

GENERAL EDUCATION COMPETENCY GRID

(updated September 2014 with 2013-2014 data analysis and 2014-2015 recommendations)

COMPETENCY	PRIMARY COURSE TO EVALUATE	ACTIVITIES	QUANTITATIVE OR QUALITATIVE MEASUREMENT	EVALUATION CRITERIA	TIMELINE FOR REVIEW
Critical Thinking					
1.Independent Learning Abilities	CS 1113	Students will complete individual projects on all computer applications including Word, Excel, Access, and PowerPoint, which involves reading and completing tutorials followed by completion of assigned projects in each area to demonstrate application of knowledge gained through independent study of the tutorials.	Projects will be evaluated quantitatively based on electronic grading rubric embedded in SAM projects.	Success rate for each unit's project is 75% of the total value based on a designated grading rubric.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: 462 and 355 students were assessed in Fall 2013 and Spring 2014, respectively, using electronic rubrics established with the SAM Project Assessment tool. The averages for each unit were Word-80.74% and 83.81%; Excel-81.73% and 85.19%, Access-73.3% and 76.58%, and PowerPoint-85.23% and 87.45%. Recommendation for 2014-2015: Average scores show that students are exceeding the benchmarks set (with the exception of Access in Fall 2013 where it falls 1.27% short of the benchmark. Faculty will increase the use of SAM training in order to improve the scores in all areas (particularly in Access) and encourage further development of independent learning abilities. Faculty are also piloting a new tool called SimNet, through the Digital & Financial Literacy course. If results are satisfactory, the division will research utilizing the tool in Computer Concepts as well and possibly replacing SAM.					
2.An Ability to Compare and Defend Differing Viewpoints	HIST 1483 or HIST 1493	Instructors will use one or both of the following: 1. Students will recognize differing viewpoints in historical events and correctly identify key differences. 2. As students participate in classroom discussions they will demonstrate the ability to analyze varying viewpoints, recognize key differences, and present a defense of their personal perspectives. 3. Writing components will be devised that challenge the student's ability to analyze differing viewpoints in historical events, recognize key figures and their contributions, and summarize the significance in the historical context.	Instructor Options: 1. Quantitative tool—Objective questions on major exams or quizzes. 2. Qualitative tool-Each faculty member will devise an evaluative procedure for the quality of classroom discussion. 3. Qualitative tool- Rubrics will examine the ability of the student to compare and defend differing viewpoints.	Average pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: An average percentage of 80.43% demonstrated the competency, with a range of 71-91 percent scored. Recommendation for 2014-2015: No changes at this time—competency met.					

3.An Ability to Function Effectively in Interpersonal or Small Group	ENGL 1113	Students will rank themselves and group members on participation in peer review workshops for at least one essay each semester.	A standard rubric will be used in all sections of English 1113 to measure.	On a scale of 1-4, at least 70% of students will rank themselves and group partners as 3 (Accomplished) or 4 (Exemplary) in group/ interpersonal skills.	Yearly reviews in the fall semester will be made to determine needed adjustments. These will be made by instructors from all campuses.
2013-2014 Data: 490 students were assessed using the rubric established for a peer review process. 7 areas (group cooperation, distribution of group tasks, group leadership, communication among group members, individual participation, listening to other points of view, and showing respect) were evaluated for this competency of group and interpersonal skills with a score ranging from 1-4 with 4 being the best and a high score of 28 possible. Results: Group Cooperation-3.49 of 4.0 Average, Distribution of Group Tasks-3.54 of 4.0 average, Group Leadership-3.57 of 4.0 average, Communication-3.64 of 4.0 average, Individual Participation-3.54 of 4.0 average, Listening-3.75 of 4.0 average, and Showing Respect-3.71 of 4.0 average Recommendation for 2014-2015: Average score shows students are “accomplished,” based on rubric scoring, in every area measured. No changes are recommended at this time.					
4.An Ability to Use Basic Research Skills to Examine Multiple Aspects of Problems and Issues	ENGL 1213	Instructors will use one of the following or a combination of the following activities: 1. Annotated bibliographies 2. Research papers 3. Pro/con position papers	Rubrics will be developed and applied for basic research skills each paper should demonstrate.	Students should score at least 70% on assigned research-related work, with at least 25% of grade determined by the research rubric.	Faculty from all NOC locations will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.
2013-2014 Data: 430 students were assessed based on the research assignment rubric for Competency 4 in the Spring 2014 semester. The average score was 9.58 of a possible 12 (79.8%). Based on this sampling of rubrics evaluated, the average student score met the competency at a proficient level. Recommendation for 2014-2015: No changes at this time—competency met.					
Communication Skills					
5.Critical Reading and Textual Analysis Skills	HIST 1483 or HIST 1493	Instructors will choose from one or more of the following: 1. Questions not solved in classroom presentation 2. Class quizzes, open classroom discussion, and immediate response essays 3. Projects, essays, and research papers.	1.Quantitative tool—objective questions on major exams 2. Qualitative tool--Rubrics to evaluate the student’s response. 3. Qualitative tool--Rubrics to evaluate the student’s work.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: For Competency 5, an average percentage of 79.5.7% demonstrated the competency, with a range of 61.2-100 percent scored. Recommendation for 2014-2015: No changes at this time—competency met.					
6.Writing Skills	ENGL 1113	Instructors will use one or a combination of all of the following activities: - Essays - Journals	Rubrics will be developed and applied for basic research skills and original	75% or more of students tested will be rated at	Faculty from all NOC locations will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.

		• In-class essay exams • Reading responses • Prewritings/drafts	thought each paper should demonstrate.	“competent” (level 4 of 6) or above.	
2013-2014 Data: 326 students were assessed using the standardized rubric for rating essays (rubric ACT scorers use to evaluate CAAP writing exam) on a scale of 1-6, with 1 being the lowest. 284 of the 326 were rated at 4 or above with an average rating of 4.92. Recommendation for 2014-2015: No changes recommended at this time—competency met..					
7.Competency with Technological and Communication Tools	CS 1113	• Instructors will give a comprehensive common final exam covering all computer application tools, including Microsoft Word, Excel, Access, PowerPoint. • Instructors will assign a project covering basic web-based communication.	Exams and projects will be graded quantitatively with designated rubrics created for each tool.	Success rate for each unit’s project is 75% of the total value based on a designated grading rubric.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: 524 and 303 students were assessed in Fall 2013 and Spring 2014 respectively using the rubric established by Computer Concepts faculty. The averages for the final exams were 76.78% for Fall 2013 and 82.14% for Spring 2014. Recommendation for 2014-2015: Average scores show that students are exceeding the benchmarks set. Additionally, the overall average on the final exam is in an upward trend from Spring 2013, when the average was 76.28% for the exam. Faculty will continue to implement the use of SAM training in addition to the tutorials in order to improve the scores on the final exams. Faculty are also piloting a new tool called SimNet, through the Digital & Financial Literacy course. If results are satisfactory, the division will research utilizing the tool in Computer Concepts as well. As a result of continued student outcome success with the course material, faculty have developed the Digital and Financial Literacy course, which could in effect substitute for the Computer Concepts course. The course will meet the computer proficiency requirement, but in a more compact format, allowing for the addition of content in the area of personal finance.					
Societal Awareness					
8.Historical and Political Knowledge	HIST 1483	Instructors will choose from one or more of the following: 1.Students will list and explain the major political, social, and technological developments that led to discovery, invention, and new resources in the shaping of Western Culture. 2.Students will identify historical events, key figures, historical terms, and historical interpretations of American history. 3.Students will identify the social, economic, political, demographic, and principle factors of colonial America and the beginning of the American Revolution. 4.Students will demonstrate the ability to conduct research through book reports and other means concerning the historical development of the American nation. 5.Students will demonstrate an understanding of the major political, social, economic and technological events, as well as leading figures and historical interpretations from time of the young Republic to Civil War.	1-3. Quantitative tool— objective questions on major exams 4-5. Qualitative tool— Faculty will devise rubrics to evaluate the student’s performance on book reports or other projects.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

8. Historical and Political Knowledge, cont.	HIST 1493	Instructors will choose from one or more of the following: 1. Students will list and explain major political, social, & technological developments that led to discovery, invention, and new resources in the shaping of Western Culture. 2. Students will identify historical events, key figures, historical terms, and historical interpretations of American history. 3. Students will identify the social, economic, political, demographic, & principle factors of the Civil War Reconstruction. 4. Students will identify causes and effects of industrialization, urbanization, & nationalism as the U.S. emerges into world power. 5. Students will identify the significant political, social, economic, and technological events, as well as leading figures and historical interpretations of WWI and WWII. 6. Students will demonstrate the ability to conduct research through book reports and other means concerning the historical development of the American nation.	1-5. Quantitative tool—objective questions on major exams 6. Qualitative tool—Faculty will use rubrics to evaluate the student's ability.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
	POLI 1113	Instructors will choose one or more of the following: 1. Students will identify and explain purposes, structure, and function of the American political system. 2. Students will identify the electoral process, the "two party" system, campaigning techniques, election procedures, and voting behavior. 3. Student will identify the purpose of the Preamble of the Constitution, the seven major articles, and the twenty seven amendments to the Constitution. 4. Students will demonstrate through classroom discussion, book reports, or other writings an understanding of the formulation of public policy, the influence of special interest groups and the media, and describe the American federal system in respect to the division of powers and responsibilities held by the various levels of government.	1-3. Quantitative tool—objective questions on major exams 4. Qualitative tool—Faculty will use rubrics to evaluate the student's ability.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: An average percentage of 77.3% demonstrated the competency, with a range of 50-92 percent scored. Recommendation for 2014-2015: No changes at this time—competency met.					

9.Awareness of the Needs of Various Communities, Beginning with the Local Level	ORNT 1101 Orientation	Students will be required to complete at least one community service project with 2 hours of volunteer work documented.	Work will be documented by supervisor with verification that student receives no compensation.	Successful completion of community service will constitute a minimum of 10% of the final grade.	Orientation instructors will meet annually in the fall (through physical meeting or email) to discuss community service options.
2013-2014 Data: Spring 2014 Orientation students were assessed on this competency. Of 366 students enrolled in ORNT 1101 in the spring, 212 (57.9%) completed two hours of community service. Recommendation for 2014-2015:Orientation instructors will review strategies for encouraging stronger participation in this program, including recommended participation in Civitan Club (Enid and Tonkawa campuses) with opportunities to volunteer twice monthly, as well as stronger promotion of blood drives.					
Mathematical and Scientific Reasoning					
10.Skill in Data Analysis and Interpretation	MATH 1483, MATH 1493, MATH 1513	-Students will interpret average rate of change or a solution to a word problem in terms of the situation. -Students will calculate statistical measures and interpret statistical graphs. -Students will create or identify a graph by the polynomial function given (using its characteristics)	-Selected items on the correlating exam. - Selected items on the correlating exam. - Selected items on the correlating exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Yearly reviews in the fall by math instructors from all NOC locations will determine needed adjustments.
2013-2014 Data: 27 of 43 (62.79%) of students met competency in MATH 1483, 112 of 144 (77.78) met competency in MATH 1493, and 576 of 824 (69.9%) met competency in MATH 1513. Recommendations for 2014-2015:For competencies 10 and 11, instructors discussed the need to trend data longer to determine curriculum changes with a new common final having been recently instituted. Instructors will also focus on better clarifying terminology for exams and, in Math Functions, students will be asked more often to interpret the results related to their answers.					
11.Problem-Solving Skills	MATH 1483, MATH 1493, MATH 1513	-Students will use a graphing calculator to create a graph and use the graph to find the solution. -Students will calculate simple and compound interest, effective rate, amortization, and saving formulas. -Students will solve quadratic equations by factoring, completing the square, and using the square root property and the quadratic formula.	-Selected items on the corresponding exam. - Selected items on the correlating exam. -Selected items on the corresponding exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Yearly reviews in the fall by math instructors from all NOC locations will determine needed adjustments.
2013-2014 Data: 34 of 43 (79.07%) of students met competency in MATH 1483, 114 of 147 (77.55%) met competency in MATH 1493, and 589 of 848 (69.46%) met competency in MATH 1513. Recommendations for 2014-2015: For competencies 10 and 11, instructors discussed the need to trend data longer to determine curriculum changes with a new common final having been recently instituted. Instructors will also focus on better clarifying terminology for exams and, in Math Functions, students will be asked more often to interpret the results related to their answers.					
12.Environmental Awareness	BISI 1114, BISI 1214, BISI 1414, BISI 1314	Group Lab assignments—At least 1-4 labs in each course will be environmentally based.	Lab reports will be judged both qualitatively and quantitatively.	Students in these classes will have a 70% success rate for this goal.	Yearly reviews in the fall by science instructors from all NOC locations will determine needed adjustments.

2013-2014 Data: 408 of 511 of students (79.8%) tested passed the competency at a 75% or higher rate, an increase from the 70% or higher benchmark of 2012-2013. . Recommendation for 2014-2015: No changes at this time as the majority of students met competency.					
Quality of Life					
13. Personal Finance	CS 1113	Students will complete an Excel Budget Project	A departmentally-standardized grading rubric will be applied to all budget projects.	Project averages from the Computer Concepts students should exceed a target of 75% or higher.	Yearly reviews in the fall by Computer Concepts instructors from all NOC locations will determine needed adjustments in curriculum.
2013-2014 Data: 541 and 282 students were assessed in Fall 2013 and Spring 2014 respectively using the rubric established for the budget projects completed using Excel. The averages for the budget projects were 83.05% for Fall 2013 and 82.78% for Spring 2014, so in each semester the benchmark of 70% was achieved. Recommendation for 2014-2015: As a result of discussions regarding the need for a more concerted effort to increase knowledge of personal finance related topics, faculty have developed the Digital and Financial Literacy course. The course is a combination of the Computer Concepts course and Personal Finance, therefore, meeting the computer proficiency requirement, but in a more compact format, and allowing for more concentration on much needed content in the area of personal finance.					
14. Knowledge of Wellness, Fitness, and Nutrition	HPET 1223	Instructors will use a combination of the following: • Lecture • Reading assignments • Classroom discussions that create awareness of wellness, fitness, and nutrition	Quantitative tool-- Student performance on exams Qualitative tool—student involvement in class discussions will be evaluated based on criteria of ____	Pass rate for each evaluation tool shall be 70% of the total value.	HPER faculty will review results annually in fall meeting.
	HPEA 1221, 1251, 1281, 1361, 1371, 1401, 1411, 1441, 2021, 2031, 2281	Instructors will use a combination of the following: • Lecture • Student demonstration • Student participation	Quantitative tool— Student performance on exams Qualitative tool— Observation of student demonstrations and participation based on criteria of ____	Pass rate for each evaluation tool shall be 70% of the total value.	HPER faculty will review results annually in fall meeting.
2013-2014 Data: 114 students were tested on wellness, fitness, and nutrition principles in physical education activity courses required for general education. Of those tested, 111 passed the competency (78-A, 16-B, 12-C, 3-D, 3-F). Recommendations for 2014-2015: Develop standardized measure for health theory courses in line with institutional change in policy, allowing students to replace two-hour physical activity courses with Health, Education, and Wellness, Nutrition, or First Aid.					

Note: In addition to the competencies listed above, the General Education Committee has emphasized the importance of a knowledge of and exposure to the arts and humanities. Because of the diversity of humanities offerings, one standardized measure is not employed; however, students must complete six credit hours of humanities for general education requirements. Leadership was also recognized as a valued competency but will be developed throughout the curriculum rather than through a single course.