Georgia Southwestern State University
General Education Assessment Report
2013-2014

December 4, 2013

October 17, 2014
Georgia Southwestern State University
Americus, Georgia 31709

OVERVIEW

Assessment of general education outcomes is conducted according to the procedures outlined in the General Education Manual (see the appendix for complete plan). These procedures provide for assessment of outcomes on a three-year rotation. During academic year 2013-2014 outcomes were assessed for Area B: Institutional Options, Area D: Natural and Physical Sciences, and the Global Perspectives overlay.

Artifacts from LIBR 1101 Information Literacy, the targeted course for the outcome "students will be able to evaluate information critically," were assessed from both fall term 2013 and spring term 2014. THEA 1110 Performance Skills for Business and Professions and WMST 2001 Introduction were the targeted courses for the outcome "students will be able to understand cultural differences." Since THEA 1110 was taught only during fall term 2013, only artifacts for that term were assessed; artifacts from WMST were assessed for both fall term 2013 and spring term 2014. Final exam questions from a variety of Core science classes were assessed for the outcomes "students will be able to interpret symbolic representations of data relevant to the physical world" and "students will be able to evaluate the relationship between observation and inference in the natural sciences" (see Appendix for a list of Area D targeted courses). For the Global Perspectives overlay outcomes "Students will be able to articulate factual and conceptual knowledge concerning world-wide societal dynamics," HIST 1111 World Civilization I and HIST 1112 World Civilization II were the targeted courses. Final exam questions were assessed from both HIST 1111 and HIST 1112 during both fall term 2013 and spring term 2014.

Results and analysis of results are presented below by area.

2013-2014 General Education Assessment Report

Assessment of Attainment for Core Area B: Institutional Options
Learning Outcome 1: Students will be able to evaluate information critically

						Information Literacy		
						Last Modified: 06/09/2014		
						Filter By: Report Subgroup		
Outcome: Students will be able to evaluate information critically.								
#	Question	Exceeds (4): Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Meets Well (3): Identifies own and others' assumptions and several relevant contexts when presenting a position.	Meets Adequately (2): Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Benchmark (1): Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Does not meet Benchmark (0)	Total Responses	Mean
1	Evaluate Information and its Sources Critically	19	23	22	6	3	73	2.67

#	Question	Exceeds (4): Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Meets Well (3): Identifies own and others' assumptions and several relevant contexts when presenting a position.	Meets Adequately (2): Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Benchmark (1): Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Does not meet Benchmark (0)	Total Responses	Mean
1	Evaluate Information and its Sources Critically	26.03%	31.51%	30.14%	8.22%	4.11%	73	2.67

Statistic	Evaluate Information and its Sources Critically
Min Value	0
Max Value	4
Mean	2.67
Variance	1.17
Standard Deviation	1.08
Total Responses	73

Outcome: Students will be able to evaluate information critically.

#	Question	Exceeds (4): Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Meets Well (3): Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Meets Adequately (2):Communicates and organizes information from sources. The information is not yet synthesized, so the intended purposes is not fully achieved.	Benchmark (1): Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Does not meet Benchmark (0)	Total Responses	Mean
1	Use Information Effectively to Accomplish a Specific Purpose	28	28	11	5	0	72	3.10

#	Question	Exceeds (4): Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Meets Well (3): Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Meets Adequately (2):Communicates and organizes information from sources. The information is not yet synthesized, so the intended purposes is not fully achieved.	Benchmark (1): Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Does not meet Benchmark (0)	Total Responses	Mean
1	Use Information Effectively to Accomplish a Specific Purpose	38.89%	38.89%	15.28%	6.94%	0.00%	72	3.10

Statistic	Use Information Effectively to Accomplish a Specific Purpose
Min Value	1
Max Value	4
Mean	3.10
Variance	0.82
Standard Deviation	0.91
Total Responses	72

Analysis:

A sample of seventy-two students was assessed on their final projects in LIBR 1101 Information Literacy, forty at the end of fall term 2013 and thirty-two at the end of spring term 2014 by a group of three Library Faculty members experienced in teaching information literacy. Note that one test assessment was discounted in the final results. Since over 93% of the students sampled were able to use information to achieve a purpose at or above the meets adequately level and over 87% were able to evaluate information critically at or above the meets adequately level, attainment on this Area B outcome exceeds the target of 85% attainment at or above the meets adequately level. Programs with information literacy outcomes should note that students' ability to critically evaluate information needs more development than their ability to use information.

Learning Outcome 2: Students will be able to understand cultural differences

			Intercultural

Last Modified: 06/09/2014

Filter By: Report Subgroup

Outcome: Students will be able to understand cultural differences. Evaluators are encouraged to assign a zero to any work sample that does not meet benchmark level performance.

#	Question	Exceeds (4): Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Meets Well (3): Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Meets Adequately (2): Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).	Benchmark (1): Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others).	Does Not Meet Benchmark (0)	Total Responses	Mean
1	Cultural Self-Awareness	9	29	26	8	7	79	2.32

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1	Cultural Self-Awareness	11.39%	36.71%	32.91%	10.13%	8.86%	79	2.32

Statistic	Cultural Self-Awareness
Min Value	0
Max Value	4
Mean	2.32
Variance	1.19
Standard Deviation	1.09
Total Responses	79

Outcome: Students will be able to understand cultural differences. Evaluators are encouraged to assign a zero to any work sample that does not meet benchmark level performance.

#	Question	Exceeds (4): Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Meets Well (3): Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history,values, politics, communication styles, economy, or beliefs and practices.	Meets Adequately (2): Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history,values, politics, communication styles, economy, or beliefs and practices.	Benchmark (1): Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history,values, politics, communication styles, economy, or beliefs and practices.	Does Not Meet Benchmark (0)	Total Responses	Mean
1	Knowledge of Other Worldviews	8	14	23	26	8	79	1.85

#	Question	Exceeds (4): Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Meets Well (3): Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history,values, politics, communication styles, economy, or beliefs and practices.	Meets Adequately (2): Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history,values, politics, communication styles, economy, or beliefs and practices.	Benchmark (1): Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history,values, politics, communication styles, economy, or beliefs and practices.	Does Not Meet Benchmark (0)	Total Responses	Mean
1	Knowledge of Other Worldviews	10.13%	17.72%	29.11%	32.91%	10.13%	79	1.85

Statistic	Knowledge of Other Worldviews
Min Value	0
Max Value	4
Mean	1.85
Variance	1.31
Standard Deviation	1.14
Total Responses	79

Analysis: A sample of seventy-nine students was assessed on their projects in THEA 1110 Performance Skills for Professionals, twenty-seven during fall term only, and WMST 2001 Introduction to Women's Studies, thirty-two at the end of fall term 2013 and twenty-two at the end of spring term 2014. The artifacts were assessed by the course instructors using the GSW Area B Intercultural Knowledge Rubric.

The students assessed were generally more adept at recognizing their own cultural assumptions and biases, over 80% of the students at least adequately met expectations on this dimension, than they were on recognizing elements that are important to members of another culture, over 43% were at or below benchmark on this dimension. These results support the need for the Windows to the World Program and the need for major programs to enhance understanding of other worldviews where appropriate.

Assessment of Attainment for Area D: Natural and Physical Sciences
Area D Outcomes:

Department of Biology

The Biology Department collects and collates the student data for assessment of Area D of the Core. Assessments are conducted in the following courses: BIOL 1107, BIOL 1108, BIOL 2107, BIOL 2108, and BIOL 1500. This covers all of our Area D courses with the exception of the BIOL 1107/8 lab sections. These were omitted because all lab section students are assessed in their respective lecture course.

The Area D Student Learning Outcomes (SLO) were developed by a committee representing all of the natural sciences departments. These were the critical points that the committee valued across all science disciplines. Following the completion of an Area D course: 1) the student can determine a critical value from a symbolic representation of a set of values; 2) the student can provide a qualitative description of the relationship between two parameters presented in a symbolic representation of data; and 3) Based on the relationship(s) depicted in the graphic representation, the student can predict or extrapolate a value that is not given AND/OR can assess the generality or consistency of their prediction.

The assessment tool consist of one question assess each of the above SLO. These questions may be administered on a quiz or an exam or independently. The assessment of the questions for purposes of a course grade is independent of the assessment of the question using the above rubric. The assessment question(s) require minimal content recall/understanding of specific course material. Poor understanding of specific course material should not be the cause of failing to meet the standard.   Each student answers will be evaluated and a value of 0 or 1 will be assigned (0= does not meet expectations; 1= meets expectations). The target for the assessment is to have 70% of students meeting the SLO expectations.

The assessment data for the past 2 academic years has been collected and the summary of that data can be seen in Table 1.   For the traditional courses (not online) the percentage of student meeting expectations exceeded the target for SLO 1 and SLO 2.   The number of students meeting the expectations for SLO 3 was lower. This was not unexpected because SLO 3 requires students to engage in critical thinking.   Within the past three years only a single online course was taught. The assessment data from that was isolated from the traditional courses data. The same course taught concurrently but without traditional delivery, scored as high as the other traditional courses. While the sample for the online course is very limited, the dramatic difference in scoring suggest that there was a problem. Adjustments to the course have been made for Spring 2015 when it will again be taught online.

	Academic Year	Interpret	Relationships	Predict
Traditional	2011-2012	80.3	81.4	73.4

Courses				
	2012-2013	82.5	87.3	69.6
	2013-2014	81.7	86.9	60.7
Online course	2011-2012	36.8	26.3	68.4

Department of Chemistry

The Chemistry Department collects and collates the student data for assessment of Area D of the Core. Assessments are conducted in the following courses: CHEM 1211, CHEM 1212, CHEM 1020, CHEM 1151, CHEM 1152, ENVS 1100. This covers all of our Area D courses with the exception of lab sections. These were omitted because all lab section students are assessed in their respective lecture course.

The Area D Student Learning Outcomes (SLO) were developed by a committee representing all of the natural sciences departments. These were the critical points that the committee valued across all science disciplines. Following the completion of an Area D course: 1) the student can determine a critical value from a symbolic representation of a set of values; 2) the student can provide a qualitative description of the relationship between two parameters presented in a symbolic representation of data; and 3) Based on the relationship(s) depicted in the graphic representation, the student can predict or extrapolate a value that is not given AND/OR can assess the generality or consistency of their prediction.

The assessment tool consist of one question assess each of the above SLO. These questions may be administered on a quiz or an exam or independently. The assessment of the questions for purposes of a course grade is independent of the assessment of the question using the above rubric. The assessment question(s) require minimal content recall/understanding of specific course material. Poor understanding of specific course material should not be the cause of failing to meet the standard. Each student answers will be evaluated and a value of 0 or 1 will be assigned (0= does not meet expectations; 1= meets expectations). The target for the assessment is to have 70% of students meeting the SLO expectations.

The assessment data for the past academic year has been collected and the summary of that data can be seen in Table 1. The percentage of student meeting expectations exceeded the target for all three SLO's. Science programs in which these courses are part of Area F requirements should note that the ability to describe relationships between data represented in a graph qualitatively needs more development than the other skills measured by the assessment.

	Academic Year	Interpret	Relationships	Predict
Traditional Courses	2013-2014	95.6	74.3	78.4

Department of Geology and Physics

The following data were collected as part of Area D Core assessment. Assessment of Core Area D was done through various questions in exams and in-class assignments for the following classes during the Fall semester of 2013: GEOL 1121 (four sections), GEOL 1122, PHYS 1111 and PHYS 2211.

The following rubric from the GSW Core Area D subcommittee was used by Geology and Physics faculty to design their questions and to determine whether students had met or not met Core assessments:

1. The student can determine a critical value from a symbolic representation of a set of values.	2. The student can provide a qualitative description of the relationship between 2 parameters represented in a symbolic representation of data.	3. Based on the relationship(s) depicted in graphic representation, the student can predict or extrapolate a value that is not given AND/OR can assess the generality of consistency of their prediction.
0 = does not meet expectations	0 = does not meet expectations	0 = does not meet expectations
1 = meets expectations	1 = meets expectations	1 = meets expectations

Each faculty member in Geology and Physics developed questions that fit each of the categories and determined if the student met the expectation for that particular question. The data were tabulated for each class and examples of the questions used were sent to the chair for compilation. In most classes the results were sorted by class, allowing for a separate analysis of freshmen vs. other students in our classes. Almost all the data were collected in Fall 2013, with only the one section of GEOL 1122 class in Spring 2014 being included.

Overall Results
The following tables show the results of our assessment in the various classes, and include an example of the questions that were used to evaluate the Area D assessments.

Course / CRN	Instructor	Assessment 1	Number	Met (1)	Did Not Meet (0)
GEOL 1121 / 8018-8019	Weiland	What is the elevation of a selected location. (Map exercise)	N = 54	38 (70.4%)	16
GEOL 1121 / 8017	Peavy	What is the elevation of the highest point…(three different maps used)	N = 19	9 (47.4%)	10
GEOL 1122 / 8020	Carter	Use a graph to determine the ages of two igneous rocks	N = 11	7 (63.6%)	4
GEOL 1122 / 2003	Weiland	Determine the strike and dip of a fault based on a block diagram of the structure without strike and dip symbols.	N = 25	18 (72%)	7
PHYS 1111 / 8026	Kostov	Determine acceleration using Newton's Second Law given force and mass.	N = 21	19 (90.5%)	2
PHYS 2211 / 8027	Kostov	Determine acceleration	N = 20	20 (100%)	0

		using Newton's Second Law given force and mass.			
		Totals	**150**	**111**	**39**
		Percent of Total		**74%**	**26%**

Course / CRN	Instructor	Assessment 2	Results	Met	Did not Meet
GEOL 1121 / 8018-8019	Weiland	In which general direction does Lower Little Swatara Creek flow? Does Swatara Creek flow continuously? Explain.	N = 54	32 (59.5%)	22
GEOL 1121 / 8017	Peavy	What is the relief from… (relief is difference in elevation between two points; three different maps used)	N = 19	9 (47.4%)	10
GEOL 1122 / 8020	Carter	Assess the reliability of the radiometric ages through comparison to another technique.	N = 11	7 (63.6%)	4
GEOL 1122 / 2003	Weiland	What type of structure is shown in the block diagram based on the distribution of the two rock types in the drawing?	N = 25	16 (64%)	9
PHYS 1111 / 8026	Kostov	Identify a linear and quadratic relationship between velocity and time and distance and time.	N = 21	18 (85.7%)	3
PHYS 2211 / 8027	Kostov	Identify a linear and quadratic relationship between velocity and time and distance and time.	N = 20	18 (90%)	2
		Totals	**150**	**100**	**50**
		Percent of Total		**66.7%**	**33.3%**

Course / CRN	Instructor	Assessment 3	Results		
GEOL 1121 /	Weiland	What is the latitude and	N = 54	20 (37%)	34

8018-8019		longitude of St. Mark's Church?			
GEOL 1121 / 8017	Peavy	What is the gradient of xxx Creek… (gradient is the slope of the creek; three different maps used)	N = 19	5 (26.3%)	14
GEOL 1122 / 8020	Carter	Apply the derived radiometric ages to a schematic diagram to estimate the age of a third object.	N = 11	7 (63.6%)	4
GEOL 1122 / 2003	Weiland	Determine the nature of movement and fault type for the fault shown in the diagram from the offset of the rock units.	N = 25	15 (60%)	10
PHYS 1111 / 8026	Kostov	Graph of force vs. mass and compare to theoretical predicted acceleration and discuss consistency with experimental results.	N = 21	16 (76%)	5
PHYS 2211 / 8027	Kostov	Graph of force vs. mass and compare to theoretical predicted acceleration and discuss consistency with experimental results.	N = 20	18 (90%)	2
		Totals	**150**	**81**	**69**
		Percent of Total		**54%**	**46%**

Discussion

The assessment indicates that most of our students can determine a critical value from a symbolic representation (i.e. read a graph) however they have more difficulty describing the data (Assessment 2) or analyzing or extrapolating the data and making a prediction based upon this result (Assessment 3). Students in the physics classes have better analytical skills, which is to be expected given their mathematical backgrounds and often advanced status. The type of question asked may also have played a role. For example, the question asked in the GEOL 1122 class presupposed knowledge of geology that the students may not have possessed at the beginning of the term. Questions asked in GEOL 1121 reflect skills that should have been known by the students as there were numerous opportunities in class or lab to practice these tasks.

The percentage of students meeting expectations in **all** areas should exceed 70%, especially since the assessment is done towards the end of the term. This only happened on Question 1. Perhaps

an earlier assessment coupled with one at the end of the course would allow us to see *progression during the semester*?

Results – Freshmen only

Dean McCoy requested that we attempt to sort the data relative to the class level of the students. In particular, he was interested in the relative performance of freshmen versus other students in the same classes. The following tables show the results of our assessment for freshmen only in the four classes for which we have separate data. The same questions were used and therefore are not included.

Assessment 1 – Freshmen Only

Course / CRN	Instructor	Number	Met (1)	Did Not Meet (0)
GEOL 1121 / 8018-8019	Weiland	N = 11	6 (54.5%)	5
GEOL 1121 / 8017	Peavy	N = 10	5 (50%)	5
GEOL 1122 / 2003	Weiland	N = 8	5 (62.5%)	3
	Totals	29	16	13
	% of Total		55.1%	44.9%

Assessment 2 – Freshmen Only

Course / CRN	Instructor	Number	Met (1)	Did Not Meet (0)
GEOL 1121 / 8018-8019	Weiland	N = 11	8 (72.7%)	3
GEOL 1121 / 8017	Peavy	N = 10	4 (40%)	6
GEOL 1122 / 2003	Weiland	N = 8	6 (75%)	2
	Totals	29	18	11
	% of Total		62.1%	37.9%

Assessment 3 – Freshmen Only

Course / CRN	Instructor	Number	Met (1)	Did Not Meet (0)
GEOL 1121 / 8018-8019	Weiland	N = 11	4 (36.4%)	7
GEOL 1121 / 8017	Peavy	N = 10	4 (40%)	6
GEOL 1122 / 2003	Weiland	N = 8	4 (50%)	4
	Totals	29	12	17
	% of Total		41.4%	58.6%

Discussion

Note that three of the classes did not have a breakdown of freshmen, and therefore we do not have the complete picture at this time. However, it is doubtful that there were any freshmen in

the Physics classes, as most freshmen do not have the necessary pre-requisite mathematics courses to enable them to be in those classes.

The tables below summarize the percentages of students that met expectations for each question broken into three groups: freshmen, non-freshmen and all students.

Assessment 1

Course / CRN	Instructor	Overall % Met	% Met, Freshmen	% Met, Non-Freshmen
GEOL 1121 / 8018-8019	Weiland	70.4%	54.5%	74.4%
GEOL 1121 / 8017	Peavy	47.4%	50%	44.4%
GEOL 1122 / 2003	Weiland	72%	62.5%	76.5%
	Total	**66.1%**	**55.1%**	**71.0%**

Assessment 2

Course / CRN	Instructor	Overall % Met	% Met, Freshmen	% Met, Non-Freshmen
GEOL 1121 / 8018-8019	Weiland	59.5%	72.7%	55.8%
GEOL 1121 / 8017	Peavy	47.4%	40%	55.5%
GEOL 1122 / 2003	Weiland	64%	75%	58.8%
	Total	**58.7%**	**62.1%**	**56.5%**

Assessment 3

Course / CRN	Instructor	Overall % Met	% Met, Freshmen	% Met, Non-Freshmen
GEOL 1121 / 8018-8019	Weiland	37%	36.4%	37.2%
GEOL 1121 / 8017	Peavy	26.3%	40%	11.1%
GEOL 1122 / 2003	Weiland	60%	50%	64.7%
	Total	**43.1%**	**41.4%**	**43.5%**

The results show that expectations were not met at the 70% level for freshmen in any of the classes for which the data were collected. They also show that on Assessment 1 freshmen had more difficulty reading a graph or map than non-freshmen. They did much better on Assessment 2 (providing a qualitative explanation for points on a graph or map), with a higher percentage of freshmen meeting the criteria. Most students struggled with the third question regardless of class, as less than half were able to extrapolate data or evaluate the consistency of a prediction. Overall, students in the GEOL 1122 classes were better at these exercises than those in GEOL 1121 – not surprising given their greater experience in Area D classes. Only non-freshmen were able to answer Assessment 1 with over 70% success. There is not enough data at this time to make any general conclusions about pre-college preparation or general ability of students to work with graphical or symbolic data sets.

Conclusion
Students in Area D courses in the Geology and Physics department were only able to meet our expectations for Assessment 1 (reading a graph). Students in the Physics classes performed better overall as we would expect given their background in math and science. Freshmen were outperformed in all areas except Assessment 2 which calls for a qualitative interpretation of the data. Given the paucity of data at this point, no general conclusions can be made. Perhaps a more comprehensive treatment with an early semester evaluation followed by one later in the term might provide more information, allowing a separation of abilities gained in the class from those brought to the class.

Assessment of Attainment for Global Perspectives
Outcome: Students will be able to articulate factual and conceptual knowledge concerning world-wide societal dynamics.

Course	5	4	3	2	1
	Provides accurate, comprehensive, and complex analysis of world-wide societal dynamics and is able to articulate knowledge in clear and precise language.	Provides concise and accurate analysis of world-wide societal dynamics and is able to articulate knowledge in effective language.	Provides only major and basic analysis of world-wide societal dynamics and is able to articulate knowledge in acceptable language.	Provides only basic and generally accurate analysis of world-wide societal dynamics and cannot articulate knowledge in acceptable language.	Provides minimal and partially accurate analysis of world-wide societal dynamics and cannot articulate knowledge in acceptable language.
HIST 1111 World Civ I (Number)	3	10	9	4	7
HIST 1111 World Civ I (Percent)	9%	30%	27%	12%	21%
HIST 1112 World Civ II (number)	6	3	7	8	10
HIST 1112 World Civ II (Percent)	18%	9%	20%	24%	29%

| **Total %** | 13.4% | 19.4% | 23.9% | 17.9% | 25.4% |

Analysis: The Department of History and Political Science provided no analysis of these results.

Appendix
General Education Attainment Plan and Targeted Courses

GSW General Education Attainment Plan 2013-14

Learning Outcome	Outcome Measure	Review of Outcome
Area A1 Students will be able to write effectively for a variety of audiences to demonstrate collegiate level writing development in various contexts	Baseline Assessment: Midterm Exam in ENGL 1101 Composition I Attainment Assessment: Final Project in ENGL 1102 Composition II Both assessments carried out using the GSW Gen Ed Writing Assessment Rubric	Outcome data reviewed by the Department of English and Modern Languages Assessment Committee and the Committee on Academic Affairs General Education Review Subcommittee once every three years beginning in 2011-12
Area A2 Students will be able to analyze and apply mathematical concepts in various forms in order to solve a variety of quantitative problems	Assessment of course-appropriate problem on the final exam in each targeted Mathematics course Problem assessed using GSW Rubric for General Education Mathematics	Outcome data reviewed by the Department of Mathematics faculty and the Committee on Academic Affairs General Education Review Subcommittee once every three years beginning in 2011-12
Area B Students will be able to evaluate information critically Students will be able to understand cultural differences	Assessment of final project in LIBR 1101 Information Literacy Project assessed using GSW Area B Information Literacy Rubric Assessment of final project in WMST 2001 Project assessed using GSW Area B Intercultural Knowledge Rubric	Outcome data reviewed by the Library faculty and by Committee and the Committee on Academic Affairs General Education Review Subcommittee once every three years beginning in 2013-14 Outcome data reviewed by the Women's Studies faculty and by Committee and the Committee on Academic Affairs General Education Review Subcommittee once every three years beginning in 2013-14
Area C Students will be able to articulate factual and conceptual knowledge concerning humanities and fine arts	Assessment of an essay question on the final exam for English Courses in Area C Essays assessed using the GSW Area C Assessment Rubric	Outcome data reviewed by the Department of English and Modern Languages Assessment Committee and the Committee on Academic Affairs General Education Review Subcommittee once

		every three years beginning in 2012-13
Area D Students will be able to interpret symbolic representations of data relevant to the physical world Students will be able to evaluate the relationship between observation and inference in the natural sciences	Assessment questions included on Final Exam in Biology, Geology, and Physics courses that evaluate the students' ability to (1) interpret graphical data, (2) evaluate relationships from the graph and (3) predict relationships from the graph Questions assessed using GSW Area D Assessment Rubric	Reviewed once every three years by the Biology, Geology, and Physics faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2013-14
Area E Students will be able to articulate factual and conceptual knowledge concerning societal dynamics	Assessment of final exam questions in HIST 1111, HIST 1112, HIST 2111, HIST 2112, and POLS 1101 Questions assessed using course specific rubrics	Outcome data reviewed once every three years by the Department of History and Political Science faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2012-13
US Perspectives Students will be able to articulate factual and conceptual knowledge concerning historical and societal dynamics within the United States	Assessment of final exam questions in HIST 2111, HIST 2112 & POLS 1101 Questions assessed using the GSW US Perspectives Assessment Rubric	Outcome data reviewed once every three years by the Department of History and Political Science faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2012-13
Global Perspectives Students will be able to articulate factual and conceptual knowledge concerning world-wide societal dynamics	Assessment of final exam questions in HIST 1111 & HIST 1112 Questions assessed using the GSW Global Perspectives Assessment Rubric	Outcome data reviewed once every three years by the Department of History and Political Science faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2013-14
Critical Thinking Students will be able to analyze and evaluate the main	Baseline Assessment: Midterm Exam in ENGL 1101	Outcome data reviewed by the Department of English and

| issues that relate to problems or texts, and then apply an organized, coherent and accurate response | Composition I

Attainment Assessment: Final Project in ENGL 1102 Composition II

Both assessments carried out using the GSW Gen Ed Critical Thinking Rubric | Modern Languages Assessment Committee and by the Committee on Academic Affairs General Education Review Subcommittee once every three years beginning in 2011-12 |

Core Area	Targeted Courses
A1	ENGL 1101 Composition I ENGL 1102 Composition II
A2	MATH 1101 Introduction to Math Modeling MATH 1111 College Algebra MATH 1113 Precalculus MATH 1120 Calculus I
B	LIBR 1101 Foundations of Information Literacy THEA 1110 Performance Skills for Business and Professions WMST 2001 Introduction to Women's Studies
C	ENGL 2110 World Literature ENGL 2120 British Literature ENGL 2130 American Literature
D	BIOL 1107 & BIOL 1107l Essentials of Biology I Lecture and Lab BIOL 1108 & BIOL 1108L Essentials of Biology II Lecture and Lab BIOL 1500 - Applied Botany BIOL 2107 - Principles of Biology I BIOL 2108 - Principles of Biology II CHEM 1151 & CHEM 1151L Survey of Chemistry I Lecture and Lab CHEM 1152 & CHEM 1152L Survey of Chemistry II Lecture and Lab CHEM 1211 Principles of Chemistry I Lecture CHEM 1212 Principles of Chemistry II Lecture GEOL 1121 Earth Materials, Processes, and Environment GEOL 1122 Earth History and Global Change PHYS 1111 Introductory Physics I PHYS 1112 Introductory Physics II PHYS 2211 Principles of Physics I PHYS 2212 Principles of Physics II
E	HIST 1111 World Civilization I

	HIST 1112 World Civilization II
	HIST 2111 US History I
	HIST 2112 US History II
	POLS 1101 American Government
US Perspectives	HIST 2111 US History I
	HIST 2112 US History II
	POLS 1101 American Government
Global Perspectives	HIST 1111 World Civilization I
	HIST 1112 World Civilization II
Critical Thinking	ENGL 1101 Composition I
	ENGL 1102 Composition II

From: Committee on Academic Affairs
RE: Feedback on General Education Annual Report
Date: Met on Oct 30, 2014 & Nov. 12, 2014.

On Oct 30, 2014 and Nov. 12, 2014, the CoAA General Education Assessment Review Subcommittee has met twice and discussed the report of 2013-2014 General Education Assessment report. After the review meetings, the committee has made a few comments in the report for involved programs to revise or to clarify. Please see track comments in the word document. Also, a summary table of the comments is included below.

The Subcommittee recommended that all involved programs should briefly describe their sample questions used in the measurement and data collection procedures and include the actual questions of measurement in the appendix.

SLO 1: Information Literacy	Target Course	Learning objectives:	Results	Target percentage	Comments /suggestions
Student can evaluate information critically.	Area B: LIBR 1101	a. Evaluate information and its sources critically (M=2.67) b. Use information effectively to accomplish a specific purpose. (M=3.1)	a. Mean: 2.67- (2=Meet Adequately) 88% >2.0 b. Mean: 3.1 (meets well) 95% >2.0 Scale 0-4	85% of students meet adequately	Why weren't the sample sizes for learning objectives 1 and 2 consistent? Please explain.

SLO2: Cultural Differences	Target Courses	Learning objectives:	Results	Target percentage	Comments/suggestions
Students can understand cultural differences	Area B:	a. Cultural Self-Awareness b. Knowledge of other worldviews	a. M=2.32 (2=Meets adequately) 80% = 2.0	85% of students meet adequately	1. Page 11: Analysis section— Data was drawn from THEA 1110 but on page 11, it said

	THEA 1110 WMST 2001		b. M=1.8 (1=Show minimal awareness…) 57% =2.0 43 %<=1.0 Scale 0-4		"a sample ….in COMM 1110" Typo? Comm 1110 or THEA 1110 2. Page 11: Sample size 79 is not consistent with analysis description (sample sum is 81). Please explain.

SLO3: Interpret symbolic representation of data, evaluate the relationship between observation and inferences; articulate factual and conceptual knowledge	Target Course	Learning objectives:	Results	Target percentage	Comments/suggestions
1. Students can **interpret** symbolic representation of data relevant to the physical world 2. Students can evaluate the **relationship**	1. Biology (1107; 1108; 2107; 2108; 1500) 2. Chemistry (1211, 1212, 1020, 1151, 1152,110) 3. Geology & Physics	Key words from SLO a. Interpret b. Relationship c. Predict	Biology: 2013-2014 • a.81.7 % • b.82.9% • c.60.7% Chemistry: 2013-2014 • a.95.6% • b.74.3%	70% of students meeting the SLO expectations.	Comments: Page 12: on the last paragraph line 12, the sentence is not making sense. Please review it and look for the word "with" in the sentence: "The assessment data from that was isolated from …. "

between observation and inferences in the natural sciences. 3. Students can **predict** or extrapolate a value that is not given AND/OR can assess the generality or consistency of their prediction.	(GEOL1121; 1121; Physics 1111; 2211) (see details in page 12-16)		• c.78.4% Geology & Physics 2013-2014 a. 74% b. 66% c. 54%		On page 18: Review the second sentence in the last paragraph. We suggest to revise it as: They also show that freshmen had more difficulty reading a graph or map than non-freshmen.

SLO4: Global Perspectives	Target Courses	Learning objectives:	Results	Target percentage	Comments/suggestions
Students can **articulate** factual and conceptual knowledge concerning world-wide societal dynamics.	HIST 1111 World civilization HIST 1112	Students can **articulate** factual and conceptual knowledge concerning world-wide societal dynamics.	55% = 3.0 (meet adequately) 45% =<2.0 (only meet basically and minimally) Scale: 1-5 (3=meet adequately)	Question -- 85% of students meet adequately?? (Target percentage is not indicated in the text?)	Suggest reviewing and revising the first sentence in the analysis on page 20. Quoted, "More than 25% of students…." is too general. Rather, it would be clearer to use exact percentage to report the percentage of students who can meet adequately. For example, 55% of students were able to provide major and basic analysis of world-wide societal dynamics in accept language; whereas 19% of students can only provide basic

					and generally accurate analysis and 25% of students can provide minimal and partially accurate analysis.