

University of West Georgia  
General Education Assessment Report, Phases 1-3  
AY 2018-19 and AY 2019-2020

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## **ABSTRACT**

This document details UWG’s compliance with the Southern Association of Colleges and Schools Commission on Colleges’ (SACSCOC) requirements for assessing student learning in our General Education program outlined in Standard 8.2.b, which mandates that “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] of [. . . student] learning outcomes for collegiate-level general education competencies [in] undergraduate degree programs” (SACSCOC, *The Principles of Accreditation*, 2017). In the first three phases of their General Education Assessment project, Faculty and Staff at UWG have collaboratively built a considerable evidentiary record to document compliance, shared herein.

## INTRODUCTION

General Education Assessment (GEA) activities at the University of West Georgia (UWG) align with several fundamental standards set down by SACSCOC, chiefly Standard 8.2.b, which mandates that “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] of [. . .] Student learning outcomes for collegiate-level general education competencies [in] undergraduate degree programs” (SACSCOC, *The Principles of Accreditation*, 2017). UWG complies with this mandate, and this report describes the institutionalization of the GEA process during AYs 2018-2019 and 2019-2020. During this period, Faculty, Staff, and administrators collaborated to:

- *Evaluate* past general education assessment practices
- *Create* a complete framework in which systematic assessment of each Core Area Program (CAP) in the General Education program will occur
- *Collect* and score randomly-selected artifacts in three of six CAPs
- *Complete* preliminary data analysis in two CAPs that will allow Faculty to report evidence effectively and to craft granular Improvement Plans (IPs)

To reach these ends, the Provost charged the Director of Assessment in the Office of Institutional Effectiveness and Assessment (IEA) with the responsibility of working with Faculty and other campus stakeholders to:

- *Evaluate* current general education assessment practices in each of the core areas through past data collection and review
- *Write* about and *report* on findings

- *Develop* a new plan for the General Education program's assessment moving forward
- *Implement* that new process university-wide

In the first phase of work, IEA Staff and select Faculty explored extant General Education assessment practices

Table 1

*Workload Snapshot: GEA Work, June 2019-August 2020*

- Full GEAC Meetings: 21
- Meetings with Work Groups, Core Area Program Faculty, and/or Administrators: 52
- CAP Rubrics Produced: 26
- Tools (Assignments) Created: 111
- Scoring Periods in three CAPs: 5
- Norming Sessions for three CAPs: 5
- Assessors from CAP Faculty: 35
- Total student artifacts scored by SLO: 2,677

and composed reports for each CAP<sup>1</sup>. In the second phase of work, IEA Staff instituted a university ad hoc General Education Assessment Committee composed of Faculty members and Staff<sup>2</sup>. The purpose of this ad hoc Committee was to review the findings of the first phase, explore best practices of General Education Assessment, and begin to develop a new assessment plan for the General Education program at UWG. In the third phase<sup>3</sup>, IEA worked with the Provost's Office to compensate a Faculty member to serve in the role of Director of General Education Assessment, whose chief duty is to serve as liaison between IEA and Faculty during the planning and implementation of the new General Education assessment venture. The Director of General Education Assessment and GEAC created a General Education Assessment Framework, rubrics for each CAP,

<sup>1</sup> Exploratory GEA committee members: Amanda Thomas, Becky de Mayo, Bruce Daniel, Jill Drake, Julia Farmer, Shelly Elman, Farooq Khan, David Newton, Meg Pearson, Chapman Rackaway, Shea Rose, and Tim Schroer.

<sup>2</sup> Founding GEAC members included: Amanda Thomas, Rebecca de Mayo, Abdelkader Agoun, Amy Austin, Ryan Bronkema, Jean Cook, Anne Gaquere, Emily Hunt, Angela Insenga, Mark Kunkle, and Dan Williams.

<sup>3</sup> In Phase III, membership changes due to shifting workloads and personal circumstance occurred. The current membership of GEAC is Amanda Thomas, Rebecca de Mayo, Amy Austin, Jean Cook, Emily Hunt, Angela Insenga, David Leach, Shea Rose, Scott Sykes, and Dan Williams.

and collaborated with Faculty to devise tools—assignments—that align with CAP rubrics. Table One’s snapshot of work during Phases Two and Three evinces the commitment and care involved in this months-long process. In sum, during these three phases, UWG’s IEA Staff and Faculty members developed, with consistent Faculty input, a *Faculty-driven* process for continuous assessment in its General Education program. Integrating Faculty into the process in meaningful ways would, they reasoned, allow for disciplinary-experts’ involvement in the creation of CAP rubrics and aligned tools reflective of the outcomes in each CAP course. Additionally, asking Faculty to serve in the role of Assessors during scoring would provide teachers in the Core with a clear portrait of student performance. With this clarity, teachers could avidly participate in the creation of Improvement Plans (IPs) born of both data and classroom work.

**PHASE ONE: COLLECT, REVIEW, AND WRITE**

The timetable and encapsulation of activities in Phase One follow:

Table 2

		Start Date	End Date	Timeline	Status
	<b>Phase 1: Collect, Review, &amp; Write</b>	Oct 1, 2018	May 31, 2019		Complete
IEA Assessment Director and Coordinator	Collect Data 2014 - 2018	Oct 1, 2018	Nov 29, 2018		Complete
Steering Committee	Identify and fill data gaps	Nov 30, 2018	Dec 21, 2018		Complete
Teams / Subcommittees	Team Recruitment	Nov 30, 2018	Jan 21, 2019		Complete
	Present to Deans, Assoc Deans, Chairs, Admin Council, Faculty Senate	Dec 14, 2018	Jan 31, 2019		Complete
	Review and assess data	Jan 21, 2019	Mar 15, 2019		Complete
	Determine needs to assess data (i.e. rubric needs)	Jan 21, 2019	Jan 31, 2019		Complete
	Assess Data	Jan 21, 2019	Mar 15, 2019		Complete
	Write assessment report for Core areas	Mar 15, 2019	Apr 12, 2019		Complete
	Reviews all findings and suggestions for improvements	Apr 12, 2019	Apr 26, 2019		Complete
	Write Executive Summary assessment report	Apr 26, 2019	May 17, 2019		Complete
			Burndown		

In AY 2018-2019, IEA and a group of Faculty members worked to collect, assess, and review current GEA practices at UWG. The outcome of this committee’s work included a report from each of the CAPs created by Faculty designees in collaboration with IEA Staff (Appendix 1).

This early exploration provided the Director of Assessment with a clearer portrait of existing philosophies and assessment procedures of the [Core Curriculum](#) at UWG. One major finding during this phase was the number and complexity of the general education learning outcomes. UWG has 14 individual learning outcomes, all of which are elaborate and multi-faceted (Table 3). This finding would play a key role in the development of a new assessment plan in Phases Two and Three.

Table 3

<p><b>Core Area A.1</b></p> <ol style="list-style-type: none"> <li>1. Recognize and identify appropriate topics for presentation in writing</li> <li>2. Synthesize and logically arrange written presentations</li> <li>3. Adapt written communication to specific purposes and audiences</li> </ol>
<p><b>Core Area A.2</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a strong foundation in college-level mathematical concepts and principles.</li> <li>2. Demonstrate the ability to apply symbolic representations to model and solve real-world problems.</li> </ol>
<p><b>Core Area B</b></p> <ol style="list-style-type: none"> <li>1. Adapt written and oral communication to specific rhetorical purposes and audiences.</li> <li>2. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.</li> </ol>
<p><b>Core Area C</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.</li> <li>2. Recognize and make informed judgements about the fine, literary, or performing arts from various cultures.</li> </ol>
<p><b>Core Area D</b></p> <ol style="list-style-type: none"> <li>1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.</li> <li>2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.</li> </ol>
<p><b>Core Area E</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.</li> <li>2. Demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences.</li> <li>3. Demonstrate knowledge of the fundamental concepts of a discipline examining the social world.</li> </ol>

**PHASE TWO: DEVELOPMENT**

The timetable and encapsulation of activities in Phase Two follow:

Table 4

		Start Date	End Date	Timeline	Status
	<b>Phase 2: Development</b>	Jan 7, 2019	Aug 16, 2019		Complete
IEA Assessment Director and Coordinator	Literature & Best Practice Review	Jan 7, 2019	Mar 29, 2019		Complete
Steering Committee	Present best practices and examples from other institutions	Mar 29, 2019	Apr 5, 2019		Complete
Teams / Subcommittees	Discuss options and get feedback from faculty/chairs/deans, etc.	Apr 5, 2019	Apr 30, 2019		Complete
	Develop Methodology for overall collection and process	Jun 12, 2019	Jun 28, 2019		Complete
	Develop Rubrics for each Core Area	Jun 19, 2019	Jul 10, 2019		Complete
	Review and Revise Rubrics	Jul 10, 2019	Jul 24, 2019		Complete
	Present new plan to appropriate committees/groups	Jun 28, 2019	Jul 31, 2019		Complete
	Distribute new materials	Jul 24, 2019	Aug 16, 2019		Complete
			<b>Burndown</b>		

During the summer of 2019, an ad hoc General Education Assessment Committee assembled by the Director of Assessment reviewed the current practices for GEA on UWG’s campus as reported during Phase One, explored current best practices, and began creating a cogent plan for assessing the General Education Program at UWG.

With the goal of integrating Faculty at every juncture, the team began by developing a charge for a university-centered committee on assessment, to be called the “General Education Assessment Committee” (GEAC) (Appendix 2). Much conversation centered on other universities’ GEA procedures, and the group philosophized about potential strategies as they grappled with the large and unifying project ahead of them. It was during this phase the need for a General Education Assessment Director was identified to lead GEAC. The ad hoc committee felt it would be best if this position was filled by a Faculty member who taught in and was familiar with the Core. Additionally, a Faculty member familiar with each CAP was asked to serve on GEAC and lead a Work Group representative of the courses in a CAP. Groups made up of Faculty members familiar with each CAP course would allow for discipline-specific input during rubric

and tool creation. Through involving Faculty at every level, GEAC could earn the Faculty buy-in necessary to succeed.

**PHASE THREE: IMPLEMENTATION OF INITIAL CAPs AND SCORING**

The timetable and encapsulation of activities in Phase Three follow:

Table 5

		Start Date	End Date	Timeline	Status
<b>Phase 3: Implementation of Initial CAPs</b>		Aug 1, 2019	May 31, 2021		Active
IEA Assessment Director, GEA Director, and IEA Coordinator	Identify sample population	Oct 1, 2019	Oct 11, 2019		Complete
GEAC	Notify faculty if part of population with instructions	Oct 15, 2019	Oct 25, 2019		Complete
Teams / Subcommittees	Provide training on new system and rubrics	Aug 26, 2019	Dec 6, 2019		Complete
	Collect first semester of data	Dec 2, 2019	Dec 20, 2019		Complete
	Make minor adjustments as needed	Dec 2, 2019	Dec 31, 2019		Complete
	Identify sample population	Feb 3, 2020	Feb 11, 2020		Complete
	Notify faculty if part of population with instructions	Feb 12, 2020	Feb 21, 2020		Complete
	Provide training on new system and rubrics	Jan 27, 2020	May 1, 2020		Complete
	Collect second semester of data	Apr 27, 2020	May 15, 2020		Complete
	Identify Gen Ed Assessment Reviewers	Feb 3, 2020	Mar 31, 2020		Complete
	Review / Score / Assess first year of data	Feb 10, 2020	Oct 1, 2020		Complete
	Write assessment reports for core areas	Jul 1, 2020	Mar 15, 2021		Active
	Review all preliminary data	Jul 15, 2020	May 31, 2021		Active
	Write UWG summary assessment report	May 15, 2020	Nov 30, 2020		Active
	Present first year of data to appropriate committees/groups	Oct 1, 2020	Dec 31, 2020		Active
			<b>Burndown</b>		

The multifaceted work of Phase Three largely reflects both identification and creation of fundamental documents connected to GEAC. However, both English (CAP A.1) and Math (CAP A.2) began baseline collection and scoring in fall of 2019, and preliminary data for these CAPs are therefore included in Phase Three as well. After an official Charter was drafted and signed by the President on October 24, 2019, the team created an overarching General Education Assessment Framework (Appendix 3), and developed documents for consistent organization of Faculty proposals (Appendix 4) along with a document listing roles and responsibilities for all involved in GEA (Appendix 5). As GEAC worked to develop these salient documents, Work Group Coordinators, each a member of GEAC, met with Faculty representatives familiar with each course in their representative CAP to begin crafting rubrics reflective of Student Learning Outcomes (SLOs) that govern the Core (Table 3). As aforementioned, this task

was particularly challenging due to the number and complexity of the SLOs in the General Education Program at UWG. Work Groups had to decipher how to assess the staggering 14 learning outcomes, including each of their requisite components, in ways that were aligned with current best practices and sustainable for our campus. This process was further compounded by specific skills and knowledge added to the SLOs as a result of [\*UWG's QEP: Undergraduate Writing in the Curriculum\*](#), a decade-long project led by Dr. Nadejda Williams.

As GEAC vetted its own foundational documents and Work Groups focused on developing rubrics in alignment with the Core SLOs, CAPs A.1 and A.2, English and Math respectively, submitted rubrics and Assessment Plans (APs). This early planning meant that GEAC was working on parallel tracks: on one, the university committee worked to craft clear definitions, protocols, and processes for GEA. On the other, the committee vetted and voted upon CAP A.1 and A.2 materials and helped other Work Groups as they grappled with creating rubrics reflective of the General Education Program's SLOs. The committee moved swiftly yet carefully, as setting up clear procedures for successful collection and analysis of student work was crucial prior to beginning baseline collection in CAPs A.1 and A.2.

At the General Faculty meeting in August of 2019, IEA Staff and the General Education Assessment Director collaborated to present their overall vision (Appendix 6) and to discuss the General Education Framework (Appendix 3) with interested parties at the annual table-top presentations held during this meeting. Additionally, GEAC created a public-facing website with several of these founding documents along with an FAQ (Appendix 7) for Faculty and governing agencies, shared its progress at a Faculty

Forum (Appendix 8) and presented progress at the Administrative Council and Faculty Senate (Appendices 9 and 10).

The Faculty members serving on the ad hoc GEAC committee during Phase Two all agreed to remain members and to act as Work Group Coordinators representing each CAP, Areas A.1-E. Work Groups, composed of discipline-specific Faculty members appointed by department Chairs, were responsible for creating CAP rubrics that aligned with established SLOs in General Education. Each Faculty member serving on a Work Group was also responsible for consulting with their departments to craft tools—assignments—that align with CAP rubrics. As aforementioned, to organize the copious work involved in developing the rubrics and tools effectively, GEAC devised Assessment Plan templates for Faculty. Each was to organize their material around stated CAP SLOs. Faculty attached assignments to these Assessment Plans before each packet was presented to GEAC alongside curriculum maps that summarized how each course's assignment aligned with the CAP SLOs.

As Work Group activity continued, Staff from IEA and the General Education Assessment Director frequently met with Chairs, Work Group Coordinators, and Faculty involved in assessment, explaining the framework, offering potential rubric structures, and discussing SLOs—in particular, the sentence structure of each, which point towards all skills students should learn in the CAP. Working in tandem, then, both Faculty and administrators learned about and were heavily involved in executing the overall vision for UWG's new GEA. CAP A.1 chose to continue the rubric initially developed as part of the QEP, as it had already worked successfully for that program; further, this rubric's structure acted as the basis for the new GEA rubric properties across *all* CAPs. The

design, including the rubric's four-point scale and rubric categories (e.g., 4 = Exemplary (Exceeds Expectations), 3 = Proficient (Meets Expectations), etc.), was carried forward, in part, with the expectation that assessment currently undertaken as part of the QEP would transition along with the new GEA plan. CAP A.2 created their CAP rubrics and tools first, GEAC was able to vet the Assessment Plans and approved them, making way for baseline collection. The Director of General Education Assessment devised standard directions in written and audiovisual formats (Appendix 11) and standard communicate (Appendix 12) for requesting student artifacts. The Director of Assessment and Assessment Coordinator, meanwhile, randomly chose artifacts from randomly-chosen sections while ensuring that courses taught at UWG Douglasville, UWG Newnan, and fully online were equally represented. Faculty whose sections were chosen received a timeline and deadline for uploading to a shared Google Drive in which semesters, courses, and instructor sections are delineated in the aforementioned communicate from the Director of General Education Assessment. Such a process, while labor-intensive, allowed CAPs A.1 and A.2 to submit artifacts and score two semesters' worth of student work successfully during Phase Three of our GEA project. Each of these CAPs also presented data to IEA and the Director of General Education Assessment, found in this present document.

### *Phase Three: Methodology Development*

Originally, the team planned to onboard all six CAPs by fall of 2020 and had shared this start date in the original General Education Framework. In this initial plan, each CAP would enter the assessment cycle via baseline collection followed by scoring and the creation of yearly Improvement Plans (IPs). There was a fear that if CAPs were

not asked to collect and assess data continually, forgetfulness and neglect of GEA would occur. However, once rubric development and initial data collection began, the committee quickly realized the enormity of the overall task and voted to amend this plan.

Keeping the SACSCOC institutional review cycle in mind, GEAC approved a new staggered approach (Table 6). To accomplish this task, CAPs as they are presented in the Institutional Catalog, were broken down further to align with course offerings, assessment tools, and the newly developed rubrics. For example, Core Area E was split into E.1, E.2, E.3, and E.4. This new approach would allow IEA to properly process data and to allow Faculty time to process results, analyze them, and confer with Faculty in each program or department. Such a modification would also allow Faculty in each CAP the time to create more robust IPs.

In the new staggered plan, GEA would now run on a 3 – 2 - 3 semester rotating cycle. Three semesters of data collection, two semesters of analysis, review, and planning, followed by 3 semesters of implementation of the improvement plan and data collection. One caveat was made for data collection in the summer due to limited Faculty resources and lower student attendance; the only courses that would be assessed in the summer were the courses that were only ever offered in the summer. This staggered timeline onboards CAPs for baseline collection of data at different times, reducing the number of written artifacts and multiple-choice artifacts dramatically. At the time of this change, CAPs A.1 and A.2 had already begun collecting data and served as the initiating groups starting in fall 2019. Parts of CAPs C and D will be last to begin baseline data collection in fall 2021.

Table 6

UWG General Education Assessment Schedule

		Academic Year '20		Academic Year '21			Academic Year '22	
		Fall '19	Spring '20	Summer '20	Fall '20	Spring '21	Summer '21	Fall '21
<b>BC= Baseline Collection</b>	<b>A1</b>	BC	BC	BC	AP	AP	IC	IC
<b>AP = Analyze &amp; Plan</b>	<b>A2</b>	BC	BC	BC	AP	AP	IC	IC
<b>IC = Implement &amp; Collect</b>	<b>B1</b>					BC	BC	BC
	<b>B2</b>				BC	BC	BC	AP
	<b>C1</b>				BC	BC	BC	AP
	<b>C2</b>							BC
	<b>D1</b>					BC	BC	BC
	<b>D2</b>							BC
	<b>E1</b>		BC	BC	BC	AP	AP	IC
	<b>E2</b>		BC	BC	BC	AP	AP	IC
	<b>E3</b>				BC	BC	BC	AP
	<b>E4</b>		BC	BC	BC	AP	AP	IC

One other requisite component for development was the basic sampling methodology for selecting student work for scoring. Due in large part to the already complex nature of the new assessment plan, GEAC voted upon the following methodology parameters:

1. For assessment tools that utilized a multiple-choice exam, no sampling would occur. Faculty would submit data for the entire section—a census.
2. For assessment tools that utilized a form of written artifact, a simple random sample would be conducted to select which student artifacts to score and assess.
3. All sampling would be conducted with a traditional 95% Confidence Level and 10% Margin of Error.
4. All courses offered at Carrollton, Newnan, Douglasville, and through UWGOnline would be sampled. No eCore courses would be sampled as not all eCore Faculty are UWG Faculty and eCore conducts assessment of their own.
5. All Faculty teaching in the core would be asked to provide samples of student work during their allotted data collection semesters. An exception would be made to courses with very high enrollment in any semester where, given the established

confidence level and margin of error, Faculty would be asked to submit less than three artifacts per section. In instances such as this, sections would also be randomly sampled so Faculty would be required to submit at least 3 artifacts per section.

In early spring of 2020, GEAC noted several challenges linked to data analysis after examining the efficacy of extracting data from Scantron forms. As much of the reportage from Scantron is proprietary, extracting data in malleable formats is near impossible, given UWG's current capabilities. The decentralization of scanning all materials in the Testing Center in 2018 meant that Colleges and departments purchased all manner of Scantron machines that possessed varied capabilities. To study this issue with the goal of crafting streamlined directions for Faculty utilizing multiple choice (MC) tests as their assessment tools, the Director of General Education Assessment convened an ad hoc committee to study the use of Scantron forms across campus and to discuss potential solutions with those who regularly utilize Scantron forms and scanners.

After protracted study, the committee was unable to create a solution that would standardize data reportage from Scantrons machines and connected software. However, the COVID-19 pandemic that necessitated the University System of Georgia's (USG) move to fully online instruction at all 26 institutions provided us with one small boon: we more-fully explored the capabilities of CourseDen, UWG's learning management system (LMS), for administering tools. In doing so, we learned that teachers could administer CAP tools in a standardized fashion within the LMS. Additional investigation and discussions will be held in fall 2020 with each CAP that utilizes MC exams/quizzes as assessment tool(s).

*Phase Three: Preliminary Data*

*I. Core Area A.1: First-Year Composition*

In January of 2020, IEA Staff and members of GEAC conducted a norming session with English Faculty in which they discussed assessment protocols and practiced scoring artifacts to reach consensus on the rubric that governs the CAP. IEA Staff also provided directions and a demonstration of the Qualtrics survey developed for A.1 data entry and organization. After the first baseline collection, the Work Group Coordinator, Professor Josh Black, collaborated with English Faculty on the Writing Committee in that department to create preliminary analysis of the data (Appendix 13) reflective of student accession of SLOs in CAP A.1 (Table 3). Fall 2019 data follow:

Table 7

CAP A.1 2019 Assessment Data, Summarized

	<b>SLO1</b> - Adapt written communication to specific purposes and audiences. ( <i>Target: clarity and comprehensibility of language</i> )	<b>SLO2</b> - Synthesize and logically arrange written presentations. ( <i>Target: organization of ideas</i> )	<b>SLO3</b> - Recognize and identify appropriate topics for presentation in writing. ( <i>target: critical thinking</i> )
ENGL 1101	69.62%	62.03%	54.43%
ENGL 1102	76.54%	61.73%	59.26%

The subsequent data (Tables 8 and 9) represent the breakdown of student performance by SLOs in Area A.1 for both ENGL 1101 and 1102 (Table 3):

Table 8

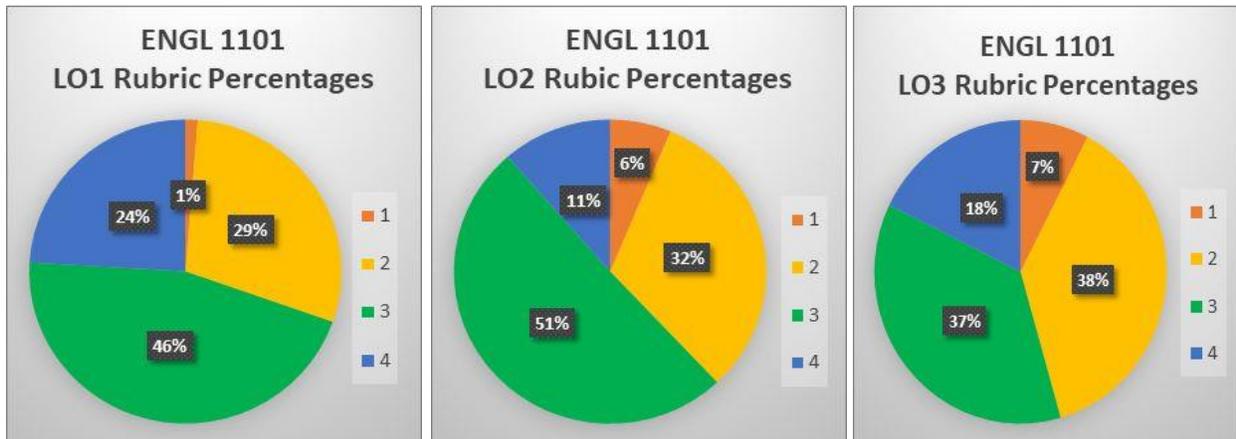
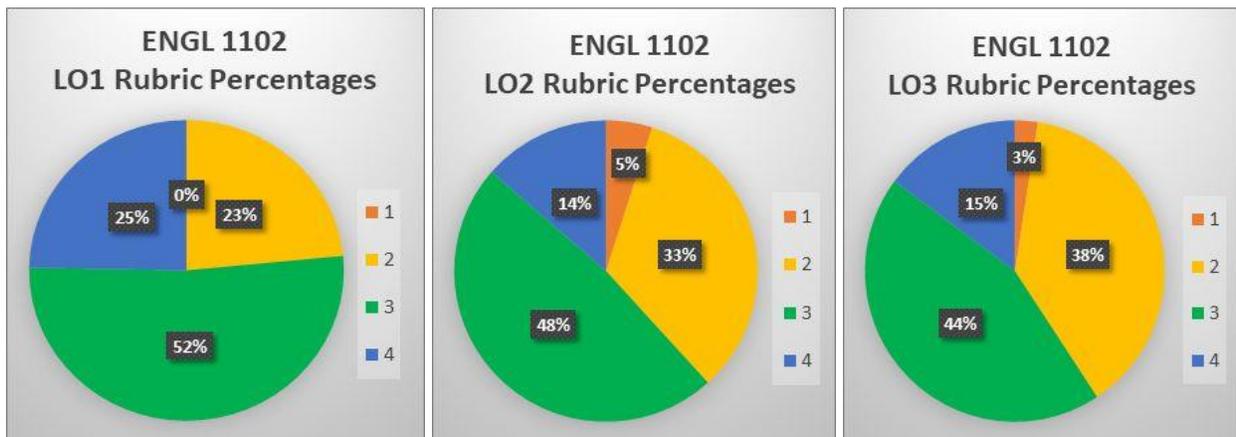


Table 9



*II. Core Area A.2: Mathematics*

In the spring of 2020, IEA Staff and members of GEAC conducted a norming session with Mathematics Faculty in which they practiced scoring that ensured consensus on the Faculty-crafted rubric that governs the A.2 CAP and student assignments completed within it. The MC data below are reflective of student accession of SLO 1 in CAP A.2 (Table 3) and were compiled collaboratively by Ms. Rebecca de Mayo and one of the Work Group Coordinators in CAP A.2, Dr. Scott Sykes:

Table 10

**MATH 1001 LO1 Assessment Data**

CORE AREA A2, MATH 1001, LO1		
Score	Number	Percentage
4	234	65.92%
3	76	21.41%
2	32	9.01%
1	13	3.66%
TOTAL	355	

**MATH 1111 LO1 Assessment Data**

CORE AREA A2, MATH 1111, LO1		
Score	Number	Percentage
4	259	34.58%
3	277	36.98%
2	141	18.83%
1	72	9.61%
TOTAL	749	

**MATH 1113 LO1 Assessment Data**

CORE AREA A2, MATH 1113, LO1		
Score	Number	Percentage
4	183	62.67%
3	68	23.29%
2	27	9.25%
1	14	4.79%
TOTAL	292	

**MATH 1634 LO1 Assessment Data**

CORE AREA A2, MATH 1634, LO1		
Score	Number	Percentage
4	36	46.75%
3	23	29.87%
2	5	6.49%
1	13	16.88%
TOTAL	77	

Like the English program, the Mathematics program is currently in the Analysis and Planning phase of the three-year GEA cycle in which Faculty involved in assessment will study results and propose a detailed Improvement Plan to GEAC for vetting.

*III. Core Area E*

In spring of 2020, courses in CAP E submitted artifacts utilizing the directions and communicate from the Director of General Education Assessment. At the time of this reporting, these programs have received the raw data from spring 2020's first baseline collection phase and will send in new batches of randomly-chosen artifacts reflective of fall 2020's student performance for scoring in January of 2021.

#### *IV. Fall 2020 Collection*

The Director of General Education will request Fall 2020 artifacts in CAPs E.1, E.2, E.3, and E.4. Additionally, GEAC's new Staggered Assessment Plan (Table 6) mandates onboarding of CAPs B.2 and C.1, necessitating collection requests in those areas this fall. In January 2021, Assessors chosen by each Department Chair or Program Coordinator in these CAPs will attend a norming session tooled for their specific needs before scoring the artifacts.

CAPs A.1 and A.2 are now in the Analysis and Planning phase, and members of GEAC will collaborate with representatives in those areas as they examine student performance and consider the creation of an IP to enhance student learning.

#### **CONTINUOUS ASSESSMENT AND PLANS FOR IMPROVEMENT**

Even while creating our overall GEA structure, GEAC entered continuous assessment. Whenever we experienced challenges and encountered new information, the committee conversed and adjusted course. Thus, the vetted General Education Assessment Framework was itself evaluated. Additionally, after one year of baseline collection, scoring, and preliminary analysis of data in CAP A.1 and A.2—English and Mathematics—GEAC and IEA learned a great deal from Faculty collaborators and applied new knowledge to better our processes. In the spring of 2020, almost all of CAP E, with courses ranging from History to Sociology to Economics, began baseline collection. That process also allowed us to glean information helpful for betterment. In sum: even though our framework was vetted and already functioning, we located elements in need of improvement during our first year of creation and implementation, some of which, like the staggered plan, have already taken place and are elucidated

above. As we work to effect sustainability of GEA over the coming years and into the next decade, the team created solutions to other early challenges, summarized below:

*I. Faculty Access to GEAC Approved Rubrics and Tools.*

Deans and Department Chairs have access to a shared Google Drive in which all CAP rubrics and associated tools are housed. This, IEA and GEAC rationalized, would allow for easy access to the tools Faculty had created during AY 2019-20 and GEAC had approved. It will also ensure that every Core course has the information necessary for implementing the assignment regardless of phase in which they were working.

*II. Creation of Standardized Directions for Scoring and Norming Sessions for each CAP*

To guarantee that all scorers of written artifacts complete the scoring successfully, GEA executive officers decided to implement standard directions across all CAPs with written artifacts. There is another set of directions for those using multiple choice tools<sup>4</sup>. Consistency will, they reasoned, produce cleaner data for analysis.

*III. Reorganization of GEAC's Growing Bank of Documents for Committee Members, Faculty, and Administrators*

The enormous bank of documents GEAC has generated spanned several folders in our shared Google Drives, each allocated to a different audience. Thus, the Director of Assessment will work to reorganize our files under one large banner—General Education Assessment. Doing so will streamline our own materials, making them easier

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<sup>4</sup> Professor Elizabeth Falconi, Work Group member for CAP E, contributed to said directions and has an active role in fall of 2020's progress towards resolution of Scantron proprietary issues.

to locate for various contingencies across campus: Deans, chairs, GEAC members, and/or Faculty (Appendix 14).

#### *IV. Use of Xitracs for General Education Assessment and Scoring*

UWG has purchased a web-based accreditation and assessment management software, Xitracs, for future reporting in administration. Because the system will allow reportage of assessment data and IP's, the Director of Assessment has begun to set up sections for each CAP's work. And, since there was human error involved in scoring some artifacts using our Google Drive for storage of artifacts and Qualtrics's survey entry for scoring, the Director is now assessing whether we can upload student artifacts to Xitracs to prevent confusion between artifacts in a folder and a Qualtrics survey for scoring. In essence, Xitracs can inextricably link the artifact to a scoring sheet, preventing double scoring or skipping artifacts in an assigned Google Folder.

#### **CONCLUSION**

At the time of this writing, CAPs A.1 (English) and A.2 (Mathematics) have completed one AY of baseline collection and are in their first semester of data analysis and planning of a Faculty-vetted IP, which will be sent to GEAC for approval in the spring of 2021. IEA will soon meet with Work Group Coordinators in each of these CAPs to discuss progression towards the creation of a substantial IP. Three sections of Area E—E.1, E.2, and E.4—have received requests for fall 2020's artifacts for their second semester of baseline collection, and E.3 (Political Science) will onboard in the fall of 2020 for the first time, necessitating collection from their Faculty who teach in the Core and utilize multiple choice and assign writing, per the SLO. Finally, Areas C.1 (Humanities, Fine Arts, and Ethics) and B.2 (Institutional Options) will enter first-time

baseline collection in fall of 2020 and have now received requests for written artifacts. In cases where Faculty are utilizing multiple choice assignments, directions for retrieving that data from CourseDen, our LMS, have been sent.

In sum, our large GEA Framework—including 26 CAP rubrics, 111 assignments, and myriad foundational documents that lay out protocols and procedures for administration, submission, and scoring—is well underway after the work that took place in Phases Two and Three. These 16 months consist of planning and creating on UWG’s GEAC, collaborating with Work Group Coordinators and their Work Group members, visiting with Chairs and Deans, and vetting and approving Faculty-crafted assignments that align with Faculty-crafted rubrics which, in turn, align with CAP SLOs.

During fall 2020, GEAC members have busied themselves by communicating the staggered plan; discussing the move to a more amenable data-extraction method for MC tools; and reorganizing the growing body of documents our work has generated. We forge on, then, galvanized by our desire to craft the most cogent, systematic assessment process of the General Education Program, ultimately for the betterment of our students, in accordance with SACSCOC’s principles.

# **Appendix 1: CAP Reports from Phase One's Exploratory Process**

**General Education Core Area Assessment Reporting Template**  
**University of West Georgia**

**Academic Year(s) of Assessment: Fall 2018**

**Submission Date: April 15, 2019 (rev. 6/5/19)**

**Core Area: A1**

**Submitted by: Meg Pearson and IEA**

***Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.***

**1. Student Learning Outcomes:**

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

Students will demonstrate the ability to:

1. Recognize and identify appropriate topics for presentation in writing.
2. Synthesize and logically arrange written presentations.
3. Adapt written communication to specific purposes and audiences.

**2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say “no changes were made.”**

No changes were made.

**3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

No changes.

**4. Description of Assessment Instruments and Procedures:**

*Provide a summary that addresses the following questions: 1) What courses were used to collect data? 2) If units used different approaches, please describe in as much detail as*

*possible. 3) What assessment measures were used in the courses? 4) What was the process for assessing student learning in the courses? 5) What is the expected criteria for success or performance target for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix).*

English 1101 and 1102 were used to collect data. Every student in every section of First Year Writing was assessed in the Spring semester of a particular academic year.

Faculty were provided the following instructions and guidelines (also see Appendix 1):

**Core Area A1 Learning Outcomes.** There are three learning outcomes for Core Area A1. These are not the learning outcomes for our specific courses but USG learning outcomes for this area of the core, which all courses are expected to meet. Our specific course learning outcomes are based on these general learning outcomes. The learning outcomes and the specific targets for each in terms of assessment are as follows:

I: Adapt written communication to specific purposes and audiences.

Target: Writing in standard edited English that is appropriate for a college-level assignment and audience

II: Synthesize and logically arrange written presentations.

Target: Writing that is well organized and logically arranged to meet the expectations of the discipline

III: Recognize and identify appropriate topics for presentation in writing.

Target: Independently responding to or developing a topic that exhibits evaluative writing utilizing critical thinking

**Assessment Instrument.** The assessment must be based on an actual course assignment. The final grade in the course cannot serve as the assessment since it factors in many different assignments. For ENGL 1101 and 1102, we will use as we have in the past the final out-of-class written essay in the course as the assessment instrument, so creating an additional assignment is not required. You can assess the essay for a grade in the course and assess the essay for the learning outcomes assessment here. Clearly, there would a correlation between these two assessments, but keep in mind that there are criteria you might use to evaluate the essay for a grade (eg., formatting or MLA documentation) that are NOT part of the learning outcomes assessment here.

Faculty teaching First Year Writing Courses in the spring semester assessed the final paper for their 1101 or 1102 course using a 4-point rubric (Exceeds/Meets/Does Not Meet/Unsatisfactory) for each student learning outcome (also see Appendix 2). Their scores were then added into an excel spreadsheet, which was submitted to the chair and/or the QEP data miners.

## **5. Report of Assessment Data and Results:**

Starting in 2014, our data was sent to a division of the provost's office, where the data was stored and analyzed. It was not examined in-house. Since 2015, we have continued to collect the data, but we have not analyzed or interpreted this data for our core area classes. Rather, we focused as a department on so-called "DFW rates" (the percentage of students who received a grade of D or F or withdrew from the class) in First Year Writing/Core Area A. Those data were of greater interest to our work with university and state initiatives (as well as the interest of our own administration) which were working to increase student success/pass rates in first year writing classes.

Beginning in Fall 2017, the department re-formed its own assessment committee. While the committee had previously been tasked only with our major courses, beginning in Fall 2018 the committee took on every ENGL class, including those in core area A1. That data may be found in Appendix 3.

## **6. Analysis and Interpretation/Reflection on Results or Trends:**

Because we only began examining our own data for the core in Fall of 2017, we have less to report than we would prefer. However, the committee shared this interpretation for the 2017-18 academic year in its first report:

*First-Year Writing: The committee sees some alignment between learning outcomes and the work produced by students in FYW. However, to increase support of alignment of LOs between syllabi and courses in the 1101/1102 sequence, the committee recommends training for Faculty consisting of LO identification, explanation, and discussion in the context of class assignments and syllabi construction as an active, student-accessible document. The committee found that the data collected from 1101/1102 showed "some" alignment to most LOs with a slightly better alignment to LO3. Therefore, there is opportunity to increase alignment with LOs 1&2 through Faculty training on the purpose and meaning of the LOs specific to the courses.*

*Additionally, examination of the syllabi revealed some support of alignment of LOs in both 1101 and 1102 with 1102 having slightly less support specifically in regard to the LO2; therefore, there is opportunity to better align syllabi to LOs through Faculty training on syllabi construction (as an active document) specifically in terms of LOs.*

## **7. Prior Improvement Plans Implemented:**

The assessment committee's work on learning outcomes led us to create and implement a learning-outcomes-centered syllabus for our department. See Appendix 4.

## **8. Recommendations for Improvement of Assessment Process and/or Student Learning:**

The courses in Area A1 (ENGL 1101 and 1102) are currently during a curricular revision that frontloads student success via our learning outcomes. Both courses will now have shared

assignments and consistent curricula across all sections of ENGL 1101 and 1102. To date, our Faculty have had close to full carte blanche developing their own versions of ENGL 1101 and 1102, and so this change is significant and meaningful. We hope to have these changes implemented across all sections by Fall 2020, although revised courses will already be on the books and being assessed in Fall of 2019.

**Appendix 1 - Assessment instruments**  
**Area A1 Course Guidelines Memorandum Spring 2016**

**MEMORANDUM**

TO: All English Faculty Teaching ENGL 1101 and ENGL 1102

FR: David Newton, English Assessment Committee Chair

RE: Assessment of ENGL 1101 and 1102 Learning Outcomes for Spring 2016 Semester

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If you are teaching ENGL 1101 and or ENGL 1102 this semester, you **MUST** complete and submit an assessment of the three core area learning outcomes for Area A1 courses. Since this assessment data will be used, in part, to assess the UWG's Quality Enhancement Plan (QEP), this assessment is required, not optional. All Faculty (full-time, part-time, and graduate teaching instructors) teaching ENGL 1101 and/or 1102 must complete this assessment. If you are teaching one of these courses, please read below for guidelines on how to complete the assessment process.

ALL sections of ENGL 1101 and 1102 this semester must be assessed. Every student in every section of ENGL 1101 and 1102 must receive an assessment, unless they have withdrawn from the course or do not turn in the final essay that is the assessment artefact.

**Core Area A1 Learning Outcomes.** There are three learning outcomes for Core Area A1. These are not the learning outcomes for our specific courses but USG learning outcomes for this area of the core, which all courses are expected to meet. Our specific course learning outcomes are based on these general learning outcomes. The learning outcomes and the specific targets for each in terms of assessment are as follows:

I: Adapt written communication to specific purposes and audiences.

Target: Writing in standard edited English that is appropriate for a college-level assignment and audience

II: Synthesize and logically arrange written presentations.

Target: Writing that is well organized and logically arranged to meet the expectations of the discipline

III: Recognize and identify appropriate topics for presentation in writing.

Target: Independently responding to or developing a topic that exhibits evaluative writing utilizing critical thinking

**Assessment Instrument.** The assessment must be based on an actual course assignment. The final grade in the course cannot serve as the assessment since it factors in many different assignments. For ENGL 1101 and 1102, we will use as we have in the past the final out-of-class written essay in the course as the assessment instrument, so creating an additional assignment is not required. You can assess the essay for

a grade in the course and assess the essay for the learning outcomes assessment here. Clearly, there would be a correlation between these two assessments, but keep in mind that there are criteria you might use to evaluate the essay for a grade (eg., formatting or MLA documentation) that are NOT part of the learning outcomes assessment here.

**Assessment Rubric.** The rubric for the assessment of these three learning outcomes is attached to this email (MS Word document). Keep in mind that you only need to use this rubric to measure the learning outcomes above. You can continue to use the existing FYW Rubric and other assessment tools you already use to grade students' essays in your class for the purposes of assigning a final course grade.

For each learning outcome, the rubric outlines four areas:

<b>Score</b>	<b>4 = Exemplary (Exceeds Expectations)</b>	<b>3 = Proficient (Meets Expectations)</b>	<b>2 = Developing (Does Not Meet Expectations)</b>	<b>1 = Unsatisfactory (Failing)</b>
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These four areas correspond approximately to this grading scale for purposes of comparison:

<b>Grade</b>	<b>Grade Level A (100-90)</b>	<b>Grade Level B/C (89-70)</b>	<b>Grade Level D (69-60)</b>	<b>Grade Level F (59 – Below)</b>
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For each student essay, you should record a score of 4-1 for each of the three learning outcomes. NOTE that the 4-1 scale does not correspond precisely to letter grades. A score of 3, for example, corresponds to a B - C range (89-70). Please keep these distinctions in mind when entering scores. You do NOT have to assign a separate grade to the essay for the purpose of assessing these learning outcomes. Your assessment of each student essay should be quick and efficient. In other words, your assessment of the student's essay should be holistic, a general, overall assessment of how proficient the student is in each of the three areas. Assessment in these three areas reflects on how well these courses and our teaching of them are meeting the core learning outcomes and UWG's Quality Enhancement Plan. If the results (lots of scores in the 2-1 range) are negative, we will need to work on revising the courses to better fulfill these outcomes.

**Entering the Assessment Data.** The data spreadsheet for the assessment is attached in MS Excel format. You must complete the steps listed in the instructions at the top of the excel file.

1. A separate file will be needed for each section you teach. If you teach more than one section of ENGL 1101 or ENGL 1102, you will need to enter the data into separate files.

2. The finished spreadsheet file must be given a specific name. This is necessary so that we can enter the file directly into a composite database. Save the finished spreadsheet as a .CSV file, and use the following format for the file name:

Semester-Year-SUBJ-COURSE-SEC-YourLastName

Example: Fall-2015-ENGL-1101-01-Smithington

3. You must use each student's unique 917# to identify the assessment score, and you must also include each student's last, middle, and first name on the assessment spreadsheet. The good news there is an easy way to do this without having to enter all this information directly onto the spreadsheet. This process is described below but a separate document with screen capture images is attached to this email.

Log on to *Banweb* and select the *Faculty and Advisors Menu*. Then select *Detailed Class List*. Select the class you want to assess from the drop-down menu. Scroll down to the very bottom of the detailed class list and you will see a link to *Class List Download*. This will either open or download (depending on your computer's configuration) an excel file that will include the Student ID#s and the last, middle, and first name of each student in your class. You can copy and paste these directly into the scores spreadsheet on the assessment template.

4. Before you copy and paste into the assessment template, remove any students who have withdrawn from the class. They should not be included in the assessment process. Students who are still currently enrolled in the class but who do not complete the assessment should be included on the spreadsheet; however, do not assign these students a score of 1 (Failing). Instead, assign a N/A (not applicable) in place of actual scores in each of the areas.

5. For each learning outcome, enter the score for each student (4 = Exemplary, 3 = Proficient, 2 = Developing, and 1 = Unsatisfactory). The spreadsheet will automatically tabulate the data

**Submitting the data.** As we did last semester, you will need to upload each data file you create into the UWG assessment system. A separate document attached to the email will guide you through the process.

**Deadline for Submission.** Tuesday, May 2, 2016. This is the day after final grades are due. You may submit these earlier if you prefer.

**Appendix 2 - Assessment instruments**

**Core Area A1 QEP Writing Assessment: ENGL 1101 & 1102 Rubric**

<b>SCORE</b>	<b>4 = Exemplary (Exceeds Expectations)</b>	<b>3 = Proficient (Meets Expectations)</b>	<b>2 = Developing (Does Not Meet Expectations)</b>	<b>1 = Unsatisfactory (Failing)</b>
<b>Grade Level</b>	<b>A (100-90)</b>	<b>B/C (89-70)</b>	<b>D (69-60)</b>	<b>F (59-Below)</b>
<b>Learning Characteristics</b>	<b>Criteria</b>	<b>Criteria</b>	<b>Criteria</b>	<b>Criteria</b>
<p><b>I: Adapt written communication to specific purposes and audiences.</b></p> <p><i>Target: Writing in standard edited English that is appropriate for a college-level assignment and audience</i></p>	Exhibits nearly error free grammar and spelling with no major sentence level errors evident	Exhibits sufficient control of standard written English so that grammatical and spelling errors are only occasional and not evidence of patterned errors	Exhibits significant patterns of major grammatical errors throughout, along with extensive spelling error patterns	Exhibits insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence in the development of ideas
<p><b>II: Synthesize and logically arrange written presentations.</b></p> <p><i>Target: Writing that is well organized and logically arranged to meet the expectations of the discipline</i></p>	Exhibits persuasive logical development and organization throughout; ideas are consistently synthesized and arranged	Exhibits an understanding of logical development and organization but lacks consistent synthesis and arrangement of ideas	Exhibits limited understanding and execution of logical development and organization; marginal synthesis and arrangement of ideas	Exhibits no substantial evidence of logical development or organization; no coherent synthesis and arrangement of ideas

<p><b>III: Recognize and identify appropriate topics for presentation in writing.</b></p> <p><i>Target: Independently responding to or developing a topic that exhibits evaluative writing utilizing critical thinking</i></p>	<p>Produces a focused response to a topic that consistently demonstrates independent critical thinking</p>	<p>Produces a response to a topic that occasionally reflects independent critical thinking</p>	<p>Produces descriptive writing in support of a specific topic, but does not develop a critical or analytical response</p>	<p>Fails to articulate or develop an evaluative response and fails to write in support of a specific topic</p>
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### Appendix 3 - Evidence of aggregated data

#### Core Area A1

Student Learning Outcomes	Measure/Method	Success Criterion	2019 Fall 2018 and Spring 2019
Students will demonstrate the ability to recognize and identify appropriate topics for presentation in writing	<b>ENGL 1101 and ENGL 1102</b> Final out-of-class written essay assignment graded on a 4-point rubric: 4 = Exemplary (Exceeds Expectations) 3 = Proficient (Meets Expectations) 2 = Developing (Does Not Meet Expectations) 1 = Unsatisfactory (Failing)	None Specified	<b>ENGL 1101 - Fall Semester 2018</b> Essay LO1 Mean = 2.20 Syllabi LO1 Mean = 2.58  <b>ENGL 1102 - Fall Semester 2018</b> Essay LO1 Mean = 2.26 Syllabi LO1 Mean = 2.30
Students will demonstrate the ability to synthesize and logically arrange written presentations	<b>ENGL 1101 and ENGL 1102</b> Final out-of-class written essay assignment graded on a 4-point rubric: 4 = Exemplary (Exceeds Expectations) 3 = Proficient (Meets Expectations) 2 = Developing (Does Not Meet Expectations) 1 = Unsatisfactory (Failing)	None Specified	<b>ENGL 1101 - Fall Semester 2018</b> Essay LO2 Mean = 2.17 Syllabi LO2 Mean = 2.28  <b>ENGL 1102 - Fall Semester 2018</b> Essay LO2 Mean = 2.28 Syllabi LO2 Mean = 2.52
Students will demonstrate the ability to adapt written communication to specific purposes and audiences.	<b>ENGL 1101 and ENGL 1102</b> Final out-of-class written essay assignment graded on a 4-point rubric: 4 = Exemplary (Exceeds Expectations) 3 = Proficient (Meets Expectations) 2 = Developing (Does Not Meet Expectations) 1 = Unsatisfactory (Failing)	None Specified	<b>ENGL 1101 - Fall Semester 2018</b> Essay LO3 Mean = 2.33 Syllabi LO3 Mean = 2.54  <b>ENGL 1102 - Fall Semester 2018</b> Essay LO3 Mean = 2.05 Syllabi LO3 Mean = 2.22

## Appendix 4 - Evidence of improvement(s) implemented

### Department Syllabus Outline

Course title

Course prefix and number, section number

Instructor name

Office location

Office hours/Virtual hours

Phone number

Email address

Course description

Course texts

Course learning outcomes

Course Assignments, explicitly keyed to learning outcomes

Grading scale

Course schedule (daily, weekly)

[Please use a table so that students can navigate by the tab function.]

**Support:**

- [24/7/365 D2L Help Center](https://d2lhelp.view.usg.edu/): [Call 1-855-772-0423]: <https://d2lhelp.view.usg.edu/>
- [Accessibility Services](https://www.westga.edu/accessibility/) [Call: 678-839-6428]
- [Center for Academic Success](http://www.westga.edu/cas/) [Call: 678-839-6280]: <http://www.westga.edu/cas/>
- [Center for Disability Services](https://www.westga.edu/student-services/counseling/accessibility-services.php): <https://www.westga.edu/student-services/counseling/accessibility-services.php>
- [Common Language](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php): <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- [CourseDen D2L Home Page](https://westga.view.usg.edu/): <https://westga.view.usg.edu/>
- [Counseling](mailto:counseling@westga.edu): [counseling@westga.edu](mailto:counseling@westga.edu)
- [D2L UWG Online Help \(8 AM – 5 PM\)](http://uwgonline.westga.edu/students.php) [Call: 678-839-6248 or 1-855-933-8946 or email: [online@westga.edu](mailto:online@westga.edu)]: <http://uwgonline.westga.edu/students.php>
- [Distance Learning Library Services](https://www.westga.edu/library/resource-sharing.php): <https://www.westga.edu/library/resource-sharing.php>
- [Ingram Library Services](http://www.westga.edu/library/): <http://www.westga.edu/library/>
- [Proctored Exams](http://uwgonline.westga.edu/exams.php#student): <http://uwgonline.westga.edu/exams.php#student>
- [Student Services](http://uwgonline.westga.edu/online-student-guide.php): <http://uwgonline.westga.edu/online-student-guide.php>
- [University Bookstore](http://www.bookstore.westga.edu/): <http://www.bookstore.westga.edu/>
- [UWG Cares](http://www.westga.edu/UWGCares/): <http://www.westga.edu/UWGCares/>
- [UWG Statements of Accessibility](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f): <https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

**Rubrics**

[Online Discussion Rubric](#)

[Other Rubrics](#)

[UWG Rubrics](#)

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

Statement indicating how you will be online for virtual hours.

Statement indicating how long you take to answer email.

**Statement of Communication**

Communication in an online class takes special consideration.

- Be sensitive and reflective to what others are saying.
- Do not use all caps. It is the equivalent of screaming.
- No outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button.
- Do not use offensive language.
- Use clear subject lines.
- Do not use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialogue collegial and professional.

**Course policies**

including use of proctored exams, late work policy, course structure, any specific add-ons, attendance policy, tardy policy, electronics policy, etc.

**Americans with Disabilities Act Statement:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

**General Education Core Area Assessment Reporting Template**  
**University of West Georgia**

**Academic Year(s) of Assessment: Spring 2017-Fall 2018**

**Submission Date: May 8, 2019 (rev. 6/5/19)**

**Core Area: A2**

**Submitted by David Leach and IEA**

***Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.***

**1. Student Learning Outcomes:**

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

1. Students demonstrate a strong foundation in college-level mathematical concepts and principles.
2. Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.

**2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say “no changes were made.”**

Starting in Fall 2018, for all math courses, we have established procedures to systematically collect final exam scores from all math classes at the end of each semester.

**3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

We began offering co-remediation sections of MATH 1111 during the Fall Semester of 2018 and for MATH 1001 during the Spring Semester of 2019 as part of the University System of Georgia’s (USG) Momentum Year Initiative. USG’s Momentum Year is part of Complete College Georgia (CGG) and consists of proven strategies designed to assist students as they work to achieve their educational goals particularly during their crucial first year of college. For example, syllabi for MATH 1001L and MATH 1111L, please see Appendix 1.

#### 4. Description of Assessment Instruments and Procedures:

Provide a summary that addresses the following questions:

1) What courses were used to collect data?

MATH 1111, MATH 1001, MATH 1113, MATH 1634

2) If units used different approaches, please describe in as much detail as possible.

Area A2 is solely under the purview of the Department of Mathematics.

3) What assessment measures were used in the courses?

Scores on students' final exams. These exams are comprehensive and cover both SLOs. See Appendix 2 for sample questions from classes that cover the two SLOs, and links to full final exams.

4) What was the process for assessing student learning in the courses?

Final exams were administered to all students taking the course. For MATH 1111 a uniform final was given to all sections; for other courses finals were written by individual instructors.

5) What is the expected criteria for success or performance target for successfully meeting the SLO? (**include examples of rubrics or assessment instruments in Appendix**).

Students scoring 80% or greater on the final exam **Exceed Expectations**.  
 Students scoring 70%-79% on the final exam **Meet Expectations**.  
 Students scoring below 70% on the final exam **Do Not Meet Expectations**.

#### 5. Report of Assessment Data and Results:

Provide a summary of assessment results.

During Fall 2018, 1041 students took the MATH 1111 final exam. 68% of the students met or exceeded expectations. The distribution was as follows:

Score on final exam	Percentage of students in this range
90% or better	18%
80% or better	43%
70% or better	68%
60% or better	84%

During Fall 2018, 567 students took a MATH 1001 final exam. 62% of the students met or exceeded expectations. The distribution was as follows:

<b>Score on final exam</b>	<b>Percentage of students in this range</b>
90% or better	19%
80% or better	40%
70% or better	62%
60% or better	91%

During Fall 2018, 340 students took a MATH 1113 final exam. 59% of the students met or exceeded expectations. The distribution was as follows:

<b>Score on final exam</b>	<b>Percentage of students in this range</b>
90% or better	16%
80% or better	26%
70% or better	59%
60% or better	78%

During Fall 2018, 137 students took a MATH 1634 final exam. 63% of the students met or exceeded expectations. The distribution was as follows:

<b>Score on final exam</b>	<b>Percentage of students in this range</b>
90% or better	18%
80% or better	42%
70% or better	63%
60% or better	78%

For additional aggregated data, please see Appendices 3, 4, and 5.

**6. Analysis and Interpretation/Reflection on Results or Trends:**

*Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).*

Student performance is below the 70% threshold in all four Area A2 classes. The lowest was in MATH 1113, with 59% of students meeting or exceeding expectations. The data uses all students who took the courses during Fall 2018, but none from a spring semester. Spring and Fall grades are often different, so assessing over both spring and fall would give a better picture of overall student performance.

**7. Prior Improvement Plans Implemented:**

*Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).*

The Department of Mathematics began offering co-remediation sections of MATH 1111 during the Fall semester of 2018 and for MATH 1001 during the Spring semester of 2019 as part of the USG's Momentum Year Initiative.

**8. Recommendations for Improvement of Assessment Process and/or Student Learning:**

*Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2019).*

During the 2019-2020 year, the math department--particularly the assessment committee--will meet to discuss changes that could be implemented to improve student performance in these classes. We will examine the effects of the 1111L sections and will also work on improving and systematizing departmental procedures for using assessment data.

## Appendix 1 - Evidence of curricular changes

### MATH 1001L – Support for Quantitative Skills and Reasoning

**Hours Credit:** 1 hour

**Co-requisite:** MATH 1001

#### COURSE INSTRUCTOR

**Instructor:**

**Office:**

**Email:**

**Phone:**

#### OFFICE HOURS

#### REQUIRED COURSE MATERIALS

##### TEXT AND OTHER REQUIRED COURSE MATERIALS.

**TEXT:** This is the same text you will need for MATH 1001.

**Description:** This Learning Support course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1001 – Quantitative Reasoning. Topics will parallel topics being studied in MATH 1001 as well as the essential quantitative skills needed to be successful in MATH 1001. Taken with MATH 1001, topics to be covered will include logic, basic probability, data analysis and modeling from data.

**TEXT:** *Thinking Mathematically, 6e, by Robert Blitzer (Pearson/Prentice Hall)*

Your instructor may require you to have a MyMathLab account, which includes an electronic version of the textbook. **(Same as text for MATH 1001)**

#### LEARNING OUTCOMES: (same as MATH 1001)

Upon successful completion of this course students will demonstrate the ability to:

1. Interpret a wide variety of quantitative information
2. Use mathematical reasoning to analyze quantitative information and use it to reach conclusions in real-world contexts.
3. Understand how mathematics and quantitative reasoning are an integral part of society and history
4. Process information and develop procedures for solving problems.
5. Use different units and formats of numbers including metric system and percentages.
6. Understand and deal with uncertainty in mathematics
7. Be able to interpret and calculate financial information including interest and loans.
8. Understand and interpret statistical results found in the media and society.

MATH 1111L – Support for College Algebra

**Hours Credit:** 1 hour  
**Co-requisite:** MATH 1111

### **COURSE INSTRUCTOR**

**Instructor:**

**Office:**

**Email:**

**Phone:**

**OFFICE HOURS**

### **REQUIRED COURSE MATERIALS**

#### **TEXT AND OTHER REQUIRED COURSE MATERIALS.**

TEXT: *College Algebra and Trigonometry, Abramson, Openstax*. Student can download for free at <https://openstax.org/details/books/algebra-and-trigonometry>. Students should go to “Download a PDF” and download the High-Resolution version. **This is the same text you will need for MATH 1111.**

**Description:** This Support course is intended to provide corequisite support for students requiring assistance in mathematics while they are enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 as well as the essential quantitative skills needed to be successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential, and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions.

### **Learning Outcomes**

Students should be able to demonstrate:

1. Express relationships using the concept of a function and use verbal, numerical, graphical, and symbolic means to analyze a function.
2. Model situations from a variety of settings by using polynomial, exponential, and logarithmic functions.
3. Manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems which involve polynomial, exponential or logarithmic functions.
4. Apply a variety of problem-solving strategies, including verbal, algebraic, numerical, and graphical techniques, to solve multiple-step problems involving polynomial, exponential, logarithmic equations and inequalities and systems of linear equations.
5. Shift among the verbal, numeric, graphical, and symbolic modes in order to analyze functions.
6. Use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

**Appendix 2 - Assessment instruments**

**Sample Questions from exams on the following four pages:**

Sample Final Exam Questions from MATH 1001

SLO1: Students demonstrate a strong foundation in college-level mathematical concepts and principles.

Find the standard deviation for the group of data items (to the nearest hundredth).

13) 9, 9, 9, 12, 15, 15, 15

Identify a pattern in the list of numbers. Then use this pattern to find the next number.

1) 1, 18, 1, 27, 1, 36, 1, \_\_\_\_\_

Write the contrapositive of the statement.

8) If the magazine article is accurate, then stock prices are holding steady.

Solve the problem.

10) In how many distinct ways can the letters in PHILOSOPHY be arranged?

SLO2: Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.

Find the probability.

9) A 6-sided die is rolled. What is the probability of rolling a 3 or a 6?

Use the 2016 FICA tax rates in the table below to solve the problem. Round your answer to the nearest dollar.

Employee's Rates	Matching Rates Paid by the Employer	Self-Employed Rates
<ul style="list-style-type: none"> <li>7.65% on first \$118,500 of income</li> <li>1.45% of income in excess of \$118,500</li> </ul>	<ul style="list-style-type: none"> <li>7.65% on first \$118,500 paid in wages</li> <li>1.45% of wages paid in excess of \$118,500</li> </ul>	<ul style="list-style-type: none"> <li>15.3% on first \$118,500 of net profits</li> <li>2.9% of net profits in excess of \$118,500</li> </ul>

12) If you are not self-employed and earn \$156,500, what are your FICA taxes?

12) \_\_\_\_\_

Use sets to solve the problem.

3) Results of a survey of fifty students indicate that 30 like red jelly beans, 29 like green jelly beans, and 17 like both red and green jelly beans. How many of the students surveyed like red or green jelly beans?

A) 25

B) 13

C) 17

D) 42

Sample Final Exam Questions from MATH 1111

**SLO1: Students demonstrate a strong foundation in college-level mathematical concepts and principles.**

Simplify the exponential expression.

- 1)  $\frac{-6x^{13}y^{13}}{2x^7y^8}$
- A)  $-3x^5y^6$       B)  $-3x^5y^4$       C)  $-3x^6y^5$       D)  $x^6y^5$

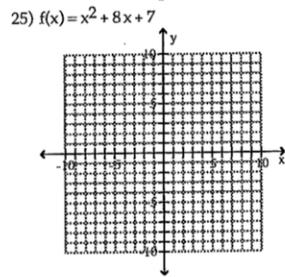
Solve the quadratic equation by the method of your choice.

- 7)  $2x^2 = 5x + 7$
- A)  $\left\{\frac{7}{2}, -1\right\}$       B)  $\left\{\frac{2}{7}, -1\right\}$       C)  $\left\{\frac{2}{7}, 0\right\}$       D)  $\left\{\frac{2}{7}, 1\right\}$

Use the given conditions to write an equation for the line in slope-intercept form.

- 14) Slope = -2, passing through (-4, 5)
- A)  $y - 5 = x + 4$       B)  $y - 5 = -2x + 4$       C)  $y = -2x + 3$       D)  $y = -2x - 3$

Use the vertex and intercepts to sketch the graph of the quadratic function.



**SLO2: Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.**

Solve the problem.

- 12) A car rental agency charges \$200 per week plus \$0.20 per mile to rent a car. How many miles can you travel in one week for \$340?
- A) 675 mi      B) 1700 mi      C) 268 mi      D) 700 mi

Solve.

- 38) The function  $A = A_0e^{-0.0099x}$  models the amount in pounds of a particular radioactive material stored in a concrete vault, where  $x$  is the number of years since the material was put into the vault. If 800 pounds of the material are placed in the vault, how much time will need to pass for only 221 pounds to remain?
- A) 260 years      B) 130 years      C) 140 years      D) 135 years

Solve the problem.

- 40) A chemist needs 90 milliliters of a 32% solution but has only 7% and 52% solutions available. How many milliliters of each should be mixed to obtain the desired solution?
- A) 50 ml of 7%; 40 ml of 52%      B) 45 ml of 7%; 50 ml of 52%
- C) 40 ml of 7%; 50 ml of 52%      D) 45 ml of 7%; 45 ml of 52%

Sample Final Exam Questions from MATH 1113

SLO1: Students demonstrate a strong foundation in college-level mathematical concepts and principles.

Determine the phase shift of the function.

$$19) y = -2 \cos\left(\frac{1}{2}x + \frac{\pi}{2}\right)$$

Find the exact value of the expression.

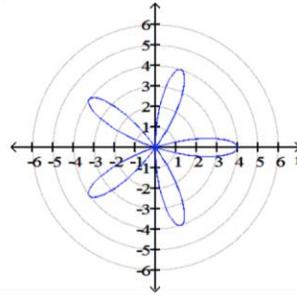
$$21) \cos^{-1}\left(\frac{\sqrt{2}}{2}\right)$$

Convert the polar equation to a rectangular equation.

$$28) r = -6 \cos \theta$$

Write a polar equation that represents the given graph.

29)



SLO2: Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.

7) A fireworks mortar is launched straight upward from a pool deck platform 4 m off the ground at an initial velocity of 61 m/sec. The height of the mortar can be modeled by  $h(t) = -4.9t^2 + 61t + 4$ , where  $h(t)$  is the height in meters and  $t$  is the time in seconds after launch. What is the maximum height? Round to the nearest meter.

11) Find the accumulated value of an investment of \$900 at 14% compounded quarterly for 2 years.

- A) \$1185.13      B) \$1169.64      C) \$1152.00      D) \$964.10

20) A building 260 feet tall casts a 70 foot long shadow. If a person looks down from the top of the building (B), what is the measure of the angle  $\theta$  between the end of the shadow to the top of the building (to the nearest degree)? (Assume the person's eyes are level with the top of the building.)

Sample Final Exam Questions from MATH 1634

**SLO1: Students demonstrate a strong foundation in college-level mathematical concepts and principles.**

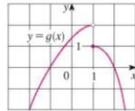
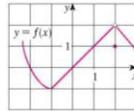
**Problem 1. (20 pts)**

a) Evaluate the following limit

$$\lim_{x \rightarrow 0} \sqrt{\frac{x^2 e^{2x} + 3}{2x^2 + x + 1}} + 1.$$

**Problem 2. (20 pts)**

a) The graphs of  $f$  and  $g$  are given below.



Use the graphs to evaluate the following limits

- $\lim_{x \rightarrow 1^-} \frac{5g(x)}{f(x)}$

- $\lim_{x \rightarrow 2} [5f(x) + 3g(x)]$

**Problem 6. (20 pts)**

Let

$$f(x) = x^3 - 6x + 3.$$

a) Find the intervals on which  $f$  is increasing or decreasing.

**Problem 5. (20 pts)**

a) Find  $dy/dx$  by implicit differentiation

$$e^{xy} + xy - y^3 = 0.$$

**Problem 7. (20 pts)**

a) Find the absolute maximum and minimum values of the function  $f$  on the given interval

$$f(x) = x^4 - 4x^2 + 2, \quad [-1, 2].$$

**SLO2: Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.**

9. A car and a motorcycle start at the same point. At 3:00 PM the motorcycle starts driving north at 3 km per minute. At 3:02 PM, the car starts driving west at 2 km per minute. How fast is the distance between the car and motorcycle changing at 3:07 PM? Give your answer to three decimal places.

12. A gardener wants to make a rectangular enclosure using the side of his shed as one side and 120 m of fencing for the other three sides. Give the dimensions of the enclosure which maximizes the area. To receive credit you must use calculus to find your answers. (8 pts)

**Appendix 3 - Evidence of aggregated data**

**MATH 1001 and MATH 1111 Data from Spring 2017, Fall 2017 and Spring 2018**

**MATH 1001 - Spring 2017, Fall 2017, and Spring 2018**

<b>Grade on Final</b>	<b>Spring 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
<b>90-100</b>	45.2%	10.2%	18.2%
<b>80-89</b>	29.5%	11.9%	15.2%
<b>70-79</b>	7.6%	30.5%	6.1%
<b>60-69</b>	1.6%	23.7%	9.1%
<b>0-59</b>	16.1%	23.7%	51.5%

**MATH 1111 - Spring 2017, Fall 2017, and Spring 2018**

<b>Grade on Final</b>	<b>Spring 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
<b>90-100</b>	5.8%	9.5%	14.3%
<b>80-89</b>	10.1%	22.8%	30.0%
<b>70-79</b>	13.0%	33.1%	17.1%
<b>60-69</b>	26.1%	23.6%	17.1%
<b>0-59</b>	44.9%	11.0%	21.4%

**Appendix 4 - Evidence of aggregated data**

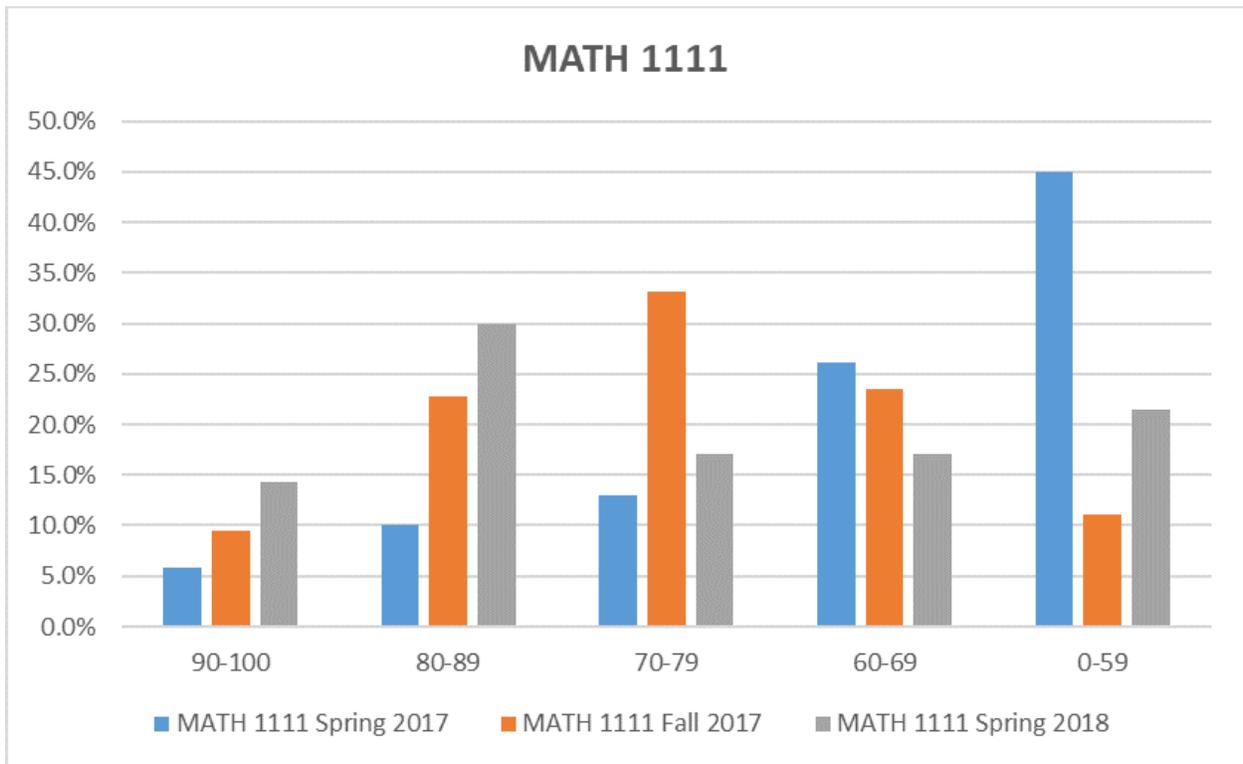
C	D	E	F	G	H	I	J	K	L	M	N
Semester	Year (4-digit)	Course Number	Section Number	Total number of students in the section.	Number of As	Number of Bs	Number of Cs	Number of Ds	Number of Fs earned by students who took the final	Number of students receiving a 0 for not taking the exam.	Number of students exempt from taking the final exam (e.g. graduating seniors)
Fall	2018	1111	08	35	5	8	8	5	2	2	0
Fall	2018	1111	01	34	5	10	8	3	4	1	0
Fall	2018	1111	22	35	7	7	4	3	5	7	0
Fall	2018	1111	27	35	3	9	8	5	6	4	0
Fall	2018	1111	28	34	5	9	6	4	7	5	0
Fall	2018	1111	05,12,30,0	92	10	12	20	15	26	8	1
Fall	2018	1111	16, 10, and	141	18	27	34	40	10	12	0
Fall	2018	1111	07,11,21	99	9	22	16	10	27	4	0
Fall	2018	1111	06, L07, 15	65	14	20	13	9	6	3	0
Fall	2018	1111	xls	59	7	14	14	11	7	6	0
Fall	2018	1111	02	28	3	10	6	2	4	3	0
Fall	2018	1111	17	30	12	4	13	1	0	0	0
Fall	2018	1111	20	43	7	12	9	5	5	5	0
Fall	2018	1111	25	23	3	6	7	3	1	2	0
Fall	2018	1111	26	26	6	8	5	1	2	0	0
Fall	2018	1111	L11	7	0	1	1	1	0	2	0
Fall	2018	1111	L 11	7	2	0	0	0	1	2	0
Fall	2018	1111	L12	7	0	1	4	0	0	1	0
Fall	2018	1111	L 12	7	4	0	1	0	0	1	0
Fall	2018	1111	N01	82	20	22	20	4	1	15	0
Fall	2018	1111	03 and 18	67	8	15	16	5	6	6	0
Fall	2018	1111	92	35	7	13	6	2	2	3	0
Fall	2018	1111	91	37	13	5	14	2	3	0	0
Fall	2018	1111	14	30	3	3	8	5	8	3	0
Fall	2018	1111	24	34	3	1	4	7	19	0	0
Fall	2018	1111	29	32	2	2	5	9	11	3	0
Fall	2018	1111	13 and L9	33	2	7	11	6	4	3	0
Fall	2018	1111	19 and L10	31	7	13	2	5	2	2	0

Semester	Year (4-digit)	Course Number	Section Number	Total number of students in the section.	Number of As	Number of Bs	Number of Cs	Number of Ds	Number of Fs earned by students who took the final	Number of students receiving a 0 for not taking the exam.	Number of students exempt from taking the final exam (e.g. graduating seniors)
Fall	2018	1001	02 & 18	70	15	18	14	8	3	8	0
Fall	2018	1001	08	35	3	5	9	9	6	0	0
Fall	2018	1001	01	39	1	6	11	5	9	4	0
Fall	2018	1001	10,11,15	103	16	12	23	24	16	6	0
Fall	2018	1001	04 and 07	82	17	19	15	15	10	6	0
Fall	2018	1001	03	35	13	7	7	4	0	4	0
Fall	2018	1001	17	27	9	7	1	6	3	1	0
Fall	2018	1001	N01	41	4	3	7	7	8	2	0
Fall	2018	1001	12	34	9	12	7	4	0	2	0
Fall	2018	1001	5	31	2	10	6	2	2	5	0

Semester	Year (4-digit)	Course Number	Section Number	Total number of students in the section.	Number of As	Number of Bs	Number of Cs	Number of Ds	Number of Fs earned by students who took the final	Number of students receiving a 0 for not taking the exam.	Number of students exempt from taking the final exam (e.g. graduating seniors)
Fall	2018	1113	25H	8	3	2	2	1	0	0	0
Fall	2018	1113	15	14	2	0	3	3	3	3	0
Fall	2018	1113	01	34	3	3	6	7	12	3	0
Fall	2018	1113	03	36	6	0	7	8	7	8	0
Fall	2018	1113	02	72	11	23	13	11	12	5	0
Fall	2018	1113	14, 10	62	3	19	13	12	10	5	0
Fall	2018	1113	12	36	3	4	7	4	14	4	0
Fall	2018	1113	xls	29	8	3	6	4	8	0	0
Fall	2018	1113	92	10	4	5	0	0	0	0	0
Fall	2018	1113	91	14	4	5	2	2	1	0	0
Fall	2018	1113	04	37	4	4	10	9	4	3	0
Fall	2018	1113	5	32	3	2	7	4	4	2	0

Semester	Year (4-digit)	Course Number	Section Number	Total number of students in the section.	Number of As	Number of Bs	Number of Cs	Number of Ds	Number of Fs earned by students who took the final	Number of students receiving a 0 for not taking the exam.	Number of students exempt from taking the final exam (e.g. graduating seniors)
Fall	2018	1634	02	28	4	5	5	6	6	2	0
Fall	2018	1634	05	35	5	9	4	3	12	2	0
Fall	2018	1634	25H	9	3	4	1	1	0	0	0
Fall	2018	1634	91	12	2	3	0	2	4	0	0
Fall	2018	1634	04	19	5	5	2	2	4	1	0
Fall	2018	1634	01	26	4	4	5	5	3	5	0
Fall	2018	1634	003	24	2	3	11	2	1	5	0

**Appendix 5 - Evidence of aggregated data**  
**MATH 1111 - Spring 2017, Fall 2017, and Spring 2018:**



**General Education Core Area Assessment Reporting Template**  
**Core Area B**  
**University of West Georgia**

**Academic Year(s) of Assessment: AY2015 - AY2018**

**Submission Date: May 1, 2019 (rev. 6/5/19)**

**Core Area: B**

**Submitted by Melanie Conrad and IEA**

***Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.***

**1. Student Learning Outcomes:**

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

Students will demonstrate the ability to:

1. Adapt written and oral communication to specific rhetorical purposes and audiences.
2. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

**2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say “no changes were made.”**

No changes were made.

**3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

In Spanish courses, more assignments based on cultural analysis were incorporated into SPAN 1001 and 1002, and systematic study of literary excerpts and art from various Spanish-speaking cultures were introduced into the course. Since artistic and literary content was already rich in SPAN 2001 and SPAN 2002, Faculty focused on the elementary sequence during the period under review.

In FREN 1001 & 1002, more attention was focused on poetry in response to students' difficulty reading literary texts, and additional time was devoted to in-class homework activities to help

develop students' awareness of literary forms and techniques. In FREN 2002, the course switched from using a textbook, to instructor compiled content, which brought down costs and allowed instructors to select material more in line with student proficiency at that course level. No major curricular changes were reported for FREN 2001. An example of FREN 1002 curricular changes is included in Appendix 1.

**4. Description of Assessment Instruments and Procedures:**

*Provide a summary that addresses the following questions: 1) What courses were used to collect data? 2) If units used different approaches, please describe in as much detail as possible. 3) What assessment measures were used in the courses? 4) What was the process for assessing student learning in the courses? 5) What is the expected criteria for success or performance target for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix).*

**For SLO B1:**

- FREN 1002 - Elementary French II
- GRMN 1001 - Elementary German I
- SPAN 1001 - Elementary Spanish I
- SPAN 1002 - Elementary Spanish II

**For SLO B2:**

- GRMN 1001 - Elementary German I
- SPAN 1001 - Elementary Spanish I
- SPAN 1002 - Elementary Spanish II

**FREN, GRMN, & SPAN Measure/Method:**

Course assignments were scored against a 3-point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, Faculty from the GRMN courses used a 4-point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the Faculty member.

**FREN - 3 Point Scale:**

Exceeding Expectations  
 Meeting Expectations  
 Failing to Meet Expectations

**SPAN - 3 Point Scale:**

Exceeding Expectations  
 Meeting Expectations  
 Failing to Meet Expectations

**GRMN - 4 Point Scale (as of 2017):**

Exceeding Expectations  
 Meeting Expectations

\*Approaching Expectations (\*Added in 2017 - See Appendix 2)  
Failing to Meet Expectations

**Success Criteria:**

For the Assessment Data and Results as well as the Evidence of Aggregated Data Appendices, the following Success Criteria was used:

- 75% of students will Meet or Exceed Expectations

Additional examples of Assessment Instruments are in Appendices 3 and 4.

**5. Report of Assessment Data and Results:**

*Provide a summary of assessment results.*

Core Area B SLO 1	Measure/ Method	Success Criterion	2015	2016	2017
Students will demonstrate the ability to adapt written and oral communication to specific rhetorical purposes and audiences.	<b>SPAN/FREN/GRMN</b> Course assignments were scored against a 3-point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, Faculty from the GRMN courses used a 4-point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the Faculty member.	75% of students meet or exceed expectations	<b>SPAN/FREN/GRMN</b> Sample Size: 360 Exceeding Expectations: 109 (30.36%) Meeting Expectations: 201 (55.93%) Failing to Meet Expectations: 49 (13.65%) <b>Meet/Exceeded: 311 (86.29%)</b>	<b>SPAN/FREN/GRMN</b> Sample Size: 215 Exceeding Expectations: 68 (31.63%) Meeting Expectations: 105 (48.84%) Failing to Meet Expectations: 32 (14.88%) <b>Meet/Exceeded: 173 (80.46%)</b>	<b>SPAN/FREN</b> Sample Size: 187 Exceeding Expectations: 40 (21.39%) Meeting Expectations: 130 (69.52%) Failing to Meet Expectations: 16 (8.56%) <b>Meet/Exceeded: 170 (90.91%)</b>  <b>GRMN</b> Sample Size: 15 Exceeding Expectations: 0 (0.00%) Meeting Expectations: 14 (93.3%) Approaching Expectations: 0 (0.00%) Failing to Meet Expectations: 1 (6.67%) <b>Meet/Exceeded: 14 (93.33%)</b>

Core Area B SLO 2	Measure/ Method	Success Criterion	2015	2016	2017
Students will demonstrate the ability to identify, evaluate, and use information, language, or technology appropriate to a specific purpose.	<b>SPAN/FREN/GRMN</b> Course assignments were scored against a 3-point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, Faculty from the GRMN courses used a 4-point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the Faculty member.	75% of students meet or exceed expectations	<b>SPAN/FREN/GRMN</b> Sample Size: 241 Exceeding Expectations: 66 (27.26%) Meeting Expectations: 136 (56.46%) Failing to Meet Expectations: 39 (16.11%) <b>Meet/Exceeded: 202 (83.72%)</b>	<b>SPAN/FREN/GRMN</b> Sample Size: 215 Exceeding Expectations: 71 (33.02%) Meeting Expectations: 112 (52.09%) Failing to Meet Expectations: 32 (14.88%) <b>Meet/Exceeded: 183 (85.12%)</b>	<b>SPAN/FREN</b> Sample Size: 187 Exceeding Expectations: 49 (26.20%) Meeting Expectations: 119 (63.64%) Failing to Meet Expectations: 20 (10.70%) <b>Meet/Exceeded: 168 (89.84%)</b>  <b>GRMN</b> Sample Size: 15 Exceeding Expectations: 0 (0.00%) Meeting Expectations: 14 (93.3%) Approaching Expectations: 0 (0.00%) Failing to Meet Expectations: 1 (6.67%) <b>Meet/Exceeded: 14 (93.33%)</b>

Additional aggregated data is available in Appendices 5 and 6.

### Computer Science:

While assessment data from CS 1000 - Practical Computers and CS 1020 - Computers and Society have also been systematically collected over the years, final course grades were used, thus making the results invalid as an accurate measure for either of the two general education student learning outcomes for Core Area B.

### 6. Analysis and Interpretation/Reflection on Results or Trends:

*Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).*

**For Core Area B SLO 1 (B-1A)**, it appears students are successfully meeting and/or exceeding the expectations set by the Foreign Languages departments over the three-year period of

available data. There was an overall slight increase in the number of students who Met or Exceeded Expectations from 2015 (86.3%) to 2017 (90.9% - FREN/SPAN and 93.3% - GRMN) with a slight decrease in 2016 (80.5%). While 2017 had the greatest percentages of Meet/Exceed Expectations, it also had the largest drop in the number of students who Exceeded Expectations (31.6% in 2016 to only 21.4% in 2017 for FREN/SPAN and from 31.6% in 2016 to 0.0% in 2017 for GRMN). However, the 2017 0.0% Exceeding Expectations for GRMN may be due, in part, to the change from a 3-point scale to that of a 4 point scale by the Department during that same year. It is also important to note that the number of students Failing to Meet Expectations decreased from 13.7% in 2015 to 8.6% (FREN/SPAN) and 6.7% (GRMN) in 2017. See Appendix 7 - SLO 1 Foreign Languages (2015-2017)

**For Core Area B SLO 2 (B-1B)**, it also appears students are successfully meeting and/or exceeding the expectations set by the Foreign Languages departments over the three-year period of available data. There was a steady increase in the number of students who Met and/or Exceeded Expectations across all three foreign languages with percentages increasing from 83.7% in 2015 to 85.1% in 2016 and then to 89.8% (FREN/SPAN) and 93.3% (GRMN) in 2017. While the number of students who Exceeded Expectations remained relatively constant for FREN/SPAN from 2015 to 2017, GRMN saw a dramatic drop from 33.0% in 2016 to 0.0% in 2017. Again, the 2017 0.0% Exceeding Expectations for GRMN is likely due, in part, to the change from a 3-point scale to that of a 4 point scale by the Department during that same year. In addition, there was a downward trend in the number of students Failing to Meet Expectations from 16.1% in 2015 to 14.9% in 2016, and finally 10.7% in 2017 for FREN/SPAN. However, the largest decreased for either SLOs (B-1A and B-1B) occurred for GRMN with 16.1% in 2015, 14.9% in 2016, and only 6.7% in 2017. See Appendix 8 - SLO 2 Foreign Languages (2015-2017)

Finally, due to a lack of adequate information, it is difficult to identify specific strengths and/or weaknesses or to analyze and interpret the data any further. This is particularly true for the 2017 GRMN data given the change in rubric scaling and small sample size ( $N=15$ ).

#### **7. Prior Improvement Plans Implemented:**

*Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).*

It is unclear if results were used for improvement.

#### **8. Recommendations for Improvement of Assessment Process and/or Student Learning:**

*Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2019).*

Each course that counts as a Core Area B credit should develop two measurable student learning outcomes and determine/choose an assignment that will function as the measure of these SLO's.

**Appendix 1 - Evidence of curricular changes**

**FREN 1002 Example: A French-language poem studied in class. The questions are adapted from the ones already present in the textbook.**

**« Je suis cadien » (extrait)**

**par Jean Arceneaux**

	I will not speak French on the school grounds. I will not speak French on the school grounds. I will not speak French... I will not speak French... I will not speak French...	
5	Hé! Ils sont pas bêtes, ces salauds*. Après mille fois, ça commence à pénétrer Dans n'importe quel esprit*. Ça fait mal; ça fait honte*.	<i>bastards</i>  <i>mind</i> <i>shame</i>
10	Et on ne speak pas French on the school grounds Et ni anywhere else non plus. Jamais avec des étrangers. On sait jamais qui a l'autorité	
15	De faire écrire ces sacrées* lignes À n'importe quel âge. Surtout pas avec les enfants. Faut jamais que eux, ils passent leur temps de recess À écrire ces sacrées lignes.	<i>damned</i>
20	I will not speak French on the school grounds. I will not speak French on the school grounds.	
	Faut pas qu'ils aient besoin d'écrire ça Parce qu'il faut pas qu'ils parlent français du tout. Ça laisse voir* qu'on est rien que des Cadiens*. Don't mind us, we're just poor coonasses <sup>1</sup> , Basse classe, faut cacher ça*. Faut dépasser* ça. Faut parler en anglais Comme de bons Américains.	<i>That shows; just Cadian</i>  <i>gotta hide it</i> <i>get past</i>
25	Why not just go ahead and learn English. Don't fight it, it's much easier anyway. No bilingual bills, no bilingual publicity. No danger of internal frontiers. Enseignez l'anglais aux enfants.	
30	Rendez-les tout le long*, Tout le long jusqu'aux discos, Jusqu'au Million Dollar Man.	<i>Take them all the way</i>
35		

<sup>1</sup> C'est un terme raciste utilisé par certains Anglophones pour désigner les Cadiens en Louisiane.

On a pas réellement besoin de parler français quand même\*.  
C'est les États-Unis ici,  
Land of the Free.  
40 On restera toujours rien que des poor coonasses.  
  
I will not speak French on the school grounds.  
I will not speak French on the school grounds.  
  
Coonass, non, non, ça gêne pas\*.  
C'est juste un petit nom.  
45 Ça veut rien dire.  
C'est pour s'amuser, ça gêne pas.  
On aime ça, c'est cute.  
Ça nous fait pas fâchés\*.  
50 Mais quand on doit rire, c'est en quelle langue qu'on rit?  
Et pour pleurer\*, c'est en quelle langue qu'on pleure?  
Et pour crier\*?  
Et chanter?  
Et aimer?  
Et vivre?  
  
*That doesn't bother us*  
  
*mad*  
*laugh*  
*cry*  
*to cry out, to yell*

« Je suis cadien », Jean Arceneaux (1998)

Première lecture

1. Pourquoi est-ce que le poète répète la première phrase plusieurs fois ? A quelle punition pendant « leur temps de recess » fait-il référence ?

2. Dans les vers 21-40, on explique pourquoi il faut que les Cadiens parlent anglais. Résumez (*summarize*) les deux arguments **SANS COPIER** le texte.

a. \_\_\_\_\_

b. \_\_\_\_\_

3. Dans les vers 21-40, le poète met en scène (*stages*) un monologue d'un Cadien. Citez des mots ou des vers du texte pour décrire l'attitude de ce Cadien à l'égard de (*with regard to*) sa propre identité culturelle. Se sent-il fier ? supérieur ? inférieur ? **IL FAUT** expliquer vos citations et justifier votre point de vue.
  
4. Au vers 49 le poète écrit « **ça** nous fait rire ». À quoi est-ce que « ça » se réfère ? Est-ce qu'il trouve « ça » vraiment amusant ? Expliquez votre réponse en faisant une référence précise au texte.
  
5. Les premiers vers du poème se contrastent radicalement avec le titre, en particulier dans l'usage du français et de l'anglais, et ce mélange (*mixture*) de langues continue dans le reste du texte. Référez-vous aux thèmes du poème et au contexte historico-culturel pour expliquer l'importance de ce mélange.
  
6. À votre avis, est-ce que l'auteur est d'accord avec l'idée que la préservation du français n'est pas importante ? Expliquez votre réponse en faisant des références précises au poème. Si vous citez un vers ou des vers, **IL FAUT** le/les expliquer.

**Appendix 2 - Assessment instruments**  
**GRMN 1001 Rubric - Spring 2017**

**Rubric for Core Area B-1 Assessment, University of West Georgia**

**Learning Outcome 1:** Demonstrate the ability to identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Score	<b>4=Exemplary (Exceeds Expectations)</b>	<b>3= Proficient (Meets Expectations)</b>	<b>2=Developing (is approaching expectations)</b>	<b>1= completely inadequate (does not meet expectations)</b>
Grade level	<b>A (100-90)</b>	<b>B/C (89-70)</b>	<b>D (69-60)</b>	<b>F (59-below)</b>
	Criteria	Criteria	Criteria	Criteria
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Identify Topic	Topic is appropriate to the level and holds the interest of other students.	Topic is appropriate to the level but does not really hold the interest of other students.	Topic is not appropriate to level but some positive things emerge.	Topic is not appropriate to level and does not hold the interest of other students.
Arrange Information	There is consistent logical progression and connections are clear.	There is some logical progression and connections are generally clear.	There is some logical progression but connections are not always clear.	Lacks a cohesive structure and clarity.

**Rubric for Core Area B-1 Assessment, University of West Georgia**

**Learning Outcome 2:** Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

Score	<b>4=Exemplary (Exceeds Expectations)</b>	<b>3= Proficient (Meets Expectations)</b>	<b>2=Developing (is approaching expectations)</b>	<b>1= completely inadequate (does not meet expectations)</b>
Grade level	<b>A (100-90)</b>	<b>B/C (89-70)</b>	<b>D (69-60)</b>	<b>F (59-below)</b>
	Criteria	Criteria	Criteria	Criteria
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Delivery	Clear, concise, confident delivery.	Minor stumbles that impact clarity but not significantly.	Lots of stumbles that significantly impact clarity but still allow for some communication.	Difficult to understand and follow.
Language Usage	Generally correct. No errors that impact comprehension for native speakers and others at the same level.	Some errors but generally understandable to native speakers and other students at the same level.	Generally ungrammatical and difficult to follow for both native speakers and students at the same level.	Predominantly garbled.

**Appendix 3 - Assessment instruments**  
**SPAN 1001 Assessment - Fall 2016 Example**

**SPAN 1001**

**Otoño de 2016**

**Entrevista Oral**

**¿Qué?** oral interview/conversation

**¿Quién?** you will work in pairs; in case there are problems choosing teams, I reserve the right to assign groups

**¿Cuándo?** November 9-16: form pairs in class and schedule conversation  
November 29-December 2: conversations

These conversations will NOT take place in front of the whole class. You and your partner will have a conversation in my office. We will NOT have a class meeting on Wednesday, November 30, since the normal class time will be reserved for some of the conversations. Since it is impossible to fit all the conversations in a 50-minute period, some groups will have to present during times other than the usual class period. We will schedule the conversations between November 9 and November 16.

**¿Cómo?**

Each pair will have a **5-7 minute conversation** about **1 of 3 images** provided by me. The two partners should take turns asking questions and offering responses in order to **describe** the images as fully as possible. Most importantly, the partners should **relate** the images to their own lives. For instance, if I provide an image with people doing different activities in a park, the students should ask each other whether or not they like to do those things, and why. Note that the partners may need to think of information **outside** of what is shown in the image in order to reach the time requirement.

The groups should arrive at my office **5 minutes prior** to their time slot. If one person does not show up, the other person will have to complete the conversation with me. If the two partners are late or do not show up, they will **not be able to make up the assignment** except at my discretion and under extreme and unusual circumstances.

Upon arriving at my office, the partners will **randomly** select one of the three images. They will have **3 minutes to prepare** and take notes on blank scrap paper. No other notes will be permitted during the conversation. They will then talk for **5-7 minutes**. If the partners run out of things to say, I will ask questions until we reach the time limit. I will provide feedback immediately following.

The images will require that you use **some** of the following vocabulary and grammar points. I encourage you to use as much other language that we have learned as possible.

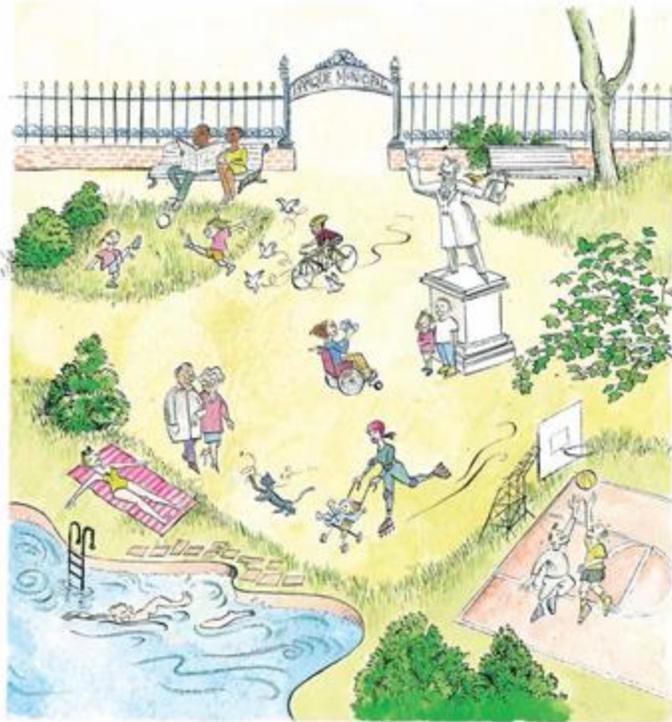
- ser and estar
- verbs like gustar
- stem-changing verbs
- adverbs
- emotions/conditions
- the family
- professions and careers
- technology

Each student will receive an **individual grade** for the conversation. Grades will be based on:

- You use a wide variety of **vocabulary** that we have studied in class, as required by the image.
- You use a wide variety of **grammatical structures** we have learned, as required by the image.
- Your language is **comprehensible** to your partner and to me.
- You **pronounce** clearly and with a reasonable degree of precision.
- You are able to speak **without long pauses**, neither too quickly nor too slowly.
- You are able to **improvise** as necessary to sustain the conversation with your partner and with me.
- There is evidence that you and your partner have looked at the images prior to the presentation and that you have practiced informal conversations **without memorizing** lines.
- You and your partner ask questions and provide responses to provide a **full description** of the image. You **invent** additional information about the characters as necessary.
- You and your partner **connect** the image to your own habits, opinions, and experiences.
- The conversation lasts between **5 and 7 minutes**—NO shorter. You are able to engage me in conversation if I need to intervene in order to reach the time limit.
- You **collaborated well** with your partner and spoke roughly the same amount during the conversation.
- You **did not use English** during the conversation.

**Below are the 3 images:**

1. Actividades en el parque



2. ¡Ramona está ocupada!



3. La familia moderna



**Appendix 4 - Assessment instruments**  
**SPAN 1002 Dialogue Rubric - Fall 2016 Example**

<b>SPANISH DIALOGUE RUBRIC</b> Use NO English	<u><b>TASK COMPLETION</b></u> Response to assignment instructions /15	<u><b>CONTENT</b></u> The communication of meaning /25	<u><b>LANGUAGE USE</b></u> Grammar and vocabulary /25	<u><b>DELIVERY</b></u> Pronunciation, fluidity, intelligibility /25	<u><b>CONTRIBUTION TO PAIR</b></u> Worked in collaboration with partner /10
<b>Excellent</b>	✓ Dialogue is 5-7 minutes without long pauses. ✓ Student and partner speak roughly the same amount or, if necessary, student speaks more than partner to keep things going. 15 - 14	✓ The student provided a complete description of the image. ✓ The student invented information about the pictured characters so as to keep talking. ✓ The student often connected the image to his/her experiences. 25 - 24 - 23	✓ The student demonstrates a strong command of a wide range of vocabulary and grammar from the course. 25 - 24 - 23	✓ Excellent pronunciation. ✓ Excellent fluidity. ✓ The student makes outstanding use of intonation, facial expressions, and/or gestures to communicate meaning. 25 - 24 - 23	✓ Outstanding contribution to the pair. ✓ Positive attitude. ✓ Collaborates very well with partner. 10
<b>Good</b>	✓ Dialogue is 5-7 minutes with short pauses. ✓ Student and partner speak roughly the same amount or, if necessary, student speaks more than partner to keep things going. 13 - 12 - 11	✓ The student provided a mostly complete description of the image. ✓ S/he invented some information about the characters. ✓ S/he sometimes connected the image to his/her experiences. 22 - 21 - 20	✓ The student demonstrates a strong command of some vocabulary and grammar from the course or some command of a wide range of language. 22 - 21 - 20	✓ Good pronunciation. ✓ Good fluidity. ✓ The student makes good use intonation, facial expressions, and/or gestures to communicate meaning. 22 - 21 - 20	✓ Good contribution to the pair. ✓ Generally positive attitude. ✓ Collaborates well with partner. 9 - 8
<b>Acceptable</b>	✓ Dialogue is 5-7 minutes with long pauses or is less than 5 minutes. ✓ Student speaks roughly the same amount or just less than colleague. 10 - 9 - 8 - 7	✓ The student provided a partial description of the image. ✓ S/he invented little information about the characters. ✓ S/he rarely connected the image to his/her experiences. 19 - 18 - 17 - 16	✓ The student demonstrates some command of some vocabulary and grammar from the course. 19 - 18 - 17 - 16	✓ Pronunciation comprehensible to sympathetic listener. ✓ Some fluidity, with pauses. ✓ Some use of intonation, etc. to communicate meaning. 19 - 18 - 17 - 16	✓ Some contribution to the pair. ✓ Neutral attitude. ✓ Collaborates with partner. 7 - 6
<b>Poor</b>	✓ Dialogue is 5-7 minutes long with little speech or is less than 5 minutes. ✓ Student speaks noticeably less than partner. 6 - 5 - 4 - 3	✓ The student barely addressed the image. ✓ S/he invented little to no relevant information on the characters. ✓ S/he made minimal connections to his/her experiences. 15 - 14 - 13 - 12 - 11	✓ The student demonstrates little command over a narrow range of vocabulary and grammar from the course. 15 - 14 - 13 - 12 - 11	✓ Difficult to understand even to a sympathetic listener. ✓ Long pauses or far too rushed. ✓ Makes little to no use of intonation, etc. to communicate meaning. 15 - 14 - 13 - 12 - 11	✓ Little contribution to the pair. ✓ Negative attitude. ✓ Has conflicts with partner and/or expects him/her to complete the work. 5 - 4 - 3
<b>Unacceptable</b>	✓ Student was absent for the dialogue. ✓ Student did not speak. ✓ Student spoke only in English. 0	✓ Student was absent for the dialogue. ✓ Student did not speak. ✓ Student spoke only in English. 0	✓ Student was absent for the dialogue. ✓ Student did not speak. ✓ Student spoke only in English. 0	✓ Student was absent for the dialogue. ✓ Student did not speak. ✓ Student spoke only in English. 0	✓ Student was absent for dialogue. ✓ Student did not find/work with a partner. 0

Nombre y apellido: \_\_\_\_\_

Duración de la entrevista: \_\_\_\_\_

Apuntes del profesor/de la profesora:

Contenido/Ideas	Gramática/Vocabulario	Pronunciación

**For SACS:**

**Outcome 1** (assess using Language Use and Delivery categories above)

3= 45-50/50      2=35-44/50      1=0-34/50

**Outcome 2** (assess using Task Completion, Content, and Contribution to Pair categories above)

3=45-50/50      2=35-44/50      1=0-34/50

**Appendix 5 - Evidence of aggregated data**  
**FREN 1102 - Spring 2015 Example**

**Core Assessment Template (B-1) – Direct Measure**

**AY Year:** 2014-2015

**Language:** French

**Outcome 2:** Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

<b>Course:</b> 1002					
<b>Goal for 2014-2015:</b>					
<b>Description of Assessment Instrument (upload actual instrument to Y-drive):</b> 4 topics students prepared in advance with a partner that addressed the formal grammatical elements as well as cultural subjects presented in class. Students choose at random a topic and through role playing with their partner, presented their material within a 5 minute timeframe.					
<b>Rubric used to measure outcome on assessment instrument:</b>					
<b>Data:</b>					
	Course (e.g., MWF; block etc.)	sample size	% exceeding expectations	% meeting expectations	% failing to meet expectations
Course 1	MWF	65	23.1%	69.2%	7.6
Course 2	MTWR block	22	23%	59%	18%
Course 3					
<b>Analysis:</b> The data indicate that students are equipped to prepare and deliver an effective oral presentation on a given topic.					
<b>Improvement Plan:</b> Please see the improvement plan for Core area C-2					

**Goal for 2015-2016:** To maintain 75% of students meeting or exceeding expectations for Core area B-1

**Appendix 6 - Evidence of aggregated data  
Core Area B Foreign Languages (2015-2017)**

**2015 Compiled Data  
Foreign Languages Core Area B**

**OUTCOME:**

**B-1A** Students will demonstrate the ability to adapt written and oral communication to specific rhetorical purposes and audiences.

**Total Meeting or Exceeding Expectations**  
311

**% Meeting or Exceeding Expectations**  
86.29%

	Language/ Course	Sample Size	% Exceeding Expectatio ns	# Exceeding Expectatio ns	% Meeting Expectatio ns	# Meeting Expectatio ns	% Failing to Meet Expectatio ns	# Failing to Meet Expectatio ns
<b>Course 1</b>	FREN-A	65	23.1%	15	69.2%	45	7.69%	5
<b>Course 2</b>	FREN-B	49	27.0%	13	57.0%	28	16.00%	8
<b>Course 3</b>	GRMN 1002-A	9	22.0%	2	78.0%	7	0.00%	0
<b>Course 4</b>	GRMN 1002-B	18	50.0%	9	50.0%	9	0.00%	0
<b>Course 5</b>	GRMN 1002-C	23	39.0%	9	43.0%	10	17.00%	4
<b>Course 6</b>	GRMN 1002-D	20	40.0%	8	55.0%	11	5.00%	1
<b>Course 7</b>	SPAN 1001	91	40.6%	37	40.6%	37	18.60%	17
<b>Course 8</b>	SPAN 1002	85	19.0%	16	64.2%	55	17.00%	14
		<b>360</b>	<b>30.36%</b>	<b>109</b>	<b>55.93%</b>	<b>201</b>	<b>13.65%</b>	<b>49</b>

**2015 Compiled Data**  
**Foreign Languages Core Area B**  
**OUTCOME:**

**B-1B** Students will demonstrate the ability to adapt written and oral communication to specific rhetorical purposes and audiences.

**Total Meeting or Exceeding Expectations**  
 202

**% Meeting or Exceeding Expectations**  
 83.72%

	Language/ Course	Sample Size	% Exceeding Expectatio ns	# Exceeding Expectatio ns	% Meeting Expectatio ns	# Meeting Expectatio ns	% Failing to Meet Expectatio ns	# Failing to Meet Expectatio ns
<b>Course 1</b>	GRMN 1002-A	9	22.0%	2	78.0%	7	0.00%	0
<b>Course 2</b>	GRMN 1002-B	18	33.0%	6	61.0%	11	5.00%	1
<b>Course 3</b>	GRMN 1002-C	23	17.0%	4	83.0%	19	0.00%	0
<b>Course 4</b>	GRMN 1002-D	18	22.0%	4	78.0%	14	0.00%	0
<b>Course 5</b>	SPAN 1001	91	36.2%	33	39.5%	36	24.10%	22
<b>Course 6</b>	SPAN 1002	82	20.7%	17	59.8%	49	19.50%	16
		<b>241</b>	<b>27.26%</b>	<b>66</b>	<b>56.46%</b>	<b>136</b>	<b>16.11%</b>	<b>39</b>

**2016 Compiled Data**  
**Foreign Languages Core Area B**  
**OUTCOME:**

**B-1A** Students will demonstrate the ability to adapt written and oral communication to specific rhetorical purposes and audiences.

**Total Meeting or Exceeding Expectations**  
 173

**% Meeting or Exceeding Expectations**  
 80.46%

	Language/ Course	Sample Size	% Exceeding Expectatio ns	# Exceeding Expectatio ns	% Meeting Expectatio ns	# Meeting Expectatio ns	% Failing to Meet Expectatio ns	# Failing to Meet Expectatio ns
Course 1	FREN 2002-A	8	25.0%	2	37.5%	3	37.50%	3
Course 2	GRMN 1002-A	19	0.0%	0	79.0%	15	21.05%	4
Course 3	GRMN 1002-B	22	9.1%	2	82%	18	9.09%	2
Course 4	GRMN 1002-C	22	27.3%	6	63.63%	14	9.09%	2
Course 5	GRMN 1002-D	6	33.3%	2	66.7%	4	0.00%	0
Course 6	GRMN 1001-A	22	59.1%	13	40.9%	9	0.00%	0
Course 7	SPAN 1002-A	22	40.9%	9	27.3%	6	31.82%	7
Course 8	SPAN 1002-B	23	39.1%	9	34.8%	8	26.09%	6
Course 9	SPAN 1002-C	23	30.4%	7	56.5%	13	13.04%	3
Course 10	SPAN 1001-A	25	36.0%	9	56.0%	14	8.00%	2
Course 11	SPAN 1001-B	23	39.1%	9	4.3%	1	13.04%	3
		<b>215</b>	<b>31.63%</b>	<b>68</b>	<b>48.84%</b>	<b>105</b>	<b>14.88%</b>	<b>32</b>

**2016 Compiled Data**  
**Foreign Languages Core Area B**  
**OUTCOME:**

**B-1B** Students will demonstrate the ability to identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

**Total Meeting or Exceeding Expectations**  
 183

**% Meeting or Exceeding Expectations**  
 85.12%

	Language/ Course	Sample Size	% Exceeding Expectatio ns	# Exceeding Expectatio ns	% Meeting Expectatio ns	# Meeting Expectatio ns	% Failing to Meet Expectatio ns	# Failing to Meet Expectatio ns
Course 1	FREN 2002-A	8	25.0%	2	37.5%	3	37.50%	3
Course 2	GRMN 1002-A	19	0.0%	0	79.0%	15	21.05%	4
Course 3	GRMN 1002-B	22	9.1%	2	82%	18	9.09%	2
Course 4	GRMN 1002-C	22	27.3%	6	63.63%	14	9.09%	2
Course 5	GRMN 1002-D	6	33.3%	2	66.7%	4	0.00%	0
Course 6	GRMN 1001-A	22	59.1%	13	40.9%	9	0.00%	0
Course 7	SPAN 1002-A	22	40.9%	9	27.3%	6	31.82%	7
Course 8	SPAN 1002-B	23	39.1%	9	34.8%	8	26.09%	6
Course 9	SPAN 1002-C	23	52.2%	12	39.1%	9	8.70%	2
Course 10	SPAN 1001-A	25	20.0%	5	68.0%	17	12.00%	3
Course 11	SPAN 1001-B	23	47.8%	11	39.1%	9	13.04%	3
		<b>215</b>	<b>33.02%</b>	<b>71</b>	<b>52.09%</b>	<b>112</b>	<b>14.88%</b>	<b>32</b>

**2017 Compiled Data**

**French and Spanish Core Area B**

**OUTCOME:**

**B-1A** Students will demonstrate the ability to adapt written and oral communication to specific rhetorical purposes and audiences.

**Total Meeting or Exceeding Expectations**  
170

**% Meeting or Exceeding Expectations**  
90.91%

	Language/ Course	Sample Size	% Exceeding Expectatio ns	# Exceeding Expectatio ns	% Meeting Expectatio ns	# Meeting Expectatio ns	% Failing to Meet Expectatio ns	# Failing to Meet Expectatio ns
<b>Course 1</b>	FREN 1002-A	22	40.9%	9	50.0%	11	9.09%	2
<b>Course 2</b>	FREN 1002-B	21	33.3%	7	42.9%	9	23.81%	5
<b>Course 3</b>	SPAN 1001-A	20	15.0%	3	70.0%	14	15.00%	3
<b>Course 4</b>	SPAN 1001-B	14	0.0%	0	92.9%	13	7.14%	1
<b>Course 5</b>	SPAN 1002-A	18	5.6%	1	88.9%	16	5.56%	1
<b>Course 6</b>	SPAN 1002-B	11	9.1%	1	81.8%	9	9.09%	1
<b>Course 7</b>	SPAN 1002-C	18	11.1%	2	88.9%	16	0.00%	0
<b>Course 8</b>	SPAN 1002-D	19	31.6%	6	52.6%	10	15.79%	3
<b>Course 9</b>	SPAN 1001-C	23	26.1%	6	69.6%	16	0.00%	0
<b>Course 10</b>	SPAN 1001-D	21	23.8%	5	76.2%	16	0.00%	0
		<b>187</b>	<b>21.39%</b>	<b>40</b>	<b>69.52%</b>	<b>130</b>	<b>8.56%</b>	<b>16</b>

**2017 Compiled Data  
German Core Area B**

**OUTCOME:**

**B-1A** Students will demonstrate the ability to adapt written and oral communication to specific rhetorical purposes and audiences.

**Total Meeting or Exceeding Expectations**  
14

**% Meeting or Exceeding Expectations**  
93.33%

**German Courses with a 4 Point Rubric**

Language/Course	Sample Size	% Exceeding Expectations	# Exceeding Expectations	% Meeting Expectations	# Meeting Expectations	% Approaching Expectations	# Approaching Expectations	% Failing to Meet Expectations	# Failing to Meet Expectations
GRMN 1001-A	15	0.00%	0	93.33%	14	0.00%	0	6.67%	1

**2017 Compiled Data**

**French and Spanish Core Area B**

**OUTCOME:**

**B-1B** Students will demonstrate the ability to identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

**Total Meeting or Exceeding Expectations**  
168

**% Meeting or Exceeding Expectations**  
89.84%

	Language/ Course	Sample Size	% Exceeding Expectatio ns	# Exceeding Expectatio ns	% Meeting Expectatio ns	# Meeting Expectatio ns	% Failing to Meet Expectatio ns	# Failing to Meet Expectatio ns
<b>Course 1</b>	FREN 1002-A	22	40.9%	9	50.0%	11	9.09%	2
<b>Course 2</b>	FREN 1002-B	21	33.3%	7	42.9%	9	23.81%	5
<b>Course 3</b>	SPAN 1001-A	20	15.0%	3	70.0%	14	15.00%	3
<b>Course 4</b>	SPAN 1001-B	14	0.0%	0	92.9%	13	7.14%	1
<b>Course 5</b>	SPAN 1002-A	18	27.8%	5	66.7%	12	16.67%	3
<b>Course 6</b>	SPAN 1002-B	11	9.1%	1	81.8%	9	9.09%	1
<b>Course 7</b>	SPAN 1002-C	18	50.0%	9	50.0%	9	0.00%	0
<b>Course 8</b>	SPAN 1002-D	19	42.1%	8	57.9%	11	0.00%	0
<b>Course 9</b>	SPAN 1001-C	23	8.7%	2	65.2%	15	21.74%	5
<b>Course 10</b>	SPAN 1001-D	21	23.8%	5	76.2%	16	0.00%	0
		<b>187</b>	<b>26.20%</b>	<b>49</b>	<b>63.64%</b>	<b>119</b>	<b>10.70%</b>	<b>20</b>

**2017 Compiled Data  
German Core Area B**

**OUTCOME:**

**B-1B** Students will demonstrate the ability to identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

**Total Meeting or Exceeding Expectations**  
14

**% Meeting or Exceeding Expectations**  
93.33%

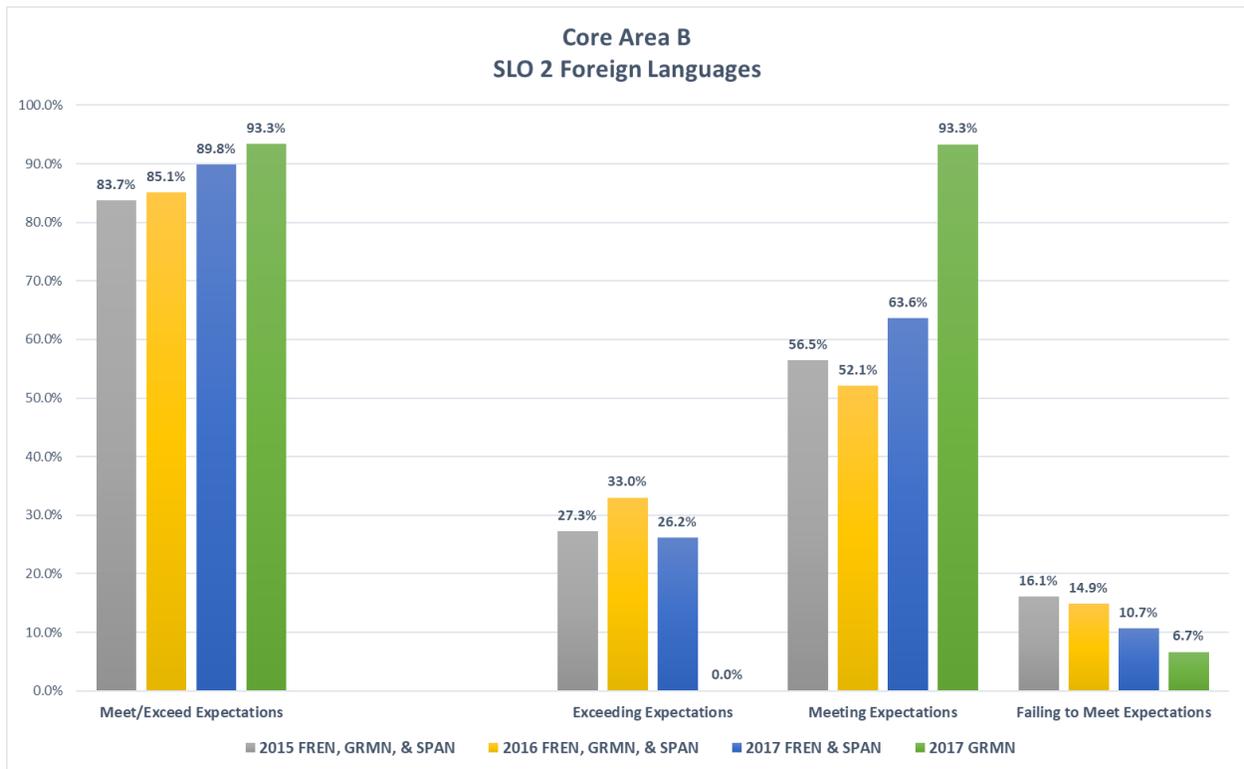
**German Courses with a 4 Point Rubric**

Language/Course	Sample Size	% Exceeding Expectations	# Exceeding Expectations	% Meeting Expectations	# Meeting Expectations	% Approaching Expectations	# Approaching Expectations	% Failing to Meet Expectations	# Failing to Meet Expectations
GRMN 1001-A	15	0.00%	0	93.33%	14	0.00%	0	6.67%	1

**Appendix 7 - Evidence of aggregated data**  
**SLO 1 (B-1A) Foreign Languages 2015-2017**



**Appendix 8 - Evidence of aggregated data**  
**SLO 2 (B-1B) Foreign Languages 2015-2017**



**General Education Core Area Assessment Reporting Template**  
**University of West Georgia**

**Academic Year(s) of Assessment: AY2014 - AY2018 (Spring Semester 2014 through Fall Semester 2018)**

**Submission Date: May 2, 2019 (rev. 6/5/19)**

**Core Area: C**

**Submitted by: Julia Farmer, Shelly Elman, and IEA**

***Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.***

**1. Student Learning Outcomes:**

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

1. Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.
2. Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

**2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say “no changes were made.”**

No information was received from most departments. English and Philosophy indicated that no changes were made. The Foreign Languages and Theatre Departments also indicated that no changes were made.

**3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

In Spanish courses, more assignments based on cultural analysis were incorporated into SPAN 1001 and 1002, and systematic study of literary excerpts and art from various Spanish-speaking cultures were introduced into the course. Since artistic and literary content was already rich in SPAN 2001 and SPAN 2002, Faculty focused on the elementary sequence during the period under review.

In FREN 1001 & 1002, more attention was focused on poetry in response to students' difficulty reading literary texts, and additional time was devoted to in-class homework activities to help develop students' awareness of literary forms and techniques. In FREN 2002, the course switched from using a textbook, to instructor compiled content, which brought down costs and allowed instructors to select material more in line with student proficiency at that course level. No major curricular changes were reported for FREN 2001. Foreign Language course examples are included in Appendices 1-4.

#### 4. Description of Assessment Instruments and Procedures:

Learning outcomes were assessed in the following courses: *Provide a summary that addresses the following questions: 1) What courses were used to collect data? 2) If units used different approaches, please describe in as much detail as possible. 3) What assessment measures were used in the courses? 4) What was the process for assessing student learning in the courses? 5) What is the expected criteria for success or performance target for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix).*

ENGL 2130, ENG 2110, ENGL 2190, ENGL 2120, ART 1201, FREN 1001, FREN 1002, FREN 2001, FREN 2002, SPAN 1001, SPAN 1002, SPAN 2001, and SPAN 2002, GRMN 1001, GRMN 1002, GRMN 2001, and GRMN 2002.

**ENGL**—Students were directed to respond to the following prompt in 250 words:

Describe how the assigned literary or artistic work reflects foundational concepts in one of the following areas: 1) Literary or Other Artistic Genre; 2) Literary or Other Artistic History / Periodization; or 3) Cultural Achievement. Use specific examples to support your analysis and claims.

Faculty were directed that they may modify the prompt so that students write in response to a specific literary, visual (film), or other creative work covered that was specific to the course / section. Faculty could also give students the option of choosing a representative work from a list or from the course readings. Lastly, Faculty were given the option to modify the question to fit the parameters of their specific class, keeping in mind that it must allow them to measure their responses against the assessment rubric.

Faculty used a common rubric scoring the assignments on a scale of 1 (grade level F) to 4 (grade level A). Please see Appendices 5 and 6.

Success Criterion—the goal set was 70% would receive a score of 3 or higher. Actual scores for Spring 2017 in ENGL 2110 showed a total of 84.6% scored 3 or higher.

**ART**—Students took a thirty-question multiple-choice test covering a wide range of art history. Success criteria was set at 70% or higher. The test was administered in all sections of the course. Please see Appendix 7 for sample questions.

**FL&L**—Instruments used in SPAN, FREN, and GRMN differed, so we will discuss each language separately.

- **SPAN**—In the 1001 and 1002 courses, students were required to answer multiple choice and one short essay question on the final exams that cover material related to art, literature, and music of the Hispanic world. Assessment was based on the scores for the sections used in the final exams. In the 2001 course students were required to write a short literary analysis of a short novel. In the 2002 course, students write an analysis of a Frida Kahlo painting as an essay assignment. For both 2001 and 2002, a common rubric was used to assess this assignment, graded on a scale of 1 (lowest score—Failing to Meet Expectations) to 3 (highest score—Exceeding Expectations). Please see Appendix 8.
- **GRMN**—In the 1001 course, students were assigned to write a short creative first-person narrative as an animal that should exhibit an awareness of perspectival humor. In the 1002 course, student were to analyze a poem by Heinrich Heine as part of their final exam (See Appendix 9). In the 2002 course, students were required to write an essay that incorporated a brief summary of the content of the German film *Phoenix*, complete an analysis of one of the assigned topics, and draw conclusions about the film’s intentional and unintentional effects/agendas. In 2017, GRMN courses used a four-point scale of 1 (Failing to Meet Expectations), 2 (Approaching Expectations), 3 (Meeting Expectations), and 4 (Exceeding Expectations). See Appendix 10 for Rubric.
- **FREN**—In FREN 1002, students read a brief excerpt of a story or article and answered questions based on that reading. In the 2001 course, students were required to read a text and respond to short answer and true/false questions. In the 2002 course, students were required to read the French fairy tale “La Belle et la Bête” and answered questions related to the text over several class meetings during the semester. A common rubric was used to assess this assignment, graded on a scale of 1 (lowest score—Failing to Meet Expectations) to 3 (highest score—Exceeding Expectations). See Appendix 11 for an example from FREN 2001.
- Success Criterion was set for all language units at an expectation that 75% would meet or exceed expectations. In AY 2015, 80.72% of students met or exceeded expectations for SLO 1 and 76.28% of students met or exceeded expectation for SLO 2. In AY 2016, 72.29% of students met or exceeded expectations for SLO 1, while 81.93% of students met or exceeded expectation for SLO 2. In AY 2017, 81.55% of SPAN and FREN students, and 58.18% of GRMN students met or exceeded expectations for SLO 1 met or exceeded expectations for SLO 1, and 81.55% of SPAN and FREN students, and 58.18% of GRMN students met or exceeded expectations for SLO 2.

**PHIL**—In PHIL 2010 and 2030 Faculty use Spring semester final grades for assessment purposes thus making the results invalid as an accurate measure for either of the two general education student learning outcomes for Core Area C.

## 5. Report of Assessment Data and Results:

*Provide a summary of assessment results.*

### ENGL--

Success Criterion—the goal set was 70% would receive a score of 3 or higher. Actual scores included in the table below are the percentages of students receiving a grade of 3 or higher.

Course	Semester	LO 1 Score	LO 2 Score
2110	Spring 17	84.6%	84.6%
2120	Spring 17	85.2%	85.2%
2130	Spring 17	86.8%	86.8%
2190	Spring 17	95.8%	87.5%

### FL&L--

Success Criterion was set for all language units at an expectation that 75% would meet or exceed expectations. In AY 2015, 80.72% of students met or exceeded expectations for SLO 1 and 76.28% of students met or exceeded expectation for SLO 2. In AY 2016, 72.29% of students met or exceeded expectations for SLO 1, while 81.93% of students met or exceeded expectation for SLO 2. In AY 2017, 81.55% of SPAN and FREN students, and 58.18% of GRMN students met or exceeded expectations for SLO 1 met or exceeded expectations for SLO 1, and 81.55% of SPAN and FREN students, and 58.18% of GRMN students met or exceeded expectations for SLO 2.

### ART--

In AY 2014, 33% of students passed the test with a score of at least 70 in the fall, and 26% in the spring. In spring 2016, 10.9% of students passed the test. In fall 2016, 22.7% passed the test. In spring 2017, 19% passed. In Fall 2017, 14.5% of students passed. There was a large jump in the pass rate in fall 2018, with 98.3% of students passing. The department has not clarified to what they attribute this jump.

## 6. Analysis and Interpretation/Reflection on Results or Trends:

*Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).*

Overall, students appear to meet expectations in ENGL and FL&L courses for both core area C learning outcomes. For many semesters scores in ART indicated that students were not achieving the learning outcomes, although recently there has been an unexplained dramatic improvement. Please see Appendices 12, 13, and 14 for aggregated data tables.

**7. Prior Improvement Plans Implemented:**

*Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).*

FREN 1001, 1002, 2001, 2002/SPAN 1001, 1002, 2001, 2002: the Faculty continue to assess the impact of the curricular changes mentioned above. More data will be gathered in Spring 2019.

**8. Recommendations for Improvement of Assessment Process and/or Student Learning:**

*Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2019).*

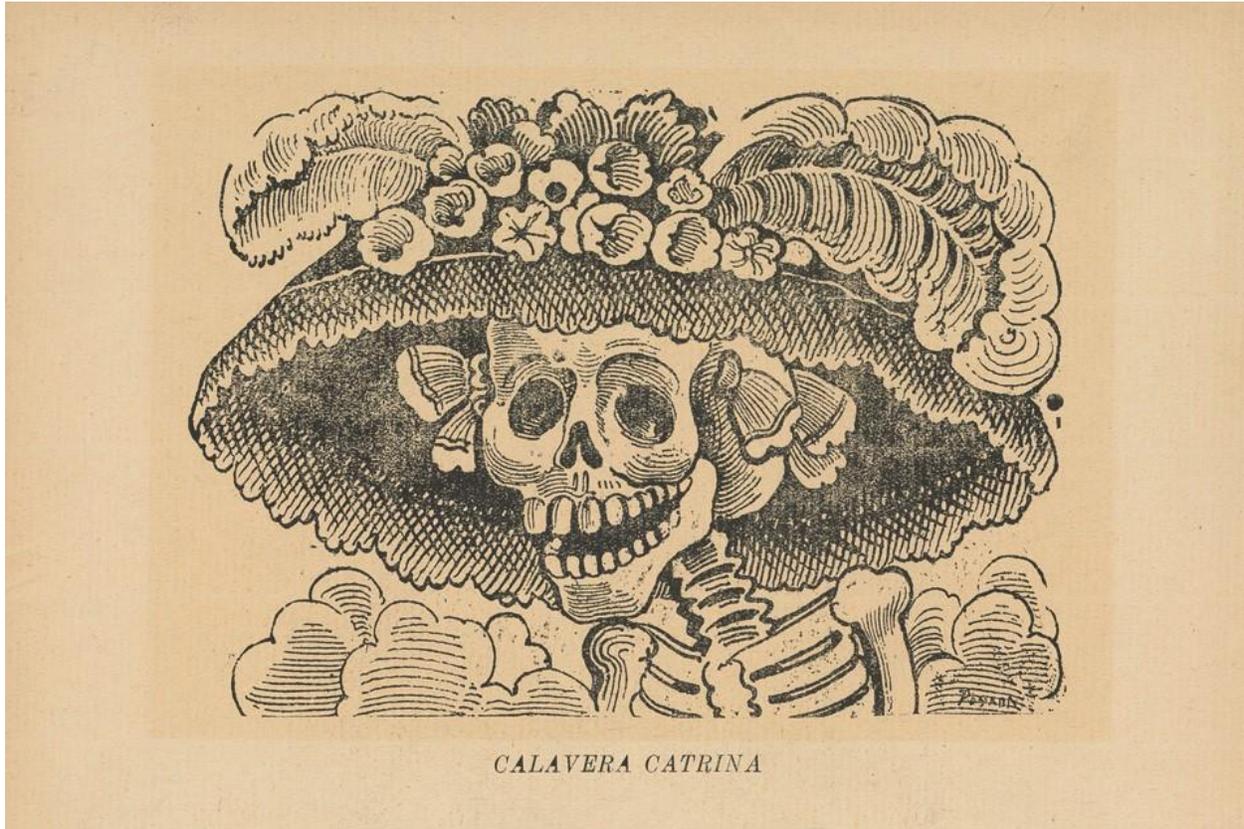
- Find a common assessment rubric for both core area C learning outcomes.
- Create a common assessment procedure for both core area C learning outcomes.
- Ensure that data is collected each semester from selected courses in core area C.
- Ensure that data collected is clearly focused on the particular learning outcomes in question

## Appendix 1 - Evidence of curricular changes

### SPAN 1002 - Fall 2015 Example 1

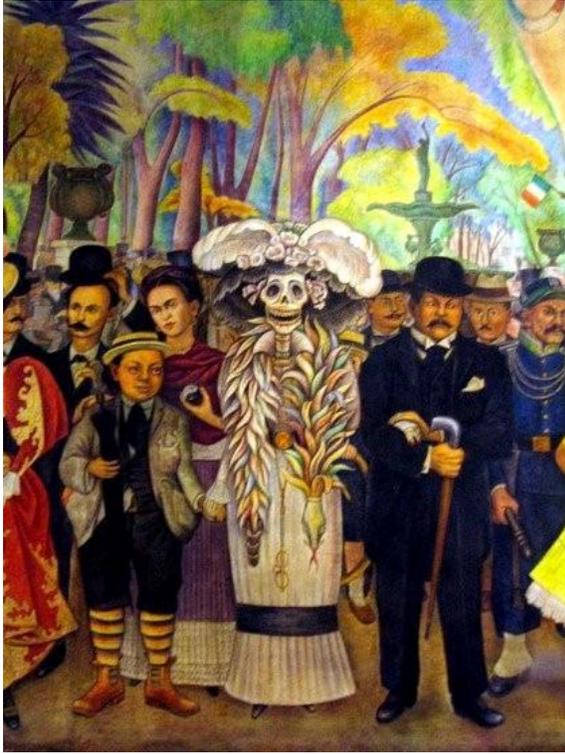
#### Capítulo 6: México

#### “La calavera Catrina” de José Guadalupe Posada



“La calavera Catrina” (the dapper skeleton) se sitúa entre los iconos más famosos de la cultura mexicana. Creada originalmente como un grabado (engraving) en 1910-1913 por el artista mexicano José Guadalupe Posada, la Catrina también tiene influencias de la diosa (goddess) azteca de la muerte, Mictecacihuatl, y de la Danza de la Muerte, una tradición medieval española. En principio, “La calavera Catrina” fue una figura satírica que se burlaba (that made fun of) de las garbanceras, personas indígenas (indigenous) en México que renunciaban (rejected) su cultura indígena para adoptar modas (fashions) de la clase alta europea. Esta sátira se dirigía contra (was targeted against) la gente rica bajo el Porfiriato, una dictadura europeísta (a Europeanizing dictatorship) en México que acabó en la Revolución Mexicana de 1910-1920. En 1946-1947, el gran muralista mexicano Diego Rivera popularizó la imagen en su mural *Sueño de una tarde dominical en la Alameda Central*, el primer retrato (portrait) de la Catrina vestida totalmente. En el mural, la Catrina está a la izquierda de José Guadalupe Posada y a la derecha de Rivera (niño) y su esposa, la pintora mexicana Frida Kahlo. Hoy, la Catrina es símbolo del Día de los Muertos en México, una celebración de los

antepasados (ancestors) muertos. Representa la actitud peculiar de los mexicanos hacia la muerte, una mezcla (mix) de alegría, burla y desprecio (disdain). Además, simboliza el hecho de que (the fact that) la muerte afecta a todos: ricos y pobres. Curiosamente, el traje típico ganador (the winning typical outfit) del concurso de Nuestra Belleza México en 2010 se basaba en la Catrina.



**Después de leer el párrafo sobre la Catrina, contesta las preguntas:**

1. ¿Qué culturas influyen en la representación de la Catrina? Menciona un mínimo de 2.
2. ¿Qué es una sátira? Si no sabes la definición de esta palabra, busca una definición en inglés y en español.
3. ¿Cuál es el blanco (the target) de la sátira de la Catrina?
4. En tu opinión, ¿la Catrina sigue teniendo el mismo valor satírico en México hoy (does it still have the same satirical meaning in Mexico today)?

**Appendix 2 - Evidence of curricular changes**  
**SPAN 1002 - Fall 2015 Example 2**

**Capítulo 9: Bolivia, *También la Lluvia***



**Costa (Luis Tovar)**

**Santiago (Gael García Bernal)**

*También la Lluvia* (*Even the Rain*, 2010) es una película de la directora española Icíar Bollaín. La película tiene elementos metacinematográficos; es decir, contiene una película dentro de la película. Se trata de un equipo de cineastas que quieren rodar (*to film*) una película sobre la llegada de Cristóbal Colón al Caribe en 1492 y el subsiguiente exterminio de los indígenas taínos. Aunque Colón llegó a las islas caribeñas, el productor Costa (actor: Luis Tovar) y el director Sebastián (actor: Gael García Bernal) deciden filmar la película cerca de Cochabamba, Bolivia porque pueden contratar a muchos extras indígenas a precios muy bajos. (Recuerden que Bolivia es un estado plurinacional con una población multiétnica. Entre sus lenguas oficiales se incluyen el español y las lenguas indígenas quechua y aimara.)

Durante el rodaje de la película, Costa y Sebastián se enfrentan con (*face*) muchos obstáculos porque los indígenas de Cochabamba se rebelan contra la privatización de los servicios de agua de la ciudad por parte de la compañía multinacional Bechtel (basada en San Francisco, California). El precio del agua sube tanto que los indígenas no tienen acceso a este bien básico. Costa y Sebastián se enojan cuando el protagonista indígena de su película participa en la rebelión y corre el riesgo (*runs the risk*) de morir o ir a la cárcel (*prison*) debido a la respuesta militar del gobierno boliviano. Es importante observar que la rebelión de los indígenas es un hecho histórico (*a historical reality*), pues la Guerra del Agua estalló en Cochabamba en 2000. La guerra terminó con la cancelación del contrato entre el gobierno boliviano y Bechtel.

## Actividades

1. Lee el texto arriba sobre *También la lluvia*. Contesta las siguientes preguntas.
  - a. ¿Quién dirigió la película? ¿Es boliviana?
  - b. ¿Por qué es metacinematográfica la película?
  - c. ¿Por qué Costa y Santiago deciden rodar una película en Bolivia? ¿Por qué es irónica su decisión?
  - d. Costa y Santiago quieren mostrar la violencia colonial de Cristóbal Colón y los conquistadores españoles contra los indígenas del “Nuevo Mundo.” ¿Hay violencia contra los indígenas en Bolivia hoy? Explica.

2. Ahora, repasa la información sobre Bolivia en página 332 de *Nexos* y mira el siguiente video de YouTube sobre *También la lluvia* **un mínimo de dos veces**:

<https://www.youtube.com/watch?v=vFozF1ATuBU>

3. Contesta las siguientes preguntas:
  - a. Pensando en la fotografía de *Nexos* y las imágenes del video, ¿cómo es el paisaje de Bolivia, en general?
  - b. Hay dos marcos temporales (*time periods*) en el video: la película ambientada (*set*) en 1511 y la actualidad boliviana de 2010. ¿Qué diferencias hay entre los marcos temporales? Por ejemplo, ¿cómo son diferentes las vestimentas de la gente indígena?
  - c. ¿Qué conexiones hay entre los dos marcos temporales? ¿Por qué dice el video “They came to tell the story of colonizing the New World. Five hundred years later they’ve discovered not much has changed”?
  - d. ¿Por qué es importante la escena de la película en la que el hispanohablante toma agua en un restaurante y aprende la palabra *yaku*?
  - e. En el video, el oficial del gobierno observa la hipocresía del director joven Sebastián. ¿En qué consiste esta hipocresía?
  - f. ¿Qué significa el título *También la lluvia*, posiblemente?
  - g. ¿Quieres ver la película completa? ¿Por qué sí o no?

### **Appendix 3 - Evidence of curricular changes**

#### **FREN 1001 Example - Supplementary poem/song used towards the beginning of the semester.**

##### **Zazie – “Tout le monde il est beau”**

Michel, Marie

Djamel, Johnny

Victor, Igor

Mounia, Nastassia

Miguel, Farid

Marcel, David

Keïko, Solal

Antonio, Pascual

Tout le monde il est beau

François, Franco

Francesca, Pablo

Thaïs, Elvis

Shantala, Nebilah

Salman, Loan

Peter, Günter

Martine, Kevin

Tatiana, Zorba

Tout le monde il est beau

Quitte à faire de la peine

À Jean-Marie

Prénom Zazie

Du même pays

Que Sigmund, que Sally

Qu'Alex, et Ali

Tout le monde il est beau

Tout le monde il est grand

Assez grand pour tout le monde

Nanana nanana nananana

## Appendix 4 - Evidence of curricular changes

### FREN 1001 Example - Activity on the final adapted from exercises students completed on this poem in class and as homework.

**Final Exam reading activity Lecture, “Familiale,” Jacques Prévert.** Read the poem on the separate page provided by your instructor (DO NOT WRITE ON THE POEM! IT MUST BE RE-USED) and answer the questions that follow in English. (10 points)

#### Jacques Prévert, “Familiale”

La mère fait du tricot  
Le fils fait la guerre  
Elle trouve ça tout naturel la mère  
Et le père qu'est-ce qu'il fait le père ?  
Il fait des affaires  
Sa femme fait du tricot  
Son fils la guerre  
Lui des affaires  
Il trouve ça tout naturel le père  
Et le fils et le fils  
Qu'est-ce qu'il trouve le fils ?  
Il ne trouve rien absolument rien le fils  
Le fils sa mère fait du tricot son père fait des affaires lui la guerre  
Quand il aura fini la guerre  
Il fera des affaires avec son père  
La guerre continue la mère continue elle tricote  
Le père continue il fait des affaires  
Le fils est tué il ne continue plus  
Le père et la mère vont au cimetière  
Ils trouvent ça naturel le père et la mère  
La vie continue la vie avec le tricot la guerre les affaires  
Les affaires la guerre le tricot la guerre  
Les affaires les affaires et les affaires  
La vie avec le cimetière.

**1. Repetition.** As with much poetry, this poem uses repetition to convey meaning.

**a)** With this in mind, with what identical or nearly-identical repeated phrase does the author suggest the characters' attitude toward their daily life? (2 points)

**b)** When this phrase recurs a third time, it has taken on new meaning and become associated with a terrible irony. Why? (2 points)

c) Can you identify one or more *other* instances of repetition that are significant in the poem? (1 points)

2. Rhyme is often important in conveying meaning in poetry as well.

a) Identify four words that rhyme in the poem (2 points):

i)

ii)

iii)

iv)

b) What might this rhyme pattern symbolize? (1 point)

3. How would you explain the seeming contradiction of the poet's reference to "La vie avec le cimetière"? (1 points)

4. Good literature has a universal quality; readers in many different contexts can relate it to their circumstances. In your opinion, explain in at least one complete sentence whether you believe Prévert's poem has this universal quality. If you believe it does, explain *why*; if you believe otherwise, explain *why not*. (1 point)

**Appendix 5 - Assessment instruments**  
**Area C2 Course Guidelines - Spring 2016**

**MEMORANDUM**

TO: All English Faculty Teaching Core Area C Courses (Literature Survey Courses)  
ENGL 2110, 2120, 2130, 2180, and 2190

FR: David Newton, English Program Assessment Committee

RE: Assessment of Core Learning Outcomes for Spring 2016 Semester

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If you are teaching one of the following courses this semester, you **MUST** complete and submit an assessment of the two core area learning outcomes for Area C courses. These courses are our literature survey courses: ENGL 2110, 2120, 2130, 2180, and 2190. This includes both regular and honors sections of these courses. If you are teaching one of these courses, please read below for guidelines on how to complete the assessment. All sections that we offer must be assessed annually, so we perform this assessment each spring. We do not assess these courses in the fall, unlike the QEP assessment of Area C.1 courses, which we assess every semester.

**NOTE: All sections of these courses must assessed.**

**Core Area C Learning Outcomes.** There are two learning outcomes for Core Area C. These are not the learning outcomes for our specific courses but learning outcomes for this area of the core, which all courses are expected to meet. Our specific course learning outcomes are based on these general learning outcomes. The two Core Area C learning outcomes are:

**Learning Outcome I: Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.**

**Learning Outcome II: Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures.**

**Assessment Instrument:** The instrument for this assessment is the following writing prompt:

Describe how the assigned literary or artistic work reflects foundational concepts in one of the following areas: 1) Literary or Other Artistic Genre; 2) Literary or Other Artistic History / Periodization; or 3) Cultural Achievement. Use specific examples to support your analysis and claims.

You can modify this prompt so that students write in response to a specific literary, visual (film), or other creative work that you have covered in your course / section. You can also give students the option of

choosing a representative work from a list or from the course readings. You can modify the question to fit the parameters of your class, just as long as it allows you to measure their responses against the assessment rubric (included in the other attached document).

**A few specific guidelines:**

The written responses should be short, a minimum of 250 words (but not much more extensive than that). Do NOT require them to write a formal five paragraph essay-length response.

This assessment can be done either in class or as an out of class assignment.

The assessment should focus primarily on content, rather than spelling and grammar, except in instances when those aspects are so deficient as to impede clear articulation of what they are saying.

**Appendix 6 - Assessment instruments**  
**Assessment of Core Area C.2 Learning Outcomes**

**Assessment Rubric:**

<b>Score</b>	<b>4 = Exemplary (Exceeds Expectations)</b>	<b>3 = Proficient (Meets Expectations)</b>	<b>2 = Developing (Does Not Meet Expectations)</b>	<b>1 = Unsatisfactory (Failing)</b>
<b>Grade</b>	<b>Grade Level A (100-90)</b>	<b>Grade Level B/C (89-70)</b>	<b>Grade Level D (69-60)</b>	<b>Grade Level F (59 – below)</b>
<b>Learning Outcome I  Knowledge of Foundational Concepts</b>	Exhibits clarity and conciseness in definition of the selected concept; emphasizes major points with specificity	Exhibits knowledge of the concept, but lacks a specific emphasis on major qualities	Exhibits some knowledge of the concept, but does not fully understand it or write in support of it	Does not exhibit understanding of the concept or provide adequate support of it
<b>Learning Outcome II  Informed Judgment of an Artistic Work</b>	Exhibits a strong critical analysis of the artistic or creative work with very specific textual support	Exhibits critical analysis of the artistic or creative work, but without strong textual support	Exhibits limited critical analysis of the artistic work with very little or no textual support	Does not exhibit critical analysis of the artistic or creative work

## Appendix 7 - Assessment instruments

### ART 1201 GE SLO Question Examples

**1. The Parthenon is a well known example of architecture from which culture?**

- a. Egyptian
- b. Greeks
- c. Romans
- d. Byzantine

**2. African art greatly influenced which artist?**

- a. Vincent Van Gogh
- b. Rembrandt Van Rijn
- c. Andy Warhol
- d. Pablo Picasso

**3. Impressionism was started in France in which time period?**

- a. 1600s
- b. 1700s
- c. 1800s
- d. 1900s

**4. In Art Criticism, the judgment portion would best be described as being?**

- a. Subjective
- b. Objective
- c. Formative

**15. This sketch is an example of**

- a. a realistic life drawing
- b. an anime figure drawing
- c. a gesture drawing



**16. The art work is an example of**

- a. Renaissance Painting
- b. Pop Art
- c. Futurism



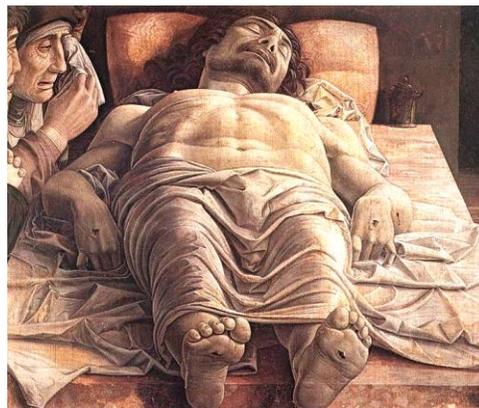
**17. This Surrealist painting is by**

- a. Vincent Van Gogh
- b. Pablo Picasso
- c. Salvador Dali



**18. The artist utilized what technique to enhance the figure of Christ in this painting?**

- a. Line width
- b. Sfumato
- c. Foreshortening
- d. Chiaroscuro



**23. The \_\_\_\_\_ is an early type of photographic process.**

- a. Photomontage
- b. Stereoscope
- c. Daguerreotype

**24. A marble sculpture made by cutting away stone is made in a \_\_\_\_\_ process.**

- a. Haute Relief
- b. Subtractive
- c. Additive
- d. Constructed

**25. While \_\_\_\_\_ was important to modernists, \_\_\_\_\_ is important to postmodernists.**

- a. Photography/Painting
- b. Sculpture/Poetry
- c. Painting/Photography

**26. The view of an artist as a creative genius rather than a skilled worker began to form in Europe during the \_\_\_\_\_.**

- a. Baroque
- b. Renaissance
- c. Medieval Period
- d. Impressionist Movement

## **Appendix 8 - Assessment instruments**

### **Spanish Literature Rubric**

#### **LITERATURE RUBRIC**

**Outcome 1** Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.

**1-**Does not meet expectations. Student fails to demonstrate comprehension of the literary work, and its theme. Does not demonstrate ability to identify or explain important elements of the work: theme, plot, characterization, poetic form, etc.

**2-**Meets expectations. Student demonstrates ability to identify and elaborate on important elements of the literary work: theme, plot, characterization, poetic form, etc.

**3-**Exceeds expectations. Student provides many details on key elements and techniques of the literary work: theme, plot, characterization, poetic form, etc.

**Outcome 2** Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures.

**1-**Does not meet expectations. Student does not make adequate judgments about the literary work. Student demonstrates a lack of comprehension.

**2-**Meets expectations. Student makes adequate judgments about the literary work, and supports judgments with sufficient evidence from the novel.

**3-**Student makes nuanced judgments about the literary work, and supports judgments with detailed and original evidence from the text.

## **Appendix 9 - Assessment instruments**

### **GRMN 1001 Assessment Example**

**Assessment based on a short creative first-person narrative as an animal that should exhibit an awareness of perspectival humor.**

**Fällig** am Montag, dem 28. Februar, aber .....Donnerstag, dem 25. Februar

**Thema:** Du musst deinen Aufsatz aus der Perspektive eines Hundes oder eine Katze schreiben. Du wohnst in einem Haus mit zwei Erwachsenen und zwei Kindern und du erzählst dem Leser davon, was du letztes Wochenende gemacht hast. Sei kreativ und imaginativ!! Ich will bei der Lektüre Spaß haben. Hier sind ein Paar Gedichte als Inspiration!

#### **Nachtkatze**

ich höre dich nicht  
doch ich sehe deine Augen  
kleine Lichter  
im Dunkelgrau  
du gehst vorbei  
stolz und zerbrechlich  
in die Nacht  
denn die Nacht ist dein Freund

#### **Engelbert Schinkel**

#### **Ottos Mops**

Ottos Mops trotzt  
Otto: fort Mops fort  
Ottos Mops hopst fort  
Otto: soso

Otto holt Koks  
Otto holt Obst  
Otto horcht  
Otto: Mops Mops  
Otto hofft

Ottos Mops klopft  
Otto: komm Mops komm

Ottos Mops kommt

Ottos Mops kotzt

Otto: ogottogott

**Ernst Jandl (1925-2000)**

**Appendix 10 - Assessment instruments**  
**GRMN 1001 Assessment & Rubric - Spring 2017**

**Rubric for Core Area C-2 Assessment, University of West Georgia**

**Learning Outcome 1:** Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.

Score	<b>4 Exemplary (Exceeds Expectations)</b>	<b>3= Proficient (Meets Expectations)</b>	<b>2=Developing (Approaches expectations)</b>	<b>1=Unsatisfactory</b>
Grade level	<b>A (100-90)</b>	<b>B/C+ (89-77)</b>	<b>D/C (76-60)</b>	<b>F (59-below)</b>
	Criteria	Criteria	Criteria	Criteria
	Discussion shows an understanding of characters as both realistic and figural constructs; can assess their role in the narrative and use some detail in the construction of an interpretation.	Discussion shows some understanding of the narrative and the beginnings of an ability to interpret.	Discussion shows engagement with the narrative and attempts (though weak and/or questionable) to interpret.	Discussion is confused and confusing and exhibits an understanding of the narrative only rarely. No effort is made to interpret and there seems to be a rejection of or complete inability to use principles of interpretation.

**Learning Outcome 2:** Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures.

Score	<b>3+Exemplary (Exceeds Expectations)</b>	<b>2= Proficient (Meets Expectations)</b>	<b>2=Developing (Approaches expectations)</b>	<b>1=Unsatisfactory (Failing)</b>
Grade level	<b>A (100-90)</b>	<b>B/C+ (89-77)</b>	<b>D/C (76-60)</b>	<b>F (59-below)</b>
	Criteria	Criteria	Criteria	Criteria
	Answers exhibit an ability to interpret and contextualize the work culturally and/or temporally.	Answers exhibit an awareness of the principles of interpretation and suggest some ability contextualize.	Answers exhibit an emerging awareness of the principles of interpretation and partial contextualization.	Answers are confused and exhibit little or no ability to contextualize or interpret.

## Appendix 11 - Assessment instruments

### FREN 2001 Assessment - Fall 2015

Automne 2015

FREN 2001

Examen final, *Chez nous*

Nom \_\_\_\_\_

Note \_\_\_\_\_/90

**VI. Lecture :** Vous allez lire un extrait d'un autre texte de Georges Simenon, écrivain de *Maigret et la Grande Perche*. L'extrait qui suit est tiré du policier, *Maigret et la jeune morte*. Lisez le texte, qui représente le tout début du texte, et répondez aux questions.

« Il est trois heures du matin lorsque le commissaire Maigret et l'inspecteur Janvier sortent du bureau.

--On vient de découvrir une jeune fille morte, place Vintimille, dit Maigret à Janvier. On va voir ?

Place Vintimille, quatre ou cinq policiers sont autour d'un corps étendu par terre. Tout de suite, Maigret reconnaît la silhouette maigre de l'inspecteur Lognon, que ses collègues appellent l'inspecteur Malgracieux<sup>[1]</sup>.

--Qui est-ce ? lui demande-t-il.

--On ne sait pas. Elle n'a pas de papiers d'identité sur elle.

Maigret se penche sur la jeune fille. Elle est couchée sur le côté droit et porte une robe du soir bleu pâle. Il n'y a pas de sang (*blood*) sur la robe. Un de ses pieds n'a pas de chaussure. Sans être capable de dire pourquoi, Maigret a l'impression que c'est une affaire (*event, occurrence*) assez compliquée qui commence. Il réfléchit, la pipe à la bouche, les mains dans les poches. La robe bleue n'est pas neuve et le tissu (*fabric*) n'est pas de bonne qualité. C'est peut-être la robe d'une entraîneuse<sup>[2]</sup> qui travaille dans une des nombreuses boîtes<sup>[3]</sup> de Montmartre. Le soulier (*chaussure*), à talon haut, pourrait aussi appartenir à l'une d'elles.

--Elle a dû être tuée ailleurs (*elsewhere*), dit Maigret à Janvier, à voix basse... »

**1. vrai ou faux :** La police sait l'identité de la jeune fille morte. (1 point)

**2. vrai ou faux :** La jeune fille est couverte de sang. (1 point)

**3. vrai ou faux :** Maigret sort seul du bureau. (1 point)

**4. Qu'est-ce qui suggère que les autres inspecteurs n'aiment pas l'inspecteur Lognon ? Faites des références précises au texte ! (3 points)**

**5. Qu'est-ce qui nous aide à comprendre que la victime n'est pas riche ? Faites des références précises au texte. (3 points)**

6. Quelle est l'ambiance du texte ? sombre ? comique ? triste ? Analysez deux éléments qui contribuent à l'ambiance. Identifiez les éléments et expliquez leur importance en faisant des références précises au texte. (5 points)

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<sup>[1]</sup> Malgracieux: qui n'est pas gracieux, c'est-à-dire qui n'est pas beau et n'a pas de charme.

<sup>[2]</sup> Entraîneuse: jeune femme employée dans un bar et qui pousse les clients à boire.

<sup>[3]</sup> boîte: boîte de nuit. Endroit ouvert la nuit, où on boit et où on danse.

**Appendix 12 - Evidence of aggregated data**  
**English - GE Outcomes C-I & C-II**

**ENGL 2110 - World Literature:**

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	AY17
C	C-I: Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale.</b> > Rubric Available	> Spring Semester 2017 > Total of Two Sections Assessed > The overall outcome of both sections of ENGL 2110 combined was <i>(met/not met)</i> with a total of 84.6% of students (44 out of 52) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 25.0% or 13 Students Rubric Score 3 = 59.6% or 31 Students Rubric Score 2 = 13.5% or 7 Students Rubric Score 1 = 1.9% or 1 Student
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale.</b> > Rubric Available	> Spring Semester 2017 > Total of Two Sections Assessed > The overall outcome of both sections of ENGL 2110 combined was <i>(met/not met)</i> with a total of 76.9% of students (40 out of 52) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 19.2% or 10 Students Rubric Score 3 = 57.7% or 30 Students Rubric Score 2 = 21.2% or 11 Students Rubric Score 1 = 1.9% or 1 Student

**ENGL 2120 - British Literature:**

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	AY17
C	C-I: Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale.</b> > Rubric Available	> Spring Semester 2017 > Total of Three Sections Assessed > The overall outcome of all three sections of ENGL 2120 combined was <i>(met/not met)</i> with a total of 85.2% of students (46 out of 54) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 33.3% or 18 Students Rubric Score 3 = 51.9% or 28 Students Rubric Score 2 = 11.1% or 6 Students Rubric Score 1 = 3.7% or 2 Students
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale.</b> > Rubric Available	> Spring Semester 2017 > Total of Three Sections Assessed > The overall outcome of all three sections of ENGL 2120 combined was <i>(met/not met)</i> with a total of 85.2% of students (46 out of 54) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 29.6% or 16 Students Rubric Score 3 = 55.6% or 30 Students Rubric Score 2 = 9.3% or 5 Students Rubric Score 1 = 5.6% or 3 Students

**ENGL 2130 - American Literature:**

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	AY17
C	C-I: Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale. ➤ Rubric Available	➤ Spring Semester 2017 ➤ Total of Two Sections Assessed ➤ The overall outcome of both sections of ENGL 2130 combined was <i>(met/not met)</i> with a total of 86.8% of students (46 out of 53) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 47.2% or 25 Students Rubric Score 3 = 39.6% or 21 Students Rubric Score 2 = 13.2% or 7 Students Rubric Score 1 = 0.0% or 0 Students
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale. ➤ Rubric Available	➤ Spring Semester 2017 ➤ Total of Two Sections Assessed ➤ The overall outcome of both sections of ENGL 2130 combined was <i>(met/not met)</i> with a total of 86.8% of students (46 out of 53) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 47.2% or 25 Students Rubric Score 3 = 39.6% or 21 Students Rubric Score 2 = 13.2% or 7 Students Rubric Score 1 = 0.0% or 0 Students

**ENGL 2180 - No Data**

**ENGL 2190 - Studies in Literature by Women:**

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	AY17
C	C-I: Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale. ➤ Rubric Available	➤ Spring Semester 2017 ➤ Total of One Section Assessed ➤ The overall outcome of one section of ENGL 2190 combined was <i>(met/not met)</i> with a total of 95.8% of students (23 out of 24) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 62.5% or 15 Students Rubric Score 3 = 33.3% or 8 Students Rubric Score 2 = 4.2% or 1 Students Rubric Score 1 = 0.0% or 0 Students
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Writing Prompt graded using a Rubric with a Four-Point Scale: Rubric Score 4 = Exemplary (Exceeds Expectations) Rubric Score 3 = Proficient (Meets Expectations) Rubric Score 2 = Developing (Does Not Meet Expectations) Rubric Score 1 = Unsatisfactory (Failing)	NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 3 (Proficient) or higher on a four-point scale. ➤ Rubric Available	➤ Spring Semester 2017 ➤ Total of One Section Assessed ➤ The overall outcome of one section of ENGL 2190 combined was <i>(met/not met)</i> with a total of 87.5% of students (21 out of 24) scoring a 3 (Proficient) or higher on a four-point scale. Rubric Score 4 = 50.0% or 12 Students Rubric Score 3 = 37.5% or 9 Students Rubric Score 2 = 12.5% or 3 Students Rubric Score 1 = 0.0% or 0 Students

**Appendix 13 - Evidence of aggregated data  
Core Area C Foreign Languages (2015-2017)**

**2015 FREN, SPAN, and GRMN SLO 1 (C-2A) & SLO 2 (C-2B):**

SLO	Core Area C	Measure/Method	Success Criterion	2015
C-2A	Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	Course assignments were scored against a 3 point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, faculty from the GRMN courses used a 4 point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the faculty member.	75% of students meet or exceed expectations	Sample Size: 280 Exceeding Expectations: 80 (28.5%) Meeting Expectations: 146 (52.21%) Failing to Meet Expectations: 55 (19.67%) <b>Meet/Exceeded: 226 (80.72%)</b>
C-2B	Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures	Course assignments were scored against a 3 point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, faculty from the GRMN courses used a 4 point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the faculty member.	75% of students meet or exceed expectations	Sample Size: 280 Exceeding Expectations: 77 (27.42%) Meeting Expectations: 137 (48.85%) Failing to Meet Expectations: 67 (23.85%) <b>Meet/Exceeded: 214 (76.28%)</b>

**2016 FREN, SPAN, and GRMN SLO 1 (C-2A) & SLO 2 (C-2B):**

SLO	Core Area C	Measure/Method	Success Criterion	2016
C-2A	Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	Course assignments were scored against a 3 point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, faculty from the GRMN courses used a 4 point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the faculty member.	75% of students meet or exceed expectations	Sample Size: 166 Exceeding Expectations: 42 (25.3%) Meeting Expectations: 78 (46.99%) Failing to Meet Expectations: 46 (27.71%) <b>Meet/Exceeded: 120 (72.29%)</b>
C-2B	Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures	Course assignments were scored against a 3 point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, faculty from the GRMN courses used a 4 point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the faculty member.	75% of students meet or exceed expectations	Sample Size: 166 Exceeding Expectations: 51 (30.72%) Meeting Expectations: 85 (51.20%) Failing to Meet Expectations: 30 (18.07%) <b>Meet/Exceeded: 136 (81.93%)</b>

**2017 FREN & SPAN and GRMN SLO 1 (C-2A) & SLO 2 (C-2B):**

SLO	Core Area C	Measure/Method	Success Criterion	2017
C-2A	Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.	Course assignments were scored against a 3 point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, faculty from the GRMN courses used a 4 point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the faculty member.	75% of students meet or exceed expectations	<p><b>SPAN/FREN</b>                      Sample Size: 168                      Exceeding Expectations: 46 (27.38%)                      Meeting Expectations: 91 (54.17%)                      Failing to Meet Expectations: 31 (18.45%)  <b>Meet/Exceeded: 137 (81.55%)</b></p> <p><b>GRMN</b>                      Sample Size: 55                      Exceeding Expectations: 14 (25.45%)                      Meeting Expectations: 18 (32.73%)                      Approaching Expectations: 15 (27.27%)                      Failing to Meet Expectations: 8 (14.55%)  <b>Meet/Exceeded: 32 (58.18%)</b></p>
C-2B	Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures	Course assignments were scored against a 3 point scale (Exceeding Expectations/Meeting Expectations/Failing to Meet Expectations). In 2017, faculty from the GRMN courses used a 4 point scale (Exceeding Expectations/Meeting Expectations/Approaching Expectations/Failing to Meet Expectations). Assignments were picked and scored by the faculty member.	75% of students meet or exceed expectations	<p><b>SPAN/FREN</b>                      Sample Size: 168                      Exceeding Expectations: 52 (30.95%)                      Meeting Expectations: 95 (56.55%)                      Failing to Meet Expectations: 21 (12.50%)  <b>Meet/Exceeded: 147 (87.5%)</b></p> <p><b>GRMN</b>                      Sample Size: 55                      Exceeding Expectations: 7 (12.73%)                      Meeting Expectations: 27 (49.09%)                      Approaching Expectations: 17 (30.91%)                      Failing to Meet Expectations: 4 (7.27%)  <b>Meet/Exceeded: 27 (49.32%)</b></p>

**Appendix 14 - Evidence of aggregated data**  
**ART 1201 - Introduction to Art**

**GE Outcome C-II:**

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	Fall 2013 & Spring 2014
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Thirty Item Multiple Choice Test with Four Scoring Categories: Scores of 100-90 = A Scores of 89-80 = B Scores of 79-70 = C Scores of 69 or Lower = D/F	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 70 (Grade of C) out of 100.</b> > Test Questions Available	> Fall Semester 2013 - No Data  > Spring Semester 2014 > Total of Three Sections Assessed > The overall outcome of all three sections of ART 1201 combined was (met/not met) with a total of 24.5% of students (37 out of 151) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 2.6% or 4 Students Scores of 89-80 = 6.0% or 9 Students Scores of 79-70 = 15.9% or 24 Students Scores of 69 or Lower = 75.5% or 114 Students

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	Fall 2014 & Spring 2015
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Thirty Item Multiple Choice Test with Four Scoring Categories: Scores of 100-90 = A Scores of 89-80 = B Scores of 79-70 = C Scores of 69 or Lower = D/F	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 70 (Grade of C) out of 100.</b> > Test Questions Available	> Fall Semester 2014 > Total of Three Sections Assessed > The overall outcome of all three sections of ART 1201 combined was (met/not met) with a total of 33.3% of students (57 out of 171) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 3.5% or 6 Students Scores of 89-80 = 14.6% or 25 Students Scores of 79-70 = 15.2% or 26 Students Scores of 69 or Lower = 66.7% or 114 Students  > Spring Semester 2015 > Total of Three Sections Assessed > The overall outcome of all three sections of ART 1201 combined was (met/not met) with a total of 26.2% of students (38 out of 145) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 12.4% or 18 Students Scores of 89-80 = 9.7% or 14 Students Scores of 79-70 = 4.1% or 6 Students Scores of 69 or Lower = 73.8% or 107 Students

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	Fall 2015 & Spring 2016
C	C-II: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Thirty Item Multiple Choice Test with Four Scoring Categories: Scores of 100-90 = A Scores of 89-80 = B Scores of 79-70 = C Scores of 69 or Lower = D/F	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 70 (Grade of C) out of 100.</b> > Test Questions Available	> Fall Semester 2015 - No Individual Scores Available (Overall Mean Scores Only) > Total of Three Sections Assessed > 1st Section - 66 Total Students Mean Score 14.64 Mean Percent Score 48.79% > 2nd Section - 39 Total Students Mean Score 16.28 Mean Percent Score 54.27% > 3rd Section - 74 Total Students Mean Score 16.11 Mean Percent Score 53.69%  > Spring Semester 2016 > Total of Four Sections Assessed > The overall outcome of all four sections of ART 1201 combined was (met/not met) with a total of 10.9% of students (28 out of 258) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 0.0% or 0 Students Scores of 89-80 = 3.5% or 9 Students Scores of 79-70 = 7.4% or 19 Students Scores of 69 or Lower = 89.1% or 230 Students

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	Fall 2016 & Spring 2017
C	C-11: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Thirty Item Multiple Choice Test with Four Scoring Categories: Scores of 100-90 = A Scores of 89-80 = B Scores of 79-70 = C Scores of 69 or Lower = D/F	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 70 (Grade of C) out of 100.</b> > Test Questions Available	> Fall Semester 2016 > Total of One Section Assessed > The overall outcome of one section of ART 1201 was (met/not met) with a total of 22.7% of students (17 out of 75) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 0.0% or 0 Students Scores of 89-80 = 4.0% or 3 Students Scores of 79-70 = 18.7% or 14 Students Scores of 69 or Lower = 77.3% or 58 Students  > Spring Semester 2017 > Total of One Section Assessed > The overall outcome of one section of ART 1201 combined was (met/not met) with a total of 18.9% of students (14 out of 74) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 1.4% or 1 Student Scores of 89-80 = 5.4% or 4 Students Scores of 79-70 = 12.2% or 9 Students Scores of 69 or Lower = 81.1% or 60 Students

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	Fall 2017 & Spring 2018
C	C-11: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Thirty Item Multiple Choice Test with Four Scoring Categories: Scores of 100-90 = A Scores of 89-80 = B Scores of 79-70 = C Scores of 69 or Lower = D/F	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 70 (Grade of C) out of 100.</b> > Test Questions Available	> Fall Semester 2017 > Total of Three Sections Assessed > The overall outcome of three sections of ART 1201 was (met/not met) with a total of 14.5% of students (28 out of 193) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 0.5% or 1 Student Scores of 89-80 = 4.1% or 8 Students Scores of 79-70 = 9.8% or 19 Students Scores of 69 or Lower = 85.5% or 165 Students  > Fall Semester 2017 - No Individual Scores Available (Overall Mean Score Only) > Total of One Section > One Section - 65 Total Students Mean Score 16.22  > Spring Semester 2018 - No Data

Core Area	Student Learning Outcome	Measure/Method	Success Criterion	Fall 2018 & Spring 2019
C	C-11: Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.	*Thirty Item Multiple Choice Test with Four Scoring Categories: Scores of 100-90 = A Scores of 89-80 = B Scores of 79-70 = C Scores of 69 or Lower = D/F	<b>NONE SPECIFIED - Example: At least 70% of students (or X out of N) will score a 70 (Grade of C) out of 100.</b> > Test Questions Available	> POSSIBLE CHANGES IN METHODOLOGY, ASSESSMENT CRITERIA, AND/OR CURRICULUM  > Fall Semester 2018 > Total of Two Sections Assessed > The overall outcome of two sections of ART 1201 was (met/not met) with a total of 98.3% of students (59 out of 60) scoring 70 (Grade of C) or higher out of 100. Scores of 100-90 = 61.7% or 37 Students Scores of 89-80 = 31.7% or 19 Students Scores of 79-70 = 5.0% or 3 Students Scores of 69 or Lower = 1.7% or 1 Student  > Spring Semester 2019 - In Progress

**General Education Core Area Assessment Reporting Template**  
**University of West Georgia**

**Academic Year(s) of Assessment: Fall 2014 - Fall 2018**

**Submission Date: May 24, 2019 (rev. 6/5/19)**

**Core Area: D - Natural Sciences, Mathematics, and Technology**

**Submitted by: Shea Rose, Farooq Khan, and IEA**

***Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.***

**1. Student Learning Outcomes:**

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

Demonstrate the ability to:

1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

**2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say “no changes were made.”**

No changes were made, except for improvements to the Pre/Post Test assessment in GEOG 1112 which included the addition of five questions addressing General Education SLO D1 and course learning outcomes in the Fall of 2018.

The assessment process was enhanced by the addition of the QEP in Core D science courses. It supplements meeting SLO 2 related to the communication of results and writing communication to specific purposes and audiences which was added in 2014.

**3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

No evidence of curricular changes received.

#### 4. Description of Assessment Instruments and Procedures:

*Provide a summary that addresses the following questions: 1) What courses were used to collect data? 2) If units used different approaches, please describe in as much detail as possible. 3) What assessment measures were used in the courses? 4) What was the process for assessing student learning in the courses? 5) What is the expected criteria for success or performance target for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix).*

Of the courses included in Core Area D, assessment data was submitted for each of the following:

- **ANTH 1105**, Pre/Post-Test comprised of ten multiple-choice questions  
(See Appendix 1 for Example Questions)
- **GEOG 1112**, Pre/Post-Test comprised of thirty multiple-choice questions  
(See Appendix 2 for Example Questions)
- **GEOG 1113**, Pre/Post-Test comprised of thirty-six multiple-choice questions  
(See Appendix 3 for Example Questions)
- **MATH 2644**, Final Exam comprised of sixteen questions  
(See Appendix 4 for Example Questions)

The success criteria for MATH 2644 is a score of 70% or greater on the final exam. However, the success criteria for all other courses was either not specified or is unknown at the time of this report.

#### 5. Report of Assessment Data and Results:

*Provide a summary of assessment results.*

##### **ANTHROPOLOGY**

A pre-and post-test was administered in ANTH 1105 in Spring 2018. The post-test shows modest positive gains for most of the 10 questions. See Appendix 5 for a graph of ANTH 1105 Percent Differences from Spring 2018.

##### **ANTH 1105 - Spring 2018**

Average Percent Correct

Pre = 58.6%

Post = 67.8%

**Average Difference = 9.2%**

##### **GEOGRAPHY**

GEOG 1112 and GEOG 1113 courses were assessed according to percent improvement between the administration of the pre- and post-tests.

<b>GEOGRAPHY</b>
------------------

<b>GEOG 1112</b>	<b>Improvement</b>
2015	33.2%
2016	35.7%
2017	34.3%
2018	33.2%
<b>GEOG 1113</b>	<b>Improvement</b>
2014	10.5%
2015	12.2%
2016	13.2%
2017	12.7%
2018	13.3%

## **MATHEMATICS**

Spring Semester 2018 Final Exam grades have been analyzed for MATH 2644.

### **MATH 2644 - Spring 2018**

61% of students achieved the criterion (22 out of 26)

### **QEP Data**

Because the **QEP Learning Characteristic I: *Adapt written communication to specific purposes and audiences*** overlaps with part of Core Area D's SLO D2 (Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, *adapting written communication to specific purposes and audiences*), data collected as part of the QEP process can be used to measure, to a certain extent, this outcome as well. Since 2015, all courses offered as part of UWG's Core Curriculum have been required to assess this Learning Characteristic as part of the QEP. The results, although only available in aggregate form, are still an indicator of student learning for this shared outcome component.

Examining the General Education SLO components that overlap with QEP Learning Characteristic I (*adapting written communication to specific purposes and audiences*), the following trends emerge.

### **Percentage of Students with Rubric Score of 3 (Proficient-Meets Expectations) or 4 (Exemplary-Exceeds Expectations):**

Fall 2017 = 45.3%

Fall 2018 = 81.3%

Spring 2018 = 78.5%

Overall, it appears that percentage of students whose ability to adapt written communication to specific purposes and audiences judged to meet or exceed expectations was greater for those assessed in Fall 2018 (81.3%) and, to a lesser although still considerable extent, in Spring 2018 (78.5%) when compared to those students assessed in Fall 2017 (45.3%). This was true regardless of the course subject or written assignment specifics.

### **BIOLOGY, CHEMISTRY, & COMPUTER SCIENCE**

Although data was also received for BIOL 1107 and CS 1030, the use of Final Grades makes it impossible to evaluate student learning for Core Area D's specific General Education Outcomes. Chemistry also reported the results from their Peer-Led Team Learning (PLTL) initiative in the CHEM 1211/1212 course sequence. This grant-funded initiative examined the impact of student attendance in Chemistry workshops on final grades, and was not an assessment of actual student learning. Because of this, the data was not included in this report.

### **6. Analysis and Interpretation/Reflection on Results or Trends:**

*Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).*

### **ANTHROPOLOGY**

While it is difficult to examine data trends with results from only one semester, it does appear that the percentage correct increased from the pre- to the post-test with an average difference of 9.2 percent across all questions.

### **GEOGRAPHY**

Percent improvement from pre-test to post-test in GEOG 1112 remained relatively stable across all four semesters of data with an overall average of 34.1% improvement. While improvement from pre-test scores to post-test scores was also seen in GEOG 1113, it was more modest with an overall average of only 12.4% improvement.

### **MATHEMATICS**

Success (61%) was reported, based on a score of 70% or higher on the final examination.

### **7. Prior Improvement Plans Implemented:**

*Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).*

No evidence of use of results for improvement reported.

## **8. Recommendations for Improvement of Assessment Process and/or Student Learning:**

*Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2019).*

Beginning with Fall 2019, a more systematic assessment plan will be in place. While there is expected to be some variation, systematic reporting across all departments with course in Core D is critical. All assessment materials are to be turned in to either COSM or IEA for reporting and analysis. Assessment materials may include, but are not limited to pre and post tests, rubrics, assignments and student results.

A suggested departmental plan is offered as a starting point.

### **SLO 1**

Within each discipline (Biology, Chemistry, Geography, Geology, e.g.) that has a Core D lecture course that addresses Student Learning Outcome 1, a minimum of 1 course section is selected for the administration of a pre and post test. For consistency, it would be advantageous to develop a standardized pre and post test. However, different pre post tests may be used in different sections as long as the same pre post test is utilized at least one time in every academic year. This allows for Faculty to have different pre post tests, but also is only a viable option if the same Faculty teach the same Core D class at least one time per year.

### **SLO 2**

Recognizing that Student Learning Outcome 2 might be difficult to address in lecture courses, it seems that labs are a natural place to assess SLO2. Given that the QEP addresses communication skills and a sampling method has already been devised for this course, it is suggested that the QEP writing assignment be tied to using “appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.” This may be accomplished by creating a simple data collection activity (taking temperature measurements, performing a basic analysis, and explaining results for a technical audience). It is recommended that existing lab activities be adapted to examine SLO2 and QEP requirements. Upon reporting QEP data, all materials associated with this data collection activity including but not limited to assignment, student data taken and written explanations should also be submitted to COSM or IEA for reporting purposes. A common rubric would be helpful in assessing these. For this it is recommended that lab instructors evaluate results using this rubric and they may use this as part of a graded assignment if they choose to so that grading is being done for both the class and the SLO2 assessment.

These suggestions are being made after reviewing assessment data collected over the last period and after engaging in meetings and informal discussions with Faculty about this process. It is only offered as a starting point and it is hoped that this process will evolve into a way to improve student success for both science and non science majors.

**Appendix 1 - Assessment instruments**  
**ANTH 1105 - Pre/Post-Test Example Questions**

1. Science...

- a) as a method, entails formulating, testing, and evaluating hypotheses and theoretical explanations of phenomena.
- b) as a body of knowledge, cannot be revised if new information strongly challenges its accepted principles.
- c) as a body of knowledge, requires replicability and can be revised as new data come to light.
- d) Both "A" and "B" are true.
- e) \*Both "A" and "C" are true.

3. For evolution to result from natural selection, which of the following must occur?

- a) There must be variation in a population.
- b) Some of the variation within a population must be heritable.
- c) Some individuals must have greater reproductive success than others.
- d) \*All of the above must occur.
- e) None of the above need occur.

6. Compared to other mammals, most primates are characterized by all **EXCEPT**:

- a) an emphasis on the sense of vision.
- b) \*abbreviated periods of growth, early ages at first reproduction, and minimal investment in offspring.
- c) behavioral adaptations to group living.
- d) prehensile (grasping) hands with nails instead of claws.
- e) large brains relative to their body sizes.

8. Hominins (the family of primates to which humans belong):

- a) \*diverged from a common ancestor with chimpanzees at some time between 10 and 5 million years ago.
- b) when they first appeared in the fossil record, were characterized by large brains, small teeth and small jaws.
- c) appear to have belonged to a single species.
- d) were almost never bipedal, except for humans.
- e) were all extinct by 2.5 million years ago, except for apes and humans.

9. Modern humans...

- a) exhibit most of their genetic variation between rather than within populations, and thus can be separated into clearly-defined biological races.
- b) have physiological, anatomical, and genetic adaptations to local physical and cultural environments.
- c) are hypothesized to have originated on the continent of Europe.
- d) have long periods of growth and delayed ages of reproductive maturity
- e) \*Both "B" and "D" are true.

**Appendix 2 - Assessment instruments**  
**GEOG 1112 - Pre/Post-Test Example Questions**

1. Which of the following is not one of the four lifting mechanisms?
  - a. Convective
  - b. Advective
  - c. Orographic
  - d. Convergence
  - e. Frontal
  
10. Each time zone on Earth covers approximately \_\_\_\_\_ degrees of longitude.
  - a. 12
  - b. 15
  - c. 18
  - d. 24
  - e. 32
  
17. The air mass that influences the often foggy weather of the Pacific Northwest and cities like Seattle, Washington is the:
  - a. cT
  - b. mP
  - c. cP
  - d. cA
  - e. mT

***Additional questions added in Fall 2018 to improve assessment. These address SLO 1 and course learning outcomes:***

26. The primary driver of recent increases in carbon dioxide in the atmosphere is \_\_\_\_\_.
  - a. Changes in Milankovitch Cycles
  - b. Volcanic activity
  - c. Release of CFCs
  - d. Anthropogenic burning of fossil fuels
  - e. Regrowth of tropical rainforests
  
30. Which of the following is NOT a cause of climate changes on Earth?
  - a. ENSO
  - b. changes in the Earth's tilt
  - c. variations in atmospheric carbon dioxide
  - d. variations in solar output
  - e. the length of a growing season

**Appendix 3 - Assessment instruments**  
**GEOG 1113 - Pre/Post-Test Example Questions**

2. Which location of karst topography was once humid in the geologic past, but is now arid?
- southeastern China
  - southern Europe
  - central-east United States
  - northwestern Africa
7. What is the most distinctive characteristic of a gulf?
- They have protruding shorelines that enter oceans.
  - They have recessed shorelines that open outward.
  - They are subdivisions of oceans.
  - They are small indentations on coasts.
12. What is the process by which excess water in the soil moves more deeply into sediment or rock?
- hygroscopic water
  - gravitational water
  - infiltration
  - percolation
23. What type of plate margin is the San Andreas Fault?
- divergent
  - convergent with subduction
  - transform
  - passive
29. What process produces glacial striations and grooves?
- erosion
  - deposition
  - drift
  - abrasion
32. What is not one of the three factors that explain the spatial distribution of arid landscapes?
- consistently warm temperatures and clear skies
  - dominance of subtropical high pressure
  - continental interiors away from large water bodies
  - located on leeward, rainshadows of mountains

**Appendix 4 - Assessment instruments**  
**MATH 2644 Final Exam Example Questions**

Calculus II  
 Dr. Leach

Final Exam

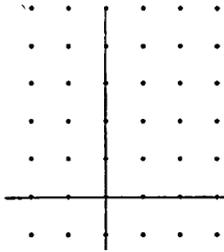
Name: \_\_\_\_\_

May 3, 2017

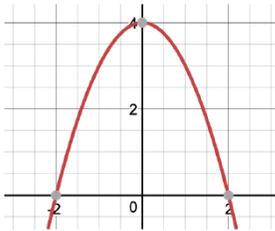
You may use calculators, but you must show your work in order to receive credit. **You must circle your final answer to receive credit.** Problems are 10 pts each unless noted otherwise.

For 1 and 2, let **R** be the region enclosed by the  $y$ -axis,  $y = 4$  and  $y = x^2$ .

1. Sketch **R** and find its area.

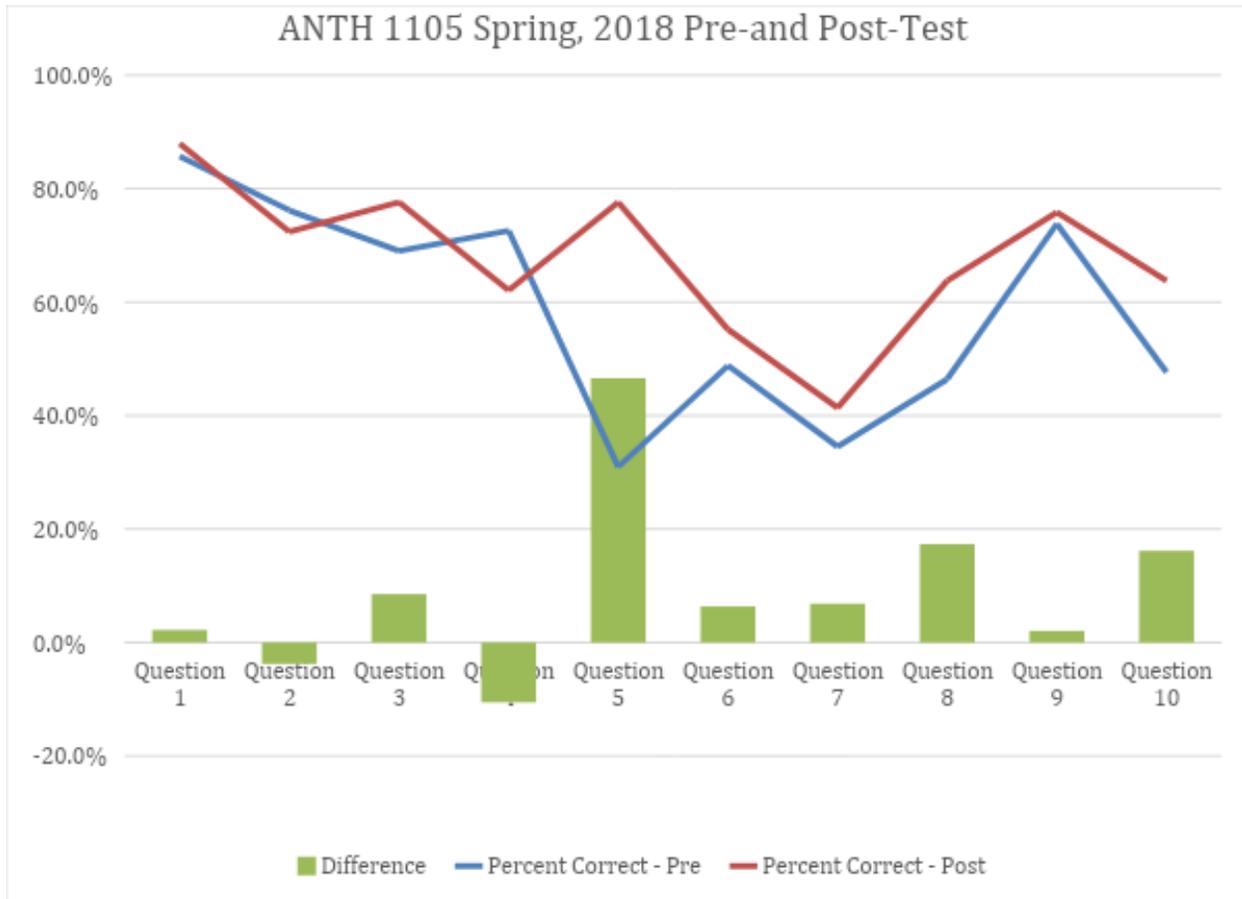


4. Set up, but **do not evaluate** an integral for the length the section of the parabola  $y = 4 - x^2$  that lies above the  $x$ -axis.



9. Set up an integral for the surface area produced by rotating the segment of the curve  $y = \sqrt{x}$  from  $x = 1$  to  $x = 9$  around the  $x$ -axis. Do **not** evaluate it.

**Appendix 5 - Evidence of aggregated data**  
**ANTH 1105 Percent Differences - Spring 2018**



**General Education Core Area Assessment Report**  
**University of West Georgia**

Academic Year(s) of Assessment: AY2014 - AY2018 (Fall 2014 through Fall 2018)

Submission Date: April 22, 2019 (rev. 6/5/19)

Core Area: E, Student Learning Outcome 1 - World History

Submitted by: Tim Schroer and IEA

**Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.**

**Student Learning Outcomes:**

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

1. Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.

Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

**HIST 1112**

In 2017, the Department made the following changes to its assessment procedures and standards.

1. Following criticism of its success criteria for program assessment by UWG peer reviewers in the UWG assessment review, the department adopted a simplified success criteria applicable both to the program and to the core. The department defines success for each learning outcome as having at least 85 percent of students demonstrating proficiency or better. That standard is consistent with the success criteria of other programs at the University of West Georgia.

In 2016, the Department made two changes to its core assessment procedures and standards.

1. It stopped assessing the Global Perspective overlay that had previously applied in HIST 1111 and HIST 1112 in Area E.1.
2. It amended its definitions of *proficient* student performance to be 70-89 percent correct instead of 80-89 percent correct as had been the standard. Likewise, *developing* student performance was defined to be 60-69 percent correct instead of 60-79 percent correct as had been the standard.

In 2015, the Department made three changes relevant to its core assessment procedures.

1. It began to administer an indirect assessment of student learning in the core.
2. It began to assess the Global Perspectives overlay in HIST 1111 and HIST 1112.
3. It defined success criteria for assessment, based on program assessment, according to target acceptable minimums for the percentage of students falling into the four categories of performance. The minimums were: (4) 15 percent of students meeting the exemplary standard; (3) 55 percent meeting the proficient standard; (2) 21 percent meeting the developing standard; and (1) no more than 9 percent at unacceptable.

Before 2015, the department had no set numerical success criteria, but used assessment data to identify an area where we could make an improvement.

**HIST 1111**

Assessment instruments in HIST 1111 have varied each year by instructor. Generally, in one section the instructor asks students to write a graded essay that allows the instructor to gauge the students' mastery of the learning outcome.

Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

**HIST 1112**

<b>2018</b>	In fall 2019, we will produce and provide a handout for students explaining how to take notes on primary sources to help them more effectively engage with the material. We will continue the writing-to-learn assignment implemented in fall 2017. We will discontinue the pre-assessment quiz of primary sources, as this did not substantially improve student learning.
<b>2017</b>	In fall 2018, we will pilot a program in one section where, in addition to completing a writing-to-learn exercise on the assigned primary sources, the students will also be quizzed on the primary sources before we assess their learning of that material.
<b>2016</b>	All students in HIST 1112 will be required to complete a creative writing assignment for one of the assigned primary sources before the students' understanding of the material is assessed.  This was implemented in fall 2017 and has been assigned in all sections of HIST 1112 since then. (See Appendix 4 for example syllabus from spring 2018 with writing assignments on primary source.)

<b>2015</b>	Students will be required to read a guide on how to read primary sources that was written by HIST 1112 Faculty. (See Appendix 4 for example syllabus from spring 2018 with assignment to read guide on how to read primary sources. The guide appears in Appendix 1.)  It was assigned for the first time in fall 2016 and has been assigned in all sections of HIST 1112 since then.
<b>2014</b>	Students will be required to prepare a written analysis of a set of primary sources before their understanding of them is assessed.  This was implemented in fall 2015 in all HIST 1112 sections and has been required in all sections of HIST 1112 since then. (See Appendix 4 for an example syllabus from spring 2018 with writing assignments on primary source.)

**HIST 1111**

2018: Based on data from fall 2018 assessment, we decided that all instructors of HIST 1111 will identify the leading themes of their individual course. They will then address and identify ways to make these themes apparent to students throughout the class.

**Description of Assessment Instruments and Procedures:**

*Provide a summary that addresses the following questions: 1) What courses were used to collect data? 2) If units used different approaches, please describe in as much detail as possible. 3) What assessment measures were used in the courses? 4) What was the process for assessing student learning in the courses? 5) What is the expected criteria for success or performance target for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix).*

**HIST 1112**

The Survey Assessment Committee (SAC) for HIST 1112, composed of the tenured and tenure-eligible instructors who regularly teach the course, has agreed upon five common sets of primary sources that will be assigned in HIST 1112 for purposes of assessing how well students are meeting the Area E learning outcome for the course. The assessment instrument consists of fifteen multiple-choice questions to test the students' mastery of those sources. Those sources and the questions are on the shared History Department drive and are also included in Appendix 2.

Each fall semester an instructor for one section of HIST 1112 at each campus where the course is taught that semester will administer the assessment instruments composed of the sets of multiple-choice questions for the learning outcome. The students' responses to the questions shall be graded work in the course and shall be collected and recorded as a percentage correct for purposes of assessment. The

questions may be posed as a stand-alone assignment or incorporated in quizzes or examinations through the semester.

For purposes of collecting and entering assessment data, the SAC will apply the following criteria in categorizing student learning:

90 percent and up: exemplary (4)

70-89 percent: proficient (3)

60-69 percent: developing (2)

59 percent and below: unacceptable (1)

Each fall semester student learning in all HIST 1112 sections will be indirectly assessed by asking students during the last week of the course to answer the following question:

Upon completion of this course, how would you characterize your understanding of the political, social, economic, or cultural dimensions of world history?

- A. Exemplary (expect to earn an A in the course)
- B. Proficient (expect to earn a B or C in the course)
- C. Developing (expect to earn a D in the course)
- D. Unacceptable (expect to fail the course)

All student responses to these indirect assessment questionnaires will be aggregated across all sections of the course and not broken out by section.

Each spring semester the SAC will meet to discuss the assessment data as well as measures to be taken to improve student learning in the future. Other Faculty who taught the course in the fall will be invited to attend the meeting. Following that meeting, the chair of the SAC will report that information to the department's Assessment Coordinator for discussion in the annual assessment meeting and entry into the university's assessment system.

### **HIST 1111**

#### **2018**

In fall 2018, the following assessment instrument was employed:

Discuss connections that drew the regions of Afro-Eurasia together, using examples of trade, religious ideas, disease, and conquests, up to the early 1400s. Then describe the civilizations in ONE of the more isolated parts of the world (Native America or Sub-Saharan Africa), including any unique characteristics that made them different from Afro-Eurasia.

## 2017

In fall 2017, the assessment instrument consisted of the following essay question, which was administered as part of the second examination:

Each of the three books we read during this half of class reveal how different civilizations understood the connection between religious views and social attitudes and structures, such as the economy and politics. In a clearly organized essay, explore the connections between religion and society in each of the three assigned books and what those connections reveal about the larger cultures that produced those three works. In your essay's conclusion, make sure to give consideration to points of comparison and contrast between the three larger cultures. Make sure in your essay to discuss directly at least one political, social, economic, or cultural example when looking at the larger cultures.

## 2016

Administered as part of the final exam, the assessment instrument consisted of the following essay question, which aligns to the Learning Outcome for the course:

"In an essay of 3-5 pages (double-spaced; 12 point font) please answer the following question: **what was the role of religion in three different civilizations studied in this course, and what impact did religion have on the history of that civilization?** You may only use materials from this class, whether readings or films."

## 2015

The assessment instrument consisted of the following essay question, which was administered as part of the second examination:

The three books all focus on heroes and heroines whose words and deeds exemplify central values and beliefs of the cultures that created them. What are the most important distinctions between the texts when it comes to heroes and values, and why? What do those differences reveal about the larger societies and cultures that produced the three works? [Addresses Learning Outcome #2] In relating specific aspects of the books to the larger historical context, make sure to discuss directly at least one political, social, economic, or cultural dimension for each case.

Report of Assessment Data and Results:

**HIST 1112**

**2018**

31 students completed the assessment instruments in the course.

***Indirect Assessment***

Exemplary: 11 students 35%

Proficient: 16 students 52%

Developing: 2 students 6.5%

Unacceptable: 2 students 6.5%

***Direct Assessments***

Students were assessed directly using multiple-choice questions based on assigned primary source readings. Students received these multiple-choice questions again in a comprehensive post-assessment quiz during the final week of class.

**Quiz 1 Phillips and *The Hannibal***

29 students

Exemplary: 1 student 4%

Proficient: 22 students 75%

Developing: 6 students 21%

Unacceptable: 0 students 0%

**Quiz 2 Enlightenment Thinkers**

30 students

Exemplary: 8 students 27%

Proficient: 12 students 40%

Developing: 8 students 27%

Unacceptable: 2 students 6%

**Quiz 3 *Communist Manifesto***

29 students

Exemplary: 22 students 76%

Proficient: 7 students 24%

Developing: 0 students 0%

Unacceptable: 0 students 0%

**Quiz 4 Jules Ferry Speech**

28 students

Exemplary: 16 students 57%

Proficient: 9 students 32%

Developing: 3 students 11%

Unacceptable: 0 students 0%

**Quiz 5 Rubber Collecting in the Congo**

29 students

Exemplary: 6 students 21%

Proficient: 14 students 48%

Developing: 8 students 28%

Unacceptable: 1 student 3%

**Comprehensive Assessment Quiz scores:**

25 students

Exemplary: 2 students 8%

Proficient: 6 students 24%

Developing: 5 students 20%

Unacceptable: 12 students 48%

## **2017**

In fall 2017, 68 students completed the assessment instruments in the course.

### ***Indirect assessment measure***

Exemplary: 22 percent

Proficient: 50 percent

Developing: 22 percent

Unacceptable: 6 percent

### ***Direct assessment measure***

Students were assessed directly using multiple choice questions based on assigned primary source readings. Cumulative student scores on these assignments were as follows:

Exemplary: 6 percent (4)

Proficient: 51 percent (35)

Developing: 19 percent (13)

Unacceptable: 24 percent (16)

## **2016**

The assessment instrument was a series of three multiple choice questions each about five primary sources. Faculty conducting the assessment were given the option of either asking these questions as a stand-alone quiz, or incorporating them into an exam. The numbers below represent the number of questions out of three that the students answered correctly. Thus a score of zero means that the

student did not answer any of the three questions correctly; a one means he or she answered one of the three correctly, etc.

Scoring from 0 to 3 (0 = unacceptable, 1 = developing, 2 = proficient, 3 = excellent)

**Primary Source #1** (Atlantic Slave Trade)

0—7 (8 %)

1—25 (29%)

2 —31 (36%)

3—24 (28%)

**Primary Source #2** (Declaration of the Rights of Man and Declaration of the Rights of Woman)

0—2 (2%)

1—18 (21%)

2—37 (43%)

3—30 (35%)

**Primary Source #3** (Communist Manifesto)

0—4 (5%)

1—30 (35%)

2—31 (36%)

3—22 (25%)

**Primary Source #4** (Jules Ferry speech)

0—6 (7%)

1—19 (22%)

2—31 (36%)

3—31 (36%)

**Primary Source #5** (Edgar Canisius on Rubber Collecting in Congo)

0—4 (5%)

1—16 (18%)

2—29 (33%)

3—38 (44%)

**Self-Assessment**

Exemplary: 20 (23%)

Proficient: 55 (63%)

Developing: 12 (14%)

Unacceptable: 0

**2015**

***Indirect assessment measure***

Exemplary: 21.8 percent

Proficient: 40.6 percent

Developing: 32.3 percent

Unacceptable: 5.2 percent

***Direct assessment measure***

Carrollton

One section was assessed. Seventeen students completed the assessment instrument:

Exemplary	90-100 percent correct	6 percent
Proficient	80-89 percent correct	60 percent
Developing	60-79 percent correct	34 percent
Unacceptable	below 60 percent correct	0 percent

Newnan

One section was assessed.

Exemplary	90-100 percent correct	35 percent
Proficient	80-89 percent correct	40 percent
Developing	60-79 percent correct	20 percent

Unacceptable below 60 percent correct 5 percent

**2014**

Newnan

Exemplary (90-100 percent) 25 percent  
 Proficient (80-89 percent) 47 percent  
 Developing/ Does Not Meet Expectations (60-79 percent) 12 percent  
 Unacceptable (below 60 percent) 16 percent

Carrollton

Exemplary (90-100 percent) 10 percent  
 Proficient (80-89 percent) 30 percent  
 Developing/ Does Not Meet Expectations (60-79 percent) 45 percent  
 Unacceptable (below 60 percent) 15 percent

**HIST 1111**

**2018**

<b>Assessment Score:</b>	<b># of Results</b>	<b>% of Results:</b>
4	10	32.26
3	16	51.61
2	2	6.45
1	3	9.68

**2017**

Out of the original 35 students in the section, 28 students took the assessment instrument. The others either failed to appear for the examination or withdrew from the class. Students who took the assessment instrument received a raw score of between 1 and 50 on the essay based on their ability to demonstrate an understanding of the political, social, economic, or cultural dimensions of world history. These raw scores were converted into a four-point assessment score where a 1 means “did not meet

expectations; 2 means “developing;” 3 means “met expectations;” and, 4 means “exceeded expectations. The conversion was as follows:

- Raw score below 30 = 1 (Unacceptable)
- Raw score between 30 and 34.5 = 2 (Developing)
- Raw score between 35 and 44.5 = 3 (Proficient)
- Raw score between 45 and 50 = 4 (Exemplary)

Assessment Score:	# of Results	% of Results:
4	6	21.43
3	19	67.86
2	2	7.14
1	1	3.57

**2016**

228 students completed the assessment with the following score distribution:

4 (Exceeds Expectations)	3(Meets Expectations)	2 (Developing)	1 (Does not meet Expectations)
31 (14%)	174 (76%)	8 (4%)	15 (6%)

**2015**

Scale Score	# of Results	Percentage
4	4	13.33%
3	22	73.33%
2	4	13.33%
1	0	0.00%

**2014**

Rubric Score:	# of Instances:	Percentage:
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4	10	28.6%
3	14	40%
2	5	14.3%
1	6	17.1%

Also see **Appendix 3** for aggregated data and results.

#### Analysis and Interpretation/Reflection on Results or Trends:

*Provide an analysis of assessment results by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).*

#### **HIST 1112**

We see no major gaps in the data.

#### **2018**

In March 2019, the tenured and tenure-track Faculty teaching History 1112 discussed the fall 2018 assessment results. We noticed declining performance on the pilot section's comprehensive quiz. This quiz did not count as a quiz grade, but rather as a participation grade, which may have skewed the results with regard to the number of students who took the quiz and their preparation for it. Because the quiz did not demonstrate a significant contribution to student learning, we have decided to drop it.

#### **2017**

In March 2018, the tenured and tenure-track Faculty met to discuss the results of the fall 2017 assessment results. We found that the results did not meet our criteria for success. We decided that students might more effectively learn the material if they were quizzed on it before being assessed, in addition to the writing-to-learn exercise improvement that we previously adopted.

#### **2016**

The members of the SAC for HIST 1112 met in the spring of 2017 to discuss the data from 2016. We concluded that students are doing reasonably well in meeting the learning outcome. However, we concluded that students might learn more if they were required to engage creatively with primary sources.

## **2015**

It is too early to tell if the implementation of the writing-to-learn exercise adopted after analysis of the 2014 assessment data has been paying significant dividends. The SAC believes that requiring more student writing is a promising approach and will continue to apply it and collect more assessment data. The improvement described below is designed to build on the measure adopted in 2014.

The Faculty teaching HIST 1112 held a workshop on March 25, 2016, to further develop strategies for improving student learning through working with primary sources. At the workshop, the Faculty agreed to develop a written guide for all students in HIST 1112 on how to read primary sources. The SAC also established a file on the shared drive where Faculty could share primary sources that have worked well in their section. These are primary sources beyond the common set.

## **2014**

Results unsatisfactory.

## **HIST 1111**

### **2018**

On the whole, only 5 students assessed fell below the level of “proficient” and were not able to demonstrate effectively an understanding of political, economic, social, or cultural factors in world history, an understanding that the assessment instrument instructions guide students towards. The overwhelming majority of students, or 90.32% of those who took the assessment instrument, were able, to varying degrees, to display that understanding, indicating that no drastic actions need to be taken at this time.

### **2017**

On the whole, only 3 students assessed fell below the level of “proficient” and were not able to demonstrate effectively an understanding of political, economic, social, or cultural factors in world history, an understanding that the assessment instrument instructions guide students towards. The overwhelming majority of students, close to 90% of those who took the assessment instrument, were able, to varying degrees, to display that understanding, indicating that no drastic actions need to be taken at this time. The

However, in order to clarify connections between assessment scores and the assessment instrument, the development of a grading rubric may prove helpful.

### **2016**

These scores show that overall, the students did well in the course, and the majority of the students were able to meet expectations of the course, which were quite rigorous. Indeed, quite a few students scored a very high 3, just barely short of a score of 4 on the assessment instrument. Thus, overall, these results show the successful approach to learning that the course presented. Taught as a flipped-classroom and through film, the course presented minimal lectures, but emphasized honing writing skills via analysis of the different civilizations presented. The students' writing ability, as well as their ability to analyze historical phenomena, improved dramatically over the course of the semester.

At the same time, however, 10% of students were either developing or did not meet expectations, and almost all students in the latter category received the low marks or no marks on the assignment because of plagiarism. The prominent phenomenon of plagiarism on written assignments shows the need for further education of students on this topic, as many appeared genuinely confused as to what constituted plagiarism, as opposed to mere additional research.

Finally, while many students showed impressive mastery of the course material, many struggled to organize their thoughts in the assessment essay. Ultimately, with a written assessment instrument, it is difficult to separate writing skills from knowledge of the course content. Thus one suggestion for improvement that we have is that all sections of HIST 1111 (and, really, ideally all sections of the survey) provide some opportunities for students to work on analyzing historical documents or events in writing. The historical profession very much relies on the medium of writing for presenting thoughts and ideas, and it is apt to expose even our survey students to this art.

#### Prior Improvement Plans Implemented:

*Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).*

See above

#### Recommendations for Improvement of Assessment Process and/or Student Learning:

*Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation during the next assessment cycle.*

The content of general education curriculum should be determined by Faculty. Its outcomes will always be challenging to measure. Accordingly, we ought not to expect perfection in the evidence regarding student learning. It is nevertheless vital that we collect that evidence in order to document our successes and address deficiencies we find in student learning.

The greatest strength of the effort to assess and improve student learning in Area E history courses has been the fact that the Faculty teaching the courses have driven the process. Faculty have worked collaboratively to develop assessment instruments, apply them, and to interpret the results. Given the size and diversity of the Faculty, that has produced diverse approaches and interpretations of the data. The variability may appear as a weakness to outside observers seeking a consistent approach, the

advantages of which certainly exist. As different Faculty members have taken charge of reporting data, some variation in the formatting and character of that data has occurred. There has also been variability in terms of the judgment of the quality of student learning. We should not be too worried about such variation.

Our data on student learning are incomplete and challenging to interpret. The strength of our assessment approach owes more to the expert judgment applied by the Faculty to the evidence than to the intrinsic of the quality or quantity of the evidence that we collect and report.

This report shows that over the past five years, Faculty members have continually tried to assess student learning in the core. Over time, those efforts have grown more collaborative and more consistent. The sense that Faculty ought to document collaboratively developed and consistently applied improvements designed to improve student learning has grown over time.

A couple of shortcomings have emerged. Too much attention has been dedicated to devising and revising assessment instruments instead of working to implement interventions that might improve student learning. The evidence will never be definitive, and informed professional judgment will always be necessary.

We have had varying degrees of success in integrating part-time Faculty and non-tenure-stream Faculty into the process of assessing and improving general education. We should focus our efforts on integrating those Faculty more fully into the improvement process.

## Appendix 1 - Evidence of curricular changes

This is the Guide developed in 2015 in HIST 1112.

### How to Read Primary Sources: A Handy, Quick Guide

Timothy L. Schroer, Molly McCullers, Colleen Vasconcellos, and Elaine MacKinnon

Historians commonly distinguish between two kinds of sources or evidence: primary sources and secondary sources. Primary sources are those created during the time period in history under study. For example, for a student studying Nazi Germany, Adolf Hitler's book *My Struggle (Mein Kampf)*, written after his failed coup attempt in 1923, is a primary source that would be of some use in trying to understand Nazism. Primary sources are not exclusively written documents. Primary sources may be any piece of evidence generated during the time under study. So, a photograph used by the Nazi propaganda office would be a primary source as well. Additionally, ancient historians make use of coins and other physical evidence as primary sources in their work.

Secondary sources are those written, generally by historians, after the fact. For example, a world history textbook is an example of a secondary source. Another example of a secondary source on Nazi Germany is Ian Kershaw's biography of Adolf Hitler published in 2000.

Historians often spend a good deal of time and effort locating useful primary sources. In a World History survey course, though, students are rarely asked to do much digging for previously undiscovered primary sources. Most instructors provide their students with primary sources and ask the students to read them. Some courses assign a collected volume of primary sources. Other instructors may assign individual sources from a variety of places, including sites on the internet. In most cases, those sources will come with a brief introduction written by an editor that provides basic information about the source. It is important to be clear about the difference between the introductory material and the primary source itself.

Understanding primary sources can be difficult for a variety of reasons, but the main challenge is that most sources encountered in a World History survey course were created long ago for an audience very different from college students in Georgia in the twenty-first century. An official in Qing Dynasty China, for instance, had a different outlook and ways of thinking and expressing himself than many contemporary American college students. The challenge is to try to understand the perspective of someone very different from ourselves.

**So, how should a student of history go about reading or interpreting a primary source? Here is a basic guide to effectively assessing primary sources in World History.**

1. **Why are you reading this source?** Before you begin reading, it is a good idea to think about why you are reading the source. What information do you want from the source? What questions do you hope the source will shed some light on? Why do you think your instructor assigned this particular source for you to

read? If your instructor provided you with questions regarding the source, read those first and read the source with those questions in mind.

- 1. Consider the basics.** Who created this source? When? Where? Why? Some of the answers to these questions for primary sources you will encounter in a World History survey course will be provided for you in an introduction to the source. Consider that information as you prepare to read the source itself.
- 1. What is the main point of the source?** What does it say or show? If there are words in the source that you do not understand the meaning of, and they look important, look them up. Remember, many words in English have multiple meanings, and the source may be using a meaning that is less familiar these days.
- 1. Read *critically*.** Don't take sources at face value. Remember that the author may have been deliberately lying. Or, the creator had a particular agenda. The example of Adolf Hitler's book should be sufficient to underscore the point that primary sources cannot be trusted uncritically. In a World History survey course you are likely to encounter sources created by people whose ideas and actions you consider repugnant.
- 1. Read *historically and empathetically*.** Remember that historical people did not live in the United States in the 21st century and oftentimes thought very differently than people do now. Try to put yourself in their shoes, even if you find their ideas ridiculous or offensive. As repellent as you may find the ideas represented in a primary source to be, someone created it. How could they do that? This effort to understand a primary source empathetically is in direct tension with the point above, and it is hard to read critically and empathetically simultaneously. People that can do both have an impressive and useful skill. Work on that.
- 1. Take *useful notes*.** Take notes on sources in a way that will be useful for you, so that you have a shortcut to refresh your recollection on the source. Try to write an answer to the question or questions you had of the source based on what you found in it. Make a note of questions regarding matters that looked important but that you just could not understand.
- 1. Re-Read.** Most sources are challenging and you need to read them twice. If there are terms that you did not understand and that look important, look them up. Answer the questions that were still open in your notes after the first reading. If you still cannot answer them after a second reading, raise those in class when your instructor asks if there were any questions on the source.

## Appendix 2 - Assessment instruments

These are the sources and questioned used to assess student learning on Core Area E.1 in HIST 1112.

### History 1112 Assessment Exam Questions

#### I. Source:

Thomas Phillips, *A Journal of a Voyage Made in the Hannibal of London in 1694*

Accessible through the history department website.

#### Questions:

1. In his *Journal of a Voyage made in the Hannibal of London*, how did Thomas Phillips acquire African slaves?
  - a. by capturing them on the beaches
  - b. by buying them from Arab traders
  - c. by buying them from Portuguese traders
  - d. by buying them from an African king and nobles
  
2. In his *Journal of a Voyage made in the Hannibal of London*, how did Thomas Phillips characterize the trade in African slaves?
  - a. as the result of European military conquest
  - b. as the result of hard bargaining
  - c. as justified by the Africans' "inferiority"
  - d. as justified by the Africans' "paganism"
  
3. Which statement best describes Phillips' attitude towards Africans?
  - a. God created them as inferior to Europeans
  - b. Their skin color makes them inferior to Europeans
  - c. The only significant difference from Europeans is their lack of Christianity
  - d. They are savages and Europeans are civilized

#### II. Sources:

*Declaration of the Rights of Man*

[http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)

*Declaration of the Rights of Woman*

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html>

**Questions:**

1. Which provision in the *Declaration of the Rights of Man and Citizen* represented the most direct challenge to the traditional, hierarchical structure of French society in the Old Regime?

- A. "Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good."
- B. "Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law."
- C. "The security of the rights of man and of the citizen requires public military forces. These forces are, therefore, established for the good of all and not for the personal advantage of those to whom they shall be entrusted."
- D. "All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution; to grant this freely; to know to what uses it is put; and to fix the proportion, the mode of assessment and of collection and the duration of the taxes."

2. The *Declaration of the Rights of Woman* challenges the constitution drafted by the National Assembly on what grounds?

- A. It requires women to pay taxes.
- B. Women, who constituted the majority of the nation, had no hand in drafting it.
- C. It was not ratified by the people.
- D. It limits the number of women who may serve in government.

3. The rights expressed in the *Declaration of the Rights of Man*, such as the right to free speech, freedom of thought and religion, and civic equality, became the key precepts of what nineteenth-century political philosophy?

- A. Conservatism
- B. Liberalism
- C. Socialism
- D. Positivism

**III. Source:**

**Karl Marx and Friedrich Engels, *The Communist Manifesto* (excerpt)**

[http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/marx.html](http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/marx.html)

**Questions:**

1. What, according to Marx, is the driving force in world history?
  - A. religious conflict
  - B. trade and commerce
  - C. scientific discovery
  - D. class struggle
  
2. According to the Manifesto, which class was dominant at the time of its publication?
  - A. the proletariat
  - B. the bourgeoisie
  - C. the aristocracy
  - D. the clergy
  
3. Why does Marx believe that Communism represents "the most radical rupture with traditional ideas"?
  - A. It creates a planned economy.
  - B. By abolishing private ownership of the means of production it ends exploitation and class conflict.
  - C. It places political power in the hands of a revolutionary vanguard.
  - D. It establishes complete freedom of religion.

**IV. Source:**

Jules Ferry, *On French Colonial Expansion*

Modern History Sourcebook. <http://www.fordham.edu/halsall/mod/1884ferry.html>

**Questions:**

1. This speech was made during which period of time?
  - a. 1480-1500
  - b. 1580-1600
  - c. 1780-1800
  - d. 1880-1900
  
2. The author's main purpose was to convince his audience of:
  - a. The value of free trade
  - b. The need for a strong military
  - c. The racial superiority of whites
  - d. The need to acquire overseas colonies

3. The source offers some evidence of which of the following elements in the thought of the speaker:
- Racial Social-Darwinism
  - A belief that Europeans had a duty to bring progress to Africans and Asians
  - Economic nationalism
  - All of the above

**V.Source:** Edgar Canisius – “Rubber Collecting in the Congo, 1885”

**Questions:**

What does the fact that rubber collectors were paid a penny per pound of rubber tell us about the economic relationship between Europe and the Congo?

- That rubber prices in Europe were very low, so companies could not afford to pay more to collectors
- That European companies were profiting considerably by using violence to keep wages to collectors low
- That rubber collectors’ wages were sufficient because of the low cost of living in the Congo
- That European companies were making only a small profit by paying a fair wage to collectors

What does Canisius’s response to the floggings of those who failed to bring enough rubber suggest about the Congo?

- That such violence was cruel and unusual in the Congo
- That the Belgian government lacked the resources to oversee the actions of rubber company officials
- That such violence was pervasive and normative in the Congo
- That such violence was only inflicted on men

What does Canisius’s description of the process of rubber collecting imply about the industry in the Congo?

- That the Congo rainforests were teeming with rubber vines
- That rubber collecting was a relatively easy job that did not merit high wages
- That Africans were fighting with each other to collect rubber because it was so profitable to them
- That European demands for rubber were depleting the supply and making collection increasingly dangerous

**Appendix 3 - Evidence of aggregated data**

Core Area E SLO 1 - World History	Measure/Method	Success Criterion	2015 Fall 2014 and Spring 2015
<p>Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.</p>	<p><b>HIST 1111</b>                      Essay question graded on a four-point scale:                      4 = Exemplary                      3 = Proficient                      2 = Developing                      1 = Unacceptable</p> <p><b>HIST 1112</b>  <b>Direct Assessment</b> - Fifteen multiple-choice test questions using the following criteria to categorize student learning:                      90% and Up: Exemplary (4)                      70-89%: Proficient (3)                      60-69%: Developing (2)                      59% and Below: Unacceptable (1)</p> <p><b>Indirect Assessment</b> - Course Competency Question:  <b>A.</b> Exemplary (expect to earn an A in the course)  <b>B.</b> Proficient (expect to earn a B or C in the course)  <b>C.</b> Developing (expect to earn a D in the course)  <b>D.</b> Unacceptable (expect to fail the course)</p> <p>*During Fall Semester 2016 the Direct Assessment consisted of a series of three multiple choice questions each about five primary</p>	<p>At least 85 percent of students demonstrating proficiency or better</p>	<p><b>HIST 1111 - Fall Semester 2014</b>                      Rubric Score 4 = 10 (28.6%)                      Rubric Score 3 = 14 (40.0%)                      Rubric Score 2 = 5 (14.3%)                      Rubric Score 1 = 6 (17.1%)  <b>Proficient/Exemplary = 24 (68.6%)</b></p> <p><b>HIST 1112 - Fall Semester 2014</b>  <b>Direct Assessment Average</b>                      Exemplary: 17.5%                      Proficient: 38.5%                      Developing: 28.5%                      Unacceptable: 15.5%  <b>Proficient/Exemplary = 56%</b></p>

	<p>sources with scoring on a scale from 0 to 3:</p> <p>0 = Unacceptable</p> <p>1 = Developing</p> <p>2 = Proficient</p> <p>3 = Excellent</p>		
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<p><b>Core Area E</b></p> <p><b>SLO 1 - World History</b></p>	<p><b>Measure/Method</b></p>	<p><b>Success Criterion</b></p>	<p><b>2016</b></p> <p><b>Fall 2015 and Spring 2016</b></p>
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<p>Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.</p>	<p><b>HIST 1111</b>                  Essay question graded on a four-point scale:                  4 = Exemplary                  3 = Proficient                  2 = Developing                  1 = Unacceptable</p> <p><b>HIST 1112</b>  <b>Direct Assessment</b> - Fifteen multiple-choice test questions using the following criteria to categorize student learning:                  90% and Up: Exemplary (4)                  70-89%: Proficient (3)                  60-69%: Developing (2)                  59% and Below: Unacceptable (1)</p> <p><b>Indirect Assessment</b> - Course Competency Question:  <b>A.</b> Exemplary (expect to earn an A in the course)  <b>B.</b> Proficient (expect to earn a B or C in the course)  <b>C.</b> Developing (expect to earn a D in the course)  <b>D.</b> Unacceptable (expect to fail the course)</p> <p>*During Fall Semester 2016 the Direct Assessment consisted of a series of three multiple choice questions each about five primary sources with scoring on a scale from 0 to 3:                  0 = Unacceptable                  1 = Developing                  2 = Proficient</p>	<p>At least 85 percent of students demonstrating proficiency or better</p>	<p><b>HIST 1111 - Fall Semester 2015</b>                  Rubric Score 4 = 4 (13.33%)                  Rubric Score 3 = 22 (73.33%)                  Rubric Score 2 = 4 (13.33%)                  Rubric Score 1 = 0 (0.00%)  <b>Proficient/Exemplary = 26 (86.67%)</b></p> <p><b>HIST 1112 - Fall Semester 2015</b>  <b>Direct Assessment Average</b>                  Exemplary: 20.5%                  Proficient: 50.0%                  Developing: 27.0%                  Unacceptable: 2.5%  <b>Proficient/Exemplary = 70.5%</b></p> <p><b>Indirect Assessment</b>                  Exemplary: 21.8%                  Proficient: 40.6%                  Developing: 32.3%                  Unacceptable: 5.2%  <b>Proficient/Exemplary = 62.4%</b></p>
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	3 = Excellent		
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Core Area E SLO 1 - World History	Measure/Method	Success Criterion	2017 Fall 2016 and Spring 2017
<p>Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.</p>	<p><b>HIST 1111</b>                      Essay question graded on a four-point scale:                      4 = Exemplary                      3 = Proficient                      2 = Developing                      1 = Unacceptable</p> <p><b>HIST 1112</b>  <b>Direct Assessment</b> - Fifteen multiple-choice test questions using the following criteria to categorize student learning:                      90% and Up: Exemplary (4)                      70-89%: Proficient (3)                      60-69%: Developing (2)                      59% and Below: Unacceptable (1)</p> <p><b>Indirect Assessment</b> - Course Competency Question:  <b>A.</b> Exemplary (expect to earn an A in the course)  <b>B.</b> Proficient (expect to earn a B or C in the course)  <b>C.</b> Developing (expect to earn a D in the course)  <b>D.</b> Unacceptable (expect to fail the course)</p> <p>*During Fall Semester 2016 the Direct Assessment consisted of a series of three multiple choice questions each about five primary sources with scoring on a scale from 0 to 3:</p>	<p>At least 85 percent of students demonstrating proficiency or better</p>	<p><b>HIST 1111 - Fall Semester 2016</b>                      Rubric Score 4 = 31(14%)                      Rubric Score 3 = 174 (76%)                      Rubric Score 2 = 8 (4%)                      Rubric Score 1 = 15 (6%)  <b>Proficient/Exemplary = 205 (90%)</b></p> <p><b>*HIST 1112 - Fall Semester 2016</b>  <b>Direct Assessment Average</b>                      0 = 23 (5%)                      1 = 108 (25%)                      2 = 159 (37%)                      3 = 145 (33%)</p> <p><b>Indirect Assessment</b>                      Exemplary: 20 (23%)                      Proficient: 55 (63%)                      Developing: 12 (14%)                      Unacceptable: 0 (0%)  <b>Proficient/Exemplary = 75 (86%)</b></p>

	<p>0 = Unacceptable</p> <p>1 = Developing</p> <p>2 = Proficient</p> <p>3 = Excellent</p>		
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Core Area E SLO 1 - World History	Measure/Method	Success Criterion	2018 Fall 2017 and Spring 2018
<p>Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.</p>	<p><b>HIST 1111</b>                      Essay question graded on a four-point scale:                      4 = Exemplary                      3 = Proficient                      2 = Developing                      1 = Unacceptable</p> <p><b>HIST 1112</b>  <b>Direct Assessment</b> - Fifteen multiple-choice test questions using the following criteria to categorize student learning:                      90% and Up: Exemplary (4)                      70-89%: Proficient (3)                      60-69%: Developing (2)                      59% and Below: Unacceptable (1)</p> <p><b>Indirect Assessment</b> - Course Competency Question:  <b>A.</b> Exemplary (expect to earn an A in the course)  <b>B.</b> Proficient (expect to earn a B or C in the course)  <b>C.</b> Developing (expect to earn a D in the course)  <b>D.</b> Unacceptable (expect to fail the course)</p> <p>*During Fall Semester 2016 the Direct Assessment consisted of a series of three multiple choice questions each about five primary sources with scoring on a scale from 0 to 3:</p>	<p>At least 85 percent of students demonstrating proficiency or better</p>	<p><b>HIST 1111 - Fall Semester 2017</b>                      Rubric Score 4 = 6 (21.43%)                      Rubric Score 3 = 19 (67.86%)                      Rubric Score 2 = 2 (7.14%)                      Rubric Score 1 = 1 (3.57%)  <b>Proficient/Exemplary = 25 (89.29%)</b></p> <p><b>HIST 1112 - Fall Semester 2017</b>  <b>Direct Assessment</b>                      Exemplary: 4 (6%)                      Proficient: 35 (51%)                      Developing: 13 (19%)                      Unacceptable: 16 (24%)  <b>Proficient/Exemplary = 39 (57%)</b></p> <p><b>Indirect Assessment</b>                      Exemplary: 15 (22%)                      Proficient: 34 (50%)                      Developing: 15 (22%)                      Unacceptable: 4 (6%)  <b>Proficient/Exemplary = 49 (72%)</b></p>

	<p>0 = Unacceptable</p> <p>1 = Developing</p> <p>2 = Proficient</p> <p>3 = Excellent</p>		
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Core Area E SLO 1 - World History	Measure/Method	Success Criterion	2019 Fall 2018 and Spring 2019
<p>Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.</p>	<p><b>HIST 1111</b>                      Essay question graded on a four-point scale:                      4 = Exemplary                      3 = Proficient                      2 = Developing                      1 = Unacceptable</p> <p><b>HIST 1112</b>  <b>Direct Assessment</b> - Fifteen multiple-choice test questions using the following criteria to categorize student learning:                      90% and Up: Exemplary (4)                      70-89%: Proficient (3)                      60-69%: Developing (2)                      59% and Below: Unacceptable (1)</p> <p><b>Indirect Assessment</b> - Course Competency Question:  <b>A.</b> Exemplary (expect to earn an A in the course)  <b>B.</b> Proficient (expect to earn a B or C in the course)  <b>C.</b> Developing (expect to earn a D in the course)  <b>D.</b> Unacceptable (expect to fail the course)</p> <p>*During Fall Semester 2016 the Direct Assessment consisted of a series of three multiple choice questions each about five primary sources with scoring on a scale from 0 to 3:</p>	<p>At least 85 percent of students demonstrating proficiency or better</p>	<p><b>HIST 1111 - Fall Semester 2018</b>                      Rubric Score 4 = 10 (32.26%)                      Rubric Score 3 = 16 (51.61%)                      Rubric Score 2 = 2 (6.45%)                      Rubric Score 1 = 3 (9.68%)  <b>Proficient/Exemplary = 26 (83.87%)</b></p> <p><b>HIST 1112 - Fall Semester 2018</b>  <b>Comprehensive Assessment Quiz</b>                      Exemplary: 2 (8%)                      Proficient: 6 (24%)                      Developing: 5 (20%)                      Unacceptable: 12 (48%)  <b>Proficient/Exemplary = 8 (32%)</b></p> <p><b>Indirect Assessment</b>                      Exemplary: 11 (35.0%)                      Proficient: 16 (52.0%)                      Developing: 2 (6.5%)                      Unacceptable: 2 (6.5%)  <b>Proficient/Exemplary = 27 (87.0%)</b></p>

	<p>0 = Unacceptable</p> <p>1 = Developing</p> <p>2 = Proficient</p> <p>3 = Excellent</p>		
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## **Appendix 4 - Evidence of improvement(s) implemented**

Below I reprint large extracts from one HIST 1112 instructor's syllabus from spring 2018. It reflects the improvements adopted in 2016 in the Writing-to-Learn section, 2015 in the January 22 assignment, and 2014 in the Writing-to-Learn section.

### **Survey of World History and Civilizations Since 1500**

**History 1112 sec 08**

**Spring 2018**

**CRN 11310**

**TLC 1200**

**Monday/Wednesday 9:30 – 10:45**

Instructor: Dr. Tim Schroer

Office: Technology-Enhanced Learning Center (TLC) 3218

Phone: 678-839-6040

Email: [tschroer@westga.edu](mailto:tschroer@westga.edu)

### **Course Description**

"HISTORY IS, STRICTLY SPEAKING, THE STUDY OF QUESTIONS." – W. H. AUDEN

"HISTORY HAS ITS EYES ON YOU." – LIN-MANUEL MIRANDA

This course surveys the history of the world from about 1500 to the present. The course is structured as the examination of a discrete number of historical questions, which come from across the chronological and geographic expanse of human history over the last 500 years. We will endeavor to answer the historical questions through reading, writing, lecture, and class discussion.

### **Learning Outcomes**

Students who successfully complete the course will be able:

- to demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history; and
- to think historically.

## Grading

First Exam:	15 percent
Second Exam:	20 percent
Final Exam:	25 percent
Paper:	20 percent
Writing-to-learn exercises:	5 percent
Learning Curve Quizzes:	5 percent
Summative Quizzes:	5 percent
Class Participation:	5 percent

## Exams

Each of the three examinations will have two parts. The first part will consist of 25 multiple-choice questions. Most of those questions will come from the online summative quizzes, while others will cover the primary sources. Each question will be worth two points. The second part of each exam will pose a few questions drawn from lecture. Each student will write one essay responding to one of the questions posed. The essay will be worth 50 points. The final examination will cover only material since the second examination. Bring a blue book and a scantron sheet to each examination.

## Writing-to-learn exercises

Students must complete five writing-to-learn exercises through the course of the semester as well. At the beginning of each class, in addition to describing the question to be explored in the readings and the identifications for the next scheduled class, I will pose a narrowly focused response question calling for analysis of the assigned primary source reading for the next class. That narrowly focused question should be answered in writing. The question on the first assigned source is: what does the source suggest motivated the Portuguese to sail to India?

Over the course of the semester (with the exception of the first class and test days) students must submit four short, written source analyses. Students should bring to class two copies of a short, typed paragraph responding to questions about the assigned primary source and submit one copy to the instructor at the beginning of class.

One writing-to-learn exercise must involve creative, historically-informed imagination instead of close analysis of a primary source. As with the source analysis exercises, the goal of this assignment is to lead students to engage with, and to understand, the material in the course more deeply. In this assignment, though, the imagination is freed from traditionally close grounding on evidence that historians demand of traditional historical accounts of the past.

Students should imagine themselves in the shoes of some historical actor, and create something from that person's point of view.

My model here is the musical *Hamilton*. That musical creatively imagines the past in a way that is informed by the historical record of what historical figures did and thought, but it assertively and openly employs anachronism as well. An anachronism is something that is historically out of place. The historical evidence indicates, for example, that Alexander Hamilton did not, in fact, rap. I encourage you to create a work that is informed by the past, but which also consciously employs anachronism. If your work addresses or employs language reflecting sexism, racism, homophobia, religious bigotry, or other similar matters, please *do not* employ terminology current in the United States today in treating it. If your imaginative work discusses such matters, employ historical language that has virtually disappeared from usage in the present in addressing them. Please try to keep it PG-13.

Feel free to exercise your imagination on the form of this assignment. I can imagine all sorts of things: a rap by Olympe de Gouges or Peter the Great; a blog post by Qing official Lin Zexu; a series of tweets by Akbar, ruler of the Mughal Empire; or a dialogue among African slaves who survived the Middle Passage to labor on a Barbados sugar plantation. Do not feel constrained by these examples. You can submit written documents, sound files, or videos. It is your responsibility to ensure that I can access the material you submit, so be sure to make the media pretty idiot-proof. Explore the mindset of someone from the past in an informed and creative way.

Each writing-to-learn exercise is due at the beginning of the class period in which we discuss the material addressed in it. No late writing-to-learn exercises will be accepted. Each piece will be graded as either constituting a good-faith effort (GFE) or not.

These will translate into the following grades:

A	5 or more GFEs	100
B	4 GFEs	89
C	3 GFEs	79
D	2 GFEs	69
F	1 GFE	59
F	0 GFEs	0

### Course Schedule

Students are expected to have mastered the assigned reading and completed the required quizzes before each class meeting. As indicated on the schedule below, on some class meetings there are not quizzes due. The quizzes are scheduled below so they are to be completed before the last class meeting in which we deal with material from a

given chapter in the textbook. Note that we will not be following the order of the chapters in the textbook all the time.

Jan. 10 Introduction

Jan. 15 Martin Luther King Jr. Day

Jan. 22 A newly interconnected world

Readings: How to Read Primary Sources: A Handy, Quick Guide (CourseDen)

Textbook, ch. 16

Account of Vasco Da Gama's Voyage

<http://legacy.fordham.edu/halsall/mod/1497degama.asp>

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Jan. 24 The Reformation

Readings: Textbook, ch. 18 (Crisis and Rebuilding)

Martin Luther and Charles V at the Diet of Worms

[http://germanhistorydocs.ghi-dc.org/pdf/eng/Doc.64-ENG-Luther\\_Charles.pdf](http://germanhistorydocs.ghi-dc.org/pdf/eng/Doc.64-ENG-Luther_Charles.pdf)

Letter to Thomas Müntzer (CourseDen)

No online quizzes for today

Jan. 29 Politics in early modern Europe

Readings: Textbook, ch. 18 (to end)

Bossuet on absolutism (CourseDen)

No online quizzes for today

Jan. 31 Africa and the Atlantic World

Readings: Textbook, ch. 20

Phillips document on the slave trade (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 5            The Islamic empires in the early modern period

Readings:        Textbook, ch. 17

Jahangir, Policy toward the Hindus (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 7            China and Japan in the early modern period

Readings:        Textbook, ch. 21

Confucius

[http://www.indiana.edu/~p374/Analects\\_of\\_Confucius\\_\(Eno-2015\).pdf](http://www.indiana.edu/~p374/Analects_of_Confucius_(Eno-2015).pdf)

skim intro, read definitions of *ren*, *junzi*, *li*, 1.1, 1.2, 2.5, 4.18, 7.20, 12.7., 12.11

Expulsion of the Christian Priests aka Bateren (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 12          Russia in the early modern period

Readings:        Textbook, ch. 18, pp. 475-79

Peter the Great's decrees (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 14          **First Exam**

Feb. 19          The Enlightenment

Readings:        Textbook, ch. 19

Kant on Enlightenment

<http://www.fordham.edu/halsall/mod/kant-what.html>

Condorcet on progress

<http://www.fordham.edu/halsall/mod/condorcet-progress.html>

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 21 Political revolution

Readings: Textbook, ch. 22 (skip material on the British colonies and Latin America)

Cahier de doléance of the Third Estate of Dourdan

<http://www.historyguide.org/intellect/cahiers.html#third>

Sieyes, What is the Third Estate?

<http://chnm.gmu.edu/revolution/d/280/>

Decree Abolishing the Feudal System

<http://history.hanover.edu/texts/abolfeud.html>

Declaration of the Rights of Man

[http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)

Declaration of the Rights of Woman

<http://chnm.gmu.edu/revolution/d/477/>

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 26 The Industrial Revolution

Readings: Textbook, ch. 23

Factory Rules from Benck and Co. (CourseDen)

Sadler Committee (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Feb. 28 Ideologies

Readings: Textbook, ch. 24

*The Communist Manifesto* (Bourgeoisie and Proletarians section only)

[http://avalon.law.yale.edu/subject\\_menus/mancont.asp](http://avalon.law.yale.edu/subject_menus/mancont.asp)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Mar. 5 China in the nineteenth and early twentieth centuries

Readings: Textbook, ch. 26, China under Pressure, pp. 759-762

Lin Zexu's Letter to Queen Victoria (CourseDen)

Kang Youwei advocacy of reform in China (CourseDen)

Sources on the Hundred Days Reform in China (CourseDen)

No online quizzes for today

Mar. 7 India

Readings: Textbook, ch. 26, India, pp. 750-53

Introduction to sati

<http://chnm.gmu.edu/wwh/p/103.html>

William Bentinck's minute on sati and legal prohibition of sati

<http://chnm.gmu.edu/wwh/modules/lesson5/lesson5.php?menu=1&s=6>

Extracts from Thomas Macauley's Minute on Indian Education

<http://gyanpedia.in/Portals/0/Toys%20from%20Trash/Resources/books/readings/25.pdf>

[This is a fuller version of the document than the extract in the textbook]

Mar. 12 The Meiji Restoration in Japan

Readings: Textbook, ch. 26, Japan's Rapid Transformation, pp. 763-67

*Politics and Society in Japan's Meiji Restoration*

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

**Paper due**

Mar. 14 **Second Examination**

Spring Break!

Mar. 26 New Imperialism

Readings: Textbook, ch. 25  
Jules Ferry on the motives for imperial expansion  
<http://www.fordham.edu/halsall/mod/1884ferry.html>

*[Note this extracts some different passages from the same Ferry speech in the textbook]*

Rhodes, Confession of Faith (CourseDen)  
Edgar Canisius on the Congo (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Mar. 28 The First World War

Readings: Textbook, ch. 28, pp. 821-29  
First World War documents (CourseDen)

No online quizzes

Apr. 2 The Russian Revolution

Readings: Textbook, ch. 28, pp. 830-34  
The April Theses  
[http://www.dhr.history.vt.edu/modules/eu/mod03\\_1917/evidence\\_detail\\_31.html](http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html)

No online quizzes

Apr. 4 Peacemaking and interwar disorder

Readings: Textbook, ch. 28, pp. 835-end  
The Fourteen Points

[http://avalon.law.yale.edu/20th\\_century/wilson14.asp](http://avalon.law.yale.edu/20th_century/wilson14.asp)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Apr. 9 Fascism and Nazism

Readings: Textbook, ch. 30

Mussolini on Fascism (CourseDen)

Adolf Hitler's letter to Adolf Gemlich (1919)

[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=3909](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3909)

Adolf Hitler's "Appeal to the German People," January 31, 1933

[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=3940](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3940)

Walter Groß on Nazi Racial Policy

<http://www.calvin.edu/academic/cas/gpa/gross.htm>

No online quizzes

Apr. 11 The origins of World War II

Readings: Textbook, ch. 30

*New York Times* articles: "Commons Jubilant: Chamberlain's News of a Delay by Hitler on Czechs Stirs Bedlam," 29 September 1938;

"Peace With Honor,' Says Chamberlain," 1 October 1938;

Letters to the Times, Basil C. Walker, "Moderation in the Reich," 4 October 1938

All available through library database: NY Times

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Apr. 16 The Holocaust

Readings: Himmler's speech at Posen

<http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-nizkor.html>

No online quizzes

Apr. 18 The origins of the Cold War

Readings: Textbook, ch. 31, The World Remade  
Kennan on Soviet foreign policy (CourseDen)  
Soviet ambassador Novikov on U.S. foreign policy (CourseDen)

No online quizzes

Apr. 23 Decolonization

Readings: Textbook, ch. 31, to the end  
Sukarno Speaks at Bandung (CourseDen)  
Nkrumah on the United States and the Third World (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Apr. 25 The fall of the Soviet empire

Readings: Mikhail Gorbachev on new political thinking (CourseDen)

No online quizzes

Apr. 30 **Mandatory Final Examination in class**

**General Education Core Area Assessment Reporting Template**  
**University of West Georgia**

Academic Year(s) of Assessment: Fall 2014 - Spring 2017

Submission Date: April 16, 2019 (rev. 6/5/19)

Core Area: E, Student Learning Outcome 2

Submitted by: Chapman Rackaway and IEA

***Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.***

### 1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

2. Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences.

### 2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say “no changes were made.”

By and large the assessment process for the SLO outlined above has remained the same since 2014 except for the modifications made in 2015 when the University’s QEP (Undergraduate Writing in the Core Curriculum) was incorporated into all core curriculum courses, including POLS 1101 - American Government. At this time a written assignment was added for QEP assessment purposes (please see Appendix 1). This change resulted in the inadequate assessment of the third component of GE SLO E.3 (*adapting written communication to specific purposes and audiences*) with only the multiple-choice exam remaining to measure the other two student learning outcome components. There has also been slight variations among the multiple-choice questions administered as the end-of-semester exam; however, the Learning Outcomes Rubric used to gauge proficiency as remained fairly consistent throughout. For an example of the Student Learning Outcomes Evaluation Matrix used in POLS 1101, please see Appendix 2.

### 3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

No evidence that curricular changes were made was reported.

### 4. Description of Assessment Instruments and Procedures:

*Provide a summary that addresses the following questions: 1) What courses were used to collect data? 2) If units used different approaches, please describe in as much detail as possible. 3) What assessment measures were used in the courses? 4) What was the process for assessing student learning in the courses? 5) What is the expected criteria for success or performance target for successfully meeting the SLO? (include examples of rubrics or assessment instruments in Appendix).*

POLS 1101 courses were used to collect data, exclusively taught by Dr. Greg Dixon. Dixon used a dedicated end-of-semester multiple choice exam using a standardized question pool. To measure student learning, three questions were used on average to measure Outcome 1, four questions were used on average to measure Outcome 2, and three questions were used on average to measure Outcome 3. Example questions and results are also provided in Appendix 3.

### Success Criteria

#### Learning Outcomes Rubric:

The standards for evaluating the responses relative to expectations were based on the following simple rubric:

0 – 25% mean correct responses: Way Below expectations

26 – 50% mean correct responses: Below expectations

51 – 75% mean correct responses: Meets expectations

76 – 100% mean correct responses: Exceeds expectations

#### 5. Report of Assessment Data and Results:

*Provide a summary of assessment results.*

Multiple-choice questions were divided between three areas of knowledge labeled as Outcome 1, Outcome 2, and Outcome 3 by the Political Science Department Faculty. **Outcome 1** questions assess students' *understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia*, **Outcome 2** questions assess the Department's specific interest in students' *understanding of the interrelationship between American governmental institutions*, and **Outcome 3** questions assess students' *understanding of the basic terminology of political science and U.S. politics*. Taken together, Outcomes 1 and 3 examine Core Area E's SLO 3. Results indicate that scores varied from semester to semester with few predictable patterns across learning outcomes. As shown in the data shared in Appendix 4, averages for **Outcome 1** ranged from a low of 48.5% in Spring 2015 to a high of 88.7% in Fall 2015, while averages for **Outcome 3** ranged from a low of 57.4% in Fall 2015 to a high of 100% in Fall 2014. The combined averages for **Outcomes 1 and 3** ranged from a low of 54.3% in Spring 2016 to a high of 86% in Fall 2014. For additional evidence of aggregated data, please see Appendix 5.

The data results suggest that the circumstances in particular classes are more responsible for variations within the data than student performance. The department thus began a review of POLS 1101 assessment in the Spring of 2019.

#### 6. Analysis and Interpretation/Reflection on Results or Trends:

*Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).*

Students showed significant fluctuations both between questions and over time in their responses. Intra-outcome variability was also high, suggesting an opportunity to better assess student outcomes.

One semester, Fall 2016, was not assessed.

#### 7. Prior Improvement Plans Implemented:

*Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).*

No evidence of how or if the results were used for improvement received.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

*Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2019).*

The Political Science Department Curriculum Committee has developed a new set of learning outcomes and an assessment model that will sample multiple class sections to account for more variability in student learning and provide a better understanding. Refer to the plan included in Appendix 6.

## Appendix 1 - Assessment instruments

### POLS 1101 QUALITY ENHANCEMENT PLAN (QEP) WRITING ASSIGNMENT

In this two-part assignment, students will write **TWO SEPARATE** position papers in the form of **letters** to the student's representative in the **US House of Representatives**. The letter should:

- 1) Stress the importance of a political topic/issue that is of particular interest to you as a citizen-voter.
- 2) Stress the reason(s) for the urgency of the matter, and should be supported by making reference to **a specific relevant impending bill** or other legislative action. The letter must demonstrate that the student has performed sufficient research to specifically identify the bill and any special relationships that may apply regarding this bill for the representative to whom the letter is addressed.
- 3) The letter must be addressed to your Member of Congress's proper Washington DC address.

The following links can assist you research your US House of Representatives and bill/legislations (relevant bills):

<http://www.house.gov/representatives>

<https://www.govtrack.us/congress/members>

<http://www.contactingthecongress.org/>

<https://www.congress.gov/members>

#### Due Dates

1<sup>st</sup> Letter Submission: **January 30<sup>th</sup>**.

2<sup>nd</sup> Letter Submission: **April 9<sup>th</sup>**

Feedback and interventions from the first letter will be utilized in writing the second letter. With the feedback and interventions as a basis for improvement, the student will select **another political topic/issue** of personal interest then write the second letter following the same format as the first letter. Effectively, the only thing that changes is the **political topic/issue**.

#### Requirements

1. Paper (letters) must be submitted in CourseDen in the appropriate drop box in Module 4. *Be informed that Turnitin will be used to check for plagiarism, grammar, spelling and other errors.*
2. The letters must be the work of the student. The letter must be **400 – 600 words in length**. The letter must be written in a formal letter format, and must be submitted in Word format. A sample letter template from the

American Library Association can be found at:

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aboutaasl/aaslcommunity/quicklinks/el/Sample\\_Letter\\_to\\_Elected\\_Officials.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aboutaasl/aaslcommunity/quicklinks/el/Sample_Letter_to_Elected_Officials.pdf)

3. The paper (letters) must be submitted on the **due dates/times**, or it will result in a penalty of one 10% for each business day late.

4. The Letters will be graded following the “GRAS” rubric as follows:

**20% G (Grammar** and other writing mechanics including margins and formatting)

**20% R (Rhetoric**-argument and its academic underpinning(s)

**20% A (Analysis**-contextualized, supported, and well-articulated)

**40% S (Synthesis**-articulating knowledge of American government; its structure, functions, and exchanges.

*For more on the rubric, see below.*

POLS Category	Non-Performance	Significantly Below Standard	Below Standard	Meets Standard	Exceeds Standard	Exemplary
Point Score	0 = F	1-11 = F	12-13 = D	14-15 = C	16-17 = B	18-20 = A
<b>Grammar, Usage, and Mechanics</b>	The assignment was not submitted	There are more than 7 errors of spelling, grammar, usage, or formatting.	There are more than 5 errors of spelling, grammar, usage, or formatting.	The student demonstrates a university level understanding of grammar, usage, and mechanics. There are few spelling, grammar, or usage errors.	There are fewer than 2 errors of spelling, grammar, usage, or formatting.	There are no errors of spelling, grammar, usage, or formatting.
<b>Rhetoric</b>	The assignment was not submitted	The essay lacks a clear statement of the student's position on the issue in question.	The essay includes a clear statement of the student's position, but that statement is not supported by evidence or reasoned argumentation.	The essay includes a clear statement of the student's position and includes one fact or item of evidence to support the argument, but does not develop a clear line of reasoning that ties the evidence to the statement.	The essay includes a clear statement of the student's position and includes one fact or item of evidence to support the argument and the fact is clearly tied to the statement.	The essay includes a clear statement of the student's position and includes two facts or items of evidence to support the argument and the facts are clearly tied to the statement.

<b>Analysis</b>	The assignment was not submitted	The essay does not include reference to the elected official. The essay does not explain the importance of the bill or policy.	The essay may include reference to the elected official but the essay does not explain the importance of the bill or policy.	The essay includes reference to the elected official and provides a basic explanation for the importance of the bill or policy.	The essay includes reference to the elected official and provides a solid explanation for the importance of the bill or policy that refers to the political context for the elected official.	The essay includes reference to the elected official and provides an exemplary explanation for the importance of the bill or policy that provides a clear linkage to the political context and to the role of the official.
<b>Point Score</b>	<b>0 = F</b>	<b>1-23 = F</b>	<b>24-27 = D</b>	<b>28-30 = C</b>	<b>32-35 = B</b>	<b>36-40 = A</b>
<b>Synthesis (worth 40 points)</b>	The assignment was not submitted	The essay does not integrate material to demonstrate a knowledge of government	The essay includes some material relevant to government, but it is not included in a clear and systematic way.	The essay includes some material relevant to government, but only at a basic level.	The essay includes material that demonstrates a clear understanding of the workings of government at the appropriate level for the elected official.	The essay includes material that demonstrates a clear and precise understanding of the workings of multiple levels of government.

**Appendix 2 - Assessment instruments**

POLS1101-E01

Greg Dixon

Student Learning Outcomes Evaluation Matrix

Student Learning Outcome	MC Assessment Instrument	QEP Assignment	Publisher Content Tools	Other Assessment Mechanisms
Demonstrate a knowledge of the U. S. Constitution.	19 questions		Weekly assessment assignments	Final Exam Essays
Demonstrate a knowledge of the Georgia State Constitution.	16 questions			Final Exam Essays

Identify the institutions and processes of the three branches of U.S. government.	19 questions		Weekly assessment assignments	Final Exam Essays
Recognize current political issues and explain the policy making process.	16 questions	Choice of current bill	Weekly assessment assignments	Final Exam Essays
Analyze politics in terms of political behavior and linking institutions.	16 questions		Weekly assessment assignments	Final Exam Essays
Demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics, adapting written communication to specific purposes and audiences.	6 questions	Letter to student's member of the House	Weekly assessment assignments	Final Exam Essays

**Appendix 3 - Assessment instruments**

Assessment title: **Final Assessment Test**

Question title: **POLS1101 Assessment - BETA Question MC #1**

Government can best be defined as

- 1. the institutions and procedures by which a territory and its people are ruled.
- 2. the set of political principles and values that guide political life.
- 3. the legalized theft of others' property.
- 4. the invisible hand that turns private interests into public goods.
- 5. the shared set of values, beliefs, and attitudes that people have about politics.

**Response Summary**

Answer	Value	Frequency Distribution
1.	100.00%	32 (97%) 
2.	0.00%	0 (0%)
3.	0.00%	0 (0%)
4.	0.00%	0 (0%)
5.	0.00%	1 (3%) 

Question title: **POLS1101 Assessment - BETA Question MC #2**

If the government were controlled by a small group of wealthy landowners and corporate leaders, this would be best described as

- 1. an oligarchy.
- 2. an autocracy.
- 3. an authoritarian regime.
- 4. a totalitarian state.
- 5. a monarchy.

**Response Summary**

Answer	Value	Frequency Distribution
1.	100.00%	32 (97%) 
2.	0.00%	0 (0%)
3.	0.00%	0 (0%)
4.	0.00%	0 (0%)
5.	0.00%	1 (3%) 

**Question title: POLS1101 Assessment - BETA Question MC #3**

Politics can be defined as

- Ⓐ 1. conflicts over the character, membership, and policies of any organization to which people belong.
- Ⓑ 2. the informal, private organizations through which a land and its people are ruled.
- Ⓒ 3. a hierarchically structured organization that is designed to distribute labor among several different groups of people.
- Ⓓ 4. a line-and-staff organization that is designed to facilitate control over complex social arrangements.
- Ⓔ 5. alliances of various interest groups, policy experts, and elected representatives who unite in order to promote a governmental solution to a problem.

**Response Summary**

Answer	Value	Frequency Distribution
1.	100.00%	18 (54.5%) 
2.	0.00%	4 (12.1%) 
3.	0.00%	0 (0%)
4.	0.00%	0 (0%)
5.	0.00%	11 (33.3%) 

**Question title: POLS1101 Assessment - BETA Question MC #4**

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A representative democracy is a system of government that

- ◉ 1. allows citizens to vote directly on laws and policies.
- ◉ 2. allows citizens to make, veto, or judge statutes personally.
- ◉ 3. gives citizens a regular opportunity to elect top government officials.
- ◉ 4. gives citizens the ability to make important military decisions directly.
- ◉ 5. legally requires government officials to vote for policies that a majority of their constituents prefer.

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**Response Summary**

Answer	Value	Frequency Distribution
1.	0.00%	4 (12.1%) 
2.	0.00%	1 (3%) 
3.	<b>100.00%</b>	<b>24 (72.7%)</b> 
4.	0.00%	0 (0%)
5.	0.00%	4 (12.1%) 

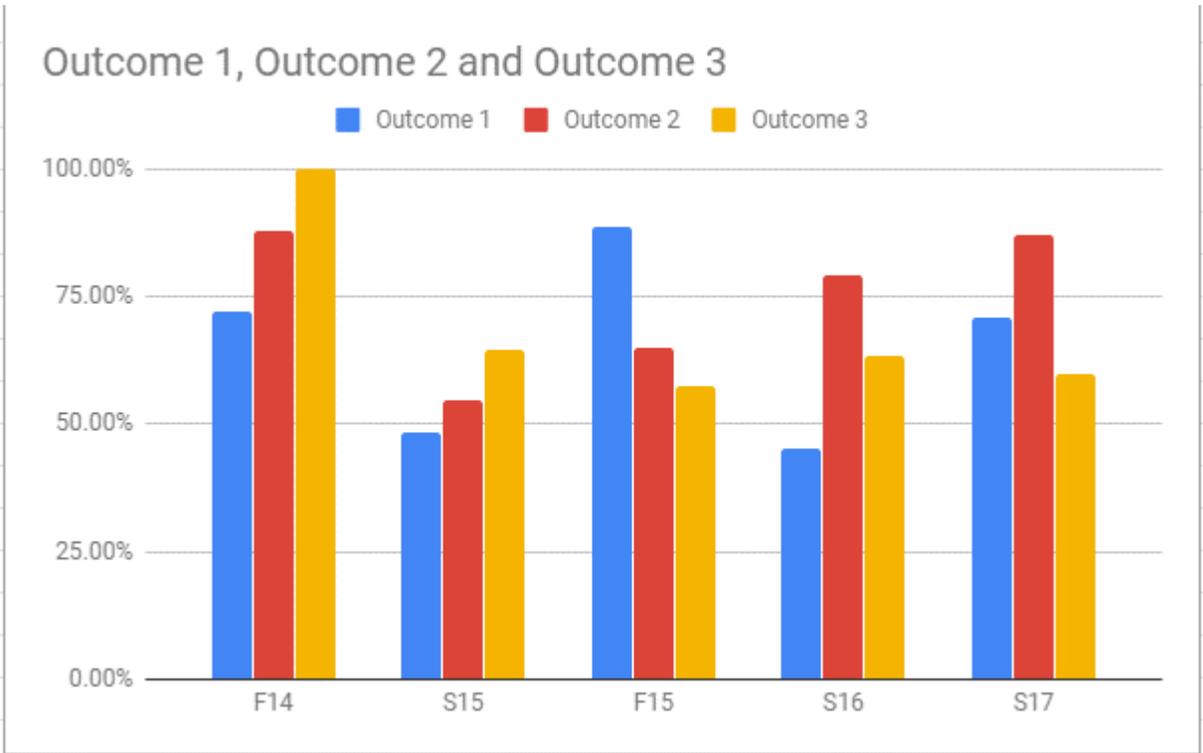
**Appendix 4 - Evidence of aggregated data**

**Outcome 1:** An understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia

**Outcome 2:** An understanding of the interrelationship between American governmental institutions

**Outcome 3:** An understanding of the basic terminology of political science and U.S. politics

	Outcome 1	Outcome 2	Outcome 3
<b>F14</b>	71.94%	87.90%	100.00%
<b>S15</b>	48.46%	54.82%	64.65%
<b>F15</b>	88.74%	65.12%	57.43%
<b>S16</b>	45.01%	79.07%	63.48%
<b>S17</b>	70.78%	87.06%	59.95%



## Appendix 5 - Evidence of aggregated data

### Learning Outcomes Summary:

Students will demonstrate that they have developed:

- An understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia
  - 3 questions – mean correct responses: 54.3% (*Meets expectations*)
  
- An understanding of the interrelationship between American governmental institutions
  - 4 questions – mean correct responses: 79.8% (*Exceeds expectations*)
  
- An understanding of the basic terminology of political science and U.S. politics.
  - 3 questions – mean correct responses: 86.0% (*Exceeds expectations*)

### Learning Outcomes Instrument Detail:

The specific questions used in the summary above are listed below with response rates.

#### **An understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia**

*Question: Conference committees are <temporary, involve members from both houses of Congress, and are charged with reaching a compromise on legislation once it has been passed by both the House and <Senate>*

50% correct

*Question: The boundaries of legislative districts in the United States are to be redrawn every <ten> years.*

63% correct

*Question: In order for a political party to select a candidate to run in the general election, it holds a <primary election>*

50% correct

#### **An understanding of the interrelationship between American governmental institutions**

*Question: Congress must share foreign policy powers with <Congress>*

80% correct

*Question: The primary responsibility for conducting public elections rests with <state and local governments>*

75% correct

*Question: An important reason for why public policy and public opinion may not coincide in the United States is that <the American system of government includes arrangements, such as an appointed judiciary, which may produce policy decisions that run contrary to prevailing popular sentiment>*

94% correct

*Question: What is the origin of most federal Bureaus? <Congress passes laws creating and funding most federal bureaus>*

70% correct

**An understanding of the basic terminology of political science and U.S. politics.**

*Question: Smaller and weaker parties are most likely to have electoral success under which system of elections? <proportional representation system>*

88% correct

*Question: Congress is a <bicameral> legislature with <535> members*

90% correct

*Question: The right of due process is best described as the right of <every person not to be treated arbitrarily by a government official or agency>*

80% correct

**Learning Outcomes Rubric:**

The standards for evaluating the responses relative to expectations were based on the following simple rubric:

0 – 25% mean correct responses: Way Below expectations

26 – 50% mean correct responses: Below expectations

51 – 75% mean correct responses: Meets expectations

76 – 100% mean correct responses: Exceeds expectations

**Below are listed the results of the assessment of POLS1101 students this semester.**

Students will demonstrate that they have developed:

- An understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia
  - 3 questions – mean correct responses: 54.3%
  
- An understanding of the interrelationship between American governmental institutions
  - 4 questions – mean correct responses: 79.8%
  
- An understanding of the basic terminology of political science and U.S. politics.
  - 3 questions – mean correct responses: 86.0%

## **Appendix 6 - Evidence of improvement(s) implemented**

No changes were made, new plan under development, explained below:

### **Assessment Plan for POLS 1101**

The Curriculum Committee discussed at its March 7, 2019 meeting a plan for assessing Political Science 1101 (POLS 1101): Introduction to American Government. The committee reviewed the department's past assessment questions and procedures, and we have made the following recommendations for a strategic assessment plan of POLS 1101 that will evaluate students' learning in comparison to the Political Science Department's approved student learning outcomes.

The POLS Department Student Learning Outcomes (SLOs) for POLS 1101 are as follows:

Students completing POLS 1101 will be able to:

1. Demonstrate a knowledge of the U. S. Constitution.
2. Demonstrate a knowledge of the Georgia State Constitution.
3. Identify the institutions and processes of the three branches of U.S. government.
4. Recognize current political issues and explain the policy making process.
5. Analyze politics in terms of political behavior and linking institutions.
6. Demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics, adapting written communication to specific purposes and audiences.

In Spring of 2019, Dr. Karen Owen will administer a pre/post-test of twelve questions to her section of POLS 1101. Results will be compiled to determine students' learning of the department's SLOs.

In addition, the committee has recommended a 30-question pre/post-test to be offered in more sections of POLS 1101 in the fall of 2019. Departmental sections (selection of four) comprised of 40 students and over 100 students were selected for the assessment tests. Faculty will administer the determined POLS 1101 pre/post-tests in their courses during the first day of class and the last week of class for the semester. Faculty have the academic freedom to present the assessment in class or online through our CourseDen platform. The Curriculum Committee will compile, review and analyze all Faculty reported data for the completed department assessment file.

Lastly, the Curriculum Committee in consultation with the department Faculty will continue to select additional sections of POLS 1101 each semester to administer the pre/post-test and gather respective data for analysis and review. We will include more sections of POLS 1101 to ensure more students' involvement and to make necessary changes to our outcomes and courses.

## **Appendix Two: General Education Assessment Committee Charge**

## Presidential Standing Committee on General Education Assessment

### General Education Assessment Committee

**Authority:** The President has the authority to appoint special committees as set forth in *UWG Policies and Procedures, Art. II, Sec. 1(C)(4)*:

“In the implementation of these duties, the President or his or her designee shall” ...  
(a) Appoint such special committees as are necessary to advise and assist him or her in planning and administration.”

Based on this authority, as of the date below, I hereby designate the creation of a standing committee to be called the “General Education Assessment Committee” (GEAC). This Committee will replace the *ad hoc* General Education Assessment Committee, which was established in January 2018 to assess extant general education data and review current assessment practices. The newly-constituted GEAC will not impede any other committee charged with vetting, recommending, or making curricular changes to general education.

**Purpose and Functions:** GEAC, charged by the President and functioning to fulfill Section 2.9 of the Board of Regents Policy Manual on Institutional Effectiveness, facilitates the assessment of general education in the Core Curriculum via the organized gathering of data; reports assessment data related to courses in the Core Curriculum via committee-generated documents; and participates in devising general recommendations based on said data for departments or units in which general education courses reside. To that end, the committee’s functions shall include but are not limited to: writing policies and procedures related to assessment of the Core and General Education, coordinating systematic assessment practices across all areas of UWG’s Core Curriculum, working with Core stakeholders to ensure alignment of identified tools and measures, vetting and approving assessment processes, and composing assessment-related documents and larger annual reports.

Further, the Committee will have authority to request the attendance of UWG employees that possess knowledge related to the CAP and/or assessment practices in question during Committee meetings to assist the Committee with the implementation and review of assessment practices and data.

**Membership:** GEAC will include members either appointed by the Vice President for the division, Dean for the College/School, department Chair, or position title. These members will have full voting privileges. *In the event that the stated chair position is not filled, the committee will be responsible for electing an Interim Chair until said position can be filled.*

- General Education Assessment Director, *Chair*
- Minimum one Faculty representative from each Core Area Program, *Work Group Coordinator(s)*
- Minimum of one representative from the Office of Institutional Effectiveness and Assessment
- Representative from eCore
- Representative from the Office of the Provost

### Term Limits:

- Minimum three-year membership with one-year on-boarding during which voting privileges are withheld
- Two years of active membership, with final year being a one-year transitional period
- Chair-elects must have served as part of a CAP Work Group member for at least one year and will serve as vice-chair during a one-year transition process

**Additional Membership:** The following representatives will be *ex officio* members of the General Education Assessment Committee members, serving as liaisons:

- Representative from Faculty Senate

**Meetings:** GEAC will meet at least twice each fall and spring term, or more often as deemed necessary by the Chair. If a member is unable to attend the scheduled meeting, they may appoint a delegate to attend and report information. If a member is unable to attend a meeting for a scheduled vote, said member may submit the vote in writing to the Chair prior to the meeting, or they may defer to a delegate to vote by proxy in their stead. Notice of any meeting will be sent to each committee member by the Chair or designee.

Signed: \_\_\_\_\_  
J. MICHEAL CRAFTON, UWG Interim President

Date: \_\_\_\_\_

## **Appendix 3: Framework for General Education Assessment**

### **Framework for General Education Assessment Practice at UWG**

Inevitably, variables in each Core Area Program's (CAP's) approach to General Education Assessment will exist. We desire to highlight the textured ways our CAPs provide students with a Liberal Arts education that prepares them well for their major programs and responsible citizenship. However, all CAPs must achieve five principal goals to ensure the integrity of the overall General Education assessment process for SACSCOC *and* beyond:

1. CAPs will cooperate in their respective Work Groups and with the General Education Assessment Director/GEAC to complete either polished drafts or finished rubrics and Assessment Plans for their CAP **by October 15, 2019**.
2. The measurable rubric(s) for each CAP must possess four proficiency levels (exemplary, proficient, developing, and unsatisfactory) *and* align with Core Area Learning Outcomes (LOs); further, success criteria is defined as at least 70% of students achieving a 3--proficient--or better in the CAP LO.
3. Any assessment tool a CAP or course adopts for general assessment reportage must be graded and summative in nature to maximize student performance data.
4. All collaborators in each CAP must work in concert with their home departments to develop *and* implement betterment plans based on what student data from any assessment period show, as successive yearly reports from CAPs will, in part, rely upon reportage of how specific implementation plans affected student performance.
5. All CAPs must assess all course offerings (face-to-face, online, Newnan, Douglasville, etc.) twice per year (in fall and spring) starting *no later* than fall of 2020, with the goal of bringing as many CAPs into the General Education assessment process earlier (e.g. fall of 2019 or spring of 2020), which will provide more robust data for analysis.\*

\*Areas A.1 and A.2 will begin data collection in the fall of 2019.

# **Appendix 4: Curriculum Map Template for General Education Assessment and Assessment Plan Template**

INSTRUCTIONS	GEAC CURRICULUM MAPPING TEMPLATE								
1. Insert the Department(s) involved in this CAP Assessment	DEPARTMENT(S):				GE-SLO 1	GE-SLO 2	GE-SLO 3	GE-SLO 4	GE-SLO 5
2. Insert your specific GE Core Area Program (e.g., Core Area A1, Core Area C, etc.)	CORE AREA PROGRAM (CAP):		CORE AREA COURSES						
3. Under the "Courses" Column, list out ALL the individual courses assessed by the specific GE Core Learning Outcomes (e.g., COMM 1110, FREN 1001, ANTH 1100, etc.)	DATA COLLECTION	1							
4. Under each "GE-SLO", list out the specific Core Area Learning Outcomes and/or Components being assessed (e.g., adapt written communication to specific rhetorical	2								
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses	3								
	4								
	5								
	6								
	7								
	8								
	9								
	10								
	11								
	12								
	13								
	14								
	15								

**Note: Please attach this Curriculum Map in addition to the CAP Measure (rubric) and Instrument/Tool (assignment) to the completed Assessment Plan.**

**CAP Outcome Assessment Plan**

Please complete form in its entirety and return to GEAC along with requested attachments.

<b>Submitted By:</b>	
<b>Date Submitted:</b>	
<b>Core Area Program (CAP):</b>	
<b>Department(s) Involved:</b>	
<b>Core Area Learning Outcome and/or Component:</b>	
<b>Course(s) Included in Assessment:</b>	
<b>Semester Start Date:</b> (e.g., Spring 2020, Fall 2020)	

**Description of Assessment Procedures**

**1. How does the assignment (tool) allow students to demonstrate their achievement of the stated CAP LO?**

**2. Please answer each of the following:**

➤ **When will the assignment (tool) be given?**

➤ **How long will students have to complete it?**

➤ **Will it be a result of direct instruction or a cumulative solo assignment?**

*Note: Please attach the assignment (tool) and the rubric (measure) used to grade the tool for all associated CAPS as well as a narrative (if needed) along with this document.*

**\*Each completed CAP SLO Packet should also contain a Cover Sheet, Executive Summary, and Curriculum Map.**

# **Appendix 5: Roles and Responsibilities for General Education Assessment**

## **General Education Assessment at UWG: Roles and Responsibilities**

### **Vice President of Academic Affairs**

- Charge Assessment Director, General Education Director, and faculty in matters of General Education assessment at start of each academic year and/or term
- Vet any arising issues not resolved by Director of Assessment, General Education Assessment Director, and/or the General Education Assessment Committee (GEAC)

### **Dean Responsibilities:**

- Ensure that department Chairs cooperate with GEAC and the General Education Assessment Director
- Manage Chairs during the process of General Education assessment

### **Department Chair Responsibilities:**

- Ensure that a reliable Work Group member is recruited/appointed to the course(s) taught in the Core Area Program (CAP)
- Ensure *every* approved course in each CAP has summative tool(s) (assignments[s]) that align with department *and* CAP measures (rubric[s]).
- Remind faculty to send in *summative* artifacts
- Ensure that faculty make *summative* student work available to GEAC by deadlines, as requested, for the assessment process
- Recruit, vote upon, or appoint rotating groups of Assessors
- Create in conjunction with Departmental faculty improvement plans related to their specific course offerings sited in work group reports.

### **Teacher Responsibilities:**

- Ensure the CAP course possesses a departmentally-approved, summative (post mid-term) assignment that aligns with CAP outcome(s) *and* rubric(s)
- Provide unmarked, blinded student work (artifacts) to GEAC as requested and in accordance with established deadlines each semester

### **GEAC Work Group Coordinator Responsibilities:**

- Create Work Group
- Meet with department/unit leaders as needed to discuss and/or explain GEAC processes and/or deadlines
- Lead Work Group members towards the development of CAP rubric(s) that align with CAP Learning Outcomes (LO's)
- Assist departments/faculty/instructors with finding or creating suitable assignments (tools) for use for each data cycle (3 years for current cycle)
- Complete and submit the CAP Assessment Plan(s) with other group members and GEAC's aid
- After data gathering, assist group members and GEAC with composing data and general recommendations paragraphs

- Send data and general recommendation paragraphs based on data to GEAC for review before finished products are sent to departments/units
- Collaborate and confer with Work Group members and GEAC to compose the Work Group report comprised of data and general recommendation paragraphs along with department/unit-generated discipline-specific improvement plan paragraphs (data, general recommendations, and specific improvement plan paragraphs will become integral to successful composition of the report written by the General Education Assessment Director)
- Deliver the Work Group report to General Education Assessment Director and GEAC by an established date

**GEAC Work Group Member Responsibilities:**

- Attend Work Group meetings to discuss and devise CAP rubric(s)
- Keep home departments/units apprised of CAP activities, especially in terms of rubric formation and tool (assignment) format/content
- Ensure that the course(s) they represent possess department-wide tools (assignments) that align with the CAP rubric(s)
- Aid in composing data and general recommendations for CAP
- Liaise expeditiously with home department/unit to devise specific Improvement Plan(s) for the course(s) and transmit those paragraphs in accordance with GEAC's deadlines
- Aid in composition of the Work Group report, which will be comprised of data, general recommendations, and specific improvement plans from departments/units.

**Assessors (rotating groups of those aware of the content in each course):**

- Review and score student work using CAP rubric(s)
  - *Note: in certain courses from International Language and Cultures, Mass Communications, or ENGL 2050 in which an oral presentation is the tool, it may be necessary for the instructor to score student work using the CAP for assessment and their own course/department rubric(s) for grading*

**GEAC Member Responsibilities:**

- Attend bimonthly or monthly meetings
- Serve as the steering committee for all aspects of General Education Assessment on UWG's campus
- Vet and approve Assessment Plan(s) from each CAP
- Review and analyze data and general recommendations from all Work Groups before that material is sent to departments/units
- Communicate data and general recommendations from Work Groups to department Chairs/unit leaders and request specific improvement plans
- Provide data and recommendations to General Education Assessment Director as they relate to General Education, potential learning outcomes/ revision, and/or curricular changes

**General Education Assessment Director Responsibilities:**

- Lead Institutional Efforts to:
  - Implement and sustain effective assessment processes
  - Analyze assessment data

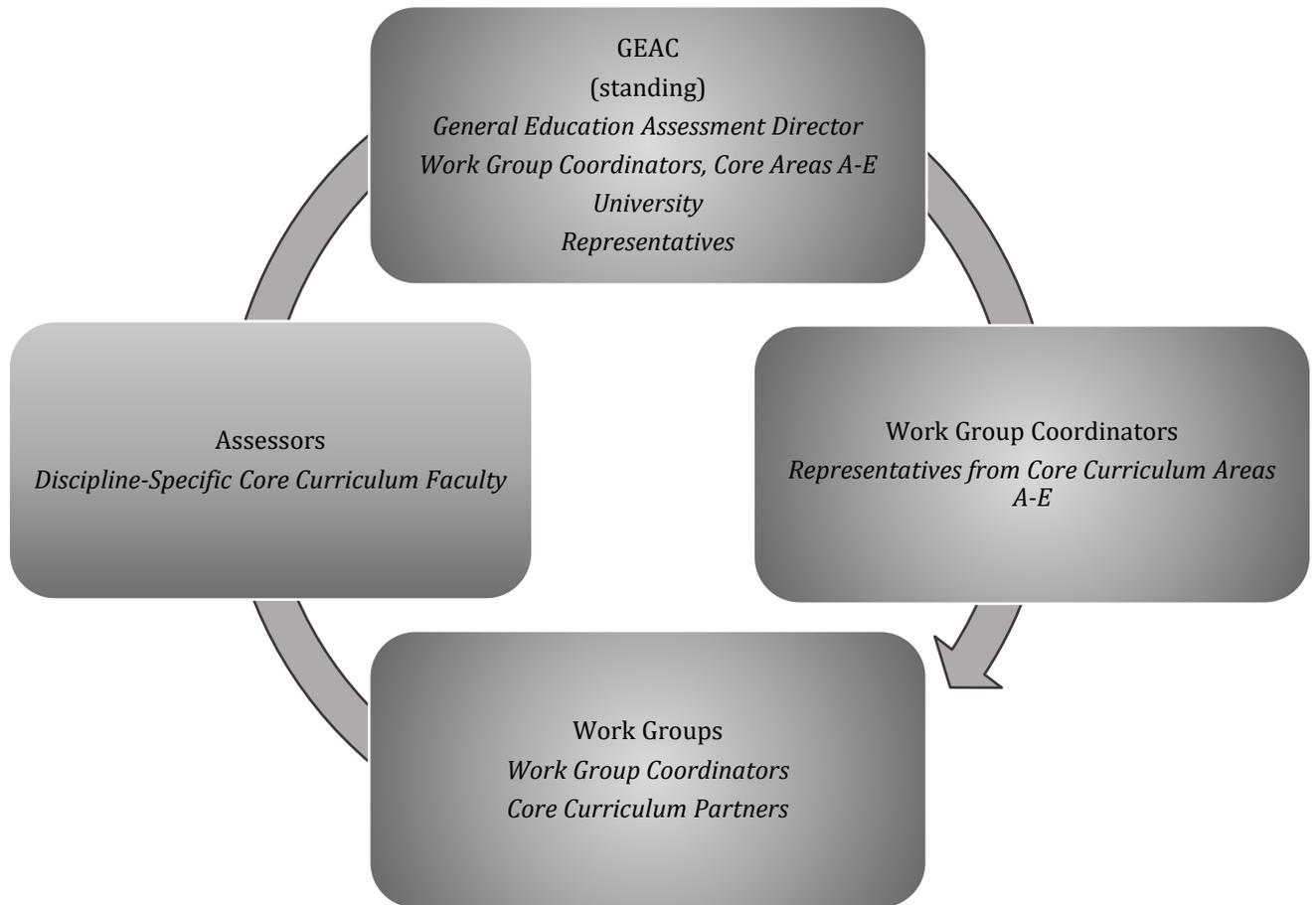
- Identify key issues that arise from the assessment data in any CAP or course
- Charge GEAC
- Represent General Education assessment findings
- Direct all General Education assessment activities
- Serve as spokesperson and chief advocate for General Education assessment at UWG
- Serve as Chair on GEAC
- Ensure compliance with SACSCOC and USG policies as they relate to General Education Assessment
- Speak with outside groups about General Education assessment and its impact on UWG student learning
- Collaborate with GEAC and Work Groups to ensure the collection, analysis, and correct composition of Work Group reports
- Communicate data and general recommendations from Work Groups to department Chairs/unit leaders and request specific improvement plans
- Compose an annual report that presents all General Education assessment activities, arranged Assessor-generated data, offers CAP-generated general recommendations to each CAP course, and shares specific improvement plans collected from all participating departments/units
- Report annually to the Provost all activities, data, general recommendations, and improvement plans
- Report annually to the Faculty Senate all activities, data, general recommendations, and improvement plans
- Report annually to the General Faculty all activities, data, general recommendations, and improvement plans during a General Assessment Forum

**UWG Director of Assessment Responsibilities:**

- Assist the General Education Assessment Director in leading institutional efforts related to the assessment of General Education
- Ensure compliance with SACSCOC and USG policies as they relate to General Education Assessment
- Provide recommendations to the General Education Assessment Director and/or General Education Assessment Committee as they relate to General Education
- Vet any arising issues not resolved by the General Education Assessment Director and/or General Education Assessment Committee
- Recommend and participate in the development of university policies and procedures related to General Education Assessment
- Compose SACSCOC reports related to General Education Assessment

## **Appendix 6: General Assessment Vision (Overview)**

## General Education Assessment Administrative Structure: An Aerial View



## **Appendix 7: FAQ for General Education Assessment**



## University of West Georgia General Education & Assessment

### GENERAL EDUCATION CURRICULUM

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The General Education requirements (Core Curriculum) of the University System of Georgia were established to facilitate the educational progress of students as they pursue baccalaureate degrees within and among the units of the University System.

The Core Curriculum of the University System of Georgia originated from the philosophy that “General Education” is the foundation of all degree programs, and as such, the Core is composed of courses providing a foundation of knowledge and intellectual skills reflecting the University’s judgement of what is essential to becoming a well-rounded, educated person.

### GENERAL EDUCATION ASSESSMENT FAQs

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#### **Why is there a requirement to conduct General Education assessment?**

- To provide feedback for improving teaching practices and general education curriculum
- To support, highlight, and celebrate efforts to improve Student Learning Outcomes (SLOs)
- To establish a cross-disciplinary language used to discuss the general education program
- To demonstrate accountability and transparency to ourselves and governing agencies

#### **What is the difference between grading and assessment?**

*Grading* is the evaluation of individual student performance in courses based on factors like class participation, performance improvement, assignments, exams, attendance, etc. In short, grading can involve behaviors and activities not focused on one specific learning outcome. In contrast, *assessment* examines patterns of student learning across courses and programs to improve educational practices and help students better meet student learning outcomes.

#### **How is General Education assessment in my department different from “Program SLO Assessment”?**

Program SLO Assessment is an ongoing process used to measure student learning at the degree level (e.g., how well graduates are meeting the program learning outcomes in a particular academic major). Course level assessment measures incremental skills that are aligned with, but typically more narrow than, program outcomes. General education assessment, while also ongoing, takes place at the course level and addresses how well students perform in meeting the existing student learning outcomes specific to the Core course.

#### **Which courses will be used to assess General Education?**

All courses mapped to the Core Area Program (CAP) learning outcomes are part of the General Education program and must assess **all** aligned learning outcomes that govern the CAP. Every instructor is expected to administer the assessment tool(s) each semester, even though they may not be asked to upload any student work for the given term.

**How often will I have to assess?**

Every section of every course in the Core must be assessed in both the fall and spring semesters. If a course is offered in the summer without having been offered in the previous fall or spring semester, all summer sections of that course must be assessed as well.

**What happens to the information we provide the General Education Assessment Committee (GEAC)?**

The General Education assessment administrative structure consists, in part, of Working Groups dedicated to each CAP that makes up UWG's General Education program. CAP Work Groups are comprised of faculty that teach within the CAP who perform data analysis and prepare written reports after rotating groups of faculty member Assessors apply the CAP rubric during scoring.

GEAC, in partnership with CAP Work Groups, provides feedback to departments/units each fall, aggregates data from different CAP Work Groups, evaluates how effective the General Education program is in meeting stated goals and student learning outcomes, and reports findings to the institution.

**What is the Assessment Plan for my Core Area Program (CAP)?**

Assessment Plans and rubric(s) that align with the CAP SLOs are developed by CAP Work Groups, which are comprised of representatives from every department whose courses are included in the CAP. The CAP Assessment Plan contains specific information explaining how each Core course will assess the appropriate CAP learning outcomes (i.e., exam questions, an essay, etc.). Each Core department's CAP Work Group representative is expected to consult closely with their department throughout the process of formulating an Assessment Plan and to inform their department when the final version of the plan has been approved by GEAC. Each semester Work Group representatives and department Chairs will also remind faculty in their departments who are teaching CAP classes of the CAP Assessment Plan in order to ensure that all CAP faculty know the procedure for assessing their courses.

**How many artifacts (student work examples) will be needed for assessment each term?**

The specific number depends on the actual student enrollment in a given term. UWG utilizes a random sampling method maintaining a 95% confidence level and 10% margin of error. A different sample size will be determined for each CAP learning outcome or learning outcome component (e.g., written communication versus oral communication). To ensure a representative sample, the number of artifacts will depend upon the number of students enrolled in the courses taking part in a specific Assessment Plan.

**What if my department elects to use a multiple choice test as its assessment tool?**

The complete results of all multiple-choice tests (i.e., the complete "census") will be sent to work groups and GEAC for analysis. If you are teaching a course that uses a multiple-choice exam as an assessment tool, you will receive instructions from your department or program's CAP work group representative about where to send the data from multiple-choice tests. The data may include scanned Scantron sheets or, in the case of courses that use an online exam, uploaded electronic results. Your Work Group representative will deliver the results from each course's multiple-choice tests to the Work Group.

**What if my department elects to use written work as its tool?**

Following the mid-term census date, the General Education Assessment Director will notify instructors via e-mail if their Core course section was selected as part of the random sampling for the current term. The e-mail will identify the number of artifacts (i.e., examples of student work) expected for upload, the specific students selected for the sample, upload instructions, and the deadlines for completion.

**Does my department have any say in what happens?**

Yes. Departments teaching Core courses have at least one (1) faculty representative on each CAP Work Group. The faculty and CAP Work Groups identify the tools, develop the Assessment Plans, craft the rubric(s), and conduct an assessment of the artifacts and data analysis. The faculty in each of the CAP Work Groups also collaborate to compose the CAP annual reports. Finally, per the General Education Framework, departments are also responsible for developing improvement plans based on assessment results.

**Who do I contact if I have any questions?**

You can contact your department Chair, departmental CAP Work Group representative(s), members of the General Education Assessment Committee, the General Education Assessment Director, Dr. Angela Insenga [ainsenga@westga.edu](mailto:ainsenga@westga.edu), or the Director of Assessment, Amanda Thomas [amandat@westga.edu](mailto:amandat@westga.edu).

# **Appendix 8: General Education Assessment Forum Slides**

# General Education Assessment

University of West Georgia

1

## Background

- SACSCOC Revised Principles
- What have we been doing?
- Why do we need to change?
- Why now?
- What about the Board of Regents changes?

2

## SACSCOC Revised Principles

Principle 8.2.b

\*The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.\*

*\*Gen Ed – program – must be assessed like s/c do all other academic programs. This INCLUDES closing the loop.*

3

## What have we been doing?

- Each department that taught in the Core was responsible for assessing students on any and all student learning outcomes (SLOs) of which their courses were a part.
  - Assessment silos
- Ad-Hoc General Education Assessment Committee (GEAC) spent the last year and a half collecting and assessing data from 2014 - 2018.
  - Provided foundation for changes

4

## Why do we need to change?

- Little to no guidance
- Some departments assessed and some did not
  - Due to many different factors
- Not all components of the SLOs were being assessed
  - i.e., written communication but not oral communication
- Confusion between QEP and Gen Ed assessment
- Lack of consistency
- No consistent closing the loop

5

## Why now?

- Need to get back on track
- SACSCOC Reaffirmation report due 2024
- Need 3 years of data to showcase our processes and assessment cycle.

**Collect -- Analyze -- Implement**

6

## What about the Board of Regents changes?

- We do not know when these changes will take place.
- We do not know what these changes will look like.
- We can use the information and data collected now to inform our later decisions.
- We can't wait.

7

## Revised General Education Assessment

- GEAC Structure
- GEAC Framework
- Work Group Process

8



9

## Framework for General Education Assessment at UWG

Inevitably, variables in each Core Area Program's (CAP's) approach to General Education Assessment will exist. We desire to highlight the textured ways our CAPs provide students with a Liberal Arts education that prepares them well for their major programs and responsible citizenship. However, all CAPs must achieve five principal goals to ensure the integrity of the overall General Education assessment process for SACSCOC and beyond.

10

1

CAPs will cooperate in their respective Work Groups and with the General Education Assessment Director/GEAC to complete either polished drafts or finished rubrics for their CAP by October 15, 2019.

11

2

The measurable rubric(s) for each CAP must possess four proficiency levels (exemplary, proficient, developing, and unsatisfactory) and align with Core Area Learning Outcomes (LOs); further, success criteria is defined as at least 70% of students achieving a 3--proficient--or better in the CAP LO.

12

3

Any assessment tool a CAP or course adopts for General Education assessment reportage must be graded and summative in nature to maximize student performance data.

13

4

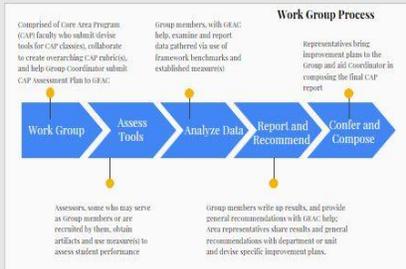
All collaborators in each CAP must work in concert with their home departments to develop and implement betterment plans based on what student data from any assessment period show, as successive yearly reports from CAPs will, in part, rely upon reportage of how specific implementation plans affected student performance.

14

5

All CAPs must assess all course offerings (face-to-face, online, Newnan, Douglasville, etc.) twice per year (in fall and spring) starting no later than fall of 2020, with the goal of bringing as many CAPs into the General Education assessment process earlier (e.g. fall of 2019 or spring of 2020), which will provide more robust data for analysis.

15



16

One CAP Work Group Coordinator's Process  
Area D  
Dr. Anne Gaquere  
Chemistry

17

Ongoing Efforts: Meet, Discuss, Devise

18

# **Appendix 9: Administrative Council Presentation Slides**

# General Education Assessment at UWG

Administrative Council  
 October 28, 2019  
 Amanda Thomas and Dr. Angela Insenga

1

## What have we been doing?

- Each department that taught in the Core was responsible for assessing students on any and all student learning outcomes (SLOs) of which their courses were a part.
  - Assessment silos
- Ad-Hoc General Education Assessment Committee (GEAC) spent the last year and a half collecting and assessing data from 2014 - 2018.
  - Provided foundation for changes

2

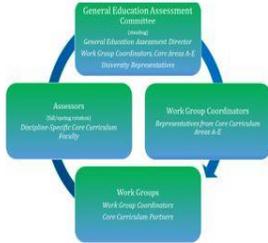
## Why do we need to change now?

- Need to get back on track
- SACSCOC Reaffirmation report due 2024
- Need 3 years of data to showcase our processes and assessment cycle.

Collect → Analyze → Implement

3

General Education Assessment Administrative Structure: An Aerial View



4

## General Education Assessment Framework

1. CAPs submitted draft rubrics to GEAC by October 15, 2019 for review and discussion
2. All rubrics have four proficiency levels (exemplary, proficient, developing, unsatisfactory) and aligned with Core Area Learning Outcomes
  - Success criteria are defined as at least 70% of students achieving a 3 (proficient) or better in the CAP learning outcome.
3. All assessment tools must be graded and summative in nature
4. CAP members work with home departments to develop and implement improvement plans
5. All courses in all modalities within the CORE (Gen Ed) will be assessed

5

## What has GEAC completed?

- Work Group and GEAC meetings and activities
- Administrative Structure and Framework
- Finalizing methodology - sampling of course sections
  - Written processes and procedures
- Roles and Responsibilities Sheet
- FAQ Information Sheet
- Received rubrics from each Core Area Program by the deadline
- Approved A.1 and A.2 Assessment Plans

6

# **Appendix 10: Senate Announcement in Spring 2020**

*Announcement from the Faculty Senate meeting minutes recorded on April 17<sup>th</sup>, 2020:*

“Dr. Angela Insenga reported that the General Education Assessment [framework was approved and that the] website has been launched [She also indicated] that UWG’s General Education Assessment Committee (GEAC) has been collecting and assessing data from Core Area’s A.1 and A.2 from the fall. Dr. Insenga noted that spring faculty have received emails regarding the collection and assessment of data from the remaining core areas, and a longer update will be provided in the fall.”

# **Appendix 11: Standard Directions for Written Artifact Submission**

## **General Education Assessment**

### **Submission Directions for Faculty**

*Please do the following:*

1. *Locate* and *pull* the summative artifacts requested by the General Education Assessment Director via email by counting from the first name on your Banweb roster.
2. *Remove* or mark out student names from written or word-processed work (i.e., “blind” the work).
3. *Prepare* the artifacts by saving any written or word-processed work as a .pdf and naming each separate artifact using the following string: “course-section-semester-instructor last name-roster number” For example, you may see “ENGL1101-02-fall19-Black-11” in a folder. If submitting multiple choice artifacts, submit all Scantrons along with an answer key for each test(s) to Scott Sykes in Math.
4. *Upload* any written or word-processed artifacts that have been blinded, saved as separate .pdf files, and titled correctly into the “Faculty General Education Assessment” shared Google. To finish submission:
  - Locate the course’s Core Area Program folder;
  - Find the course folder;
  - Search for your name and section number; and
  - Drag and drop files
5. *Contact* your department Chair to see if you will serve as an Assessor during this academic year’s scoring period(s).

**Audiovisual Directions can be found [here](#).**

## **Appendix 12: Communique to Faculty Requesting Written Artifacts**

Dear Colleague,

Beginning last year, the General Education Assessment Committee (GEAC) established a systematic General Education assessment framework that integrates faculty into every portion of the process.

A vital part of the procedure GEAC created is student artifact collection. Since you teach POLS 1101 in the Core Curriculum this semester and are using the approved two-part assignment crafted for your Core course(s), I ask that you **first** carefully follow the six-step process at the end of this email to upload the written work your students produce(d). **Second**, for the multiple-choice portion, I attach here the directions for extracting data from the multiple-choice section of the assignment. For this portion, you should work alongside the Work Group Coordinator, Dan Williams, and your Program Coordinator/Department Chair. I will also check in early January to see if there are issues with extraction and collation of all section's data into one data set.

This said, I move on to the requests for written artifacts from students 1, 9, 15, 33 and 36 in your POLS 1101 course, section E05.

**\*\*Please note: this semester's deadline for submission of student work to the appropriate personalized folder in the shared Google Drive is December 18, 2020.\*\***

*To upload the requested artifacts, complete these six steps:*

1. *Locate and pull* the summative artifacts requested by the General Education Assessment Director in this email by **counting from the first name on your Banweb roster** (please do not use your Course Den roster).
2. *Remove **all** student **and** instructor names* from written or word-processed work (i.e., “blind” the work).
3. *Prepare* the artifacts by saving any written or word-processed work **as a .pdf** and saving each artifact **separately** by using the following identifying string: **“course prefix and number-CRN-semester-student roster number”** For example, you could see “PHIL2130-00443-s20-11” in a faculty member’s personalized folder. *Note: your name must not appear in the identifying string.*
4. **If the requested artifact is missing**, please create a .pdf document that includes the sentence, “Missing because\_\_\_\_\_” and upload it in place of that student’s work using the same identifying string for this document as you did for the others. Please **do not go on to the next or former student**. Programs/Departments are not penalized for missing student work, but we must record it, since it enables faculty to conduct more robust analysis of the data and to create Improvement Plans with more detailed goals.
5. *Upload* blinded artifacts saved as separate .pdf files and entitled correctly. To upload, please do the following:
  - *Navigate* to your Google Drive from your Gmail homepage.
  - *Locate* the shared drive by clicking on “Shared Drives” on the left-hand side of your Google Drive’s landing page.

- *Search* for the drive entitled “General Education Assessment for Faculty” in the right-hand column of the page.
- *Locate the* course’s Core Area Program folder (e.g., Core Area E contains History).
- *Click* on the folder entitled “Fall 2020 Artifacts.”
- *Find* the course folder (e.g., HIST 2111).
- *Search* for your last name in that folder (e.g., Vasconcellos).
- *Drag and drop* requested student artifacts for all sections of that course you teach into your personalized folder.

6. *Confer* with your department Chair to see if you will serve as a faculty Assessor during the scoring period for this semester’s artifacts, which will occur during the third week of January 2021. Remember, it is up to your Chair to devise a plan for choosing faculty to assess.

In addition to the written directions above, I link you to a narrated video [here](#) that shows how to upload student artifacts to the shared Google Drive. Please note: the video is best viewed in high definition.

Do not hesitate to contact me via e-mail ([ainsenga@westga.edu](mailto:ainsenga@westga.edu)) or phone (770-378-2387) with questions or concerns as you submit these documents. I can also conduct Google Meetings to discuss procedures outlined here.

All faculty and staff working on the General Education Assessment Committee thank you in advance for your attention to this request for artifact collection. Our team continues to strive for opportunities to showcase student learning for governing agencies.

To our collective health,

Angela Insenga

**Angela Suzanne Insenga**

*Professor of English*

*Department of English, Film, Languages, and Performing Arts*

*General Education Assessment Director*

[General Education Website](#)

**Appendix 13: CAP A.1 Preliminary  
General Education Assessment  
Report**

# **Core Area Program A1 Work Group**

# **Fall 2019 Assessment Data**

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**Joshua Black**

Coordinator, CAP A1 Work Group

## Contents

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## **Memorandum**

**Core Area A1 Workgroup**

**1601 Maple St., Carrollton, GA 30118**

**To:** First-Year Writing Committee

**From:** Joshua Black, Coordinator, Core Area A1 Workgroup

**Date:** February 20, 2020

**Subject:** Fall 2019 Assessment Data

### **Introduction**

The present memorandum reviews and discusses the assessment data for Core Area Program (CAP) A1 during the Fall 2019 semester. The first section, as indicated, summarizes the findings while the second section addresses the actions required of the First-Year Writing (FYW) Committee and the ad hoc CAP A1 Workgroup going forward. Attached are tables, graphs, and cognate visualizations of the data collected during the assessment process as well as significant documents such as the assessment rubric.

### **Review of the Assessment Process**

CAP A1 comprises two courses, ENGL 1101 and ENGL 1102, that share three student learning outcomes (LOs):

1. Recognize and identify appropriate topics for presentation in writing,
2. Synthesize and logically arrange written presentations, and
3. Adapt written communication to specific purposes and audiences.

To assess the effectiveness of our program in helping students to achieve those outcomes, the FYW Committee/CAP A1 Workgroup elected to use a rubric developed, with significant input from our department, for a previously implemented Quality Enhancement Plan (QEP). The rubric measured student outcomes in the following three categories, each of which corresponded to a single LO, using a four-point Likert scale:

1. Adapt written communication to specific purposes and audiences (target: clarity and comprehensibility of language),
2. Synthesize and logically arrange written presentations (target: organization of ideas), and
3. Recognize and identify appropriate topics for presentation in writing (target: critical thinking).

The Office of Institutional Effectiveness and Assessment (IEA), in collaboration with the General Education Assessment Committee (GEAC), then developed a random sampling methodology intended to produce a random sample of student artifacts in order to ensure statistically valid assessment results. Specifically, the methodology produced results that are, statistically speaking, 95% confident with a 5% margin of error. In practice, this means that if the same methodology were applied a second time, ninety-five percent of the time, it would produce results within five points of those obtained from the first application.

The Department of English and Philosophy was then responsible for enlisting assessors from among its various subject-matter experts. The present chair, Meg Pearson, used a randomized selection process to do so, and the present GEAC chair Angela Insenga and I then coordinated norming sessions with the assessors to ensure consistent interpretation, application, and cognate uses of the approved rubric in assessing student artifacts.

### Assessment Results

According to the shared four-point CAP A1 Assessment Rubric, a score of 4 represents “Exemplary” student performance (Exceeds Expectations), a 3 indicates “Proficient” student performance (Meets Expectations). In contrast, a 2 denotes “Developing” student performance (Does Not Meet Expectations), and a 1 represents “Unsatisfactory” student performance (Failing). GEAC set a target success rate of 70% for each LO, meaning in practice that it expected 70% of the assessed student artifacts to demonstrate competence in and achievement of each of the three CAP A1 LOs, specifically a Rubric Score of 3 or 4. Based on the assessment results, CAP A1 reached the targeted success rate for a single LO collectively. It was moderately to profoundly short of the targeted success rate for the remaining two LOs for both ENGL 1101 and ENGL 1102. Indeed, while 69.62% of ENGL 1101 students and 76.54% of ENGL 1102 students demonstrated competence in “adapting written communication to specific purposes and audiences,” just 62.03% of ENGL 1101 students and 61.73% of ENGL 1102 students managed to “synthesize and logically arrange written presentations,” and only 54.43% of ENGL 1101 students and 59.26% of ENGL 1102 students “recognized and identified appropriate topics for presentation in writing.” This is outlined in the table below.

**Table 1: CAP A1 Assessment Data**

	<b>LO1 - Adapt written communication to specific purposes and audiences.</b> <i>(Target: clarity and comprehensibility of language)</i>	<b>LO2 - Synthesize and logically arrange written presentations.</b> <i>(Target: organization of ideas)</i>	<b>LO3 - Recognize and identify appropriate topics for presentation in writing.</b> <i>(target: critical thinking)</i>
ENGL 1101	69.62%	62.03%	54.43%
ENGL 1102	76.54%	61.73%	59.26%

Note: The vertical axis, of course, corresponds to the learning outcomes specified on the approved rubric. The horizontal axis, meanwhile, notes the percentage of students in each course who successfully achieved the specified learning outcomes.

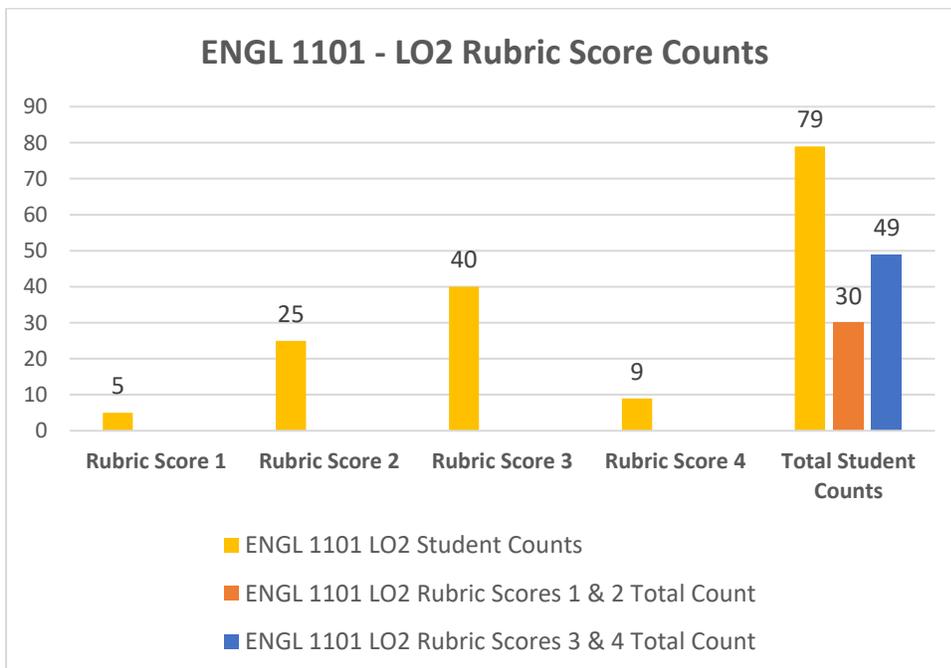
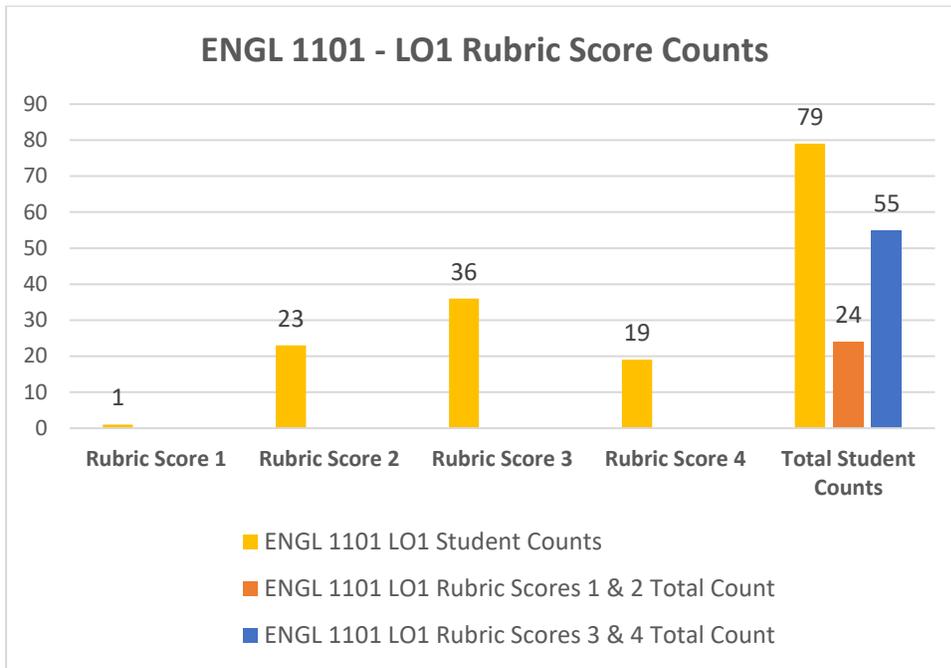
When combining the data from ENGL 1101 and ENGL 1102 across LO1, LO2, and LO3, the results indicate that CAP A1 has an approximately 63.96 % success rate (i.e., a rubric score of 3 or 4) and a roughly 36.04% failure rate (i.e., a rubric score of 1 or 2) in terms of student achievement on the agreed-upon learning outcomes. This is outlined in the tables below.

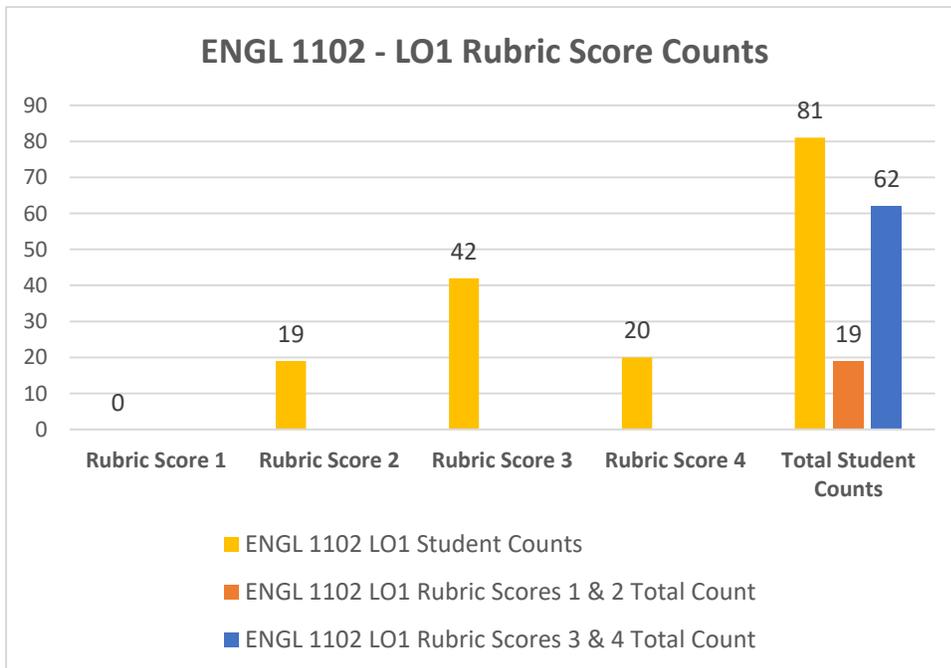
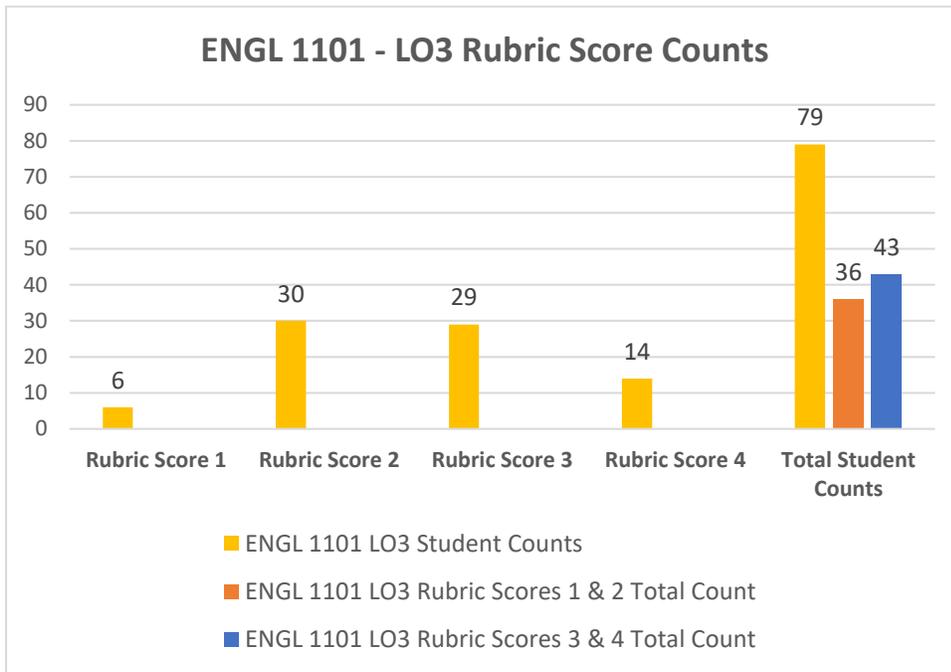
**CAP A1 Assessment Results**

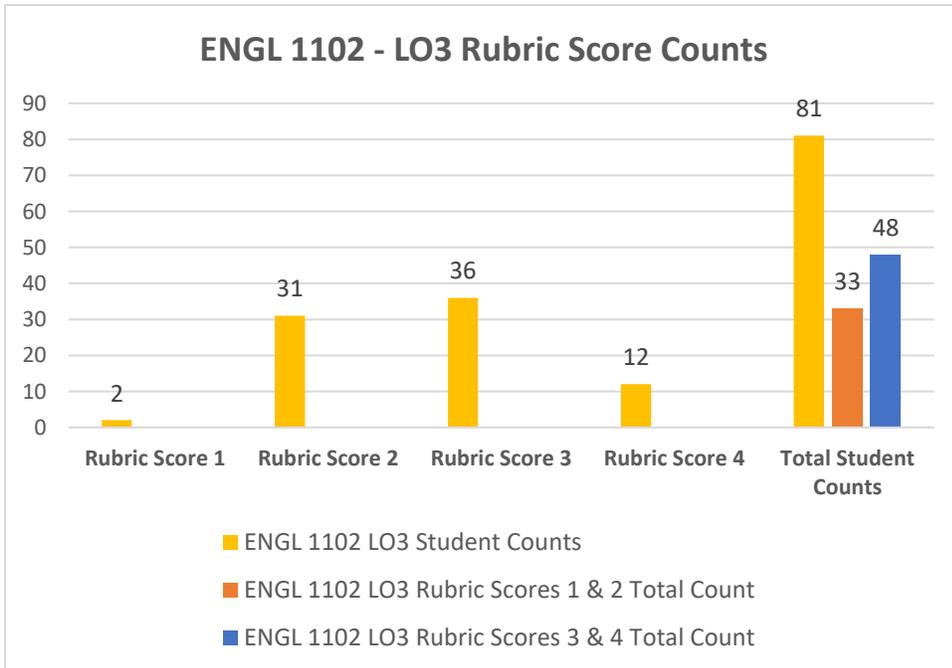
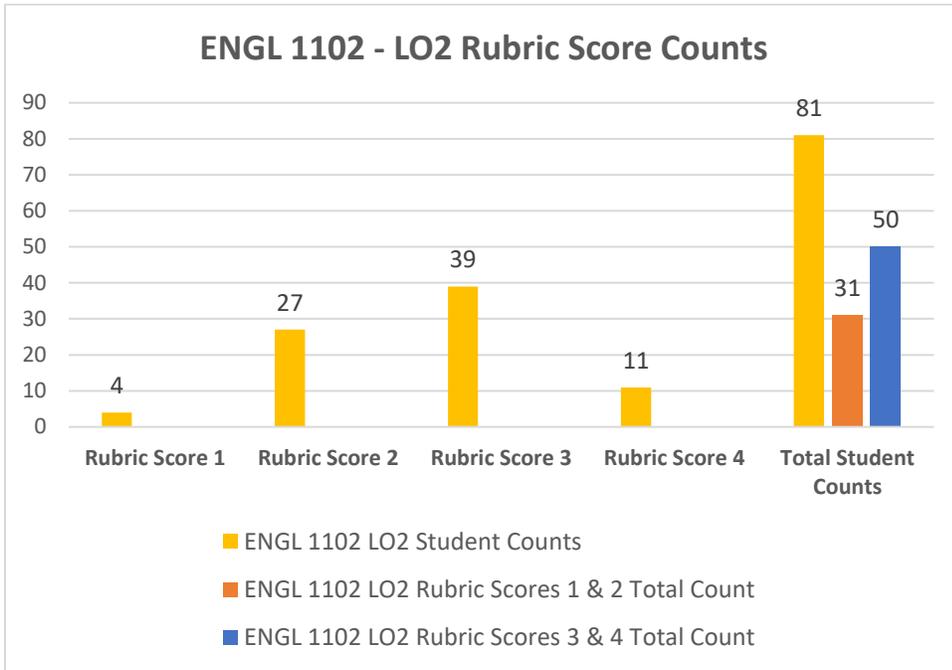
ENGL 1101 LO1			ENGL 1101 LO2			ENGL 1101 LO3		
Rubric Score	Student Count	LO1 Percentages	Rubric Score	Student Count	LO2 Percentages	Rubric Score	Student Count	LO3 Percentages
1	1	1.27%	1	5	6.33%	1	6	7.59%
2	23	29.11%	2	25	31.65%	2	30	37.97%
3	36	45.57%	3	40	50.63%	3	29	36.71%
4	19	24.05%	4	9	11.39%	4	14	17.72%
<b>Total Students</b>	<b>79</b>		<b>Total Students</b>	<b>79</b>		<b>Total Students</b>	<b>79</b>	
<b>Total Percentage of 3 or 4 Rubric Scores</b>		<b>69.62%</b>	<b>Total Percentage of 3 or 4 Rubric Scores</b>		<b>62.03%</b>	<b>Total Percentage of 3 or 4 Rubric Scores</b>		<b>54.43%</b>

ENGL 1102 LO1			ENGL 1102 LO2			ENGL 1102 LO3		
Rubric Score	Student Count	LO1 Percentages	Rubric Score	Student Count	LO2 Percentages	Rubric Score	Student Count	LO3 Percentages
1	0	0.00%	1	4	4.94%	1	2	2.47%
2	19	23.46%	2	27	33.33%	2	31	38.27%
3	42	51.85%	3	39	48.15%	3	36	44.44%
4	20	24.69%	4	11	13.58%	4	12	14.81%
<b>Total Students</b>	<b>81</b>		<b>Total Students</b>	<b>81</b>		<b>Total Students</b>	<b>81</b>	
<b>Total Percentage of 3 or 4 Rubric Scores</b>		<b>76.54%</b>	<b>Total Percentage of 3 or 4 Rubric Scores</b>		<b>61.73%</b>	<b>Total Percentage of 3 or 4 Rubric Scores</b>		<b>59.26%</b>

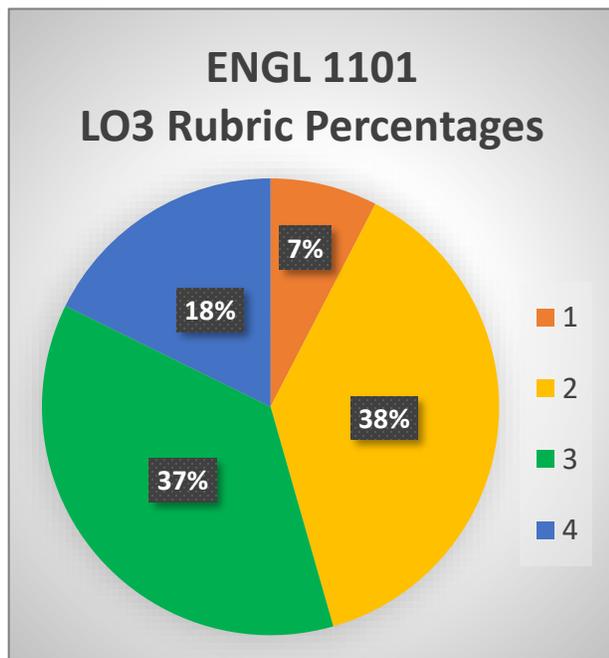
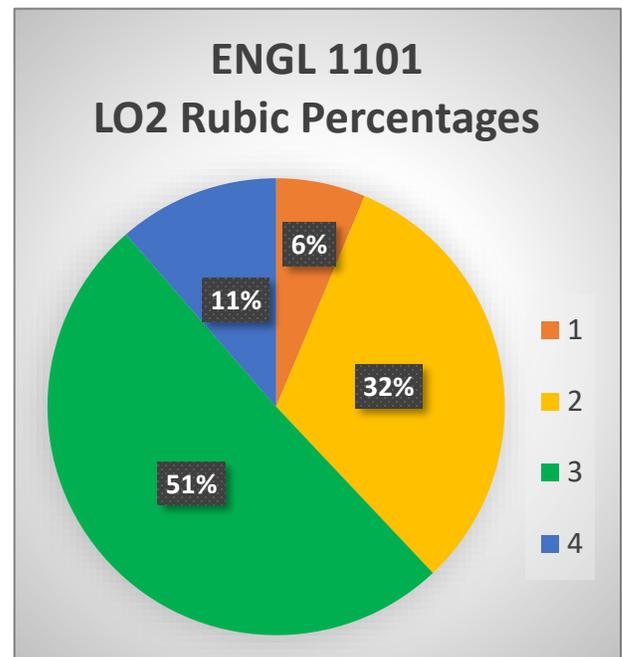
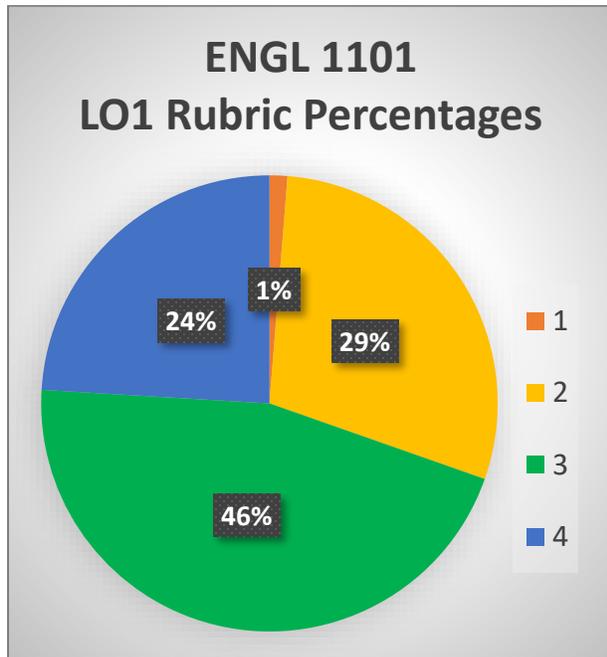
## CAP A1 Rubric Category Counts

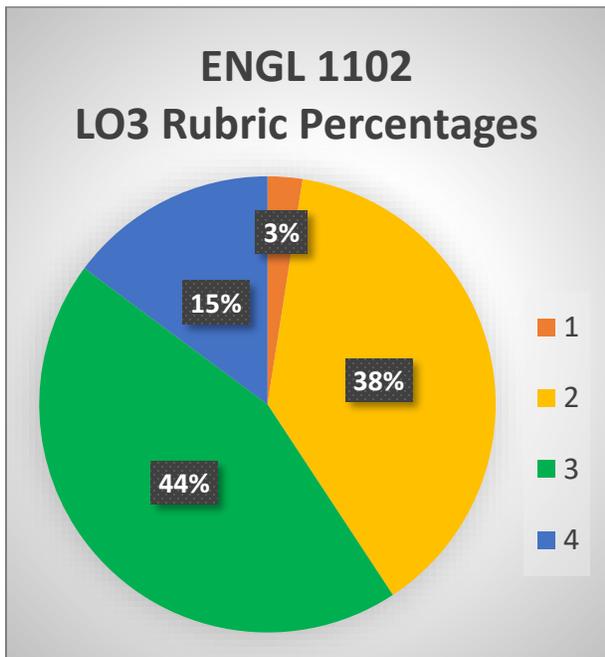
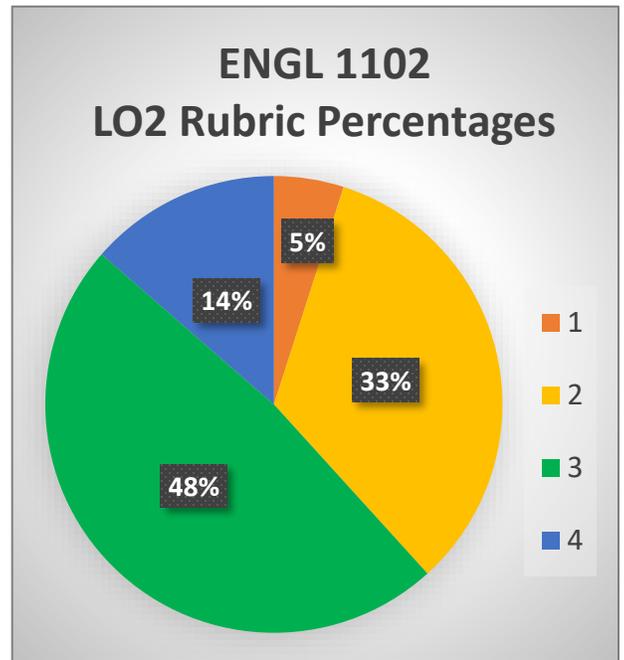
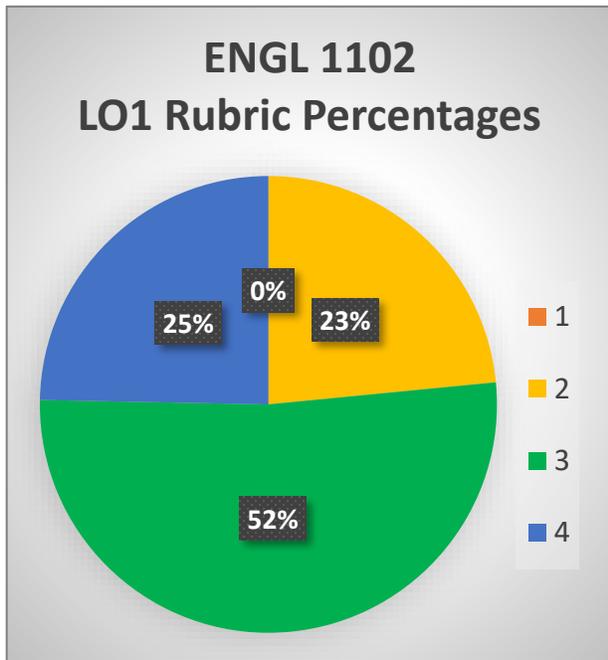






### CAP A1 Data Visualizations





**CAP A1 Assessment Rubric**

<b>SCORE</b>	<b>4 = Exemplary (Exceeds Expectations)</b>	<b>3 = Proficient (Meets Expectations)</b>	<b>2 = Developing (Does Not Meet Expectations)</b>	<b>1 = Unsatisfactory (Failing)</b>
<b>Learning Characteristics</b>	<b>Criteria</b>	<b>Criteria</b>	<b>Criteria</b>	<b>Criteria</b>
<p><b>I: Adapt written communication to specific purposes and audiences.</b> <i>Target: clarity and comprehensibility of language</i></p>	<p>No pervasive sentence-level errors are present that interfere with the comprehension and clarity of the response.</p>	<p>Some sentence-level errors interfere with the comprehension and clarity of the response.</p>	<p>Significant sentence-level errors frequently interfere with the comprehension and clarity of the response.</p>	<p>Pervasive sentence-level errors render the response incomprehensible.</p>
<p><b>II: Synthesize and logically arrange written presentations.</b> <i>Target: organization of ideas</i></p>	<p>The response has a focus and exhibits excellent logical development and organization of ideas.</p>	<p>The response has a focus and exhibits an overall understanding of logical development and organization of ideas.</p>	<p>The response has inadequate focus and exhibits a limited understanding of logical development and organization of ideas.</p>	<p>The response lacks focus and exhibits a weak overall understanding of logical development and organization of ideas.</p>
<p><b>III: Recognize and identify appropriate topics for presentation in writing.</b> <i>Target: critical thinking</i></p>	<p>The response demonstrates independent critical thinking consistently, and the attempts at critical thought are convincing.</p>	<p>The response demonstrates independent critical thinking occasionally.</p>	<p>The response demonstrates no critical thinking, or the attempts at critical thought are weak or unconvincing.</p>	<p>The response fails to articulate or develop an evaluative response and fails to write in support of a specific topic.</p>

**Appendix 14: General Education  
Assessment Shared Google Drive  
Map**

# University of West Georgia General Education Assessment 225

