquire the knowledge to research, analyze, and critique a play script and a play in performance.	A passing or failing grade is assigned to each student based on the number of points acquired by each student during the semester. It will serve as credit for Area 2 of the general education component.