GENERAL EDUCATION COMPETENCY GRID
2014-2015 Data and Recommendations (updated 9-23-2015)

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 fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2014-2015 Data:
403 and 292 students were assessed in Fall 2014 and Spring 2015, respectively, using electronic rubrics established with the SAM Project Assessment tool. The averages for each unit were Word-84.92% and 83.50%; Excel-84.60% and 84.89%, Access-77.72% and 77.12%, and PowerPoint-87.87% and 84.47%.

Recommendation for 2014-2015:
After piloting SimNet, faculty determined that the tool was not a good fit for a resource in the Computer Concepts courses. No changes to the Computer Concepts course were recommended by faculty at this time. The division did, however, recognize the need for additional sections of Digital and Financial Literacy and fewer sections of Computer Concepts to meet changing student needs. The Digital and Financial Literacy course requires similar individualized projects that require reliance on independent learning skills.

COMPETENCY	PRIMARY COURSE TO EVALUATE	ACTIVITIES	QUANTITATIVE OR QUALITATIVE MEASUREMENT	EVALUATION CRITERIA	TIMELINE FOR REVIEW
2. An Ability to Compare and Defend Differing Viewpoints	HIST 1483 or HIST 1493	Students will recognize differing viewpoints in historical events and correctly identify key differences.	Each section of the courses will be tested through a common final exam component. A set of specific questions has been identified on the exam that demonstrate the competency.	Average % of correct responses demonstrating competency should be greater than 70%.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2014-2015 Data:
16 sections, 315 students tested achieved a correct response average of 78.63%.

Recommendation for 2014-2015:
Competency standard is met for 2014-2015 so no changes recommended at this time.

COMPETENCY	PRIMARY COURSE TO EVALUATE	ACTIVITIES	QUANTITATIVE OR QUALITATIVE MEASUREMENT	EVALUATION CRITERIA	TIMELINE FOR REVIEW
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 on each subtopic.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2014-2015 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) along with a self-evaluation were evaluated for this competency of group and interpersonal skills with a score ranging from 1-4 with 4 being the best. Results: Group Cooperation-3.49 of 4.0 Average (87%), Distribution of Group Tasks-3.54 of 4.0 average (88%), Group Leadership-3.57 of 4.0 average (89%), Communication-3.65 of 4.0 average (91%), Individual Participation-3.54 of 4.0 average (88%), Listening-3.75 of 4.0 average (94%), Showing Respect-3.71 of 4.0 average (93%), and Self Evaluation-3.38 of 4.0 average (84%)

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 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 spring to discuss criteria and compare scoring techniques on rubrics.

2014-2015 Data:

463 students were assessed based on the research assignment rubric for Competency 4 in the Spring 2015 semester. Averages on the topics include: Topic – 3.0 out of 3.0, Bib – 2.67 out of 3, Use of sources – 2.73 out of 3, and Citation – 2.60 out of 3 for an average of 11 out of 12 (92%). The average on the grade for the assignment was a 3.25 out of 4 (81%).

Recommendation for 2014-2015:

No changes are recommended 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. Exam questions - objective questions on major exams 2. Rubrics to evaluate the student's response. 3. Rubrics to evaluate the student's work.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2014-2015 Data:

11 sections, 251 students tested achieved a correct response average of 78.1%.

Recommendation for 2014-2015:

Competency standard is met for 2014-2015 so no changes recommended at this time.

6. Writing Skills	ENGL 1113	Instructors will use one or a combination of all of the following activities: • Essays	Rubrics will be applied for basic research skills and original thought each paper should demonstrate.	75% or more of students tested will be rated at "competent" (level 4 0f 6) or above.	Faculty from all 3 campuses will meet annually in spring to discuss criteria and compare scoring techniques on rubrics.

			• Journals • In-class essay exams • Reading responses • Prewriting's/drafts			

2014-2015 Data:
384 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. 309 of the 384 were rated at 4 or above with 80% of the students rated at competent or above.
Recommendation for 2014-2015:
No changes 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. | 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 fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures. |

2014-2015 Data:
403 and 305 students were assessed in Fall 2014 and Spring 2015, respectively, using the rubric established by Computer Concepts faculty. The averages for the final exams were 84.25% for Fall 2014 and 82.31% for Spring 2015.
Recommendation for 2014-2015:
After piloting SimNet, faculty determined that the tool was not a good fit for a resource in the Computer Concepts courses. No changes to the Computer Concepts course were recommended by faculty at this time. The division did, however, recognize the need for additional sections of Digital and Financial Literacy and fewer sections of Computer Concepts to meet changing student needs. The Digital and Financial Literacy course requires similar individualized projects but assessment measures will be reviewed and revised since the tools and content are slightly different with respect to the Microsoft Office applications.

Societal Awareness

| 8. | Historical and Political Knowledge | HIST 1483 | Course Objectives
1. Identify and describe the significance and results of the key historical events, populations of people, political influence and key figures for these periods of American History:
2. Explain the causes, effects and significance of the Revolutionary War.
3. Explain the causes, effects and significance of The Civil War and the process of reconstruction. | Each section of the course will be tested through a common final exam component of 25 objective questions created by the history instructors in the social science division. | Each course objective will be measured through specific questions within the common final exam component. An average of a 70% correct response rate for all sections will demonstrate competency. | Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures. |

			4. Describe the development of the systems of education, economics, religion, and politics. 5. Describe the key components of discovery, resources, and technology that have influence development in American History.			
8.	Historical and Political Knowledge, cont.	HIST 1493	Course Objectives 1. Identify and describe the significance and results of the key historical events, populations of people, political influence and key figures for these periods of American History: 2. Describe the development and issues of America as a world power. 3. Explain the causes, effects and significance of the Great World Wars. 4. Explain the causes, effects and significance of the Sixties and beyond. 5. Describe the development of the systems of education, economics, religion, and politics. 6. Describe the key components of discovery, resources, and technology that have influence development in American History.	Each section of the course will be tested through a common final exam component of 25 objective questions created by the history instructors in the social science division.	Each course objective will be measured through specific questions within the common final exam component. An average of a 70% correct response rate for all sections will demonstrate competency.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
8.	Historical and Political Knowledge, cont.	POLI 1113	Course Objectives 1. Students will be able to identify the significance of the structure and function of the American Political system. 2. Students will be able to identify the electoral process, the "two party" system, campaigning techniques, election procedures, and voting behavior. 3. Students will be able to identify the significance of the major American documents; such as, the	Each section of the course will be tested through a common final exam component of 25 objective questions created by the political science instructors in the social science division.	Each course objective will be measured through specific questions within the common final exam component. An average of a 70% correct response rate for all sections will demonstrate competency	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

		Preamble of the Constitution, the seven major articles, and the twenty seven amendments to the Constitution. 4. Students will be able to identify and describe civil rights and liberties. 5. Students will be able to identify the significance of the formulation of public policy, the influence of special interest groups and the media.			

2014-2015 Data:
- HIST 1483   3 Sections   69 students   Average % of correct responses 76.82
- HIST 1493   13 Sections   246 students Average % of correct responses 81.93
- POLI 1113   14 Sections   292 students Average % of correct responses 77.40

Recommendation for 2014-2015:
With the first time use of common finals, competency standard is met for 2014-2015.

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.	A minimum of 70% of students till enrolled will complete the community service project.	Orientation instructors will meet in the spring (through physical meeting or email) to discuss community service options.

2014-2015 Data:
354 out of 478 students completed 4 hours of community service. This is a 74% completion rate.

Recommendation for 2014-2015:
Orientation instructors will review strategies for encouraging stronger participation in this program and increasing the awareness and knowledge of long term effects of successful community service and continued support following graduation. For the next collection of data, embedded test questions will be used. Further review at that time will be conducted to look at strategies that may be, but not limited to, in depth community service curriculum and reflection papers.

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 selected problems or exam items.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
		MATH 1493,	-Students will calculate statistical measures and interpret statistical graphs.	- Selected items on the correlating exam.		

	MATH 1513	-Students will create or identify a graph by the polynomial function given (using its characteristics)	- Selected items on the correlating exam.		

2014-2015 Data:
- 31 of 40 (77.5%) of students met competency in MATH 1483
- 57 of 58 (98.3%) of students met competency in MATH 1493
- 624 of 903 (69.1%) of student met competency in MATH 1513

Recommendation for 2014-2015:
Assessment questions will be given as quizzes and the faculty will readdress/change the questions for next year. Math Applications will create common assessment questions.

11. Problem-Solving Skills	MATH 1483,	-Students will use a graphing calculator to create a graph and use the graph to find the solution.	-Selected items on the corresponding exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
	MATH 1493,	-Students will calculate simple and compound interest, effective rate, amortization, and saving formulas.	- Selected items on the correlating exam.		
	MATH 1513	-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.		

2014-2015 Data:
- 31 of 40 (77.5%) of students met competency in MATH 1483
- 45 of 58 (77.6%) of students met competency in MATH 1493
- 749 of 1085 (69.0%) of students met competency in MATH 1513

Recommendation for 2014-2015:
Assessment questions will be given as quizzes and the faculty will readdress/change the questions for next year. Math Applications will create common assessment questions.

12. Environmental Awareness	BISI 1114, BISI 1214, BISI 1414, BISI 1314	Group Lab assignments—At least 1 labs in each course will be environmentally based.	Lab reports	Students in these classes will have a 75% success rate for this goal.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2014-2015 Data:
1003 out of 1116 passed at 89.9%

Recommendation for 2014-2015:
For the upcoming year, the division will review the labs that are used for this assessment to ensure consistency. We will also add BISI 1124 to the list of courses that will be collecting data.

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.	Spring review of fall data by Computer Concepts instructors from all campuses will determine needed adjustments in curriculum.

2014-2015 Data:
393 and 293 students were assessed in Fall 2014 and Spring 2015, respectively, using the rubric established for the budget projects completed using Excel. The averages for the budget projects were 80.03% for Fall 2014 and 79.24% for Spring 2015, so in each semester the benchmark of 70% was achieved.

Recommendation for 2014-2015:
The Digital and Financial Literacy Course has proven to be a successful course. Upon creation of the course and its initial offering, faculty determined that the number of assignments originally included was excessive for the course and consequently combined some of the elements into fewer assignments. In analyzing the results and the changing student needs, the division faculty recognize the need for additional sections of Digital and Financial Literacy and fewer sections of Computer Concepts to meet changing student needs. The Digital and Financial Literacy course requires a similar budget project but assessment measures will be reviewed, compared and revised since the tools and content are slightly different with respect to the Microsoft Office applications.

14. Knowledge of Wellness, Fitness, and Nutrition	HPEA 1221, 1251, 1281, 1361, 1371, 1401, 1411, 1441, 2021, 2031, 2281 HPET 1113, 1223, 2212	Students will be quizzed/tested over wellness, fitness, and nutrition topics	Embedded questions will be used on tests and quizzes for all students.	Students in these courses will have a 70% success rate on these embedded questions.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2014-2015 Data:
474 students were assessed on the embedded questions with a pass rate of 89%.

Recommendation for 2014-2015:
After reviewing the data, it was decided that it would be best to create a set of standard assessment questions that will align better with all of the courses covered in this assessment.

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.