8.2.b

Student Outcomes: General Education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

> b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The USG's policy on the core curriculum states that it should contain 42 hours, and it designates what disciplinary areas each institution should include in its general education core. Institutions may use their own discretion when choosing the subject area of five of the required credit hours. ASU uses two of those hours to require a diversity course and the other three to require a communication course. The student learning outcomes for each of the five areas of the core curriculum are listed in the Undergraduate Catalog.

Due to the consolidation of ASU with another institution in January 2017, the general education core curriculum was updated to align the two institutions. The narrative referred to a General Education Committee and a General Education Assessment Plan; however, there was insufficient documentation. Including the assessment plan would have been helpful, as well as meeting minutes, a committee charge, or some other documentation of this committee's activity.

The narrative included no description of data collection procedures for assessment. How are the artifacts assessed, exactly? Do instructors report data, or is there a committee that examines samples of artifacts? A chart of assessed courses indicated assignments and assessment tools for those assignments, however there was no corresponding documentation.

The institution provided as evidence a survey to graduates that asks about achievement of general education student learning outcomes, and this serves as an indirect measure of the core curriculum.

The institution provided a brief list of continuous improvement measures taken as a result of examining the assessment data, however, there was no corresponding evidence, except for an updated syllabus for one course. It is unclear how continuous improvement measures are identified and implemented. Evidence of continuous improvement measures in all areas of the core curriculum was missing.

Focus Report Response

The Off-Site Committee was correct in noting the general education core curriculum was updated with the consolidation. Prior to consolidation, Darton State College and Albany State University conducted independent assessment processes for administrative assessment, student support assessment, student learning outcomes assessment, and general education assessment. The institution consolidated in 2017, student learning outcomes assessment and administrative and student support assessment began in fall 2017 and were led by Institutional Effectiveness and Academic Affairs. General education assessment was led by Academic Affairs and during this time the institution experienced several changes with academic leadership positions. In June 2018, an interim Provost was hired. The Interim Provost recognized a plan for comprehensive and simultaneous assessment of General Education learning outcomes was needed, requiring oversight and guidance by a General Education Committee. The General Assessment Committee was formed in Fall 2018 at the directive of the interim Provost **[01]**.

The General Education Committee membership was comprised of faculty who taught core courses **[01]**. The general education core consists of five areas; 1) Area A - Written Communication and Quantitative Reasoning, 2) Area B - Institutional priorities which are Diversity and Communication for ASU, 3) Area C - Humanities, 4) Area D - Science and Technology and 5) Area E - Social Sciences. These five areas have been translated into seven general education learning outcomes. The Committee met a few times in Fall 2018 to establish a general education review process **[03]**. Data collection began in Spring 2019 and focused on two of the seven general education core outcomes:

> 1. Written communication: Students will communicate effectively by crating documents that demonstrate adequate content development, clarity of organization and appropriate style, usage and documentation.
> 2. Mathematics: Students will demonstrate the ability to express and apply mathematical information symbolically, graphically, numerically or verbally to solve a variety of problems.
> 3. Diversity: Students will demonstrate an understanding of diverse peoples, cultures and perspectives within a global society.
> 4. Communication:: Students will demonstrate and understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts.
> 5. Humanities: Students will critically analyze forms of artistic and social expressions that reflect values from a cultural or an informed personal perspective.
> 6. Science and Technology: Students will demonstrate an understanding of the physical or biological perspectives of the universe using the scientific method, mathematical concepts or logical reasoning.
> 7. Social Science: Students will analyze historical, political, social, spatial and psychological processes and how they impact the diversity of the human experience

The two general education outcomes of focus were written communication and mathematics. These general education outcomes were selected to leverage the work being done as part of Gateway to Completions (G2C). G2C is designed to provide institutions – more specifically, faculty – with processes, instructional and curricular guidance, and analytics tools to redesign teaching, learning, and success in gateway courses. Faculty address failure in gateway courses and the challenges associated with passing those courses.

The General Education Committee collected data on the general education core outcomes of English and mathematics but they did not use a standardized process to collect and analyze the data, and use the results to make improvement to the courses. Despite the lack of a standardized process, some improvements were made in English and mathematics courses. The English Department standardized the course syllabus and assignments, all English 1101 and English 1102 have standardized syllabus [04]. This will allow for systematic collection and analysis of data across all English sections moving forward. The Mathematics Department analyzed questions on examine to determine which course topics were giving students the most difficulty and they created tutoring services by faculty called "Study Tables." [05] Faculty and peer tutors were available two evenings a week to help students with assignments, practice problems and gain an understanding of topics discussed in class.

In fall 2019, a permanent Provost was hired and directed the refinement of the General Education Committee to be led by Academic Affairs and Institutional Effectiveness. The Committee was streamlined and given more authority to work directly with the faculty [02]. The initial fall kickoff meeting discussed membership and responsibilities. The subsequent fall meetings discussed a general education assessment plan, framework for implementation, and challenges [07]. The fall semester culminated with a draft General Education Outcomes Assessment Plan. The draft plan will focus on all seven outcomes each year. As part of the plan, members of the new General Education Committee will create sub-committees related to the area of the core they teach to direct data collection and analysis. Departmental faculty will discuss the analysis results during regular department meetings to determine course improvements to be made for the next assessment cycle.

The initial General Education Outcomes Assessment Plan [06] continues to be refined as the General Education Assessment Committee prepares for assessment training. The General Education Outcomes Assessment Plan includes the following:

- Committee charge
- Faculty Responsibility
- Goals
- Triangulation of Assessment Data/Measures
- General Education Learning Outcomes
- Assessment Procedures including timeline
- Dissemination of Findings
- Assessment Methodologies
- Developing an Assessment Plan
- Data sheets/rubrics

The General Education Assessment Plan is the framework to improve student learning and faculty pedagogy. The Center for Faculty Excellence will train the General Education Assessment Committee in February on best practices in assessment including data collection, assessment measures, and assist with creating effective assessment tools and train faculty on how to interpret and use the data to make improvements. Training for all faculty will begin in March, faculty will leave the training sessions with courses and selected assessments for the general education core outcomes for Spring 2019. The Spring 2019 data will be analyzed at the end of the semester and improvements will be implemented in Fall 2019. Going forward, data collection will occur each semester and analysis will occur at the end of the spring or beginning of the fall semester, improvements will be implemented each fall semester.

The general education assessment process will ensure that Albany State University identifies expected general education outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on analysis of the results in compliance with this standard.

Sources

01_FR_Core Curriculum Committee_August27_2018

02_FR_Fall 2019 General Education Assessment Committee Membership

03_FR_GeneralEducationCommitteeMinutes

04_FR_English_1101_Pilot_Fall_2019

05_FR_Study Tables

06_FR_General Education Assessment Plan

07_FR_GenEd Committee Meeting 12.2019

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The following pages contain Supporting Documentation

Albany State University

General Education Committee (or Curriculum Committee)

Charge of the Committee

The General Education Committee (or the Core Curriculum Committee) is charged with the following:

1. Review Albany State University's current general education requirements (Core Curriculum) and ensure that General Education meets University System of Georgia and Institutional needs.
2. Assist in approving proposed General Education courses through the university and the USG system committees.
3. Establish a sense of consistency in ASU's expectations regarding general education learning outcomes.
4. Ensure that off-campus, distance education, and transfer students are meeting the same standards as established for the campus.
5. Encourage active conversations in the campus community through public meetings/forums soliciting feedback on proposed general education revisions.
6. Oversee the assessment of General Education Curriculum by performing assessment of General Education on a 2 year cycle and implementing action plans to improve General Education learning outcomes.
7. Identify an assessment instrument and/or system to periodically evaluate the General Education Curriculum.
8. Establish clear modes of communicating results to the campus community, stakeholders and to accrediting bodies.

Timeline

Task	Action	Deadline for completion
Finalize committee and select chair and co-chair	Get committee vetted through appropriate channels	September 15, 2018
Conduct public forum	Two Forums in October 2018 to encourage campus input on necessary improvement of the Gen Ed Curriculum	Submit report to Provost by November 15, 2018
Review and improve Gen Ed Curriculum	Review in committee and submit to UCC by January,	Submit revised Gen Ed Curriculum to USG Council on

		2019, C &NP/Senate by February, 2019	General Education by March 2019 to be reviewed in April 2019
Identify assessment of Core Gen Ed Curriculum		Review and select instrument and/or system by April 2019	Conduct first assessment by May 2019
Communication of results		Establish clear policies and procedures for communicating results to the campus and accrediting bodies	Process to be finalized by May 2019

Note: The USG Council on General Education has scheduled the following meetings for the 2018 – 2019 academic year:

January 25, 2019 - The deadline to guarantee consideration at this meeting is December 28, 2018

April 19, 2019-   The deadline to guarantee consideration at this meeting is March 22, 2019

Chairs: Dr. Abiodun Ojemakinde and Dr. Mathew Stanley

	Name	Discipline	Email
1	Anil Devarappu	Statistics	Anil.devarappu@asurams.edu
2	Stephanie Hankerson	English	Stephanie.hankerson@asurams.edu
3	Chinenye Ofodile	Math	Chinenye.ofodile@asurams.edu
4	Frank Malinowski	Computer Science	Frank.malinowski@asurams.edu
5	Rhonda Porter	Teacher Education	Rhonda.porter@asurams.edu
6	Shani Clark	Communication	Shani.clark@asurams.edu
7	Patrick Whitehead	Psychology	Patrick.whitehead@asurams.edu
8	Pamela Brown	Sociology	Pamela.brown@asurams.edu
9	Barbara Nowak	At large/Social Work	Barbara.nowak@asurams.edu
10	Kwame Dankwa	Political Science	Kwame.dankwa@asurams.edu
11	Adriana Primo-McKinley	Spanish	Adriana.primovincent@asurams.edu
12	Kenya Lemon	Biology	Kenya.lemon@asurams.edu
13	Amir Saheb	Chemistry	Amir.saheb@asurams.edu
14	Ken Kirsch	Health & Human Performance	Ken.kirsch@asurams.edu
15	Sherryl Johnson	Business	Sherryl.johnson@asurams.edu
16	Arun Saha	Physics	Arun.saha@asurams.edu
17	Kenyatta Johnson	Student Affairs	Kenyatta.johnson@asurams.edu
18	Renita Luck	Distance learning	Renita.luck@asurams.edu
19	Joel Johnson	Music	Joel.johnson@asurams.edu
20	Michael Mallard	Art/Faculty Senate President	Michael.mallard@asurams.edu

General Education Assessment Steering Committee

Faculty	Core Area	Core Area	Rank	Discipline	Position
Brian McAllister	Area A1 and Area B	English/Mass Communications	Professor	English	Department Chair
Patrick Whitehead	Area E	Social Science	Asociate Professor	Psychology	
Xinye Wang	Area D	Natural Science Math and Technology	Professor	Chemistry/Forensic Science	
Laxmi Paudel	Area A2	Quantiative	Assistant Professor	Mathematics	
Charles Williams	Area C	Humanities	Professor	Art	Associate Dean
Dorene Medlin			Associate Professor	Education	Director, Center for Faculty Excellence
Melanie Hatch	Associate Provost				
Kelly McMurray	VP, Institutional Effectiveness				

General Education Committee Meeting

Albany State University
Tuesday, December 4, 2018, 4:00 p.m.
Building C, Room 203, West Campus

Minutes

Call to Order

Called by **Dr. Ojemakinde** at 4:00

Attendance

Dr. Ojemakinde, Charles Williams, Frank Malinowski, Michael Mallard, Rhonda Porter, Matt Stanley, Melanie Hatch, Pam Brown, Stephanie Hankerson, Adriana Primo-McKinley, Patrick Whitehead, Shavecca Snead, Joël Johnson, Shani Clark

Approval of Minutes from Previous Meeting

1. Any corrections? No
2. Motion to approve **Dr. Porter**, second **Malinowski**, approved by acclimation

Old Business – Subcommittee's reports:

Area A1 Subcommittee (Communications)

1. No recommendations at this time
2. However, it may change later. The English department is considering coming up with topic-based composition classes

Area A2 Subcommittee (Quantitative)

1. In progress
2. Suggestions? Is there any data about success in e-core?

Area B Subcommittee (Institutional Options)

1. Handout from **Shani** (see Appendix A)
2. Conversation:
   a. lack of options
   b. during the consolidation committees, African diaspora was included based on our institution
   c. note that Shani had concerns about discussing this section in a small group
   d. **Ojemakinde**: if you have any suggestions for an area that you are not part of, send that group your suggestions.
   e. **Pamela**: Being in Albany, what about including the civil justice aspect and our historical roots related to that. It would be such a phenomenal thing for our students to comprehend and understand.
   f. **Chaz**: what are the learning outcomes for Area B?
   g. **Frank**: there is a limit to how many sections we can teach of the current offerings in this area due to the number of credentialed faculty.
   h. **Ojemakinde**: interdisciplinary approach would help here

Area C Subcommittee (Humanities/Fine Arts/Ethics)

1. Handout from **Michael** (see Appendix B)
2. Suggestion for updated learning outcome.

     a. There was a good bit of discussion back and forth about this learning outcome. It was noted that this was not a final version but a starting point for the conversation.

3. Listing the opportunity for study abroad programs to substitute for this course.
     a. **Shavecca** asked if this meant that a course taken during study abroad or the experience of student abroad would be used to give credit.
     b. **Michael**: the initial discussion was that it would be a course taken.

4. **Joël**, if we are going to be strategic, I see that German is missing. What we would like as policy is to set our students up for success as opposed to being constrained by our current faculty. If we want German taught, it should be looked at even though we do not currently have a Germany faculty member. That might not always be the case. Are we confining ourselves to our current faculty credentials or are we forward-thinking about what we might have in the future?

5. **Pamela**: Other institutions use military connections to teach foreign languages. Is there a way to justify those credentials to teach here for accreditation purposes?
     a. **Frank** noted that SACSCOC has a process for alternative justification of qualifications for faculty.
     b. Examples of this process from other institutions:
          i. [Augusta State University policy](#)
          ii. [NC State University policy](#)

6. **Frank**: is there a model like special topics that is interdisciplinary and flexible. It would have learning outcomes but flexible in which subject area and it could be tied to a different subject/topic each semester.

7. **Joël** mentioned the use of a Special Topics course that might work in this case.

8. **Ojemakinde**: like the subcommittee to look more closely at how the new proposed statement aligns with the BOR guidelines for that area in core curriculum.

Area D Subcommittee (Natural Sciences, Mathematics, and Technology)

1. **Frank**: Improve the learning outcome to fit math and technology

2. **Frank**: According to the [USG General Education Council](#), there are four types of courses that fit into the technology category. We are currently only offering a single course that meets the fourth option: Survey Courses. We are going to take a look at other possible options in order to provide our students the flexibility they need in order to meet the core requirements but benefit their studies in their major. For example, a Biology or Psychology major might find it useful to take a course in programming or data science in order to better analyze research data. **Joël** noted that there is a Music technology course that might fit in this area. **Dr. Hatch** noted engineering courses such as CAD or MATLAB programming that would benefit engineering students or others.
     a. **Courses in Programming**: Should involve a focus on developing algorithmic thinking, logic/decision structures and information storage structures.
     b. **Courses in Data Science**: Should involve a focus on data analysis and relationship identification. Tools of statistical analysis are introduced and used as appropriate.
     c. **Courses in Modeling and Simulation**: Should involve a focus on developing models and/or simulations of systems based on data.
     d. **Survey Courses**: Should involve an understanding of the development and place of computation, incorporating sections on history of computation, mathematics of computation, technology ethics, etc. Such courses should include learning outcomes focused on introduction to algorithm development and the mathematical foundations of computing such as base conversions and Boolean logic.

Area E Subcommittee (Social Sciences)

1. Handout from **Patrick** ([see Appendix C](#))
2. We have the least number of minority-based courses of our peer institutions that are not HBCUs
3. **Joël**: when does a student learn about the history of other cultures as opposed to just black or white?
4. Great deal of discussion about possible options of things that could be added to this section. Big focus on sociology courses from **Pamela**

Above the Core Subcommittee (Health & Wellness Requirement/Freshman Experience Courses)

Postponed due to the members not being here.

New Business

Dr. Hatch:

1. The SACSCOC steering committee needs help. An area where we are deficient is in assessment of the Gen Ed core.
2. What we need help with is to see if there is data that we can collect from this semester and then plan going forward for the next semester?

Adjournment

Appendix A

ASU Area B Proposal 1

This structure is similar to the ABAC example.

Area B (Institutional Options)		5
Area B Learning Outcome: Students will demonstrate critical thinking, problem solving, and the understanding of ethics, including the ability to analyze, evaluate and provide appropriate rationale and support for conclusions and decisions.		
Choose One Communication: Students will demonstrate understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts		**3**
COMM 1100- Human Communication	3	
COMM 1110- Public Speaking	3	
Choose One Diversity: Students will demonstrate understanding of diverse peoples, cultures, and perspectives within a global society.		
COMM 1000- Cultural Diversity in Communication	2	
HIST 1002- Introduction to African Diaspora	2	
POLS 1105- Current World Problems	2	
Add to this list		

ABAC

Area B: Institutional Options: 3-6 hours

Choose one of the Communication classes below:

- COMM 1100 Human Communication 3
- COMM 1110 Public Speaking 3

In addition, students may also choose any of the following:

- AGRI 2209 Agricultural Seminar 1
- BUSA 1101 Business Seminar 1
- CISM 2201 Fundamentals of Computer App 3
- CRIT 1100 An Introduction to Critical Thinking 1
- ETEC 1101 (eCore) Electronic Technology in the Educational Environment 2
- HUMN 1100 Topics in the Humanities 1
- HUSC 2114 Wellness and Human Experience 3
- PRSP 1010 Perspectives on Human Experience 1
- PRSP 1020 Perspectives on Global Issues 2
- RSCH 1100 Research and Documentation Methods 2
- SCIE 1000 Addressing Environmental Issues 1
- SOSC 1100 Values, Issues, & Perspectives in Social Sciences 1

ASU Area B Proposal 2

This structure is similar to the CSU example.

Area B (Institutional Options)		5
Area B Learning Outcome: Students will demonstrate critical thinking, problem solving, and the understanding of ethics, including the ability to analyze, evaluate and provide appropriate rationale and support for conclusions and decisions.		
Choose One Communication: Students will demonstrate understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts		3
COMM 1100- Human Communication	3	
COMM 1110- Public Speaking	3	
Select one course under Group 1 or Group 2		
Group 1: Diversity: Students will demonstrate understanding of diverse peoples, cultures, and perspectives within a global society.		
COMM 1000- Cultural Diversity in Communication	2	
HIST 1002- Introduction to African Diaspora	2	
POLS 1105- Current World Problems	2	
Add to this list		
Or		
Group 2: Critical Thinking: Students will demonstrate understanding of critical thinking and problem solving skills in a variety of settings		
Add a list of 2 credit courses from various departments. This aligns with our SACS theme of Communication, Critical Thinking and Problem Solving.	2	

CSU

Core	Course Title	Credit Hours
Take the following course:		
COMM 1110	Communication	3
Select two courses under Group 1 or one course under Group 2 (see major program exceptions below):		
Group 1		
ITDS 2726	Introduction to Cultural Diversity	1
ITDS 2727	Introduction to Interpersonal Skills	1
ITDS 2735	Life and Career Planning	1
ITDS 2746	Business and Society	1
ITDS 2748	Topics in Global Issues	1
ITDS 2749	Ethics and Legal Issues in the Professions	1
ITDS 2755	Elements of Critical Thinking	1
LIBR 2705	Selected Topics in Library and Information Science	1
Group 2		
ITDS 1125	Geology in the Public Discourse: Modern and Historical Conflicts Between Science and Public Opinion	2
ITDS 1779	Scholarship Across the Disciplines	2
LIBR 1105	Introduction to Library and Information Science	2
LEAD 1705	Introduction to Servant Leadership	2
EURO 2105	Introduction to the European Union	3 (*)
HIST 1111	World History to 1500	3
HIST 1112	World History since 1500	3
POLS 2401	Global Issues	3 (*)
Any 1000 or 2000 level foreign language course		3 (*)
Any Area C-E course with a study abroad component		3 (*)
* the extra hour may be used as an elective		

The following programs require 4 credit hours in Area B: Biology (BA), Biology (BS), Biology and Secondary Education (BA), Chemistry (BA), Chemistry (BS), Chemistry and Secondary Education (BA), Computer Science (BS), Earth and Space Science - Astrophysics and Planetary Geology track, (BS), Earth and Space Science - Environmental Science track (BS), Earth and Space Science - Geology track (BS), Earth and Space Science - Secondary Education track (BS), Health Science (BS), Mathematics (BA), Mathematics (BS), and Nursing (BSN). See the undergraduate degrees menu for specific requirements.

Appendix B

General Education Committee (Curriculum Committee), General Core Subcommittee: Area A1 and Area C

Members: Adriana Primo-Vincent, Stephanie Hankerson, Joel Johnson and Michael Mallard

The subcommittee met, Monday, November 26, 2018 at 4:00 p.m. in FAC 103 with all members present.

Area A1 (Essential Skills) Recommendations:

No recommendations at this time, but the committee was encouraged to learn of possibly offering topic focused sections of ENGL 1101-02 to help improve students' motivation to learn in ENGL 1101 or ENGL 1101H and ENGL 1102 or ENGL 1102H.

Area C (Humanities, Fine Arts, and Ethics) Recommendations:

1. The committee proposes revision of the Area C Learning Outcome to read as follows:

Students will effectively analyze and evaluate several forms of human expression through reading, writing and speaking about diverse societies and cultures.

2. The committee requests that credit earned from a study abroad experience be listed as an option to fulfill core credit in Area C. Matriculation and course content substitution must be examined and worked out on a per student basis prior to the study abroad experience.

Rational: The committee agrees that many study abroad experiences fulfill the Learning Outcomes for Area C. In addition, the committee agrees that listing the study abroad credit for Area C would encourage more students to study abroad.

Area C Question:

One question was raised in regard to Area C foreign language courses. The question is, why are the language courses listed limited these specific languages? For example, why not German, Italian, Yoruba, and/or other languages taught at ASU?

Appendix C

Core Curriculum Recommendations, Area E Sub-committee

1. Change the language in Area E proposed learning outcomes from
   a. "Students will analyze historical, political, social, spatial, or psychological processes and how they impact the diversity of the human experience."to
   b. "Students will analyze historical, political, social, geographical, psychological, or economic processes and how they impact the diversity of the human experience."
2. Correct the course number of "Introduction of Anthropology" in the consolidated institution check sheet to "SOCI 2031," consistent with the course catalog and Banner.
3. Drop HIST 2113 (Minorities in America) as an Area E elective, as it has not been offered in the past five years.
4. Ask the psychology department to propose a new Area E elective course titled "African American Psychology" to replace HIST 2113.
   a. Chair of the Sociology and Psychology department supports the recommendation and will, pending the support of the Core Curriculum Committee, begin working on the necessary new course proposal forms (as supplied by Dr. Melanie Hatch in advance of this meeting).
   b. OR
5. Replace HIST 2113 with HIST 2115 "African American History"
6. It is recommended that the evaluation of Area E follow the standards set forth by the USG and the Core Committee at large.

General Education Committee Meeting

Albany State University
Wednesday, January 9, 2019, 1:00 p.m.
BCB 172, East Campus

1. Call to Order

2. Minutes

3. Subcommittee Updates

   a. Area A1: Communications
   b. Area A2: Quantitative
   c. Area B: Institutional Options
   d. Area C: Humanities/Fine Arts/Ethics
   e. Area D: Natural Sciences, Mathematics, and Technology
   f. Area E: Social Sciences
   g. Above the Core

4. New Business (Drs. Parikh and Snead)

5. Set Next Meeting Date

6. Adjournment

Minutes:

Call to Order:
    Called by **Dr. Stanley** at 1:03

Attendance:
    Raj Parikh, Charles Williams, Matt Stanley, Melanie Hatch, Stephanie Hankerson, Adriana Primo-McKinley, Patrick Whitehead, Shavecca Snead, Shani Clark, Kwame Dankwa, Arum Saha, Sherryl Johnson, Dorene Medlin

New Business:
1. **Dr. Snead**: The committee is advised to leave area outcomes as they are and postpone outcome changes until 2019-2020 (after SACS reaffirmation)
   Dr. Parikh and **Dr. Hatch** concur
2. **Dr. Snead** and **Dr. Clark** had a meeting regarding data and assessment. **Dr. Clark** made **Dr. Snead** an instructor in her online course so that Dr. Snead might have access to course content/samples of assessment.
3. **Dr. Snead** reiterated the need for data for three assessment cycles: fall 2018, spring 2019, and fall 2019

4. **Dr. Snead** asks for potential area assessment data. **Dr. Primo-McKinley** agrees to submit data.
5. **Dr. Dankwa** explains that he has essay assignment rubrics and outcomes.
6. **Dr. Snead** explains that she can use rubric for papers, blank copies for tests, and needs cross sections of assignments (exceed, meet, did not meet)
7. **Dr. Snead** emphasizes the need to be intentional in keeping course data samples for spring 2019 and suggests the committee identify spring 2019 courses for which she might track outcomes

Subcommittee Updates:
1. **Dr. Stanley** asks for new updates. There are no new updates
2. **Dr. Stanley** reiterates the need for more input from areas A2 and D.
3. **Dr. Saha** agrees to meet with area D faculty.

Set Next Meeting Date:
1. The next meeting date is set for Thursday, January 24, at 4 p.m. in C 203 West Campus

Adjournment:
1:51 p.m.

Albany State University
General Education Committee Meeting
Thursday, January 24, 2019, 4:00 p.m.
C 203

Agenda

1. Call to Order

2. Minutes

3. Subcommittee Updates

    a. Area A1: Communications
    b. Area A2: Quantitative
    c. Area B: Institutional Options
    d. Area C: Humanities/Fine Arts/Ethics
    e. Area D: Natural Sciences, Mathematics, and Technology
    f. Area E: Social Sciences
    g. Above the Core

4. Committee Feedback on Submitted Proposals

5. New Business

6. Set Next Meeting Date

7. Adjournment

Minutes:

Attendance: Kenneth Kirsch, Frank Malinowski, Raj Parikh, Abiodun Ojemakinde, Charles Williams, Matthew Stanley, Patrick Whitehead, Kenye Lemon, Shavecca Snead, Sherryl Johnson, Shani Clark, Adriana Primo-McKinley, Renita Luck, Kwame Dankwa, Arun Saha

Call to Order: 4:02

Dr. Ojemakinde: There has been a shift in emphasis of the committee to data collection; the focus of the subcommittees should be to interact with Dr. Snead.

Dr. Parikh: Dr. Snead is soliciting deans and chairs for data (access to GeorgiaView for assessment). Dr. Snead needs all data by January 31 (and artifacts). Stresses the need to create a culture of data collection.

Dr. Primo-McKinley: Has sent her data to Dr. Snead.

Dr. Malinowski: Forwarded the correct core curriculum to the committee members.

Dr. Snead: Wants examples of how faculty have made course improvements. The best way to communicate the need for data back to other faculty is through departmental meetings/sharing of minutes. Requests copies of meeting minutes dating back to 2017.

Dr. Ojemakinde: Suggests a simple memo to deans and chair concerning data collection and the sharing of meeting minutes.

Dr. Snead: Dr. Hatch is writing data assessment narratives and needs all the accurate and clear info. Faculty have available.

Dr. Malinowski: Inquires about updates on the SACS reaffirmation process, especially website content.

Dr. Snead: The university is in the process of updating website content.

Dr. Williams: suggests an email newsletter.

Adjournment: 4:44

ALBANY STATE UNIVERSITY
College of Arts and Sciences
Department of English, Modern Languages and Mass Communication

ENGLISH 1101
COMPOSITION 1
CREDIT HOURS (3)
PREREQUISITES (none)

INSTRUCTOR

CLASS MEETING TIMES:

CLASS MEETING LOCATION:

COURSE TEXT: *Albany State University: Guide to First-Year Writing*, Fountain Head Publishing

Course Description: English 1101 is designed to teach the mechanics of expression and the development and organization of ideas into paragraphs and essays.

Institutional Student Learning Outcomes (ISLOs)
- **Communicate efficiently and effectively** in oral and written forms, read and understand literary papers, conduct research, make written and oral presentations on various topics, and collect, analyze, and interpret readings. (***Communication Abilities; Institutional Learning Outcome. ISLO-I***).

- Demonstrate *problem-solving skills* in basic and advanced composition and literary concepts and apply the learned skills and knowledge to solve a variety of real-life problems. (**Problem-Solving Abilities. *ISLO II*).**

- Acquire and leave with strong **critical thinking skills** and written and oral communication skills to enable them seek careers requiring effective written and oral communication skills and/or attend graduate schools (***Critical Thinking Abilities. ISLO III***).

Expected Student Learner Outcomes (SLOs)
As a result of completing this course the student should be able to:
- Read actively and think critically about college-level texts to comprehend, assimilate, evaluate, and synthesize information from multiple sources.

- Write focused, reading-based or life-centered/experiential, well-supported essays that demonstrate effective organization, critical thinking and syntactic maturity.

- Demonstrate the ability to organize an essay that supports a position with sound reasoning and relevant evidence.

- Students will make significant revisions of drafts, including rethinking positions which are insufficiently supported, rewriting with greater awareness of audience, and proofreading for conformity to accepted conventions of composition.

- Demonstrate the ability to function successfully in a group.

Course Objectives
English Composition 1101 is designed to help students:
- Become skilled thinkers, writers, and communicators who can compose for a variety of disciplines and rhetorical contexts.
- Develop a fuller understanding of the contextual interactions of the writer's purposes, audience expectations, subjects, and their contributions to critical thinking and effective writing.
- Develop organization skill for effective reflective, expository, and analytical paragraphs and essays.

Course Activity Components
In this course, students will be required to complete:
- Frequent in-class assignments, journal writing, freewriting(s), rehearsals for test taking, structured prewriting activities, and responses to readings.
- Students will develop and revise essays that are written in and out of class.
- Students will be evaluated on demonstrated progress in writing skills and techniques.
- Students will be required to demonstrate basic levels of technology proficiency.

Course Assessment Components
The final assessment of a student's performance and assignment of grades will be based on the following:

Journals	10%
Quizzes and other activities	10%
Compositions	60%
Essay 1	
Essay 2	
Essay 3	
Essay 4	
Exit Examination	20%

Note that eighty percent (80%) of a student's grade will be determined on the basis of demonstrated writing skills.

Grading System

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Class Attendance Policy
Class attendance is mandatory at Albany State University. ASU attendance policy states that: "All students are expected to be in class on time for all class meetings. Attendance begins the first day of class and all students are expected to remain in class for the entire class period unless prior arrangements have been made with the instructor. Absenteeism cannot exceed the credit hours for the course." This means that if a course meets two times per week, a student cannot miss the class more than two times during the semester without suffering a substantial penalty. Excessive absences may result in the lowering of the grade earned by one letter grade e.g. "A" to "B" or "D" to "F." (NOTE: This includes "excused and unexcused" absences.)

Class Cancellation Policy
In the event of unexpected emergencies, students will be notified at class time of an alternate assignment for a scheduled course session. In the event of an expected session cancellation, students will be notified in class or will be notified via email. Please check
your email regularly.

Academic Honesty/Integrity
Provide the instructor statement on academic honesty, plagiarism, etc.
 (See ASU Student Handbook for rules on academic honesty/integrity Page 62)
 https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/

   The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Add any additional information related to your discipline.

Students with Disabilities
   a.   **Please refer to the following link for Counseling and Disability Services:**
   https://www.asurasm.edu-student-affairs/counseling-disability -services/

Students with Disabilities:
If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

Campus Carry Information
   Please refer to the following link for Campus Safety
   Information: https://www.asurams.edu/police-policy-procedures/

Sexual Harassment (Misconduct) Policy
   Please refer to the following link for Title IX: Sexual Misconduct
   Policy: https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/

University Math and Writing Centers Reinforcement Policy
   a.   Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
   b.   Writing Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/ OR https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/
   c.   Math Center Information: https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/ OR https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/
   d.   SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

Integration of Technology
     The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, https://www.asurams.edu/Technology/ , https://www.asurams.edu/Technology/getting-started-students/ OR https://www.asurams.edu/Technology/?s=student+support for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

*NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."

Important University Dates
Please refer to the online calendar for additional information:
https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/
Page Break

GUIDELINES FOR GRADING ESSAYS

The "A" Essay: The "A" essay should display originality of thought in stating and developing a central idea. The material should, therefore, be presented in a clear, logical and thought-provoking manner. Also, the essay should contain all the positive qualities of good writing, such as clarity of purpose, effectiveness in organization, significance in content, and vividness in language. Sentences should be well-constructed and should contain no major grammatical or spelling errors.

The "B" Essay: The "B" essay should have a clearly stated central idea and should be logically and adequately developed. This essay should also contain some of the qualities of good writing noted in the "A" essay. It should be comparatively free of serious errors as far as standard written English is concerned. The "B" essay must indicate competence, but it may lack the originality of thought and style that characterizes the "A" essay.

The "C" Essay: The average essay usually receives a grade of "C." It should have a central idea that is organized clearly enough to convey its purpose to the reader. It should not contain many serious grammatical or structural errors. Although the essay may have few sentence-level mistakes, the overall essay lacks the vigor of thought, development, and expression that typifies the above-average essay ("A" or "B").

The "D" Essay: The grade of "D" indicates below-average achievement in expressing ideas clearly, correctly, and effectively. Most essays in this category fail to clearly express a central idea or to develop it adequately. In addition, this essay contains various examples of incorrect English usage, such as grammatical, mechanical, and spelling errors.

The "F" Essay: The "D" and "F" essays are examples of unsatisfactory work. The grade "F," however, indicates a student's failure to avoid serious grammatical and structural errors. Furthermore, the "F" essay contains almost none of the requisites (focus, purpose, and development) listed in the passing essays ("A", "B," or "C"). Plagiarized work will also receive a failing score and may subject the student to other sanctions from the University.

Week 1   Overview of course
                Sample writing/diagnostic essay
                Orientation session for online courses
                            Complete online diagnostic essay
                            Review diagnostic
                            Chp. 1: Why Write?
                Chp. 2: Active Reading and Critical Thinking
                Chp. 3: The Writing Process

Week 2   Chp. 4: Planning and Drafting
                    Elements of Structure
                    From Topic to Thesis
                    Body Paragraphs
                    From Paragraph to Essay
                    Introductions
                  Conclusions
                Introduction to Unit 1: Topic--Education

Week 3   Rough Draft/Workshop Essay 1
                  Chp. 6: Revising
                  Chp. 7: Editing

Week 4   Essay 1 due *(no later than week 4)*
                Introduction to Unit 2: Topic--Gender

Week 5   Unit 2 Discussion continued
                  Critical Reading/Writing Assignments
                  In-class drafting of Essay 2

Week 6   Rough Draft/Workshop Essay 2

Week 7   Essay 2 due *(no later than week 7)*
                  Workshop for Midterm

Week 8   Midterm Exam

Week 9   <mark>Introduction to Unit 3: History/Culture</mark>

Week 10   <mark>Unit 3 Continued</mark>
                Critical Reading/Writing Assignments
                In-class drafting of Essay 3

Week 11   Rough Draft/Workshop Essay 3
                  Essay 3 due (no later than week 11)

Week 12   <mark>Introduction to Unit 4: Topic—Mass Media</mark>

Week 13   <mark>Mass Media continued</mark>
                <mark>Introduction to Inter-textual Reading/Writing and Academic Writing</mark>
                <mark>Critical Reading/Writing Assignments</mark>
                  In-class drafting of Essay 4

Week 14   <mark>Brief Introduction to Research Methodologies and Citations</mark>
                Rough Draft / Workshop of Essay 5
                Essay 4 due

Week 15   Review/Practice for Exit Exam
                 Exit Exam (TBA)
                Last Day of Classes (TBA)

Week 16   Final Exams

THE STUDY TABLE AT ALBANY STATE UNIVERSITY

Student Success to Increase Retention

Many students come to Albany State University with a variety of preparations and mindsets. For the freshman cohort, their first year at ASU is mostly challenging due to change in environment, independence, higher expectations, and their being held accountable for their success. By providing to them a set of student success activities, many of them who avail themselves of these opportunities are able to progress adequately in their courses and programs.

The **Study Table** is a student-centered activity which provides one-stop center for all students seeking to improve their performance, achievement, engagement, and hence success in gatekeeper/ killer courses and almost-killer courses. It is well-known that the set of courses including MATH 1111-College Algebra, MATH 1001- Quantitative Reasoning, MATH 1113-Precalculus with Trigonometry, MATH 1211- Calculus I, BIOL 1111, BIOL 1112, BIOL 2411/BIOL 2412 CHEM 1211, CHEM 1212, PHSC 1011, ACCT 2010 have traditionally had high failure rates and attrition rates. Other courses are ENGL 1101, and ENGL 1102. High FDW rates have been seen to affect adversely overall student performance, retention, progression in their majors, and degree attainment.

Students attending Study Table seek help from instructors and peer-tutors in a non- threatening guided environment, and could receive one-on-one help in one or more courses during a single session. Results indicate that learner's ability to increase quality time-on-task translates to overall enhanced performance in courses, which leads to learner increased self-confidence.

The goal of the Study Table is Student Success. Study Table activities has impact on student learning, student achievement and persistence at Albany State University. This could subsequently result in the improvement of student retention, progression, and degree attainment, ultimately have broader impact.

It was anticipated that about 300 freshmen and other students who needed additional support in the courses offered would attend the Study Table. Only 213 attended. Hence goal of getting 300 to attend was not met.

The following are the most essential outcomes of the Study Table.

Attribute	Number /Target	Percentage	Number	Percentage	Remark
Number Attending	300	100	213	71%	Attendance number not met

 Note: Tutorial services attendance for fall 2019=1477. Study Table=213. Hence the total is 1477+213=1690. (Percentage attending Study Table =(213/1690)=12.6%

The baseline number here is 213.
- The number passing at midterm before Study Table=126 or 59.15%

- The number passing at the end of semester after Study Table=170 or 79.81%
- Increase from midterm to finals=170-126 =44 or 20.66%
- Number of students whose grades improved from midterm to final exams=102 (that is, a student who made "C" by midterm and made "B" by finals has improved)
- Number of students who grades decreased from midterm to finals=20.
- Net improvement: 82
- Number of students whose grades did not change from midterm to finals= 91.

Please see the summary below.

Number passing at midterm (with "C" or better)	% (with "C" or better)	Number failing at midterm	% failing at midterm (F,D,W)	Number passing at the end of fall 2019 (with "C" or better)	% (with "C" or better)	Number failing at end of semester	% failing	Positive Change in Numbers	%(+)
126	59.15%	87	40.85%	170	79.81%	43	20.19%	44	20.66%

It is essential to note that the Study Table not only increases student pass rate but also grade quality. Please see the following Sample Statistics which exemplifies that outcome.

Statistics	Midterm Data of Participants	End-of Semester Data of Participants
Sample	213	213
Sample Mean (GPA)	*1.81690141*	*2.408450704*
Variance of Sample	1.659513242	1.369311808
Standard Deviation of Sample	1.285044085	1.170175973

Retention. At Albany State University, students tend to remain and complete their degrees if they succeed in their courses as well garner the mentoring and support they need from faculty within and outside the classroom. Many students were very enthusiastic to attend the Study Table, and 100% of students who completed Study Table participant survey expressed that they

would attend the Study Table next semester. Some students also used the Study Table opportunity to meet their instructors and other instructors to receive help on other courses, for example, Calculus III. When students garner more confidence in their courses and major, they tend to persist at ASU and will complete their degrees here at ASU.

General Education Assessment Plan

Introduction

General education references the essential, core knowledge and abilities students demonstrate in satisfying the breadth of learning in the liberal arts curriculum. It also refers to how such core competencies are developed through the disciplinary depth of a major course of academic study. The Institution's general education curriculum provides students with the knowledge and skills to sustain a life of learning in the liberal-arts tradition and to succeed in their professional, civic, and personal endeavors.

Students emerge from our institution as Visionary Leaders with a distinct ability to reason creatively within individualized, yet, interwoven fields of learning; to engage professionally and civically in diverse and globally connected communities; and to acclimate professionally and ethically with the skills and values needed to achieve lifetime goals. The general education program is thus the keystone of the institution's mission.

Charge of the General Assessment Committee

The General Education Committee is charged with the following:

1. Review Albany State University's current general education requirements (Core Curriculum) and ensure that General Education meets University System of Georgia and Institutional needs.
2. Assist in approving proposed General Education courses through the university and the USG system committees.
3. Establish a sense of consistency in ASU's expectations regarding general education learning outcomes.
4. Ensure that off-campus, distance education, and transfer students are meeting the same standards as established for the campus.
5. Encourage active conversations in the campus community through public meetings/forums soliciting feedback on proposed general education revisions.
6. Oversee the assessment of General Education Curriculum by performing assessment of General Education on a 2 year cycle and implementing action plans to improve General Education learning outcomes.
7. Identify an assessment instrument and/or system to periodically evaluate the General Education Curriculum.
8. Establish clear modes of communicating results to the campus community, stakeholders and to accrediting bodies.

Responsibility for General Education (GE) Assessment

The General Education Committee (GEC), a standing committee consisting of faculty, and I.E. department members have primary responsibility for GE assessment to include communication with faculty, review of materials and assessments, and the coordination of various working

committees across all the categories. The GEC reviews, authorizes, and supports the GE assessment procedures for the Institution to assure adherence to best practices.

The Office Institutional Effectiveness (IE) has primary responsibility to support the implementation of GE assessment with supplementary support from the Associate or Vice Provost for Academic Affairs, the Deans of the various Schools, and Provost and Vice President for Academic Affairs. The Committee meets monthly and relies on the administrative structure and responsibilities of IE in carrying out all tasks of the Committee. Such tasks include, but are not restricted to sampling procedures, implementation of assessment procedures, analysis of results, and assessment reporting. IE conducts all GE assessment tasks with the approval and support of the GE Committee. Thus, the success and viability of the GE Assessment Plan is dependent on the collaboration and coordination between the institutional faculty, the GEC, and IE.

General Education Faculty Responsibility

All faculty teaching General Education have responsibility for participation in General Education assessment and support of the learning outcomes by:

1. Ensuring that course syllabi include the specific course category and learning outcomes for the GE category of the course
2. Participating in assessment activities as relevant to the category assessments
3. Participating in review of assessment results and discussions on implications for category

General Education Faculty Responsibility

1. The General Education Committee will provide feedback to individual units on the strengths and weaknesses of their assessment of general education courses.
2. The General Education Committee (along with IE) will aggregate information from individual academic units to produce summary reports for internal stakeholders about the overall status of the General Education Program.
3. The General Education Committee will make recommendations for any proposed changes to the General Education curriculum.

Goals of General Education Assessment

The Institution's general education assessment process has the following goals for the five-year cycle:

1. Document and evaluate evidence, from direct and indirect measures, of the effectiveness of general education in the baccalaureate curriculum.
2. Recommend and enact improvements to pedagogy, the assessment & evaluation process, and the curricula for major programs of baccalaureate study so as to strengthen the effectiveness, coherence, and rigor in student learning experiences for general education.
3. Identify student performance benchmarks in general education appropriate to level of undergraduate study (introductory (1000-level) and intermediate (2000-level).

Recommend pedagogical approaches and student learning experiences, such as example assignments, by level of undergraduate study that are effectiveness at improving general.

4. Provide professional development opportunities for faculty and academic support staff to improve the teaching of general education knowledge and skills.
5. Evaluate general education data in the context of how students at other institutions perform in comparable assessments.
6. Communicate the results of general education assessment to the faculty, academic support staff, the President's Cabinet, and other stakeholders.

Assessment

The institution has implemented multiple methods of assessment. Our primary direct measures for GE assessment is generated from authentic student work created as part of baccalaureate-level coursework. Student work is supplemented by standardized instruments that enhance such authentic measures. GE assessment may also include external major-field tests or certification exams, where results include general-education data pertaining to major programs of study. Indirect measures include surveys of current students, graduating students, and college alumni, utilizing institutionally derived questionnaires as well as external, nationally recognized instruments. Lastly, as part of each assessment cycle, selected course syllabi are collected and reviewed by the GEC to ensure that syllabi reflect the GE assessment category, learning outcomes, and clarity of connection between the course content and category outcomes.

Triangulation

Because each method has its limitations, an ideal GE assessment program should combine direct and indirect measures from a variety of sources. This triangulation of assessment methods can provide converging evidence of student learning. **However, each GE outcome must have at least one direct measure of learning.** Examples of direct and indirect assessments reported in quantitative and qualitative results are illustrated in the appendices of the document.

Authentic Student Performance

The options for authentic student performance assessment include:

1. Common assessment to be administered and reviewed across all sections.
2. Common assessment to be administered and in select course sections.
3. Rubric-rated in-class embedded assessments in select course sections.
4. Pre/post-tests administered in select course sections.

IE will oversee the collection of data, norming, and analysis of normed scores on the GE Rubrics.

Institutional Measures of Student Performance

The option for institutionally measured student performance assessment include:

1. National Survey of Student Engagement
2. Academic Program Review
3. Syllabi Review
4. Exiting Senior Survey

Learning Outcomes of ASU's General Education Core

1. **<u>Area A. Written communication</u>:** Students will communicate effectively by crafting documents that demonstrate adequate content development, clarity of organization and appropriate style usage and documentation. (ENGL 1101, ENGL 1101H, ENGL 1102, ENGL 1102H)

   i. Direct measure of student learning – rubric rated assessment at all levels
   ii. Indirect measure of student learning – **Campus Climate Survey**

2. **<u>Area B. Communication</u>**: Students will demonstrate an understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts. (COMM 1100, HIST 1002, COMM 1000, POLS 1105, COMM 1110)

   iii. Direct measure - rubric rated assessment at all levels.
   iv. Indirect measure - **Campus Climate Survey**

3. **<u>Area A. Mathematics</u>:** Students will demonstrate the ability to express and apply mathematical information symbolically, graphically, numerically or verbally to solve a variety of problems. (MATH 1001, MATH 1111, MATH 1112, MATH 1113, MATH 1211)

   v. Direct measure – locally developed pre/post – tests for students entering and exiting courses designed to enhance their quantitative skills

4. **<u>Area D. Science and Technology</u>**: Students will demonstrate an understanding of the physical or biological perspectives of the universe using the scientific method, mathematical concepts or logical reasoning.
   a.Non-Stem Majors (BIOL 1110K, BIOL 1111K, BIOL 1112K, BIOL 2107K, BIOL 2108K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, PHSC 1011K, PHSC 1012K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K, CSCI 1300, MATH 1113, MATH 1211, MATH 2212, MATH 2213, MATH 2411)

   b.Health Profession Majors (BIOL 1111K, BIOL 1112K, BIOL 2107K, BIOL   2108K, CHEM 1151K, CHEM 1152K, CHEM 1211K, CHEM 1212K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K, CSCI 1300, MATH 1113, MATH 1211, MATH 2212, MATH 2213, MATH 2411)

   c.STEM Majors (BIOL 2107K, BIOL 2108K, CHEM 1211K, CHEM 1212K, PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K, CSCI 1300, MATH 1211, MATH 2212, MATH 2213, MATH 2411

        vi.   Direct measure – experimentation with locally developed pre/post-tests

5. **<u>Area C. Humanities:</u>** Students will critically analyze forms of artistic and social expressions that reflect values from a cultural or an informed personal perspective. (ENGL 2111, ENGL 2111H, ENGL 2112, ENGL 2112H, ENGL 2121, ENGL 2122, ENGL 2131, ENGL 2141, ENGL2142, ARTS 1100, FREN 1001, FREN 1002, FREN 2001, FREN 2002, LATN 1001, LATN 1002, LATN 2001, LATN 2002, MUSC 1100, JAPN 1001, JAPN 1002, JAPN 2001, JAPN 2002, SPAN 1001, SPAN 1002, SPAN 2001, SPAN 2002, THEA 1100)

        vii.   Direct measures – experimentation with locally developed multiple-choice test for entering and existing students

6. **<u>Area B. Diversity:</u>** Students will demonstrate an understanding of diverse peoples, cultures and perspectives within a global society. (COMM 1100, HIST 1002, COMM 1000, POLS 1105, COMM 1110)

        viii.   Direct measures – experimentation with locally developed, controlled essay questions

        ix.   Indirect measure – **Campus Climate Survey**

7. **<u>Area E. Social Science:</u>** Students will analyze historical, political, social, spatial and psychological processes and how they impact the diversity of the human experience. (POLS 1101, ECON 2105, SOCI 2031, GEOG 1101, HIST 1111, HIST 1112, HIST 2111, HIST 2112, HIST 2113, POLS 2101, PSYC 1101, SOCI 1101)

        i.   Direct measure – experimentation with locally developed test.

Assessment Procedures

Timetable

GE outcomes will be assessed on a year cyclical plan with all seven being assessed within a given academic year. This schedule allows for a manageable timeframe and promotes a culture of on-going assessment, while allowing realized changed within a given outcome. Given that an assessment cycle takes more than an academic year assess, evaluate, implement change, and realize those changes, the cycle allows changes to occur and be evaluated prior to the next assessment cycle of the outcome.

Administration of Assessments

Faculty will be required to participate in the assessment if selected, using one of the assessment methods identified. Institutional assessments with standardized examinations and/or surveys will be conducted by the Division of Academic Affairs.

Validity and Reliability Indices

Validity and reliability information is derived from the expert opinion by faculty teaching within the specific General Education program outcomes areas and by program/major faculty within their fields of specialization (face validity). Rubric standardizations are conducted IE annually in association with the given outcomes. Examinations utilized are require to be peer reviewed.

Yearly Academic Timeline

April/Spring Assessment Institute
- Program Assessment Coaches Training.
- Present findings from previous year's General Education Assessment.
- Assessment Plan for upcoming year overview.

August
- Planning & Assessment Orientation (Deans, Associate Deans, Chairs, and Assessment Coordinators)
- Faculty Workshop
- Present findings from previous year's General Education Assessment.
- Advise faculty and academic support staff on best practices to improve general education.
- Review assessment plans and make any needed adjustments.
- Review the upcoming assessment and program review cycle.
- Send out assessment dates and deadlines for the fall semester.

September
- Distribution and training of Program Reviews
- Complete assessment reports for previous academic year
- Assessment Development Training: Rubric/Validity and Reliability Training

October
- Assessment Cycle opens

November
- Assessment Plans due

December/January
- Complete data collection for fall semester assessments
- Workshops for faculty and staff on assessment topics

February
- Feedback from GEC and Assessment Coaches on Fall Assessments

March

- Program Review summaries due

April
- Individual follow-up and consultation on assessment plans and reports
- Institutional Assessment Report or Replacement for Report (strategic plan report)
- Program Review presentations to Committee begins

May
- Program Review presentations to Committee concludes
- Complete data collection for current academic year assessments
-

Dissemination of Findings

Academic units are required to prepare assessment reports summarizing the outcome assessment cycle as presented in the General Education Outcomes Assessment Matrix for their general education courses. The GEC and IE will be responsible for analyzing the results of the assessments as a representative whole for the GE outcome and for reporting the results to internal stakeholders. IE will be responsible for reporting the results to external constituents as appropriate. At each stage of dissemination data will be presented in aggregate from and anonymity of students and faculty will be maintained. IE will maintain historical data on the assessment process.

Appendices

Assessment Methodologies Matrix

	Direct	Indirect
Quantitative	Comprehensive exams	Final course grade
	Pre and posttests	Course/Faculty Evaluation
	Course embedded questions	Nationally Recognized Survey
	Case Analysis/Case Study	Survey of student satisfaction
	Class projects (individual or group) -rubric rated	Program GPA
	Essay or Term Paper	Survey of graduates
	Juried review of performances and exhibitions	Student program retention
	Licensure or certification exams	Student graduation rates
	Major project	Survey of internship supervisors
	Multiple-choice test question	Survey of alumni
	National Standardization Exam	Surveys of employers
	National Major Field Achievement Tests	Surveys of department faculty
	Oral presentation	Percentage of students who study abroad
	Performance piece (e.g., musical recital)	Survey of current students
	Portfolios, electronic or printed	Graduate School Placement

	Poster presentation	Job placement
	Senior thesis or major project	Student Tracking
	Video or audio tapes of student performance	
	Internship/Practicum Evaluation	

	Direct	**Indirect**
Qualitative	Reflective journals	Internship evaluations
	Practicum or internship	Interviews with Employers
	Clinical evaluation	Interviews with Alumni
	External examiners	Focus Groups with Employers
	Faculty peer review	Focus Groups with Students and/or Alumni
		Exit interviews
		Student program evaluations
		Third-party observation
		Syllabi Review

Developing the Academic Assessment Plan

Step –By-Step Overview

1. State a Student Learning Outcomes (SLO).
   a. Expectations
      i. Academic Assessment Plans should include at least three to five (3-5) program or General Education student learning outcomes.
      ii. Each SLO reflects what you want your students to learn by the time they graduate from your program.
      iii. Program student learning outcomes should address student learning in reference to Bloom's Taxonomy
         1. Upper cognitive levels (analysis, synthesis and evaluation.) would be represented in courses at the 3000 and 4000 level.
         2. Lower cognitive levels (knowledge, comprehension, and application.) would be represented in 1000 and 2000 level courses.
         3. General Education outcomes may be reinforced in upper or lower levels given the influence of the outcome and its relation to program learning outcomes.
      iv. Outcomes are specific, measurable, and a result of student learning.

    b. Tips:
- i. Do not directly reference the institution's mission or strategic plan when stating your program's student learning outcomes.
- ii. Don't use Faculty Learning Outcomes or Program Outcomes by saying "The faculty will…" or "The mission of the program is to…"
- iii. Avoid using words like "understand," "learn," "know," "appreciate," become aware of," and "become familiar with." There is no product involved. These are not measurable.

    c. Resources:
- i. Bloom's Taxonomy grid

2. Detail the Methodology used to measure the SLO.
    a. Expectations:
- i. Programs should utilize multiple methodologies (both direct and indirect) when assessing student learning.
- ii. Programs must include at least one direct measures of assessment per stated student learning outcome.

    b. Tips:
- i. Refer to a specific assignment for a specific course
- ii. Do not use syllabi review as a methodology or measure. It is a process to ensure quality.

    c. Resources:
- i. Assessment Methodologies Matrix

3. Describe the Measure of Success employed.
    a. Expectations:
- i. We suggest these guidelines regarding what percentage to use as a cut mark:
  1. 70% of students at or above a given standard at the 100 level
  2. 75% of students at or above a given standard at the 200 level
  3. 80% of students at or above a given standard at the 300 level
  4. 85% to 90% of students at or above a given standard at the 400 level

    b. Tips
- i. Reference a percentage grade instead of a letter grade when stating measure of success and findings on examinations (**Do not use letter grades on exams or in courses!**)
- ii. Reference the rubrics score on an item in correlation to a specific standard instead of the overall rubric score, unless the rubric represents the totality of a program or outcome.
- iii. Reference a percentage grade for an assignment instead of an aggregate GPA. Aggregate GPA is too broad.

4. What were the Findings or results of assessment?
    a. Be thoughtful and analytical

b. What does the data imply?

5. What Did Your Data Tell You? How do you interpret the results you found?
    a. Explicitly state whether students met the expectation

6. What Program Modifications are suggested based upon your findings?
    a. Are you getting the information that you need?
    b. If students met or exceeded expectations, is there still something that can be done to change or improve the program?
        i. Were your original expectations too low?
        ii. Can your level of expectations or cut marks be elevated?

    c. If your students are meeting the current objectives, can you set a higher level of Bloom's cognition in new SLOs?
        i. Can we implement a new methodology?
        ii. Can we take a new approach?

Program Improvements Worksheet

Use the space below to guide you for analyzing the information you designed and collected toward assessing student learning outcomes selected by the program or committee. Listed below are EXAMPLES of the improvements over the past years that may have resulted from assessment findings. Please use these items to indicate changes implemented (or planned changes) based on your assessment study. If you have other suggested items, include those in the "Other" sections.

I. Student Learning Outcome(s) Assessed for the Academic Year				
No.	**Outcome**	**P.L.O.**	**SD**	**Gen.Ed**
1.				
2.				
3.				
4.				
5.				

II. Changes to the Assessment Plan			
Possible Changes or Improvements that may have resulted:	**Details for each checked item:**	**Changes Planned**	**Changes In progress**
Revising Student Learning Outcome(s)			
Revising/Updating Curriculum Map			
Revising Measurement Approach(es)			
Collecting/Analyzing Additional Data/Info			

Changing Method(s) of Data Collection			
Changing Timetable for Data Collection			
Other Planned change(s)			

III. Changes to Academic Processes:			
Items:	**Details for each checked item:**	**Changes Planned**	**Changes In progress**
Making Technological Related Improvements			
Modifying Frequency or Schedule of class offerings			
Making Personnel Related Changes			
Implement Additional Training			
Revising Advising Standards or Processes			
Revising Program Admissions Criteria			
Other Implemented/planned changes			

IV. Changes to Curriculum			
Items:	**Details for each checked item:**	**Changes Planned**	**Changes In progress**
Revising and/or Enforce Prerequisites			
Revising Course Sequence			
Revising Course Content			
Adding Course(s)			
Deleting Course(s)			
Changing Course(s) delivery			
Other implementation/planned			

Meeting Notes

General Education Committee Meeting

Thursday, December 12, 2019

1:00 p.m. – 2:00 p.m. BCBB - 383

Welcome – Dr. Kelly McMurray

Restructure of General Education Assessment Committee

   Review/enhance committee charge

Committee to align with SACSCOC standard

Begin to have monthly meetings – January, 2020.

Ensure everyone is onboard

Meet with faculty during colleges retreat in January

Spring 2019 General Education Assessment

General Education Plan Draft – Committee members were asked to review the draft plan and provide feedback for the next meeting

Discussion and Review of Courses

 Fill gaps for English and Math

Make plans for #3&4

SACSCOC will want to meet with the committee. Need to begin scheduling monthly meetings in preparation.

Have an example for each GenEd outcomes. Need to have active participation at all levels. Assessment will be faculty driven.

Dr. Whitehead to develop a proposal.

Moving forward, the GenEd committee will have monthly meetings. Time and date to be determined by schedules.

In attendance: Dr. Kelly McMurray, Dr. Melanie Hatch, Dr. Brian McAllister, Patrick Whitehead, Xinye Wang, Laximi Paudel.

Staff: Elizabeth Williams, Part-time Administrative Assistant - Institutional Effectiveness