

GENERAL EDUCATION COMPETENCY GRID

(last revised October 2013)

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 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%.					
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.	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.
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 2013-2014: The division chair and social science faculty have determined that the statistics gathered demonstrate the objectives of the competency are being 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.
2012-2013 Data: 361 students were assessed with this measure; the average self-ranking was 3.61 and the average ranking for group partners was 3.59. Recommendation for 2013-2014: The benchmark is being met so no changes are planned 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 3 campuses will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.
2012-2013 Data: 422 students were evaluated with this measure using a scale in which 0 was unacceptable, 1-weak, 2-competent, and 3-proficient. The average evaluation of topic selection was 2.679. The average evaluation of bibliography/information sources was 2.44. The average evaluation of use of sources was 2.25. The average evaluation of citations was 2.03. Recommendation for 2013-2014: None at this time.					
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 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.
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 Five data results: 77.2% demonstrated competency in HIST 1483; 78.6% demonstrated competency in HIST 1493. Recommendation for 2013-2014: The division chair and social science faculty have determined that the statistics gathered demonstrate the objectives of the competency are being met.					
6.Writing Skills	ENGL 1113	Instructors will use one or a combination of all of the following activities: <ul style="list-style-type: none"> Essays Journals In-class essay exams Reading responses Prewritings/drafts 	Rubrics will be developed and applied for basic research skills and original thought each paper should demonstrate.	Students should score at least 70% on assigned written work.	Faculty from all 3 campuses will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.

<p>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.</p> <p>Recommendation for 2013-2014: None at this time.</p>					
7.Competency with Technological and Communication Tools	CS 1113	<ul style="list-style-type: none"> 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 3 campuses will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>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.</p> <p>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%.</p>					
Societal Awareness					
8.Historical and Political Knowledge	HIST 1483	<p>Instructors will choose from one or more of the following:</p> <ol style="list-style-type: none"> 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. Students will identify historical events, key figures, historical terms, and historical interpretations of American history. Students will identify the social, economic, political, demographic, and principle factors of colonial America and the beginning of the American Revolution. Students will demonstrate the ability to conduct research through book reports and other means concerning the historical development of the American nation. 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. 	<p>1-3. Quantitative tool—objective questions on major exams</p> <p>4-5. Qualitative tool—Faculty will devise rubrics to evaluate the student's performance on book reports or other projects.</p>	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 Political Knowledge, cont.	HIST 1493	<p>Instructors will choose from one or more of the following:</p> <ol style="list-style-type: none"> 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. 	<p>1-5. Quantitative tool—objective questions on major exams</p> <p>6. Qualitative tool—Faculty will use rubrics to evaluate the student's ability.</p>	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.
	POLI 1113	<p>Instructors will choose one or more of the following:</p> <ol style="list-style-type: none"> 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 	<p>1-3. Quantitative tool—objective questions on major exams</p> <p>4. Qualitative tool—Faculty will use rubrics to evaluate the student's ability.</p>	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.

		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.			
<p>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.</p> <p>Competency Ten data results: 75.2% demonstrated competency in HIST 1483; 75.8% demonstrated competency in HIST 1493; 79% demonstrated competency in POLI 1113.</p> <p>Recommendation for 2013-2014: The division chair and social science faculty have determined that the statistics gathered demonstrate the objectives of the competency are being met.</p>					
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, 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 by instructors from all campuses will determine needed adjustments.
<p>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%)</p> <p>Recommendation for 2013-2014: With the benchmark being met and exceeded, no change in the measure are planned for the 2013-2014 term.</p>					
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 by instructors from all campuses will determine needed adjustments.

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 following breakdown by course: MATH 1483-32 of 42 (76.2%), MATH 1493-87 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.					
13.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 by instructors from all campuses will determine needed adjustments.
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	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 by Computer Concepts instructors from all campuses will determine needed adjustments in curriculum.
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: <ul style="list-style-type: none"> 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 60% of the total value.	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: <ul style="list-style-type: none"> 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 60% of the total value.	Faculty will review results annually in fall meeting.
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.