

GENERAL EDUCATION COMPETENCY GRID
2015-2016 Data and Recommendations (updated 5-25-2016)

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.
<p>2015-2016 Data: 299 students were assessed in fall 2015, using electronic rubrics established with the SAM Project Assessment tool. The averages for each unit were Word-83.71%; Excel-84.95%, Access-77.83%, and PowerPoint-89.26%.</p> <p>Recommendation for 2016-2017: The faculty discussion centered around the change from Office 2013 to Office 2016, which will occur during the fall 2016 semester. The measurement tool and score will remain at the 75% level until faculty assess the difficulty level of the software. Additionally, faculty discussed the relevance of the assessment measure to the general education competency of Independent Learning Abilities. Faculty suggested that this course and the measurement tool may need to be reviewed and revised to better measure what is intended as it certainly measures the students' ability to utilize the software, but may or may not have a direct correlation to independent learning abilities.</p>					
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.
<p>2015-2016 Data: A total of 16 sections of Early and Late American History courses were evaluated. Data was collected from 399 students with an average of 81% demonstrating the competency</p> <p>Recommendation for 2016-2017: Discussion was held in the spring division meeting that outlined the following recommendations:</p> <ol style="list-style-type: none"> 1. Full time faculty will meet and edit questions that were hyper-specific in phrasing and perhaps misleading to students. 2. Full time faculty will meet and replace questions that are based upon memorization rather than conceptualization of the historical periods. 3. Develop questions that more directly examine the general education competency. 4. Consider adopting a common assessment method that is project centered instead of test centered. 					

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.
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2015-2016 Data:

On a scale of 1-4, 88% of 214 students ranked themselves and group partners as 3 (Accomplished) or 4 (Exemplary) in group/interpersonal skill on each topic.

- Group Cooperation – 3.51 (88%)
- Distribution of group tasks – 3.66 (89%)
- Group leadership – 3.54 (86%)
- Communication among group members – 3.45 (81%)
- Individual Participation – 3.44 (87%)
- Listening to other points of view – 3.56 (90%)
- Showing Respect – 3.45 (84%)
- Self-evaluation – 3.68 (85%)

Recommendation for 2016-2017:

No changes at this time – competency met

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.
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2015-2016 Data:

Rubrics revealed that out of 175 students, 77% of the students scored 70% or better on assigned research-related work

Topic selection criteria: 57% scored proficient; 27% scored competent; 15% scored weak; and 1% scored unacceptable.

Bibliography/Information Sources: 57% scored proficient; 31% scored competent; 7% scored weak; and 5% scored unacceptable.

Use of Sources: 37% scored proficient; 41% scored competent; 19% scored weak; and 3% scored unacceptable.

Citations: 34% scored proficient; 34% scored competent; 27% scored weak; and 5% scored unacceptable.

Recommendation for 2016-2017:

Due to small number evaluated, the competency will be measured in the Spring instead of the fall when more ENGL 1213 sections are offered.

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.
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2015-2016 Data:

A total of 10 sections of American Government courses were evaluated. Data was collected from 282 students with an average of 83% demonstrating the competency

Recommendation for 2016-2017:

Discussion was held in Spring Division Meeting and the following recommendations were made:

1. Present concerns to General Education Competency committee concerning the social science role in assessing reading skills.
2. Request help from reading specialists to determine the best way to assess competency.
3. Follow recommendations agreed upon by General Education Competency committee.

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 • Prewriting's/drafts 	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 of 6) or above.	Faculty from all 3 campuses will meet annually in spring to discuss criteria and compare scoring techniques on rubrics.
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2015-2016 Data:

Out of 111 students, 68% of the students tested at a "competent" (level 4 or 6) or above.

Recommendation for 2016-2017:

Decision was made to continue collecting data in the spring for a better comparison to previous data collection that included both fall and spring numbers.

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 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.
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2015-2016 Data:

311 students were assessed in fall 2015 using the rubric established by Computer Concepts faculty. The average for the final exam was 82.35% for fall 2015. When factoring out the 8 students who did not complete the final exam and were awarded zeros, the average for the final exam was 84.52%. 88.12% of students who completed the exam scored an 80% or better on the exam. On-site students scored an average of 84.55%; online students scored an average of 82.3%; and fast-track students scored an average of 87.61%. When comparing frequency distributions, 87.84% of on-site students scored an 80% or better on the exam; online – 85.42%; and Fast-track – 93.94%. (zeros were factored out in the mode of delivery comparisons)

Recommendation for 2016-2017:

Marketing and reminders that the Digital and Financial Literacy course satisfies the general education requirements for computer literacy will increase. The faculty discussion centered around the change from Office 2013 to Office 2016, which will occur during the fall 2016 semester. The measurement tool and score will remain at the 75% level until faculty assess the difficulty level of the software. The faculty also agreed that a grader reliability process should be utilized. As a result, four exams were selected and each instructor graded the exams based on the rubrics. The average standard deviation for all exams was 1.264, indicating that scoring is very consistent among instructors. Faculty agreed that this process should continue each fall.

Societal Awareness

8. Historical and Political Knowledge	HIST 1483	<p>Course Objectives</p> <ol style="list-style-type: none"> 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. 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. 	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.	HIST 1493	<p>Course Objectives</p> <ol style="list-style-type: none"> 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. 	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.

		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.			
8. Historical and Political Knowledge, cont.	POLI 1113	<p>Course Objectives</p> <ol style="list-style-type: none"> Students will be able to identify the significance of the structure and function of the American Political system. Students will be able to identify the electoral process, the "two party" system, campaigning techniques, election procedures, and voting behavior. Students will be able to identify the significance of the major American documents; such as, the Preamble of the Constitution, the seven major articles, and the twenty seven amendments to the Constitution. Students will be able to identify and describe civil rights and liberties. Students will be able to identify the significance of the formulation of public policy, the influence of special interest groups and the media. 	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.

2015-2016 Data:

- Early American History - 9 sections tested - 203 Students - Overall Average 76%
- Late American History -14 sections tested - 267 Students - Overall Average 70%
- American Government -12 sections tested - 291 Students - Overall Average 74%

Recommendation for 2016-2017:

Discussion was held in the spring division meeting that outlined the following recommendations:

1. Full time faculty will meet and edit questions that were hyper-specific in phrasing and perhaps misleading to students.
2. Full time faculty will meet and replace questions that are not based upon memorization, but rather than conceptualization of the historical periods.

9. Awareness of the Needs of Various Communities, Beginning with the Local Level	ORNT 1101 (Orientation)	Students will be able to to answer questions on Common Final pertaining to the purpose and benefit of community service for a college student.	Embedded test question on Orientation common final	70% of students taking the common final will correctly answer the question pertaining to the purpose and benefit of community service for a college student.	Orientation instructors will meet in the spring (through physical meeting or email) to discuss questions.
<p>2015-2016 Data: 89.6% of the 852 (Fall) and 86.7% of 204 (Spring) students taking the common final correctly answered the question pertaining to the purpose and benefit of community service for a college student.</p> <p>Recommendation for 2016-2017: Starting in Spring 2016 and finish by Fall 2016 create a pre and post survey. The data will be compiled via a scantron to make reports. The purpose is to show that after taking orientation, students are thinking about the importance of community service and will continue to be actively involved in community service after graduation.</p>					
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.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data:</p> <ul style="list-style-type: none"> MATH 1483- 16 of 21 (76.02%) students met competency MATH 1493- 56 or 73 (76.7%) students met competency MATH 1513- 435 or 676 (64.3%) students met competency <p>Recommendation for 2016-2017: Math Functions – instructor will incorporate more examples in the notes, adjust homework to include more practice, adjust group work problems for more guided practice and add more problems on the test review. Math applications – data is not a true assessment as common questions were not used yet. These questions will be in place by fall 2016. College algebra - Question will be formatted differently as many did not feel it was similar to what students had seen before. Three graphs will be presented and students will state the sign of the leading coefficient and identify what the exponent would be.</p>					
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 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 1513	-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 correlating exam. -Selected items on the corresponding exam.		
<p>2015-2016 Data:</p> <ul style="list-style-type: none"> MATH 1483- 14 of 21 (66.7%) of students met competency MATH 1493- 59 of 75 (78.6%) of students met competency MATH 1513- 461 of 726 (63.4%) of students met competency <p>Recommendation for 2016-2017:</p> <p>Math Functions – instructor will incorporate more examples in the notes, adjust homework to include more practice, adjust group work problems for more guided practice and add more problems on the test review.</p> <p>Math applications – the data is not a true reflection as they were not common questions. Instructors will create common assessment question with rubrics.</p> <p>College algebra – It was decided that we would focus on quadratic formula and completing the square still including factoring.</p>					
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.
<p>2015-2016 Data:</p> <p>BISI 1114: 514/524 = 98.1% pass rate BISI 1124: 104/104 = 100% pass rate BISI 1214: 16/18 = 88.9% pass rate BISI 1314: 11/11 = 100% pass rate Total = 645/657 = 96.75% pass rate</p> <p>Recommendation for 2016-2017:</p> <p>Data will continue to be collected on the same parameters with no change.</p> <p>The division will work to standardize and incorporate the same testing instrument within each class that is reporting data for the 2016 reporting period.</p>					
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.
<p>2015-2016 Data:</p> <p>295 students were assessed in fall 2015 using the rubric established by Computer Concepts faculty. The average for the budget project was 81.3% for fall 2015. When factoring out the 23 students who did not complete the budget project and were awarded zeros, the average for the budget project was 88.18%. 84.56% of students who completed the project scored an 80% or better on the project. On-site students scored an average of 91.98%; online students scored an average of 72.33%; and fast-track students scored an average of 89.52%. When comparing</p>					

<p>frequency distributions, 91.24% of on-site students scored an 80% or better on the exam; online – 59.18%; and Fast-track – 82.76%. (zeros were factored out in the mode of delivery comparisons)</p> <p>Recommendation for 2016-2017: Marketing and reminders that the Digital and Financial Literacy course satisfies the general education requirements for computer literacy will increase. Since the benchmark was not met in the online courses, additional tutorials will be provided regarding budgeting. Further, non-completion affected the scores, so instructors will reinforce the project's importance and relevance.</p>					
14. Knowledge of Wellness, Fitness, and Nutrition	<p>HPEA 1221, 1251, 1281, 1361, 1371, 1401, 1411, 1441, 2021, 2031, 2281</p> <p>HPET 1113, 1223, 2212</p>	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.
<p>2015-2016 Data: Theory classes – 196 students took exam with 90.5% pass rate Activities classes – 195 students took exam with 93% pass rate</p> <p>Recommendation for 2016-2017: Format for assessment will remain the same with a test bank of questions being created to diversify the tests from semester to semester.</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.