The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY

The General Education Committee met Thursday, September 18, 2017 at 11:00 a.m. in Brown 355. The following were present:

Dr. Christine Austin
Dr. David Blanks
Cheryl Chaney
Dr. Mohamed Ibrahim
Karen Riddell
Dr. Thomas Nupp
Dr. Jeremy Schwehm
Dr. David Ward
Dr. Alaric Williams

Absent: Dr. Pam Carr, Dr. Cathi McMahan, Katy Dodd, Tkeyah McDaniel

Minutes — Dr. Ibrahim opened the meeting and asked for a motion to approve the minutes of the April 24th and the August 17th minutes. Dr. Ward made a motion to approve, Ms. Chaney seconded. Motion approved.

Dr. Schwehm — Dr. Ibrahim spoke to the committee about what was worked on last year and what would need to be accomplished this year. He reported that the committee had worked a lot last year on the Passport Initiative, which did not get passed through Faculty Senate, but we could still move forward with the data collection. He asked Dr. Schwehm to speak to the committee about what steps were needed now. Dr. Schwehm said the Faculty Senate did not want the outside oversight for our General Education, but would rather for us to do it all in-house. He distributed a handout on Course Program General Education (CPGE) Trends (2014-2017). He said that what we currently have is very similar to Passport, so we have a framework. He thought the work done by the committee last year was not wasted, since we could use a lot of it. He said some of the General Education courses made sense for the outcomes and some did not. He thought that our CPGE is somewhat complex in that we don't need all of these courses for all of the outcomes. For example, we don't need to use the History or Computer Science courses to show Scientific Reasoning. We should let the Science courses do that. Also, almost every General Education course is listed under Critical Thinking, but we don't really have the proof to show that all of these courses address Critical Thinking. He thought one thing the committee could do this year would be to simplify the CPGE and have courses speak to what they are designed to speak to as far as Learning Outcomes are concerned. He thought the committee also needed to clarify the Communicate Effectively Goal into Oral and Written Communications Learning Outcomes. He said we need to determine what learning outcome each general education course addresses, how it teaches it and how it assess that learning outcome. Dr. Schwehm told the committee that he thought the reason we don't have many reports from the committee is the limited data we get. He met with Dr. Austin over the summer to work on this. A lot of

the courses are reported as pass/fail and it is hard to tell what outcomes have been met and also, we don't get data for a lot of courses. He hopes the committee can look at the courses and evaluate for each of the outcomes what exercises or exams are utilized in the course and what criteria for success is used. He has provided forms (in the handouts) for instructors to complete to show what would be used to show the outcome is being met. Dr. Austin said she would also add that the committee needs to determine what the standards are and have a common rubric throughout the courses so that we know what we are supposed to be meeting.

Dr. Schwehm said that ideally, the committee should be evaluating the courses based on the data collected every year to be able to assess how we are doing, but we don't have the structure to do it. We need to have that structure so that we can explain to others what we are doing. He thought the CPGE structure is not straight forward enough and needs improved.

Dr. Schwehm also spoke to the committee about making Dr. Austin, as Director of Assessment, an official member of the committee. He wasn't sure how to go about this though. He also thought the General Education Committee needed to be considered one of the "big 3" committees to take charge of General Education (along with Faculty Senate and Curriculum Committee) to make sure we are doing what is needed as far as General Education.

Dr. Schwehm said that with Passport, students had to take certain courses to be Passport certified, but we are not under those restraints with our general education, so students don't have to take a course from each one of these blocks, this was just a way to visually depict what general education courses we have and where they fall as far as our learning outcomes are concerned. As long as we show that every course that says it teaches oral communication (for example), does that effectively, that is all we have to do.

Dr. Austin

Dr. Austin distributed a handout on General Education – Institution-wide Trends (2014 – 2017) that she had put together for Dr. Abdelrahman to show what was going on with general education. She said that most areas are going up little by little except for Quantitative Reasoning and Scientific Reasoning and there are reasons for that. She said the CPGE system needs work because it is not tracking the way it is supposed to. She had the committee look at the "Courses Enabled for Gen Ed" page. Some of these were okay, some needed deleted from the CPGE and some needed added to the CPGE. The ones that need deleted are basically Scientific Reasoning and Quantitative Reasoning courses and they are skewing the data. She is working with Wyatt now to get these changed and will hopefully get these fixed this semester. Another thing she has been working on is a system of reminders to faculty that are teaching general education courses that they need to input the data for their courses. They will be using the same system they use for inputting grades, so it won't be anything new for them. Some are not set up in the system yet, so will have to have that done first and then the department heads can

help them know what to put in. It goes back to what they are using to assess; some are using whole course grades, some are using specific assignments, etc., so we don't know at this point what that is. Dr. Austin passed around a couple of reports that are tracked to particular questions, showing what they should look like. She said all this data needs to be pulled in to some kind of consistent order before we can be sure the data we are getting is consistent on this system. This is only a piece of the general education assessment. Right now we don't have an understanding, as a committee, of what our students are doing; we only have contributions from individual faculty. We need to be pulling artifacts from particular courses and then this committee would assess these depending upon what general education goal it is. Right now we are just in step one of assessing our general education, but we have other things we need to be doing. The Passport system is a good way start because it aligns with what we are looking at and we need to have some kind of a key of all the courses and what they are assessing and teaching towards. We need to have a common understanding of what critical thinking means for the entire university so that all the courses are teaching towards those outcomes. It doesn't matter how it is taught, as long as it addresses the outcome. This will give us a better understanding of how our students are doing on the general education goals.

Dr. Schwehm told the committee they would notice that Civic Engagement shows up on our list, but we don't have any identified learning outcomes for this. It is one of our knowledge skills that we claim to teach in some of our courses, so we need to work on this. Also, for the Wellness Concepts, we don't have programs that require that anymore, so we will need to discuss that. The committee discussed that there are lots of ways that our students show Civic Engagement, it is just not being tracked in a way that we can get the data. The committee then discussed the amount of data that would need to be gathered. Dr. Austin told the committee that this committee (General Education Committee) would be overseeing the data collection process, but they would not be responsible for gathering it all. There should be groups that look at each area and get a sample to assess whether what we see in our ARGOS reports is correct. She said the committee might not want to try and assess three goals each year; they might just want to do one per year. Once the CPGE system is up and running, it might help determine how the committee wants to prioritize these assessments. Once we know what kinds of assessments are out there, we can get a good sample across all of the courses teaching a particular outcome and use the rubric we have and whatever else we build.

The committee then discussed whether some of the data gathering could be made easier in some way, for instance having a column added to the Blackboard grade sheet. Dr. Schwehm said they might be able to build an auto-graded assessment in Blackboard since every course now gets a Blackboard shell. He said it wouldn't work for every course, but it could help. Faculty could offer some incentive to the student for taking the assessment. This would give some data. The committee could give the faculty some suggestions for the questions on this assessment. Dr.

Ibrahim thought it was important for the committee to try and streamline the data gathering and assessment process for the faculty.

Dr. Ibrahim asked the committee if they thought Blackboard was used heavily by faculty in their departments. Most said their departments did, but they know that there are still some faculty that do not use it. Dr. Ibrahim thought the committee should come up with some type of prototype for assessment that could be used across multiple disciplines. Dr. Nupp wondered if the assessment they use in their department could be made Blackboard friendly for this use. Ms. Chaney said that it could be used in Blackboard, but there were some parts that Blackboard would not be able to grade, such as the student writing a paragraph about something. The faculty member would have to grade those parts, but it would be minimal. The rubric could also be put in to Blackboard. Ms. Chaney said in the sciences, they are reminded every semester to give their general education assessment and grade and enter it in to Banner. It has become a habit for them, so they all do it.

Dr. Ibrahim thought the committee needed to work on an infrastructure or foundation this year as phase one and then build upon that next years. He commended Dr. Schwehm for presenting Passport to the Faculty Senate last year, even though it did not go through. Dr. Schwehm said that he did not look at it as a failure though, because it got the go ahead for the General Education Committee to take the lead in reevaluating/restructuring how we assess our general education.

The committee then discussed the template that would be used for Blackboard assessment. They thought they would need to work with the Office of Information Systems to put the right classes in and get the data gathered.

Dr. Ward wondered if the committee needed to first concentrate on getting the courses added that needed added or deleting the ones that needed deleted. He asked Dr. Austin if this was in the process. She said she was meeting with Carol Adkison to learn how to do this in the system. Since Institutional Research is the only one right now that can add or delete courses, there is a bottleneck. The committee then discussed if there needed to be a standardized scale for rating and decided there did need to be one. They thought the auto-populated Blackboard assessment and the standardized rating scale would be a big help.

Dr. Ibrahim thought the committee should (1) identify a template to use across disciplines, (2) identify the courses and (3) train or assist the faculty to collect the data. He didn't know how much of this could be accomplished this year, but the committee could get a good start. Dr. Schwehm suggested the committee focus on two outcomes the first year to see how the systems works and then use it on others the next year. He thought Written Communication and Oral Communication would be good to start with since there were not a lot of different courses involved in these. The committee discussed this and wondered if they should start first with either science or behavioral science since there were members on the committee in these areas and not any from English or communication. Dr. Austin

said there didn't really have to be someone from that area on the committee. What we need is a common understanding of what those outcomes are and some kind of rubric. We have value rubrics that can be adapted and used as the possible templates. The committee thought it was imperative to leave the decision of how to assess up to the faculty member. The committee would just tell them what needed assessed.

Dr. Schwehm spoke to the committee about using history faculty teaching 7 history courses that he has identified to assess critical thinking. He asked the committee what they thought about having this group use the template as a pilot group. He said he has also worked a lot with the Math department who have most of their general education courses taught by adjunct faculty. They might also be a good pilot group to work with the template. He thought it would also be good to engage someone in English to get some of the qualitative assessment data. Even if these faculty are not on the committee, we could still use them.

For the next meeting, Dr. Ibrahim thought the committee should find a few classes to pull out of the rubric and build a template. Dr. Schwehm said he would get with the Math department to talk to them about using the template. Dr. Austin volunteered to get her Graduate Assistant to put all the rubrics in to the General Education Committee Blackboard shell.

Adjourn 12:10 pm

Course Program General Education (CPGE) Course Block

Oral Communication	Written Communication	Quantitative Reasoning	Scientific Reasoning	Arts & Humanities	Ethical Perspectives	Critical Thinking	Wellness Concepts	Civic Involvement
COMM 2003	ENGL 1013	MATH 1003	BIOL 1004	ART 2123	AMST 2003	COMM 1003	WS 1002	
COMM 2173	ENGL 1023	MATH 1113	BIOL 1014	SOC 1003	ENGL 1043	PHIL 2003		
		^ MATH	BIOL 1114	TH 2273	HIST 2043	PHIL 2043		
			CHEM 1113	ENGL 2003	JOUR 2173	HIST 1503		
		AGBU 2063	CHEM 2124	ENGL 2013	POLS 2003	HIST 1513		
		AGBU 2073	GEOL 1004	ENGL 2173	SOC 1003	HIST 1543		
			GEOL 1014		ENGL 1053	HIST 2043		
			PHSC 1004	HIST 1903	ENGL 2013	POLS 2003		
			PHSC 1013/1	HIST 2003	HIST 2003	GEOG 2013		
			PHSC 1053	HIST 2013	HIST 2013	HIST 1903		
			PHSC 1074	POLS 2003	HIST 2043	HIST 2003		
			PHYS 1114	TH 2273		HIST 2013		
			PHYS 2014	PHIL 2003		AMST 2003		
			PHYS 2114	PHIL 2013		COMM 2173		
				ANTH 1213		ENGL 1013		
				ANTH 2003		ENGL 1023		
			COMS 1403	AMST 2003		ENGL 2003		
			COMS 1411	SOC 1003		ENGL 2013		
			COMS 2003	HIST 1503		ENGL 2023		
			COMS 2104	HIST 1513		ENGL 2173		
			HIST 1903	HIST 1543		ENGL 2183		
			HIST 2003	GEOG 2013		ECON 2103		
			HIST 2043			AGBU 2063		
			MATH 1003	ART 2123		AGBU 2073		
			MATH 1013	MUS 2003		PSY 2003		
				COMM 2003		SOC 1003		
				TH 2273		ART 2123		
				ENGL 2173		BIOL 1004		
				ENGL 2183		BIOL 1014		
				ENGL 2003		BIOL 1114		
				ENGL 2013		CHEM 1113		
				ENGL 2023		CHEM 2124		
						ENGL 1043		
				COMM 1003		ENGL 1053		
				PSY 2003		JOUR 2173		
				SOC 1003		PHSC 1004		
				ANTH 1213		PHSC 1013		
				ANTH 2003		SPH 1003		
				HIST 1503		COMS 1403		
				HIST 1513		COMS 1411		
				HIST 1543		COMS 2003		

				GEOG 2013		COMS 2104		
				AGBU 2063		GEOL 1004		
				AGBU 2073		GEOL 1014		
				COMM 2003		HIST 2013		
				ECON 2003				
				ECON 2013				
				ECON 2103				

Communicate Effectively

AGBU 2073
AMST 2003
ART 2123
ENGL 1043
HIST 2043
JOUR 2173
POLS 2003
SPH 2003
SPH 2173
ENGL 2003
ENGL 2013
ENGL 2023
ENGL 2173
HIST 1903
HIST 2003
HIST 2013

Passport

Foundational Skills			Knowledge Concepts				Crosscutting Skills	
3 hrs	6 hrs	3 hrs	8 hrs	3 - 6 hrs	6 hrs	3 - 6 hrs		
ORAL COMMUNICATION	WRITTEN COMMUNICATION	QUANTITATIVE LITERACY	NATURAL SCIENCES	HUMAN CULTURES	CREATIVE EXPRESSION	HUMAN SOCIETY	CRITICAL THINKING	TEAMWORK
COMM 2003 or	ENGL 1013 and	MATH 1003 or	BIOL 1004	HIST 1903 or	ART 2123	COMM 1003	COMM 1003	COMM 1003
COMM 2173	ENGL 1023	MATH 1113 or	BIOL 1014	HIST 2003 or	MUS 2003	PSY 2003	PHIL 2003	COMM 2003
	or	^ MATH	BIOL 1114	HIST 2013 or	COMM 2003	SOC 1003	PHIL 2043	COMM 2173
	ENGL 1043 and		CHEM 1113	POLS 2003	TH 2273	ANTH 1213	HIST 1503	AGBU 2063
	ENGL 1053		CHEM 2124	and	ENGL 2173	ANTH 2003	HIST 1513	AGBU 2073
			GEOL 1004	TH 2273	ENGL 2183	HIST 1503	HIST 1543	
			GEOL 1114	PHIL 2003	ENGL 2003	HIST 1513	HIST 2043	
			PHSC 1004	PHIL 2013	ENGL 2013	HIST 1543	POLS 2003	
			PHSC 1013/1	ANTH 1213	ENGL 2023	GEOG 2013	GEOG 2013	
			PHSC 1053	ANTH 2003		AGBU 2063	HIST 1903	
			PHSC 1074	AMST 2003		AGBU 2073	HIST 2003	
			PHYS 1114	SOC 1003		COMM 2003	HIST 2013	
			PHYS 2014	HIST 1503		ECON 2003	AMST 2003	
			PHYS 2114	HIST 1513		ECON 2013	COMM 2173	
				HIST 1543		ECON 2103	ENGL 1013	
				GEOG 2013			ENGL 1023	
							ENGL 2003	
							ENGL 2013	
							ENGL 2023	
							ENGL 2173	
Passport Ready							ENGL 2183	
							ECON 2103	
Oral Comm - intro speech course							AGBU 2063	
Written Comm - intro writing course							AGBU 2073	
Quantitative Lit - intro mathematics							PSY 2003	
Natural Sciences - astronomy, biology, chemistry, physics, etc							SOC 1003	
Human Cultures - hist, anth, archeology, poli sci, geog, ethnic studies, gender studies, language, etc								
Creative Expression - music, visual arts, theater, film, media, literature, architecture, etc								
Human Society and Individual - sociology, geography, history, criminology, psychology, economics, etc								
Critical Thinking - come from any knowledge and skill area								

Course Program General Education (CPGE) Mapping Form – Written Communication

Course: _____

Learning Outcomes:

1. Gather thoughts and present them in a cohesive, written manner. (Criterion Service: Organization and Development)
2. Synthesize information into a collective argument. (Criterion Service: Style)
3. Use proper grammar. (Criterion Service: Grammar, Usage, and Mechanics)

Gather thoughts and present them in a cohesive, written manner. (Criterion Service: Organization and Development)
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Synthesize information into a collective argument. (Criterion Service: Style)
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Use proper grammar. (Criterion Service: Grammar, Usage, and Mechanics)
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Wellness Concepts

Course: _____

Learning Outcomes:

1. Describe the current wellness/fitness status of the population
2. Identify ways to improve wellness status
3. Explain the benefits of a healthy lifestyle

Describe the current wellness/fitness status of the population
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Identify ways to improve wellness status
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Explain the benefits of a healthy lifestyle
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Verbal Communication

Course: _____

Learning Outcomes:

1. Verbally present thoughts in an organized manner
2. Speak with confidence on a variety of subjects
3. Adapt to multiple audiences including a professional audience

Verbally present thoughts in an organized manner
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Speak with confidence on a variety of subjects
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Adapt to multiple audiences including a professional audience
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Scientific Reasoning

Course: _____

Learning Outcomes:

1. Identify hypotheses, classify relevant variables, and evaluate experimental design
2. Formulate reasonable explanations of natural phenomena based on observations of both quantitative and qualitative data
3. Recognize the power of the scientific process through its ability to provide ways to experimentally verify and predict natural phenomena

Identify hypotheses, classify relevant variables, and evaluate experimental design									
Students will be able to:									

Course Program General Education (CPGE) Mapping Form – Quantitative Reasoning

Course: _____

Learning Outcomes:

1. Perform a quantitative analysis of a situation and make a decision based upon the outcome
2. Understand information presented in graphical format
3. Create a mathematical model of a real world situation
4. Use mathematical formulae or processes in real world situations

Perform a quantitative analysis of a situation and make a decision based upon the outcome
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Understand information presented in graphical format
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Create a mathematical model of a real world situation
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Use mathematical formulae or processes in real world situations
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Ethical Perspectives

Course: _____

Learning Outcomes:

1. Exhibit integrity and reliability in individual action and institutional activities
2. Practice principle-centered leadership
3. Demonstrate responsibility when interacting with new technologies and information

Exhibit integrity and reliability in individual action and institutional activities
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Practice principle-centered leadership
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Demonstrate responsibility when interacting with new technologies and information
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Critical Thinking

Course: _____

Learning Outcomes:

1. Identify an underlying argument
2. Make reasonable inferences from an argument
3. Assess the quality of evidence
4. Identify the thesis and conclusions in an argument

Identify an underlying argument
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Make reasonable inferences from an argument
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Assess the quality of evidence
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Identify the thesis and conclusions in an argument
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Civic Engagement

Course: _____

Learning Outcomes (examples):

1. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity
2. Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government
3. Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action
4. Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action
5. Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions
6. Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*

List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

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For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Arts and Humanities

Course: _____

Learning Outcomes:

1. Identify and analyze diverse cultural and historical factors in the creation of and response to works of art, music, theatre, film, or literature
2. Evaluate the global significance of works of art, music, theatre, film, or literature to the human experience
3. Identify ideas and arguments from literature or philosophy and relate them to the global context in which they were created
4. Understand basic terms used to identify and describe diverse works of art, music, theatre, film, literature, or philosophy

Identify and analyze diverse cultural and historical factors in the creation of and response to works of art, music, theatre, film, or literature
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Evaluate the global significance of works of art, music, theatre, film, or literature to the human experience
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Identify ideas and arguments from literature or philosophy and relate them to the global context in which they were created
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:

For each assignment, exercise, exam, etc., define criteria for success:

Understand basic terms used to identify and describe diverse works of art, music, theatre, film, literature, or philosophy
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Course Program General Education (CPGE) Mapping Form – Scientific Reasoning

Course: _____

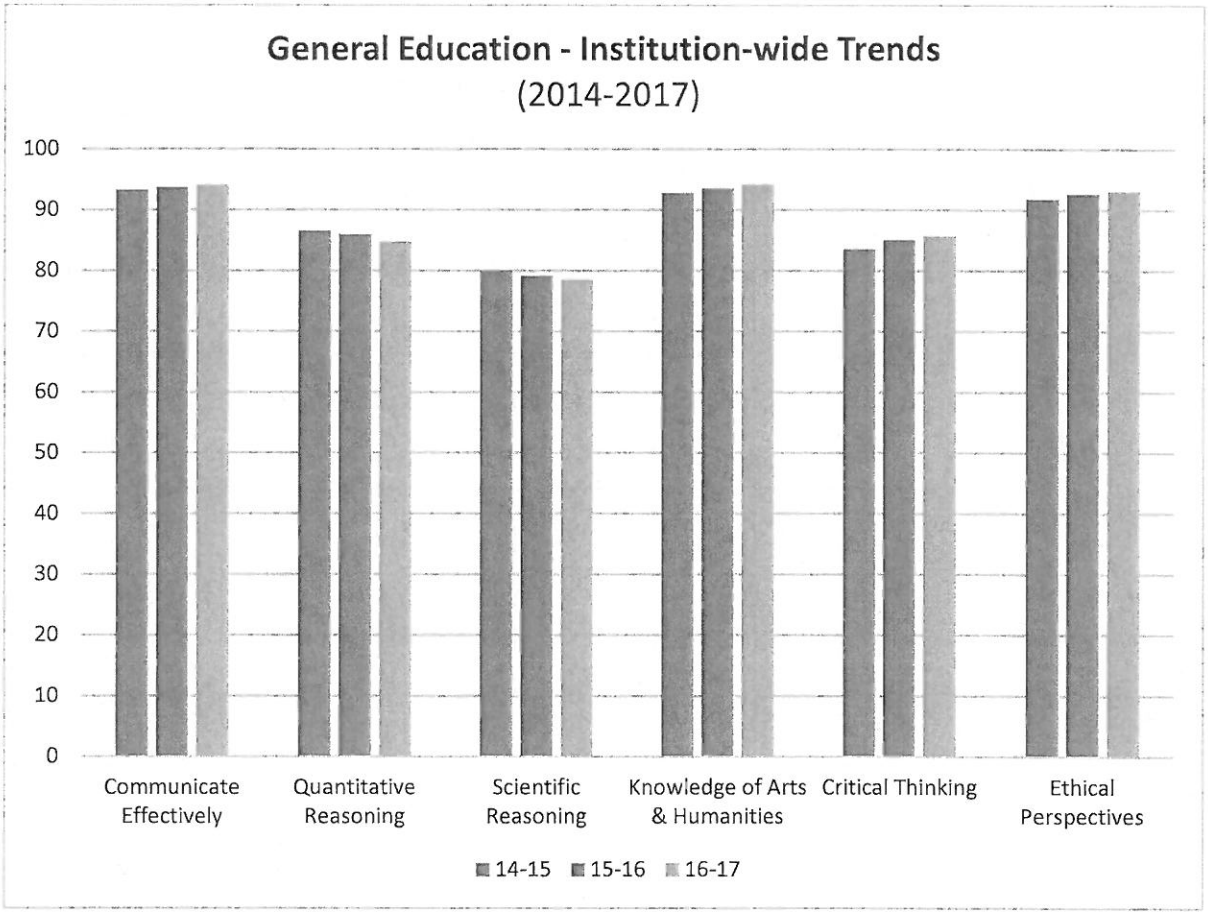
Learning Outcomes:

1. Identify hypotheses, classify relevant variables, and evaluate experimental design
2. Formulate reasonable explanations of natural phenomena based on observations of both quantitative and qualitative data
3. Recognize the power of the scientific process through its ability to provide ways to experimentally verify and predict natural phenomena

Identify hypotheses, classify relevant variables, and evaluate experimental design
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Formulate reasonable explanations of natural phenomena based on observations of both quantitative and qualitative data
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:

Recognize the power of the scientific process through its ability to provide ways to experimentally verify and predict natural phenomena
List assignments, exercises, exams, etc., students will complete to demonstrate proficiency:
For each assignment, exercise, exam, etc., define criteria for success:



Limitations of Data

- General Education courses have been entered in the **C**ourse, **P**rogram, and **G**eneral **E**ducation (CPGE) system.
    - Some courses not included as CPGE
    - Some courses have not entered data
    - Some courses included that are not GenEd
- Data may be skewed due to above items (particularly in Quantitative & Scientific Reasoning).
    - COMS & ELEG included in GenEd Assessment (need to be removed from GE portion of system. Several may have caused deleterious effects to Quant & Sci Reasoning outcome
- Limited number of courses currently contributing data.
- There is no "drop dead" date for entering CPGE data. Can be added at any point. These facts might cause general education data entry to slip as a priority.
- Data collected has differing measures within each Gen Ed outcome

Following tables show the percentages of majors in each college who demonstrate successful completion (defined as a D or better) of each General Education Outcome.

General Education Trends by College Majors

(2014-15, 2015-16, 2016-17)

Communicate Effectively

COLLEGE	14-15	15-16	16-17
Arts and Humanities	93.192	93.597	93.939
Business	91.903	92.897	94.389
Education	91.985	93.439	93.365
Engineering/Applied Science	94.577	94.157	93.973
Undeclared/Non-Deg Rsvl Campus	95.064	95.502	97.333
Natural and Health Science	96.675	97.202	97.089
Ozark Campus	89.557	90.167	89.831
Prof Study/Comm Outreach*	89.577	89.831	90.625
eTech		86.539	91.875
Total by COLUMNS	93.235	93.673	94.042

Arts and Humanities

COLLEGE	14-15	15-16	16-17
Arts and Humanities	92.545	93.232	93.371
Business	93.120	93.584	93.882
Education	88.167	90.487	91.789
Engineering/Applied Science	93.610	94.152	95.562
Undeclared/Non-Deg Rsvl Campu	95.420	93.213	94.828
Natural and Health Science	94.484	96.566	97.274
Ozark Campus	92.008	92.798	92.889
Prof Study/Comm Outreach*	90.672	91.772	92.727
eTech		87.500	88.148
Total by COLUMNS	92.757	93.534	94.181

Quantitative Reasoning

COLLEGE	14-15	15-16	16-17
Arts and Humanities	92.606	90.812	87.530
Business	92.021	90.000	89.678
Education	92.558	90.909	93.197
Engineering/Applied Science	75.688	78.846	77.155
Undeclared/Non-Deg Rsvl Campus	91.875	87.920	89.655
Natural and Health Science	94.386	92.975	93.939
Ozark Campus	84.722	86.111	87.692
Prof Study/Comm Outreach*	85.484	84.000	75.000
eTech		91.667	82.857
Total by COLUMNS	86.497	85.934	84.699

Critical Thinking

COLLEGE	14-15	15-16	16-17
Arts and Humanities	84.610	84.616	85.920
Business	83.826	88.245	89.706
Education	81.138	81.661	84.077
Engineering/Applied Science	78.206	80.319	79.439
Undeclared/Non-Deg Rsvl Campu	85.686	89.711	88.372
Natural and Health Science	87.926	90.190	90.944
Ozark Campus	85.923	87.197	88.391
Prof Study/Comm Outreach*	82.143	82.489	83.334
eTech		82.906	83.152
Total by COLUMNS	83.524	85.088	85.634

Scientific Reasoning

COLLEGE	14-15	15-16	16-17
Arts and Humanities	81.728	78.517	78.105
Business	79.018	80.269	79.948
Education	80.918	81.038	80.702
Engineering/Applied Science	74.355	73.487	70.213
Undeclared/Non-Deg Rsvl Campus	79.455	81.961	87.097
Natural and Health Science	86.614	86.574	87.838
Ozark Campus	79.293	78.290	84.496
Prof Study/Comm Outreach*	78.368	76.423	79.487
eTech		77.193	75.248
Total by COLUMNS	79.976	79.111	78.475

Ethical Perspectives

COLLEGE	14-15	15-16	16-17
Arts and Humanities	91.019	92.500	92.660
Business	88.525	92.191	92.100
Education	89.060	90.516	90.380
Engineering/Applied Science	93.421	93.300	93.460
Undeclared/Non-Deg Rsvl Campu	92.414	92.193	93.151
Natural and Health Science	94.486	95.317	95.956
Ozark Campus	91.108	91.917	91.908
Prof Study/Comm Outreach*	92.361	90.683	94.737
eTech		88.044	91.971
Total by COLUMNS	91.757	92.659	93.013

COURSES ENABLED FOR GEN ED		
Okay	**Delete**	**Add**
AGBU 2063	COMS 1403	ANTH 1213
AGBU 2073	COMS 1411	ANTH 2003
AMST 2003	COMS 2003	BIOL - ?
ART 2123	COMS 2104	CHEM - ?
BIOL 1004	COMS 2203	ECON 2003
BIOL 1014	COMS 2213	ECON 2013
BIOL 1114	COMS 2223	ECON 2103
CHEM 1113	COMS 2700	ENGL 1013
CHEM 2124	COMS 2703	ENGL 1023
ENGL 1043	COMS 2903	ENGL 2183
ENGL 1053	COMS 3053	GEOG 2013
ENGL 2003	COMS 3163	GEOL - ?
ENGL 2013	COMS 3213	HIST 1503
ENGL 2023	COMS 3233	HIST 1513
ENGL 2173	COMS 3243	HIST 1543
GEOL 1004	COMS 3503	MATH - ANY HIGHER LEVEL COURSE
GEOL 1014	COMS 3703	MUS 2003
HIST 1903	COMS 3903	PHIL 2003
HIST 2003	COMS 3913	PHIL 2043
HIST 2013	COMS 4033	PHSC - ?
HIST 2043	COMS 4043	PHYS - ?
JOUR 2173	COMS 4103	PSY 2003
MATH 1003	COMS 4133	WS 1002 - ?
MATH 1113	COMS 4163	
PHSC 1004	COMS 4203	
PHSC 1013	COMS 4403	
PHSC 1053	COMS 4700	
POLS 2003	COMS 4703	
SOC 1003	ELEG 1012	
COMM/SPH 1003	ELEG 2103	
COMM/SPH 2003	ELEG 2111	
COMM/SPH 2173	ELEG 2130	
TH 2273	ELEG 2134	
	ELEG 4122	
	ELEG 4143	
Data available from 201670 and/or 201770		

General Education Requirements

English - 6 hours

ENGL 1013	or
ENGL 1043	
	and either
ENGL 1023	or
ENGL 1053	

Mathematics - 3 hours

MATH 1003	or
MATH 1113	or any
MATH > 1113	

Science - 8 hours w/ laboratory

BIOL	1004/1014/1114
CHEM	1113/2124
GEOL	1004/1014
PHSC	1004/1013/1053
PHYS	

US History or Government - 3 hours

HIST 1903	or
HIST 2003	or
HIST 2043	or
HIST 2013	or
POLS 2003	

Soc Sci, Fine Arts/Hum, Sp Comm - 15 hours (3 options)

Social Sciences			Fine Arts/Humanities
AGBU 2063		HIST 1513	ART 2123
AGBU 2073		HIST 1543	ENGL 2003
AMST 2003		HIST 1903	ENGL 2013
ANTH 1213		HIST 2003	ENGL 2023
ANTH 2003		HIST 2013	ENGL 2173
ECON 2003		HIST 2043	ENGL 2183
ECON 2013		POLS 2003	JOUR 2173
ECON 2103		PSY 2003	MUS 2003
GEOG 2013		SOC 1003	PHIL 2003
HIST 1503			PHIL 2043
			TH 2273