

GENERAL EDUCATION COMPETENCY GRID

(last revised September 2012)

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 grading rubric.	Success rate for each unit's project is 70% 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>2011-2012 Data: 336 and 332 students were assessed in Fall 2011 and Spring 2012, respectively, using electronic rubrics established with the SAM Project Assessment tool. The averages for each unit were Word-79.7% and 83.2%, Excel-74.1% and 74.8%, Access-73.3% and 75.9%, and PowerPoint-81.6% and 80.6%.</p> <p>Recommendation for 2012-2013: Average scores show that students are exceeding the benchmarks set. Faculty identified that the benchmark should be raised to 75% for each area and that emphasis should be placed on increasing the scores in Excel and Access to meet the 2012-2013 benchmark.</p>					
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.
<p>2011-2012 Data: For Competency 2, an average percentage of 77.83% demonstrated the competency, with a range of 59-100 percent scored.</p> <p>Recommendation for 2012-2013: No changes at this time—competency met.</p>					

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.
<p>2011-2012 Data: 412 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-21.4 of 28 (76.4%) was the average score.</p> <p>Recommendation for 2012-2013: Average score shows students are “accomplished,” based on rubric scoring. To better identify curriculum changes needed, 2012-2013 use of rubric will pull averages of items out separately to determine which of the 7 areas are most in need of improvement.</p>					
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.
<p>2011-2012 Data: 352 students were assessed based on the research assignment rubric for Competency 4 in the Spring 2012 semester. The average score was 9.15 of a possible 12 (76.25%). Based on this sampling of rubrics evaluated, the average student score met the competency at a proficient level.</p> <p>Recommendation for 2012-2013: No changes at this time—competency met.</p>					
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.
<p>2011-2012 Data: For Competency 5, an average percentage of 75.7% demonstrated the competency, with a range of 43.5-100 percent scored.</p> <p>Recommendation for 2012-2013: No changes at this time—competency met.</p>					
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>2011-2012 Data: 311 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. The average score was 4.07.</p> <p>Recommendation for 2012-2013: 2009 results reflected a 3.98 average, placing students on average in the “adequate” category. 2011-2012 papers averaged slightly</p>					

<i>higher, in the “competent” category. Fall review of curriculum will focus on discussion for improvement and other changes needed to raise the average in the 2012-2013 academic year.</i>					
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. 	Exams and projects will be graded quantitatively with designated rubrics created for each tool.	Success rate for each unit’s project is 70% 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>2011-2012 Data: 393 and 352 students were assessed in Fall 2011 and Spring 2012 respectively using the rubric established by Computer Concepts faculty. The averages for the final exams were 85.29% for Fall 2011 and 82.64% for Spring 2012.</p> <p>Recommendation for 2012-2013: Average scores show that students are exceeding the benchmarks set. Faculty identified that the benchmark should be raised to 75% for the exam. In addition, since the overall average score on the final exam fell from Fall 2011 to Spring 2012, the results will be monitored closely to determine which concept area needs additional emphasis to maintain the current level of proficiency.</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.

<p>8. Historical and Political Knowledge, cont.</p>	<p>HIST 1493</p>	<p>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.</p>	<p>1-5. Quantitative tool—objective questions on major exams 6. Qualitative tool— Faculty will use rubrics to evaluate the student’s ability.</p>	<p>Pass rate for each evaluation tool shall be 60% of the total value.</p>	<p>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>
	<p>POLI 1113</p>	<p>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</p>	<p>1-3. Quantitative tool—objective questions on major exams 4. Qualitative tool— Faculty will use rubrics to evaluate the student’s ability.</p>	<p>Pass rate for each evaluation tool shall be 60% of the total value.</p>	<p>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>

		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>2011-2012 Data: For Competency 8, an average percentage of 78.6% demonstrated the competency, with a range of 70-100 percent scored. Recommendation for 2012-2013: No changes at this time—competency met.</p>					
9.Awareness of Diversity Issues in a Multicultural Society	(Block A humanities courses meeting international dimension)	Instructors will use a combination of the following activities: <ul style="list-style-type: none"> • Readings and video presentations representative of a wide variety of cultures and/or nationalities • Class discussion of issues related to diversity and multiculturalism 	Qualitative/ quantitative measure: Students should demonstrate an awareness of and sensitivity to diversity and multicultural issues in class discussions and in written work.	To receive passing grade (60%) on any written assignment, students will avoid stereotypical or ethnocentric statements and will be required to frame all discussions into respectful academic discourse.	Faculty will review criteria and procedures at least every other year, beginning in the Fall of 2009.
<p>2011-2012 Data: 66 students were assessed on Competency 9 in MUSC 1113. 30 students scored 90-100%, 6 at 80-89%, 9 at 70-79%, 5 at 60-69%, and 10 at 0-59%. Recommendation for 2012-2013:Assessment Committee will be asked to review common rubrics for measuring this competency.</p>					
10.Awareness of the Needs of Various Communities, Beginning with the Local Level	LEAD 1101 (College 101)	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.
<p>2011-2012 Data: From a sampling of sections tested, on average of 76% of students who complete the course complete the community service project. Recommendation for 2012-2013:More opportunities for non-traditional students might need to be identified as afternoon blood drives account for a large portion of the service projects documented, and non-traditional students are often off campus by the time these drives begin.</p>					
Mathematical and Scientific Reasoning					
11.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>2011-2012 Data: 130 of 182 (71.43%) of students met competency in MATH 1483 and 1493. 473 of 726 (65.15%) met competency in MATH 1513. Recommendations for 2012-2013: Instructors determined one more year of data was needed for newly-introduced common final to establish benchmarks.</p>					

12.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.
<p>2011-2012 Data: 123 of 182 (67.58%) of students met competency in MATH 1483 and 1493. 465 of 726 (64.05%) met competency in MATH 1513. Recommendations for 2012-2013: Common quizzes will also be added in the 2012-2013 academic year to try to improve scores on common final.</p>					
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.
<p>2011-2012 Data: For Competency 13, 465 of 496 of students tested passed the competency at a 70% or higher rate. Recommendation for 2012-2013: No changes at this time as the majority of students met competency.</p>					
Quality of Life					
14.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 70% or higher.	Yearly reviews by Computer Concepts instructors from all campuses will determine needed adjustments in curriculum.
<p>2011-2012 Data: 340 and 341 students were assessed in Fall 2011 and Spring 2011, respectively, using the rubric established for the budget projects completed using Excel. The averages for the budget projects were 79.4% for Fall 2011 and 83.4% for Spring 2012, so in each semester the benchmark of 70% was achieved. Recommendation for 2012-2013: Since average scores show that students are exceeding the benchmarks set, faculty identified that the benchmark should be raised to 75% for the budget project. Additionally, faculty will explore increasing the number of projects assigned that relate to the topic of personal finance. Research will be conducted and curricular changes developed during the 2012-2013 academic year and changes implemented in the 2013-2014 academic year. Assessment of those changes will be conducted at that time.</p>					
15.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.
<p>2011-2012 Data: Test item analysis showed 19/22 students were able to identify nutrients contributing calories to diet, 12/22 students correctly identified the training effect in exercise, and 22/22 were able to identify the health benefits of routine physical activity. Recommendations for 2012-2013: No changes at this time as competency is being met.</p>					
	HPEA 1221,	Instructors will use a combination of the	Quantitative tool—	Pass rate for each	Faculty will review results

	1251, 1281, 1361, 1371, 1401, 1411, 1441, 2021, 2031, 2281	following: <ul style="list-style-type: none"> • Lecture • Student demonstration • Student participation 	Student performance on exams Qualitative tool— Observation of student demonstrations and participation based on criteria of _____	evaluation tool shall be 60% of the total value.	annually in fall meeting.
<p>2011-2012 Data: <i>No data gathered for this competency in 2011-2012 as program was being revised to introduce a new unit on health theory in all activity courses.</i></p> <p>Recommendations for 2012-2013: <i>Create common rubric to measure competency in diverse activity courses.</i></p>					

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.