GENERAL EDUCATION COMPETENCY GRID

(last revised October 2013)

COMPETENCY	PRIMARY COURSE TO EVAL- UATE	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 3 campuses will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2012-2013 Data: 397 and 339 students were assessed in Fall 2012 and Spring 2013 respectively using the electronic rubric established with the SAM Project Assessment tool. The averages for each unit were: Word – 82.5% and 82.0%; Excel – 77.7% and 75.9%; Access 76.7% and 74.7%; PowerPoint – 82.9% and 81.7%. Recommendation for 2013-2014: Average scores show that students are exceeding the benchmarks set (with the exception of Access in Spring 2013 where it falls .3% short of the benchmark). Faculty will implement the use of SAM training in order to improve the scores in all areas, particularly in Access. The target goal will also be raised from 70 to 75%.

raisea from 70 to 7570.					
2.An Ability to	HIST 1483	Instructors will use one or both of the	Instructor Options:	Pass rate for each	Faculty from all 3
Compare and Defend	or HIST	following:	1. Quantitative tool—	evaluation tool shall be	campuses will review
Differing Viewpoints	1493	1.Students will recognize differing	Objective questions on	60% of the total value.	results annually in fall
		viewpoints in historical events and	major exams or		meeting and make
		correctly identify key differences.	quizzes.		changes as needed in
		2. As students participate in classroom	2. Qualitative tool-		curriculum, instructional
		discussions they will demonstrate the	Each faculty member		delivery, or assessment
		ability to analyze varying viewpoints,	will devise an		measures.
		recognize key differences, and present a	evaluative procedure		
		defense of their personal perspectives.	for the quality of		
		3. Writing components will be devised	classroom discussion.		
		that challenge the student's ability to	3. Qualitative tool-		
		analyze differing viewpoints in historical	Rubrics will examine		
		events, recognize key figures and their	the ability of the		
		contributions, and summarize the	student to compare		
		significance in the historical context.	and defend differing		
			viewpoints.		

2012-2013 Data: A sampling of exam questions from both full-time and adjunct instructors from all three campuses was used to address competencies two, five, and ten through three required social science courses—HIST 1483, HIST 1493, and POLI 1113. Ten faculty members submitted data, 30 sections were tested, and 858 students were examined in the Fall 2012 semester, some being tested in multiple sections.

Competency Two data results: 69.4% demonstrated competency in HIST 1483; 80.6% demonstrated competency in HIST 1493.

Recommendation for 20	13-2014: The di	vision chair and social science faculty have a	letermined that the statistic	es oathered demonstrate the	objectives of the
		vision chair and social science facility have a	eterminea mai me siansii	s gamerea aemonstrate me	objectives of the
3.An Ability to Function Effectively in Interpersonal or Small Group 2012-2013 Data: 361 stu Recommendation for 20 4.An Ability to Use Basic Research Skills to Examine Multiple Aspects of Problems	t. ENGL 1113 dents were asses	Students will rank themselves and group members on participation in peer review workshops for at least one essay each semester. sed with this measure; the average self-rankinchmark is being met so no changes are plan Instructors will use one of the following or a combination of the following activities: 1. Annotated bibliographies	A standard rubric will be used in all sections of English 1113 to measure. Ing was 3.61 and the average at this time. Rubrics will be developed and applied for basic research skills each paper	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. ge ranking for group partners the students should score at least 70% on assigned research-related work, with at least 25% of	Yearly reviews in the fall semester will be made to determine needed adjustments. These will be made by instructors from all campuses. Prs was 3.59. Faculty from all 3 campuses will meet annually in fall to discuss criteria and compare
and Issues		2. Research papers	should demonstrate.	grade determined by the	scoring techniques on
		3. Pro/con position papers atted with this measure using a scale in which		research rubric.	rubrics.
average evaluation of cite Recommendation for 20. Communication Skills	ations was 2.03. 1 3-2014 : None o				
5.Critical Reading and	HIST 1483	Instructors will choose from one or more	1.Quantitative tool—	Pass rate for each	Faculty from all 3
Textual Analysis Skills	or HIST 1493	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.	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.	evaluation tool shall be 60% of the total value.	campuses will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2012-2013 Data: A samp	ling of exam que	stions from both full-time and adjunct instruc	ctors from all three campu	ses was used to address con	petencies two, five, and ten
were examined in the Fall Competency Five data re	l 2012 semester, sults: 77.2% der 13-2014 : The di	rses—HIST 1483, HIST 1493, and POLI 111 some being tested in multiple sections. nonstrated competency in HIST 1483; 78.6% vision chair and social science faculty have a	6 demonstrated competency	in HIST 1493.	
6.Writing Skills	ENGL 1113	Instructors will use one or a combination	Rubrics will be	Students should score at	Faculty from all 3
Ü		of all of the following activities:	developed and applied for basic research skills and original thought each paper should demonstrate.	least 70% on assigned written work.	campuses will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.
		Prewritings/drafts			

2012-2013 Data: 422 students were evaluated in this measure with a scale of 1=inadequate; 2=weak; 3=adequate; 4=competent; 5=superior; and 6=exceptional. 321 students received a 4 or above. The average rating for the 422 was 4.89.

Recommendation for 2013-2014: None at this time.

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7.Competency with	CS 1113	 Instructors will give a comprehensive 	Exams and projects	Success rate for each	Faculty from all 3
Technological and		common final exam covering all	will be graded	unit's project is 75% of	campuses will review
Communication Tools		computer application tools, including	quantitatively with	the total value based on	results annually in fall
		Microsoft Word, Excel, Access,	designated rubrics	a designated grading	meeting and make
		PowerPoint.	created for each tool.	rubric.	changes as needed in
		Instructors will assign a project			curriculum, instructional
		covering basic web based			delivery, or assessment
		communication.			measures.

2012-2013 Data: 387 and 346 students were assessed in Fall 2012 and Spring 2013 respectively using the rubric established by Computer Concepts faculty. The averages for the final exams were 84.51% for Fall 2012 and 76.28% for Spring 2013.

Recommendation for 2013-2014: Average scores show that students are exceeding the benchmarks set. However, the overall average on the final exam dropped from 85.29% and 82.64% from the prior year's fall and spring semesters respectively for the exam. That coupled with the drop in the overall average score on the final exam fell from Fall 2012 to Spring 2013, faculty will implement the use of SAM training in addition to the tutorials in order to improve the scores on the final exams and will raise the target goal to 75%.

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 60% of the total value.	Faculty from all 3 campuses will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

8.Historical and	HIST 1493	Instructors will choose from one or more		Pass rate for each	Faculty from all 3
Political Knowledge,	11131 1473	of the following:		evaluation tool shall be	campuses will review
0 1		1.Students will list and explain major	1-5. Quantitative	60% of the total value.	results annually in fall
cont.				60% of the total value.	
		political, social, & technological	tool—objective		meeting and make
		developments that led to discovery,	questions on major		changes as needed in
		invention, and new resources in the	exams		curriculum, instructional
		shaping of Western Culture.			delivery, or assessment
		2.Students will identify historical events,	6. Qualitative tool—		measures.
		key figures, historical terms, and	Faculty will use		
		historical interpretations of American	rubrics to evaluate the		
		history.	student's ability.		
		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.			
	POLI 1113	Instructors will choose one or more of the		Pass rate for each	Faculty from all 3
	I OLI III3	following:	1-3. Quantitative	evaluation tool shall be	campuses will review
					*
		1. Students will identify and explain	tool—objective	60% of the total value.	results annually in fall
		purposes, structure, and function of the	questions on major		meeting and make
		American political system.	exams		changes as needed in
		2. Students will identify the electoral			curriculum, instructional
		process, the "two party" system,			delivery, or assessment
		campaigning techniques, election			measures.
		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	4. Qualitative tool—		
		classroom discussion, book reports, or	Faculty will use		
		other writings an understanding of the	rubrics to evaluate the		
		formulation of public policy, the	student's ability.		

through three required so were examined in the Fal Competency Ten data res 1113.	ocial science cour l 2012 semester, ults: 75.2% dem	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. stions from both full-time and adjunct instructions from both full-time and adjunct instructions. The same being tested in multiple sections. Constrated competency in HIST 1483; 75.8% of the same facility of the same facility of the same facility.	3. Ten faculty members su demonstrated competency	bmitted data, 30 sections win HIST 1493; 79% demons	ere tested, and 858 students strated competency in POLI	
competency are being me		vision chair and social science faculty have d	eterminea inat the statistic	s gainerea aemonsirate the	objectives of the	
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 4 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 (through physical meeting or email) to discuss community service options.	
Mathematical and Scientific Reasoning						
10.Skill in Data Analysis and Interpretation	MATH 1483,	-Students will interpret average rate of change or a solution to a word problem in terms of the situation.	-Selected items on the correlating exam.	Students in these math classes will have a 70% success rate on these	Yearly reviews by instructors from all campuses will determine	
	MATH 1493, MATH 1513	-Students will calculate statistical measures and interpret statistical graphsStudents will create or identify a graph	- Selected items on the correlating exam Selected items on the	selected problems or exam items.	needed adjustments.	
		by the polynomial function given (using its characteristics)	correlating exam.			
2012-2013 Data: 777 students were assessed in this measure in the Fall 2012 and Spring 2013 semesters. Of the 777 tested, 618 (79.5%) met the competency with the following breakdown by course: MATH 1483-31 of 42 (73.8%), MATH 1493-99 of 122 (81.5%), MATH 1513-488 of 613 (79.6%) Recommendation for 2013-2014: With the benchmark being met and exceeded, no change in the measure are planned for the 2013-2014 term.						
11.Problem-Solving Skills	MATH 1483, MATH 1493.	-Students will use a graphing calculator to create a graph and use the graph to find the solutionStudents will calculate simple and	-Selected items on the corresponding exam.	Students in these math classes will have a 70% success rate on these selected problems or	Yearly reviews by instructors from all campuses will determine needed adjustments.	
	MATH 1513	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 correlating examSelected items on the corresponding exam.	exam items.	needed aujustments.	

Following breakdown by course: MATH 1483-32 of 42 (76.2%), MATH 1543-87 of 120 (72.5%), MATH 1513-504 of 697 (72.3%) Recommendation for 2013-2014: With the benchmark being met and exceeded, no change in the measure are planned for the 2013-2014 term. BISI 1214, BISI 1214, BISI 1314 BIS	2012-2013 Data: 859 stud	2012-2013 Data: 859 students were assessed in this measure in the Fall 2012 and Spring 2013 semesters. Of the 859 tested, 623 (72.5%) met the competency with the							
3. Environmental BISI 1114, BIS i 1214, BIS i 1214									
Awareness BISI 1214, BISI 1414, BISI 1414, BISI 1414, BISI 1414, BISI 1414, BISI 1314 2012-2013 Data: For this measure, 224 students were assessed with 206 passing at a 70% or higher rate, a 91.9% rate achieving the benchmark. Recommendation for 2013-2014: None at this time, benchmark is being met and exceeded. Quality of Life 13.Personal Finance CS 1113 Students will complete an Excel Budget Project Project Students will complete an Excel Budget on all budget projects. Students will complete an Excel Budget on all budget projects. A departmentally-standardized grading rubric will be applied to all budget projects. 2012-2013 Data: 397 and 339 students were assessed in Fall 2012 and Spring 2013 respectively using the rubric established for the Budget Projects completed using Excel. The averages for the budget projects were 84.16% for Fall 2012 and 85.33% for Spring 2013, so in each semester the benchmark of 70% was achieved. Recommendation for 2013-2014: Faculty will explore increasing the number of projects assigned that relate to the topic of personal finance and raise the target goal to 75%. 14.Knowledge of Wellness, Fitness, and Nutrition HPET 1223 Instructors will use a combination of the following: Classrosm discussions that create awareness of wellness, fitness, and nutrition HPEA 1221, Instructors will use a combination of the following: HPEA 1221, Instructors will use a combination of the following: BIST 1214, Instructors will use a combination of the following: Student performance on exams Qualitative tool— Student performance or create ach evaluation tool shall be of waluation tool shall be annually in fall meeting.	Recommendation for 201								
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Description BISI 1314 Quantitatively. Qu	Awareness	BISI 1214,	labs in each course will be	judged both	classes will have a 70%	instructors from all			
2012-2013 Data: For this measure, 224 students were assessed with 206 passing at a 70% or higher rate, a 91.9% rate achieving the benchmark. Recommendation for 2013-2014: None at this time, benchmark is being met and exceeded. Quality of Life 13.Personal Finance CS 1113 Students will complete an Excel Budget Project Project Students will complete an Excel Budget to all budget projects. A departmentally-standardized grading rubric will be applied to all budget projects. Students should exceed a target of 75% or higher rate, a 91.9% rate achieving the benchmark. Yearly reviews by Computer Concepts students should exceed a target of 75% or higher rate, a 91.9% rate achieving the benchmark. Yearly reviews by Computer Concepts students should exceed a target of 75% or higher rate, a 91.9% rate achieving the benchmark. Yearly reviews by Computer Concepts students should exceed a target of 75% or higher rate, a 91.9% rate achieving the benchmark. Yearly reviews by Computer Concepts students were assessed in Fall 2012 and 85.33% for Spring 2013, so in each semester the budget Projects completed using Excel. The averages for the budget projects were 84.16% for Fall 2012 and 85.33% for Spring 2013, so in each semester the benchmark of 70% was achieved. Recommendation for 2013-2014: Faculty will explore increasing the number of projects assigned that relate to the topic of personal finance and raise the target goal to 75%. 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 • Lecture • Reading assignments on exams Qualitative tool— Student performance on evaluation tool shall be 60% of the total value. Faculty will review results annually in fall meeting. Faculty will review results annually in fall meeting.		BISI 1414,	environmentally based.	qualitatively and	success rate for this	campuses will determine			
Recommendation for 2013-2014: None at this time, benchmark is being met and exceeded. Quality of Life		BISI 1314		quantitatively.	goal.	needed adjustments.			
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2012-2013 Data: 397 and 339 students were assessed in Fall 2012 and Spring 2013 respectively using the rubric established for the Budget Projects completed using Excel. The averages for the budget projects were 84.16% for Fall 2012 and 85.33% for Spring 2013, so in each semester the benchmark of 70% was achieved. Recommendation for 2013-2014: Faculty will explore increasing the number of projects assigned that relate to the topic of personal finance and raise the target goal to 75%. 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 • Classroom discussions that create awareness of wellness, fitness, and nutrition • HPEA 1221, 11structors will use a combination of the following: • HPEA 1221, 1281, following: • Classroom discussion of the evaluated based on criteria of Classroom discussion of the following: • Classroom discussion of the control of the following: • Classroom discussions that create awareness of wellness, fitness, and nutrition • Classroom discussions will be evaluated based on criteria of Student performance • Qualitative tool—student involvement in class discussions will be evaluated based on criteria of HPEA 1221, 11structors will use a combination of the following: • Classroom discussions that create awareness of wellness, fitness, and nutrition • Classroom discussions will be evaluated based on criteria of • Reading assignments • Classroom discussions will be evaluated based on criteria of • Reading assignments • Classroom discussions will be evaluated based on criteria of • Reading assignments • Classroom discussions will be evaluated based on criteria of • Reading assignments • Classroom discussions will be evaluated based on criteria of • Reading assignments • Classroom discussions will be evaluated based on criteria of • Reading assi					higher.	needed adjustments in			
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1361, 1371, • Lecture on exams 60% of the total value.		, , ,		•		annually in fall meeting.			
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1401, 1411, • Student demonstration Qualitative tool—		, , , , , , , , , , , , , , , , , , ,	 Student demonstration 	~					
1441, 2021, • Student participation Observation of student			 Student participation 						
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2012-2013 Data: From a random sampling of HPEA sections, scores from a health theory quiz common to all activity courses were collected to assess students' general knowledge of wellness, fitness, and nutrition. The scores on these exams follow: HPEA 1241 (Fundamentals of Archery, 2 sections, 38 students tested)—94%; HPEA 1221 (Weight Training, 15 students tested)—94%; HPEA 1401 (Beginning Swimming, 11 students tested)—95%.

Recommendation for 2013-2014: Data from all HPET and HPEA classes will be collected to assure the level of student success achieved in the random selection of 2012-2013 is representative.

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.