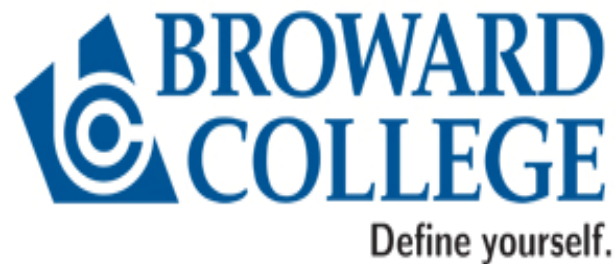


Monitoring Report Response
to the Commission on Colleges of the
Southern Association of Colleges and Schools



April 15, 2010



Name of the Institution: BROWARD COLLEGE

Address: Broward College
111 East Las Olas Boulevard
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Dates of the Committee Visit: March 23-25, 2009

Report Type: Monitoring

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Monitoring Report Response

I. Introduction

This Monitoring Report has been prepared in response to a request from the Commission on Colleges in a letter dated January 12, 2010. It addresses the final remaining recommendation made by the on-site committee in March 2009, following the review of the institution's membership at Level II to offer the Bachelor of Science in Teacher Education.

Comprehensive Standard 3.5.1 requires that:

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

The visiting committee made the following recommendation:

the Committee recommends that the institution document and demonstrate the assessment of General Education learning outcomes, the analysis of data, and determine the extent that graduates have attained the competencies.

Through this Monitoring Report, Broward College will demonstrate that its plan for measuring General Education Competencies has been implemented and that the College is documenting the degree to which students have attained these competencies.

General Education at Broward College

All Associate of Science degree graduates of Broward College are required to complete a minimum of 15 semester hours of general education courses, whereas all students seeking the Associate in Arts degree must take at least 36 semester hours of general education. General education courses are offered in five academic discipline areas and are distributed as follows:

A.A. General Education Program:

Area I	(9 hours required)	Communication
Area II	(6 hours required)	Fine Arts and Humanities

Area III	(6 hours required)	Social and Behavioral Science
Area IV	(9 hours required)	Physical and Biological Science
Area V	(6 hours required)	Mathematics

For a complete list of all classes which fall into these five areas, see Appendix 1.

General Education Competencies

Shortly after the last reaffirmation of its accreditation by the Commission on Colleges in 2003, the College organized a committee of faculty to review and evaluate the courses offered to fulfill general education requirements and to review and revise a set of General Education Competencies that graduates of Broward College should be expected to attain. The General Education Task Force (GETF) worked for two years (2004-06) and made several changes to the list of courses which would satisfy the requirements for the A.S., A.A.S. and the A.A. degrees. As a result of their efforts, fifteen general education competencies were identified as follows in Table 1.

Table 1: Broward College’s General Education Competencies

Number	Broward College General Education Competencies
1	Read with critical comprehension
2	Speak and listen effectively
3	Write clearly and coherently
4	Think critically, logically, creatively and reflectively
5	Demonstrate literacy in all its forms
6	Apply problem-solving techniques to real-world experiences
7	Apply methods of scientific inquiry
8	Demonstrate an understanding of the physical and biological environment
9	Appreciate human diversities and commonalities
10	Collaborate with others to achieve common goals
11	Research, synthesize and produce original work
12	Practice ethical behavior
13	Demonstrate self-motivation and self-direction
14	Assume responsibility for and understand the impact of personal behavior
15	Contribute to the welfare of the community

The next step was to align these competencies to courses designated as General Education. Appendix 1 identifies each Broward College general education course and maps these courses to one or more general education competencies. In some cases, competencies are addressed in more than one course, such as “Read with Comprehension” or “Collaborate with Others to Achieve a Common Goal”. However, “coverage” in a course does not guarantee that students will actually attain the competencies which are taught. Assessments are needed to ensure that the expected attainment is taking place. Broward College did not allocate the resources to develop this level of assessment until recently.

General Education Outcomes and Assessment Team (GEOAT)

In its response to the recommendations of the committee in September 2009, the College outlined its plan to fund the release of a fulltime faculty member to coordinate this effort, the Lead Faculty for General Education Outcomes and Assessment. A General Education Outcomes and Assessments Team (GEOAT) was formed in the summer of 2009, comprised of the Lead Faculty member, and ten faculty representing the major academic discipline areas in General Education. Also on the team are the chair of the 2004-05 General Education Task Force and the District Director of Institutional Effectiveness. The Vice-President for Academic Affairs, the Vice President for Information Technology & Institutional Effectiveness, and the Associate VP for the Honors Institute play advisory and support roles. In June, 2009, the committee selected ten general education courses (see Table 2) with high enrollments and developed criteria and a methodology to identify Student Learning Outcomes (SLO) that align with the general education competencies.

Table 2-Term I Courses Selected for Assessment

Term	BC General Education Area	Course Number	Course Name
1	I	ENC 1101	English Composition I
1	I	SPC 1608	Introduction to Public Speaking
1	II	MUL 2010	Music Appreciation
1	II	LIT 2020	Introduction to the Short Story
1	II	PHI 2600	Introduction to Ethics
1	III	SYG 2000	Principles of Sociology
1	IV	BIO1005L	General Biology Lab
1	IV	CHM 1040	General Chemistry
1	V	MAC 1105	College Algebra
1	V	STA 2023	Statistics

The General Education Outcomes and Assessment Team developed the plan to carry out the assessment of thirty-three different specific student learning outcomes (SLOs) embedded in the ten courses during Term I (August – December 2009), (see Table 3). These SLOs were selected by faculty and were mapped directly to fourteen of the fifteen General Education competencies. Competency 15 (Contribute to the welfare of the community) is being assessed during Term II.

Table 3: General Education Courses with Competency Alignment - Term I

Broward College Competencies Phase I General Education Courses 2009-2010				Read with Critical Comprehension	Speak and Listen Effectively	Write clearly and coherently	Think creatively, logically and reflectively	Demonstrate and apply literary and forms	Apply problem-solving techniques in all its world experiences	Apply methods of scientific inquiry	Demonstr. underst. of the phys and biol. environ. *	Human diversities & commonalities**	Collaborate with others to achieve common goals	Research, synthesize and produce original work	Practice ethical behavior	Demonstrate self-direction & self motivation	Assume respons. for and under. beh of pers. beh	Contribute to welfare of the community
Area	Team Member	Description	Competencies	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
1	Pat	ENC 1101 Freshman Composition	3,5,11			X		X						X				
1	Deb	SPC 1608 Introduction to Public Speaking	2,10,11,13		X								X	X		X		
2	David	LIT 2020 Introduction to the Short Story	1,3,4,11	X		X	X							X				
2	Jason	MUL 2020 Music Appreciation	5,9					X				X						
2	Winston	PHI 2600 Introduction to Ethics	5,12,14					X							X		X	
3	Todd	SYG 2000 Principles of Sociology	4,6,9				X		X			X						
4	Nilo	BSC 1005L General Biology Lab	7,8,10							X	X		X					
4	Behnoush	CHM 1040 General Chemistry	4,5,7				X	X		X								
5	Teresa	MAC 1105 College Algebra	5,6,7,8					X	X	X	X							
5	Alan	STA 2023 Statistics	4,5,6,7				X	X	X	X								
Revised by the GenEd Pilot Team on 03-16-10				1	1	2	4	6	3	4	2	2	2	3	1	1	1	0
Legend																		
X				These are competencies being assessed														
				These competencies are in the course outline														

Fifty-eight sections of the ten courses selected in Term I were taught by forty-five full-time and adjunct faculty members on all three main campuses; two of these sections were taught on line. The Course Map Alignment – Term I (See Appendix 2) depicts the correlation among the selected General Education courses (i.e., ENC 1101, SPC 1608 etc.), their corresponding SLOs and the General Education Competencies to which they align. The map alignment also indicates the type of assessments chosen by the faculty from the respective disciplines used to determine student achievement of the College’s General Education Competencies. It also references the specific SLO by number (i.e., 1.3, 1.5, and 3.0 in ENC 1101) for each of the ten General Education courses assessed in Term I. Appendix 3 contains the actual text of the selected SLOs for each course. Although each course has multiple specific learning outcomes in its course outline, for the purpose of this initiative, three or four major representative outcomes that most directly align with a general education competency were selected to be assessed by several discipline faculty members on all three campuses.

During Term II (January-May 2010), 10% of the available sections of courses were randomly selected for assessment by the Office of Institutional Research. Full and part-time faculty members whose course sections were selected were subsequently contacted by the respective GEOAT discipline committee member and given instructions to administer the same assessments for each SLO used in Term I. (Appendix 4: Course Map Alignment Term II - Original Ten).

Furthermore, the GEOAT selected an additional 11 General Education courses (see Table 4 below) and specific learning outcomes from these courses for assessment in Term II (January – May, 2010) to more fully assess each of the general education competencies. (See Table 5: Course Map Alignment Term II - Additional Eleven). Appendix 6 contains the text of the selected SLOs for each course added in Term II. Although each of the additional eleven courses has multiple learning outcomes in its course outline, for the purpose of this initiative, three or four major representative outcomes most directly aligned with a general education competency were selected to be assessed by several discipline faculty members on all three campuses.

Table 4: Term II Courses Selected for Assessment

Term	BC General Education Area	Course Number	Course Name
2	I	ENC 1101	English Composition I
2	I	SPC 1608	Introduction to Public Speaking
2	II	MUL 2010	Music Appreciation
2	II	LIT 2020	Introduction to the Short Story
2	II	PHI 2600	Introduction to Ethics
2	III	SYG 2000	Principles of Sociology
2	IV	BIO1005L	General Biology Lab
2	IV	CHM 1040	General Chemistry
2	V	MAC 1105	College Algebra
2	V	STA 2023	Statistics
2	I	ENC 1102	English Composition II
2	I	SPC 1024	Introduction to Speech Communication
2	II	ARH 2000	Art Appreciation
2	II	REL 2300	World Religions
2	III	AMH 2010	History of the United States to 1865
2	III	ECO 2013	Macroeconomics
2	III	PSY 2012	General Psychology
2	IV	EVR 1009	Environmental Science
2	IV	HLP 1081	Total Wellness
2	V	MGF 1106	Math for Liberal Arts I
2	V	MGF 1107	Math for Liberal Arts II

By the end of Term II in May 2010, all 15 of BC’s general education competencies will have been assessed using multiple student learning outcomes derived from 21 high-enrollment general education courses. During the summer of 2010, general education assessment data will be analyzed and recommendations for improvement summarized for presentation to the discipline faculty, Faculty Senate, the Faculty Union, the Curriculum Committee, campus leadership, the Academic Excellence Steering Council, President’s Cabinet and the General Education Committee (see Appendix 7: Governance Model for Institutional Planning).

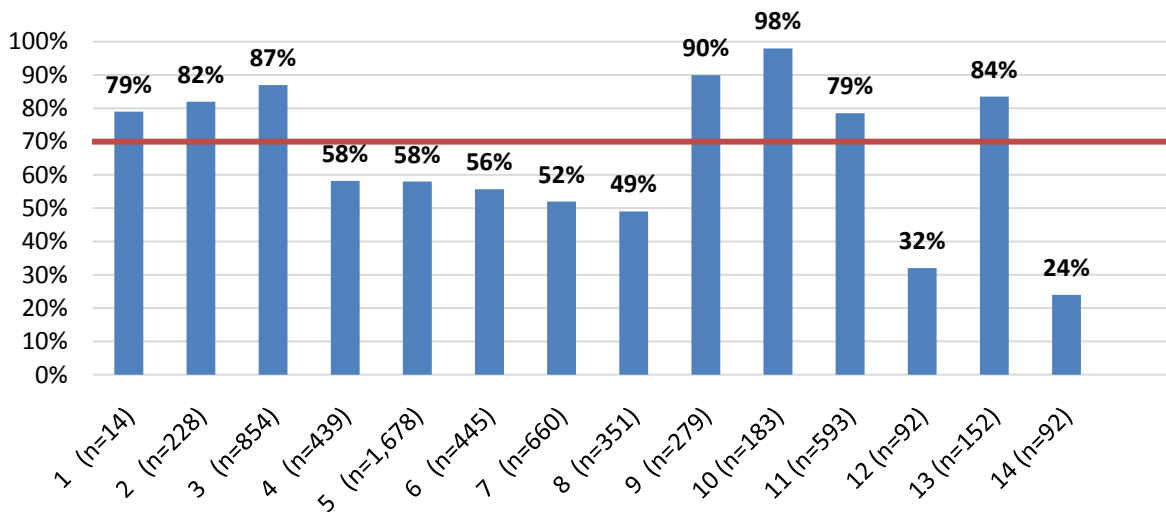
The General Education Committee is being organized for the Five-Year Review of the General Education program at the College. The Academic Excellence Steering Council is one of several administrative committees to ensure that operational plans are aligned with institutional goals and have responsibility for continued focus and progress toward institutional objectives and their attainment. Through the Vice-President of Academic Affairs, the Academic Excellence Steering Council reports to the President’s Learning Council (i.e., Cabinet). The assessment of General Education at Broward

College falls under the purview of the Office of Academic Affairs and is fully integrated into the Institutional Planning and Research Process.

II. Summary of Assessment Data from 14 of 15 General Education Competencies Term I

The chart below provides a summary of the data collected from the initial assessment of fourteen of the fifteen general education competencies during Term I. In all, seven of the assessed areas achieved the goal of 70% attainment as established by the GEOAT, and seven did not achieve the 70% level. Competency 15 was not assessed in Term I although it is being assessed in Term II. These preliminary results suggest a wide range of attainment. In reality, Broward College could not expect to have 98% of its students attain proficiency in any one competency, while a mere 24% attained proficiency in another. However, it is too soon to assume that these results are accurate. Rather than accepting this discrepancy at face value, a more appropriate response is to: 1) continue to refine and improve assessment instruments and strategies; 2) during Term II, capture data from a random sample of sections from general education courses assessed in term I; 3) during Term II, capture data from a random sample of sections of additional general education courses, which include additional student learning outcomes aligned with the 15 competencies..

Broward College Competency Report Card



Results from Term II assessments will either confirm or contrast with these extremes. Given the dramatic increase in the number of student artifacts, or items being assessed in all 15 competency areas, it is expected that these extreme variations will be moderated somewhat, and that general patterns will emerge from the data.

In terms of process, the Office of Institutional Research made recommendations to GEOAT to improve the collection and analysis of assessment data. These recommendations have been incorporated into assessment practices for Term II and are listed below:

- Submit raw data for individual students, rather than aggregate class data.
- Assign a faculty member acting as an intermediary to assure that faculty and student identities are protected.
- Produce a consistent assessment scale (0.0 for no achievement to 4.0 for outstanding achievement), and a common rubric to consistently align the results when competencies being assessed cross over between several courses and disciplines.
- Retain paper copies of rubrics and assessments for auditing and clarification purposes.
- Set up a delivery schedule so assessment data are not sent in piecemeal to avoid errors of duplication or omission.

Ultimately, when the methods of data collection are refined and improved, the ongoing accumulation of data, (which are both valid and reliable), will reveal accurate and consistent patterns of student performance. With two academic terms' worth of data available, conclusions can be more reliably drawn by GEOAT and Broward's academic leadership regarding the meaning of the data and the follow up steps which need to be taken to improve Broward's general education program, and its courses.

Section III provides assessment results, preliminary recommendations and an action plan for each of the fourteen general education competencies assessed in Term I. As a result of assessment and analysis of Term I data, several measures to improve teaching and learning in the ten selected General Education courses have been identified.

The individual competency analysis for 14 of 15 Broward College General Education competencies is depicted graphically, along with a narrative describing the results of Term I assessments found in the following section (Part III). GEOAT members set a preliminary acceptable threshold of 70% success (70% of the students assessed can demonstrate the competency) for each of the competencies in order to establish a baseline for determining the College's success in meeting a given competency.

III. Assessment Results (Term I) and Action Plan for 15 General Education Competencies (Term II)

This section graphically depicts the assessment process used in Term I followed by the preliminary results for each competency. After receiving the results from the Office of Institutional Research at the beginning of Term II, the responsible GEOAT team member met with participating discipline faculty to share the results. Subsequently, the academic departments generated recommendations and action plans which are included after each competency below. In addition the GEOAT made further recommendations addressing a robust assessment process within each competency. These action plans form the basis for continuous improvement and are currently being carried out.

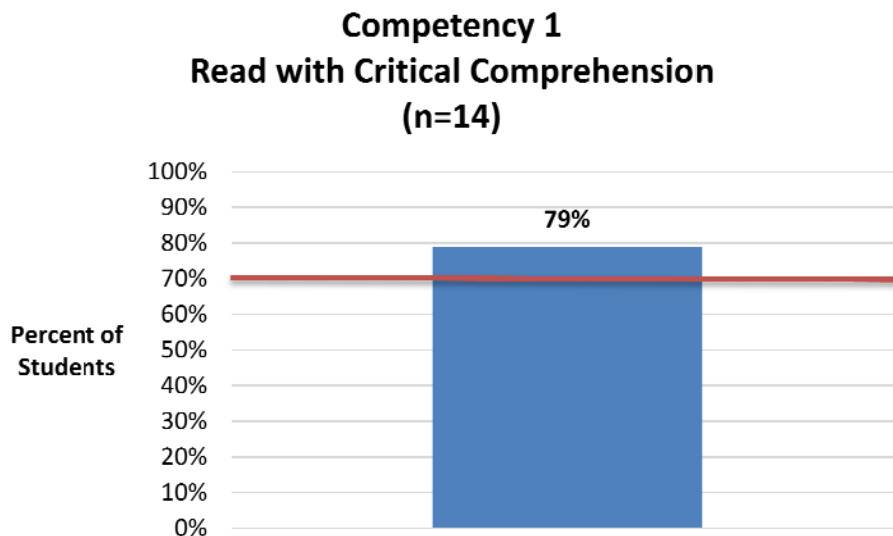
General Education Competency 1: Read with Critical Comprehension

August 2009—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 1	Term I: SLO	Assessment
<p>1) LIT 2020 Introduction to the Short Story</p>	<p>2.2 Distinguish between round, flat, static, dynamic, archetype and stock characters 3.1 Differentiate among various points of view used by authors of short stories 4.1 Discuss the use of symbols in short stories</p>	<p>Number of Assessments: 14 (sample determined by IR) from a pool of 75 student papers Type of Assessment: Essay; rubric with 4 point scale from 0-3</p>

Fourteen of 75 student essays from three course sections were randomly chosen by the Office of Institutional Research from the Introduction to the Short Story (LIT 1010) and these were assessed using a common rubric. All identifying information (section number, student and professor names) was removed prior to

reading. Student papers were read and assessed by two different professors who teach the course, but who did not teach the selected sections in Term I. The rubric was used to assess the three selected student learning outcomes (2.2, 3.1 and 4.1) which align to Competency 1 - Read with Critical Comprehension. Institutional Research produced the summary of the data as shown below:



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Preliminary Recommendations by discipline faculty on the team at the end of Term I:

- 1) Add one category to the paper evaluation rubric to reflect no achievement as “0” and excellent achievement as “4” to align with other rubrics in other disciplines which may assess the same competencies in the future.

Action Plan: The categories within the rubric have been improved using more descriptive and specific language to promote greater consistency in evaluating students’ work. An additional category (totaling 5 on a scale from 0 to 4) has been created and implemented for use in Term II.

GEOAT recommendations for a more robust assessment of General Education Competency 1:

- 1) Add ENC 1102 (Composition II) in Term II to assess student learning outcome 2.1;
ENC 1102 is required for all AA transfer students.

- 2) Add AMH 2010 (American History to 1865) in Term II to assess student learning outcome 4.2; AMH 2010 is one of the courses offered in BC's General Education-Area III-Social and Behavioral Sciences.
- Action Plan:** Three high enrollment courses and specific learning outcomes in these courses are included in Term II to provide a more comprehensive assessment of this competency. The following chart shows all three courses which are being used to assess Competency 1 during Term II.

General Education Competency 1: Read with Critical Comprehension

January-May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 1	Term II: SLO	Assessment
<p align="center">1) LIT 2020 Intro to the Short Story</p>	<p>2.1 Distinguish between round, flat, static, dynamic, archetype and stock characters</p> <p>3.1 Differentiate among various points of view used by authors of short stories</p> <p>4.1 Discuss the use of symbols in short stories</p>	<p>Number of Assessments: 14</p> <p>Type of Assessment: Required essay assignment; assessed using modified rubric scaled 0-4 (none to excellent).</p>
<p align="center">2) ENC 1102 Composition II</p>	<p>2.1 The students shall be able to identify and discuss basic literary devices, such as plot, character, setting, tone, mood, and point of view.</p>	<p>Number of assessments: Approximately 300</p> <p>Type of assessment: Test items addressing only the selected student learning outcomes for this course</p>
<p align="center">3) AMH 2010 American History to 1865</p>	<p>4.2 Analyze the forces leading to the framing of the Constitution and explain the principals and institutions established by that document</p>	<p>Number of assessments: Approximately 90</p> <p>Type of assessment: Embedded test items addressing the specific student learning outcomes</p>

At the end of Term II, the College will have data for General Education Competency 1-Read with Critical comprehension from:

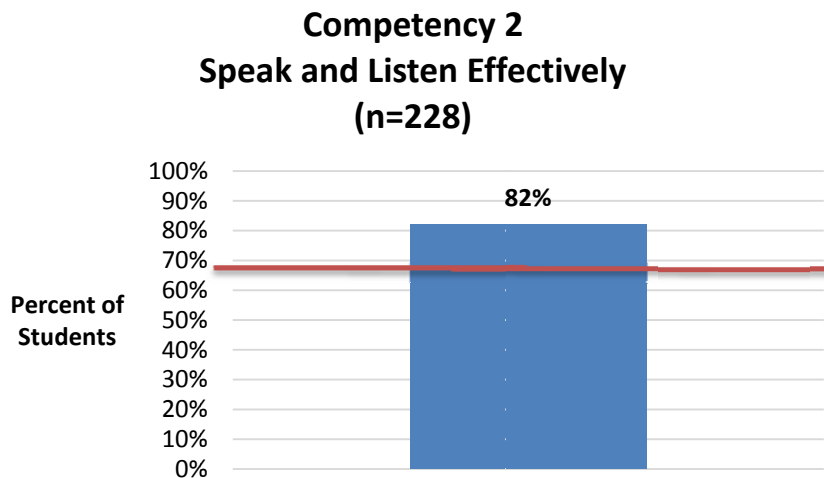
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
1	I, II and III	3	5	404

General Education Competency 2: Speak and listen effectively

August 2009—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 2	Term I: SLO	Assessment
<p align="center">1) SPC 1608 Introduction to Public Speaking</p>	<p>3.0 Students should gain an understanding of the effect of nonverbal codes on message effectiveness for public speaking.</p> <p>6.0 Students should be able to identify, locate and develop information required for an effective speech</p> <p>7.0 The students should be able to organize and outline speech materials.</p>	<p>Number of Assessments: 228 (76 for each SLO)</p> <p>Type of Assessment: Persuasive speech assessed with a common rubric</p>

Seventy-six speeches given in Introduction to Public Speaking, SPC 1608, were used to assess three SLOs aligned with Competency 2 - Speak and Listen Effectively, using a rubric with a range of 0 (none/not present) to 4 (excellent). All identifying information (section number, student and professor names) was removed prior to submitting the results to the GEOAT member responsible for this course. Institutional Research produced the summary of the data as shown below:



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Preliminary Recommendations by discipline faculty who taught SPC 1608:

- 1) **SPC 1608:** Work with all Speech faculty to address norming issues using the common rubric to assure consistent and accurate assessments.

Action Plan: All of the following will be addressed at a college-wide workshop scheduled for April 23, 2010 (see Appendix 7 - Workshop Invitation).

- a) Consider raising the acceptable and ideal scores for the competencies. (Rationale: all SLOs are above the acceptable level and one is close to the ideal level already.)
- b) Consider revising the rubric to differentiate aspects of the assessment.
- c) Conduct a college-wide Speech department review of the course outlines to confirm that SLOs that have been selected for assessment are the most appropriate and representative to measure attainment of this competency.

GEOAT recommendations for a more robust assessment of General Education Competency 2:

- 1) Add SPC 1024 (Introduction to Speech) in Term II assessing student learning outcomes 5.3, 6.4 and 7.6 aligned to this competency. Since all AA degree graduates are required to take either SPC 1608 or SPC 1024, every student will have had an opportunity to achieve this general education competency.

Action Plan: As of Term II, SPC 1024 has been added to the pool of courses that are being used to assess this competency. At the end of Term II, the College will have approximately twice as many assessments whose SLOs align to this competency. The following chart shows both courses which are being used to assess Competency 2 during Term II.

General Education Competency 2: Speak and listen effectively

January – May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 2	Term II: SLO	Assessment
<p align="center">1) SPC 1608</p> <p align="center">Introduction to Public Speaking</p>	<p>3.0 Students should gain an understanding of the effect of nonverbal codes on message effectiveness for public speaking.</p> <p>6.0 Students should be able to identify, locate and develop information required for an effective speech</p> <p>7.0 The students should be able to organize and outline speech materials</p>	<p>Number of Assessments: Approximately 160</p> <p>Type of Assessment: Persuasive speech assessed with a rubric</p>
<p align="center">2) SPC 1024</p> <p align="center">Introduction to Speech Communication</p>	<p>5.3 Apply effective use of feedback</p> <p>6.4 Effectively participate in a group task</p> <p>7.6 Formulate / Present convincing arguments through reasoned research</p>	<p>Number of Assessments: Approximately 200</p> <p>Type of Assessment: Group project assessed with a rubric</p>

At the end of Term II, the College will have data to assess General Education Competency 2-Speak and listen effectively from:

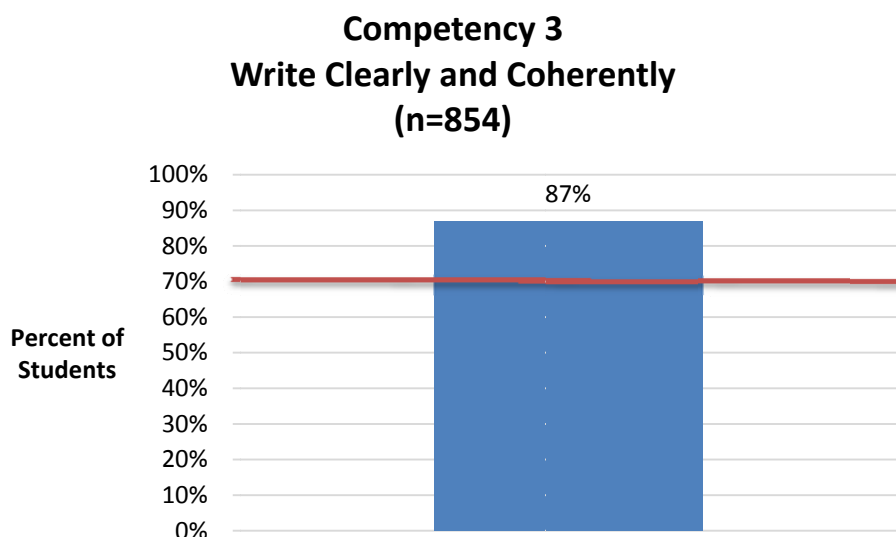
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
2	I	2	6	360

General Education Competency 3: Write clearly and coherently

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 3	Term I: SLO	Assessment
1) ENC 1101 Composition I	1.3 Formulate a thesis statement 1.5 Write clearly and coherently using standard American English. The writing will incorporate what the student has learned in both this unit and any previous units. It will be understandable and meaningful to the general reader.	Number of Assessments: 427 for each: 854 in total Types of Assessment: <ul style="list-style-type: none"> a) Student will produce an original thesis statement that will be evaluated using a common rubric b) Students will produce an original research paper that will be evaluated using a common rubric

Students from 22 sections college-wide submitted 427 samples of thesis statements and 427 samples of a completed research paper. All identifying information (sections, professors and students' names) were removed before the papers were assessed using a common rubric.



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Preliminary Recommendations by discipline faculty:

- 1) Work in conjunction with the ENC 1101 and ENC 1102 faculty college-wide with outcomes to better prepare students to submit research papers.

Action Plan: A college-wide workshop was scheduled for April 9, 2010 for all professors and adjunct instructors teaching ENC 1101, ENC 1102 and LIT 2020. Specific issues included proper MLA citation and documentation, effective instruction for thesis statement development, and, organizational skills and writing styles. Faculty presented best practices for these topics during the day-long workshop.

Action Plan: Discipline faculty will revise the course outline during the fall 2010/11 term.

- 2) Use a double-blind reading session to assess a random sample of ENC 1101 research papers. English professors will read papers free of identifying information to assess the SLO aligned with the General Education competency using a common rubric.

Action Plan: The rubric has been revised to ensure a more comprehensive assessment; double blind readings are scheduled for the beginning of May.

GEOAT recommendation for a more robust assessment of Competency 3:

Add ECO 2013 (Macroeconomics) to assess writing in an Area III (Social and Behavioral Sciences) course. This will provide additional SLOs, course sections and data to better determine the extent to which students attain this competency.

General Education Competency 3: Write clearly and coherently

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 3	Term II: SLO	Assessment
<p align="center">1) ENC 1101 Composition I</p>	<p>1.3 Formulate a thesis statement</p> <p>1.5 Write clearly and coherently using standard American English. The writing will incorporate what the student has learned in both this unit and any previous units. It will be understandable and meaningful to the general reader.</p>	<p>Number of Assessments: 90 Sample size determined by IR</p> <p>Type of Assessment: Thesis statement and final research paper assessed using a common rubric; double blind reading by English faculty</p>
<p align="center">2) ECO 2013 Macroeconomics</p>	<p>6.1 Research from viable and credible sources</p> <p>6.2 Analyze and evaluate the principles of economic topics in a written format.</p>	<p>Approximate number of assessments: 120</p> <p>Type of Assessment: Essay graded with a common rubric</p>

At the end of Term II, the College will have data to assess Competency 3-Write clearly and coherently from:

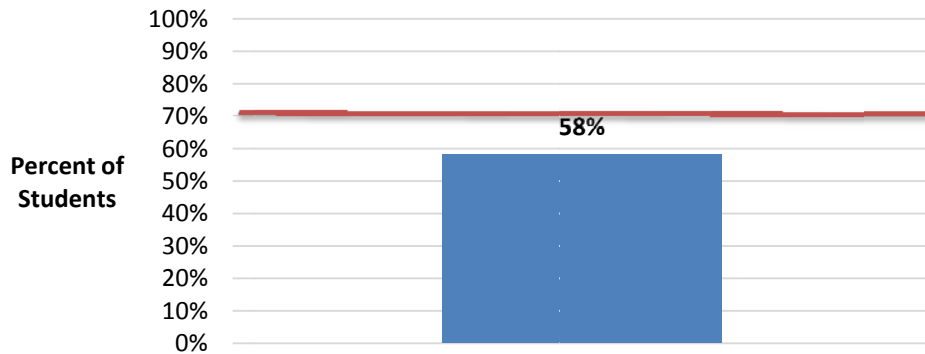
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
3	I, III	2	3	210

General Education Competency 4: Think creatively, logically, critically and reflectively

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 4	Term I: SLO	Assessment
<p align="center">1) LIT 2020 Introduction to the Short Story</p>	<p>4.6 Think creatively, logically, critically and reflectively about the role of symbolism in short stories</p>	<p>Number of assessments: 14</p> <p>Type of Assessment: Required written assignment to develop a logical and/or creative interpretation of a piece of literature assessed using a common rubric</p>
<p align="center">2) SYG 2000 Principles of Sociology</p>	<p>1.1 Describe the three major sociological perspectives: conflict, functionalist and interactionist theories</p>	<p>Number of assessments: 99</p> <p>Type of Assessment: Student essays are assessed using a common rubric</p>
<p align="center">3) STA 2023 Statistics</p>	<p>3.5 Compute probabilities using the laws of multiplication 6.1 Determine the null and alternative hypotheses that would be used to state a claim 8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error.</p>	<p>Numbers of assessments: For individual SLO 102, 91 and 133= 326</p> <p>Type of assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial credit may be awarded</p>

Competency 4
Think Creatively, Logically, Critically and
Reflectively
(n=439)



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Preliminary Recommendations by discipline faculty:

- 1) In LIT 2020 (Introduction to the Short Story), teaching strategies to better prepare students to submit research papers will be addressed in the upcoming college wide workshop. Assessment results indicate that students have problems with proper documentation and citation.

Action Plan: A college-wide workshop was held on April 9, 2010 for all professors and adjunct instructors teaching ENC 1101, ENC 1102 and LIT 2020 (see Appendix 8– Workshop Flyer). Specific issues included proper MLA citation and documentation, effective instruction for thesis statement development, and, organizational skills and writing styles. Faculty presented best practices for these topics during the day-long workshop.

- 2) Course outlines used college-wide to guide the teaching of ENC 1101, ENC 1102 and LIT 2020 need updating and editing.

Action Plan: Course outlines were revised to better organize and categorize their material during the April 9, 2010 college-wide workshop for all professors and adjunct instructors teaching ENC 1101, ENC 1102 and LIT 2020.

3) In SYG 2000 (Principles of Sociology), faculty revised and improved the rubric, tightening up the language and expectations by category. They also expanded the range of the rubric from 0-3 to 0-4 to ensure a more consistent alignment with rubrics used in other disciplines.

Action Plan: This change was already made at the end of Term I and put into effect for Term II.

4) Work with discipline faculty to better prepare STA 2023 (Statistics) students to analyze problems and to choose the correct formula to solve statistical problems. One challenge revealed by the results was that the majority of students received all/most or none of the credit, with few scoring in between.

Action Plan: Students need more hands-on practice in class, leading them through an inductive process to solve problems. Discipline faculty members have agreed to devote attention to in-class activities, worksheets and additional lecture and practice time on analysis of problems and their statistical solution.

GEOAT recommendation for a more robust assessment of Competency 4:

1) Add ENC 1102 (Composition II) in Term II. ENC 1102 is required for all AA transfer students and will give the college more reliable results by including an additional course and additional SLOs to assess that are aligned with General Education Competency 4.

General Education Competency 4: Think creatively, logically, critically and reflectively

January—May 2010 Assessment Plan

Course(s) whose specific student learning outcomes are included in assessment of Competency 4	Term II: SLO	Assessment
1) LIT 2020 Introduction to the Short Story	4.6 Think creatively, logically, critically and reflectively about the role of symbolism in short stories	Number of assessments: 18 (Sample size has been determined by IR) Type of Assessment: Required written assignment to develop a logical and/or creative interpretation of a piece of literature assessed using a common rubric.

<p align="center">2) SYG 2000 Principles of Sociology</p>	<p>1.1 Describe the three major sociological perspectives: conflict, functionalist and interactionist theories</p>	<p>Number of assessments: Approximately 150 Type of Assessment: Student essays will be assessed using a common rubric.</p>
<p align="center">3) STA 2023 Statistics</p>	<p>3.5 Compute probabilities using the laws of multiplication 6.1 Determine the null and alternative hypotheses that would be used to state a claim 8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error.</p>	<p>Number of assessments: Approximately 720 (240 for each SLO) Type of assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p align="center">4) ENC 1102 Composition II</p>	<p>3.1.4 Cite and document source ideas free of plagiarism</p>	<p>Number of Assessments: Approximately 450 This SLO will be assessed independently using a stand-alone exam</p>

At the end of Term II, the College will have data to assess Competency 4-Think creatively, logically, critically and reflectively from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
4	I, II, III, V	4	6	1338

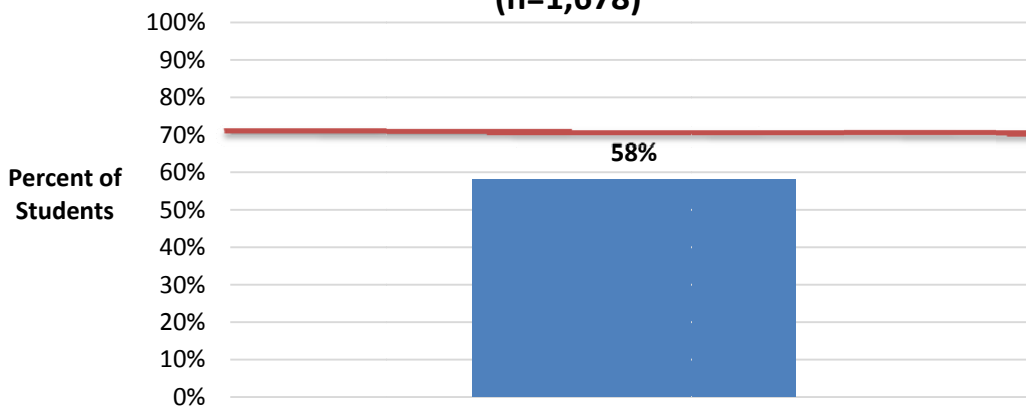
General Education Competency 5: Demonstrate and apply literacy in all its forms

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 5	Term I: SLO	Assessment
1) ENC 1101 Composition I	3.0 The student shall be able to locate and evaluate primary and secondary sources and incorporate the relevant information into a paper documented internally and bibliographically.	Number of Assessments: 427 Type of Assessment: Final research paper assessed with a common rubric
2) PHI 2600 Introduction to Ethics	1.2 Discuss problems of justification in ethics 2.4 Students shall be able to identify and discuss major ethical theories such as utilitarianism	Number of assessments: 184 (92 for each SLO) Type of assessment: Embedded test items
3) MUL 2010 Music Appreciation	1.2 Explain the concepts of melody, texture, rhythm and harmony	Number of Assessments: 90 Type of assessment: Critique of a musical performance using a common rubric
4) STA 2023 Statistics	3.5 Compute probabilities using the laws of multiplication 6.1 Determine the null and alternative hypotheses that would be used to state a claim 8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error.	Number of assessments: 326 (102, 91 and 133) Type of assessment: Embedded word problems on a test assessed with full or partial credit

<p style="text-align: center;">5) CHM 1040 General Chemistry</p>	<p>2.1 Explain the historical development of the atomic concept leading to the modern view of the atom.</p> <p>1.6 Perform calculations using scientific notation and significant figures and to analyze their answers for corrections</p> <p>1.8 Perform conversions along metric units and between certain English & metric units using dimensional analysis for correctness</p>	<p>Number of Assessments: 393 (131 for each SLO)</p> <p>Type of Assessments Embedded test questions</p>
<p style="text-align: center;">6) MAC 1105 College Algebra</p>	<p>3.9 Graph quadratic, absolute value, square root, and cubic functions using symmetry, shifting, stretching, compressing and/or reflecting</p> <p>4.2 Simplify and evaluate logarithmic expressions using the properties of logarithms, including change of base.</p>	<p>Number of Assessments: 258 (104 and 154, respectively, for each SLO)</p> <p>Type of assessment: Embedded test questions</p>

**Competency 5
Demonstrate and Apply Literacy in all its Forms
(n=1,678)**



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Preliminary recommendations by discipline faculty:

ENC 1101: Students need more guidance and hands-on practice to be able to consistently demonstrate critical skills associated with preparing a research paper.

Action Plan: A college-wide workshop was held on April 9, 2010 for all professors and adjunct instructors teaching ENC 1101, ENC 1102 and LIT 2020 (see Appendix 8– Workshop Flyer). Specific issues included proper MLA citation and documentation, effective instruction for thesis statement development, and, organizational skills and writing styles. Faculty presented best practices for these topics during the day-long workshop.

PHI 2600: The specific learning outcomes assessed for general education purposes are vague, and subject to differing interpretation by discipline faculty, creating challenges in consistently assessing the attainment of the SLOs.

Action Plan: Discipline members of the GEOAT are working with faculty this term to review the course outline, determine more appropriate teaching and learning strategies and reach a consensus about how this competency should be assessed.

MUL 2010: Improve rubric used to assess this competency.

Action Plan: Music faculty were not comfortable using the rubric designed by the GEOAT discipline faculty member for their use during Term I. A rubric that provides more precision in the assessment categories has been edited and is in use in Term II.

STA 2023: Students must understand and identify the meaning of specific symbols that are used in statistical formulas.

Action Plan: Additional lecture and practice time using in-class activities, worksheets and possibly including a quiz specifically on the symbols.

CHM 1040: Examination of the data revealed that using a different SLO would better reflect course content for this competency (scientific literacy). In addition, students were assessed too early in the semester to be able to demonstrate this competency.

Action Plan:

- 1) Choose SLOs that address the student's chemical knowledge (periodic table, ionic and covalent compounds, quantum mechanics, etc). These need to be identified and measured for the next academic year.
- 2) Carry out the assessments later in the semester so students have a better foundation and comprise a more representative sample.

MAC 1105: Students must have a better understanding of various mathematical functions.

Action Plan: Assessment team members attended department meetings on all 3 campuses to share the data and to raise awareness that students are not attaining this competency. Faculty decided to diversify the types of functions being assessed to obtain a more comprehensive assessment during the second term.

GEOAT recommendations for a more robust assessment of Competency 5:

The fact that this competency has been assessed in six of the ten courses selected for Term I analysis gives the Team a broad view of literacy in many areas. However due to the general nature of the competency, the team will recommend to the General Education Committee that this competency be integrated into other general education competencies, or given a sharper focus so that it can be more readily and reliably be assessed.

General Education Competency 5: Demonstrate and apply literacy in all its forms

January--May Assessment Plan

Course(s) whose specific student learning outcomes are included in assessment of Competency 5	Term II: SLO	Assessment
<p align="center">1) ENC 1101 Composition I</p>	<p>3.0 The student shall be able to locate and evaluate primary and secondary sources and incorporate the relevant information into a paper documented internally and bibliographically.</p>	<p>Number of Assessments: 90</p> <p>Type of Assessment: Double-blind reading of sample (90) using a common rubric</p>
<p align="center">2) PHI 2600 Introduction to Ethics</p>	<p>1.2 Discuss problems of justification in ethics</p> <p>2.4 Students shall be able to identify and discuss major ethical theories such as utilitarianism</p>	<p>Number of assessments: Approximately 180</p> <p>Type of assessment: Embedded test questions</p>
<p align="center">3) MUL 2010 Music Appreciation</p>	<p>1.2 Explain the concepts of melody, texture, rhythm and harmony</p>	<p>Number of Assessments: Approximately 90</p> <p>Type of assessment: Critique of a musical performance using a common rubric</p>
<p align="center">4) STA 2023 Statistics</p>	<p>8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error.</p>	<p>Number of assessments: Approximately 240</p> <p>Type of assessment: Embedded word problems on a test assessed with full or partial credit</p>

<p>5) CHM 1040 General Chemistry</p>	<p>2.1 Explain the historical development of the atomic concept leading to the modern view of the atom.</p> <p>1.6 Perform calculations using scientific notation and significant figures and to analyze their answers for corrections</p> <p>1.8 Perform conversions along metric units and between certain English & metric units using dimensional analysis for correctness</p>	<p>Number of Assessments: Approximately 270 (90 each)</p> <p>Type of Assessments Embedded test questions</p>
<p>6) MAC 1105 College Algebra</p>	<p>3.9 Graph quadratic, absolute value, square root, and cubic functions using symmetry, shifting, stretching, compressing and/or reflecting</p> <p>4.2 Simplify and evaluate logarithmic expressions using the properties of logarithms, including change of base.</p>	<p>Number of Assessments: Approximately 720 (360 each) although a random sampling may be determined by IR</p> <p>Type of assessment: Embedded test questions</p>
<p>7) AMH 2010 American History</p>	<p>1.1 Demonstrate an understanding of the European backgrounds that stimulated interest in discovery, exploration, and establishment of colonies in the Americas</p>	<p>Number of Assessments: Approximately 90</p> <p>Type of assessment: Embedded test questions</p>
<p>8) REL 2300 World Religions</p>	<p>7.1 Describe the historic beginnings of Judaism</p> <p>9.0 Describe the origins of Islam.</p>	<p>Number of assessments: Approximately 240 (120 for each SLO)</p> <p>Type of assessment: Students will be tested through multiple-choice questions involving informational literacy related to the historic beginnings of Judaism and the origins of Isla</p>

<p>9) MFG 1106 Math for the Liberal Arts I</p>	<p>3.5 Classify pairs of triangles as congruent or similar; and use these concepts to solve problems. Use simple right triangle trigonometric ratios to solve problems.</p> <p>4.11 Compute odds, and relate odds to probability.</p> <p>5.4 Recognize the normal distribution curve and its properties; and use these properties to interpret data, make predictions, and solve problems.</p>	<p>Number of assessments: Approximately 540 (180 each, although IR may determine a sampling)</p> <p>Assessment Types (3) All using common rubrics: -Given a trigonometric application, students will solve it using simple trigonometric ratios. -Students will be given a scenario and then answer relational questions involving probability and odds as it relates to the given scenario. Their work will be evaluated using a common rubric. -Students will solve a real world application by applying properties of the normal distribution curve. They will interpret the meaning of the data and make predictions about the results they obtain.</p>
<p>10) ARH 2000 Art Appreciation</p>	<p>1.1 Explain the relationship of form and content</p>	<p>Number of assessments: Approximately 120</p>

11) MFG 1107 Math for the Liberal Art II	1.1 Demonstrate an understanding of the utilization of mathematics in simple and compound interest applications. 1.2 Solve a variety of consumer loan application problems, including topics such as installment buying, credit loans & payments, & finance charges.	Number of assessments: Approximately 120 (60 for each) Assessment type: Real world-embedded word problems assessed using a common rubric
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At the end of Term II, the College will have data to assess Competency 5-Demonstrate and apply literacy in all its forms from:

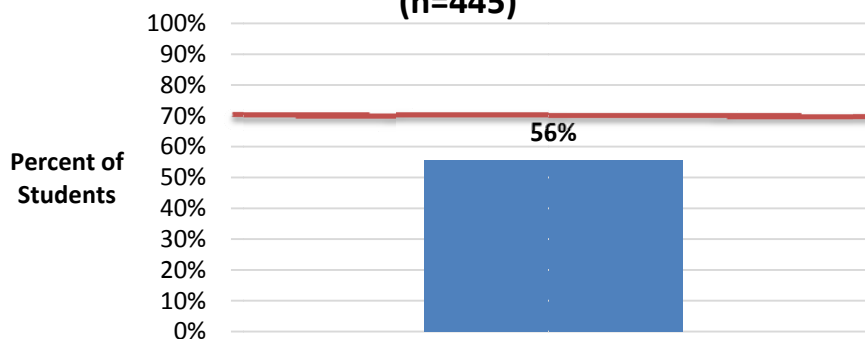
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
5	I, II, III, IV and V	11	19	2,700

Competency 6: Apply problem-solving techniques to real-world problems

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 6	Term I: SLO	Assessment
<p align="center">1) SYG 2000 Principles of Sociology</p>	<p>8.0 The students should be able to gain an understanding of the perspectives related to the study of the distribution of desirables, social status and social ranking, social classes, social mobility and poverty in various societies.</p>	<p>Number of Assessments: 98 Type of Assessment: Essay assessed with a common rubric</p>
<p align="center">2) STA 2023 Statistics</p>	<p>8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error.</p>	<p>Number of Assessments: 102 Type of Assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p align="center">3) MAC 1105 College Algebra</p>	<p>4.5 Solve applied problems including exponential/growth/decay and compound interest</p>	<p>Number of Assessments: 242 Type of Assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>

Competency 6
Apply Problem-Solving Techniques to Real-World Experiences
(n=445)



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Preliminary recommendations by discipline faculty:

- 1) **MAC 1105 and STA 2023:** Students have difficulty correlating the phrasing of the problem to the formula or function needed to solve the problem.

Action Plan: At the fall 2010 college-wide mathematics department retreat, GEOAT discipline faculty will collaborate with faculty colleagues to create additional worksheets for students to be able to:

- a) Interpret key words in word problems.
- b) Determine which formula or function should be applied to the type of problem presented.

- 2) **SYG 2000:** The categories on the rubric were too general / vague and faculty had difficulty assessing the students consistently.

Action Plan: Add one category to the paper evaluation rubric to reflect *none* as “0” and *excellent* as “4” to align with other rubrics in other disciplines which may assess the same competencies in the future. The descriptions within the rubric have been improved using more descriptive and specific language.

GEOAT recommendations for a more robust assessment of Competency 6:

Add the two Liberal Arts Math courses: MFG 1106 (SLO 5.4) and MFG 1107 (SLO 2.6) to better assess this general education competency. The SLOs in these two courses have a much broader approach to real world situations and the selected SLOs are not duplicated in other general education math courses.

Competency 6: Apply problem-solving techniques to real-world problems

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 6	Term II: SLO	Assessment
<p>1) SYG 2000 Principles of Sociology</p>	<p>8.0 The students should be able to gain an understanding of the perspectives related to the study of the distribution of desirables, social status and social ranking, social classes, social mobility and poverty in various societies.</p>	<p>Number of Assessments: Approximately 240</p> <p>Type of Assessment: Essay assessed with a common rubric</p>
<p>2) MAC 1105 College Algebra</p>	<p>4.5 Solve applied problems including exponential/growth/decay and compound interest</p>	<p>Number of Assessments: Approximately 300</p> <p>Type of Assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p>3) MFG 1106 Math for the Liberal Arts I</p>	<p>5.4 Recognize the normal distribution curve and its properties; and use these properties to interpret data, make predictions, and solve problems.</p>	<p>Number of Assessments: Approximately 180</p> <p>Type of Assessment: Students will solve a real world application by applying properties of the normal distribution curve. They will interpret the meaning of the data and make predictions about the results they obtain. Their work will be evaluated using a common rubric.</p>

4) MFG 1107 Math for the Liberal Arts II	3.2 Convert between different number base systems	Number of Assessments: Approximately 90 Type of Assessment: Real world-embedded word problems assessed using a common rubric.
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At the end of Term II, the College will have data to assess Competency 6-Apply problem-solving techniques to real world experiences from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
6	III, IV and V	5	6	810

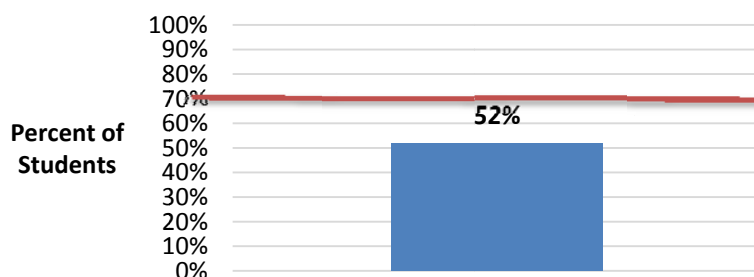
General Education Competency 7: Apply method of scientific inquiry

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 7	Term I: SLO	Assessment
<p align="center">1) BSC 1005L General Biology Lab</p>	<p>9.3 Compare and contrast mitosis in plant and animal cells</p>	<p>Number of Assessments: 120</p> <p>Type of Assessment: Embedded test items</p>
<p align="center">2) MAC 1105 College Algebra</p>	<p>3.9 Graph quadratic, absolute value, square root, and cubic functions using symmetry, shifting, stretching, compressing and /or reflecting</p> <p>4.5 Solve applied problems including exponential/ growth/ decay and compound interest</p>	<p>Number of Assessments: 258 (104 and 154 for each SLO)</p> <p>Type of Assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p align="center">3) CHM 1040 General Chemistry</p>	<p>2.1 Explain the historical development of the atomic concept leading to the modern view of the atom.</p>	<p>Number of Assessments: 131</p> <p>Type of Assessment: Embedded test items</p>

<p>4) STA 2023 Statistics</p>	<p>8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error</p>	<p>Number of Assessments: 91</p> <p>Type of Assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
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**Competency 7
Apply Methods of Scientific Inquiry
(n=660)**



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Preliminary discipline faculty recommendations:

- 1) **BSC 1005L:** Students have difficulty identifying and applying concepts to the actual sample being observed under the microscope.

Action Plan: GEOAT science discipline members will collaborate with faculty colleagues during a fall 2010 college-wide science faculty meeting to enable the following:

- a) Provide a broader range of samples to be viewed to solidify the concepts being demonstrated.
- b) When assessing the SLOs that align with general education, each instructor should use the same exam question. Even though each campus conducts different experiments to meet the same outcome, students should be able to demonstrate the competency through a common assessment.

c) Instructors will include a greater number of questions for each SLO.

2) **MAC 1105:** Although students did very well with graphing the different functions, they had much more difficulty with the exponential growth and decay problems.

Action Plan: The concept related to SLO 4.5 should be taught earlier in the course when students are less fatigued and better able to process the concept. GEOAT discipline faculty will collaborate with colleagues at the fall 2010 math faculty retreat to reinforce that students need more opportunities to master this competency. GEOAT faculty are currently developing additional worksheets to provide for college-wide use during the upcoming academic year.

3) **CHM 1040:**

a) Students have difficulty visualizing the concepts relating to atomic structure.

b) Five questions were asked for SLO 1.6, 5 questions for SLO 1.8, and only 2 questions for SLO 2.1. The data obtained is not statistically significant, and no valid conclusions can be drawn from such a limited data set.

Action Plan: GEOAT science faculty members are collaborating with colleagues randomly selected to provide assessment data during Term II to:

a) Use more class time to develop the concept and use visual aids and models to address different student learning styles.

b) Include more questions in Term II in the assessment. Ask a statistically significant number of questions for each SLO being evaluated.

c) Make sure that instructors are asking the same questions for a particular SLO being measured.

d) Measure student performance in a cumulative exam at the end of the semester to provide students with multiple opportunities to learn and demonstrate this SLO.

4) **STA 2023:** Students have difficulty understanding basic concepts such as population versus sample. Additionally, students fail to see the purpose of the stated problem and subsequently cannot solve it.

Action Plan: GEOAT discipline faculty will collaborate with math faculty attending the fall 2010 math retreat to reinforce the need to provide additional class time and practice, both in class and at home to master SLOs related to this general education competency. In addition, math faculty will be encouraged to evaluate concepts separately to diagnose specific deficiencies and provide correction.

GEOAT Team recommendations for a more robust assessment of Competency 7:

Add an additional SLO from PSY 2012 (General Psychology); this competency will now include five courses with six SLOs in three discipline areas to assess the attainment of General Education Competency 7 - Apply methods of scientific inquiry.

General Education Competency 7: Apply method of scientific inquiry

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 7	Term II: SLO	Assessment
<p>1. BSC 1005 L General Biology Lab</p>	<p>9.3 Compare and contrast mitosis in plant and animal cells</p>	<p>Number of Assessments: Approximately 180</p> <p>Type of Assessment: Embedded test items</p>
<p>2. CHM 1040 General Chemistry</p>	<p>2.1 Explain the historical development of the atomic concept leading to the modern view of the atom.</p>	<p>Number of assessments: Approximately 90</p> <p>Type of assessment: Embedded test items</p>

<p>3. MAC 1105 College Algebra</p>	<p>3.9 Graph quadratic, absolute value, square root, and cubic functions using symmetry, shifting, stretching, compressing and /or reflecting</p> <p>4.5 Solve applied problems including exponential/ growth/ decay and compound interest</p>	<p>Number of assessments: Approximately 720 (360 for each assessment)</p> <p>Type of assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p>4. STA 2023 Statistics</p>	<p>8.5 Determine the sample sizes necessary to estimate population means and population proportions within a given error</p>	<p>Number of assessments: Approximately 240</p> <p>Type of assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p>5. PSY 2012 General Psychology</p>	<p>2.0 The students should be able to demonstrate an understanding of the relationship between the brain, the endocrine system, and heredity, to behavior.</p>	<p>Number of Assessments: Approximately 240</p> <p>Type of assessment: Embedded test items</p>

At the end of Term II, the College will have data to assess Competency 7-Apply method of scientific inquiry from:

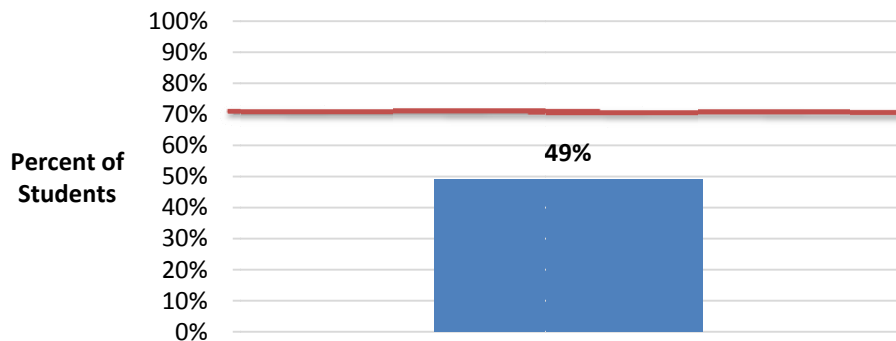
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
7	III, IV and V	5	6	1,470

**General Education Competency 8:
Demonstrate an understanding of the physical and biological environment**

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 8	Term I: SLO	Assessment
1. BSC 1005L General Biology Lab	6.4 Investigate examples of beneficial and harmful bacteria	Number of Assessments: 154 Type of Assessment: Embedded test questions
2. MAC 1105 College Algebra	4.5 Solve applied problems relating including exponential/growth/decay and compound interest.	Number of Assessments: 197 Type of assessments: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.

**Competency 8
Demonstrate an Understanding of the Physical
and Biological Environment
(n=351)**



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Preliminary discipline faculty recommendations:

BSC 1005L students performed much better on this competency (67% attainment) than did MAC 1105 (32% attainment) students. This is indeed a very preliminary assessment of this competency, and more SLOs must be assessed in order to provide reliable data from which conclusions can be drawn.

BSC 1005L

Action Plan: GEOAT science faculty are collaborating with discipline colleagues to:

- a) Use a greater number of questions during Term II that provide a broader assessment of this competency.
- b) Provide more physical samples and conceptual examples to allow students more opportunities to better recognize the concept.

MAC 1105

Action Plan: GEOAT math faculty are collaborating with faculty whose sections were randomly selected for assessment in term II to:

- a) Provide additional worksheets that include more guided practice exercises.
- b) Introduce the concept earlier in the semester when students are less fatigued and better able to process it, and have more time to practice.
- c) Assess students independently to identify deficiencies and correct them.

GEOAT recommendations for a more robust assessment of Competency 8:

Add two additional SLOs from EVR 1009 (Environmental Science) in Term II. During the 2010/11 academic year, the team will find additional opportunities to assess this competency. The

GEOAT will also recommend that the General Education Committee revisit this competency, which is very broad.

**General Education Competency 8:
Demonstrate an understanding of the physical and biological environment**

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 8	Term II: SLO	Assessment
<p style="text-align: center;">1) BSC 1005L General Biology Lab</p>	<p>6.4 Investigate examples of beneficial and harmful bacteria</p>	<p>Number of Assessments: Approximately 185</p> <p>Type of Assessment: Embedded test items</p>
<p style="text-align: center;">2) MAC 1105 College Algebra</p>	<p>4.5 Solve applied problems relating including exponential/growth/decay and compound interest.</p>	<p>Number of assessments: Approximately 360</p> <p>Type of assessment: Embedded test items requiring students to read a word problem, use the correct formula and solve the problem; partial or full credit awarded.</p>
<p style="text-align: center;">3) EVR 1009 Environmental Science</p>	<p>1.1 Describe the earth's structure. 2.4 Recognize the importance of ground water to Florida.</p>	<p>Number of Assessments: Approximately 300 (150 for each SLO)</p> <p>Type of Assessment: Embedded test items</p>

At the end of Term II, the College will have data to assess Competency 8-Demonstrate an understanding of the physical and biological environment from:

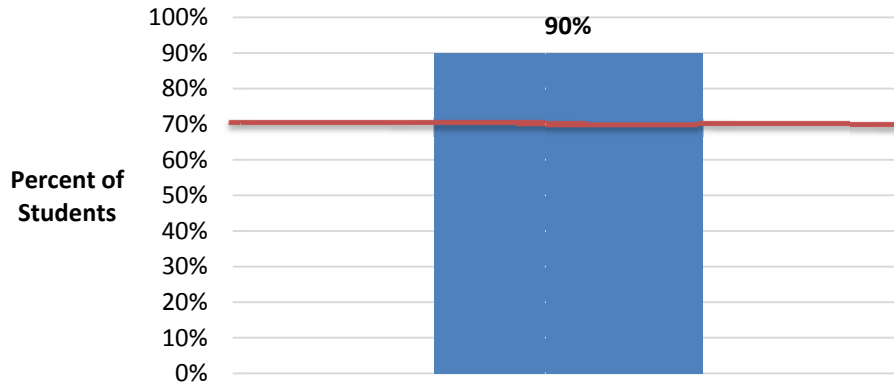
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
8	IV and V	3	4	845

**General Education Competency 9:
Demonstrate an understanding of and appreciation for human diversities and commonalities**

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 9	Term I: SLO	Assessment
<p align="center">1) MUL 2010 Music Appreciation</p>	<p>1.4 Discuss the various types of musical presentations</p> <p>12.0 The students should be able to comprehend Western music as an ever-changing style, once influenced, especially in the 20th century by non-Western cultures.</p>	<p>Number of Assessments: 180 (90 for each)</p> <p>Type of Assessment: Critique of a musical performance using a common rubric</p>
<p align="center">2) SYG 2000 Principles of Sociology</p>	<p>5.1 Define culture, symbol, value, norms, material culture, non-material culture, ethnocentrism, sub-culture and counter-culture</p>	<p>Number of Assessments: 99</p> <p>Type of Assessment: Student essays are assessed using a common rubric</p>

Competency 9
Human Diversities and Commonalities
(n=279)



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Preliminary recommendations by discipline faculty:

1. **MUL 2010:** The rubric for assessing the critique of a musical performance was inadequate and assessment results yielded questionable data.

Action Plan:

- a) The rubric has been completely revamped to include much more descriptive language and is being used in Term II.
- b) An additional full-time faculty member joined the GEOAT in Term II after attending a General Education assessment workshop in February 2010.

2. **SYG 2000:** Faculty revised and improved the rubric, tightening up the language and expectations by category. They also expanded the range of the rubric from 0-3 to 0-4 to ensure a more consistent alignment with rubrics used in other disciplines.

Action Plan: This change was made at the end of Term I and put into effect for Term II.

GEOAT recommendations for a more robust assessment of Competency 9:

Add SLOs from three additional courses in Term II: REL 2300 (World Religion); AMH 2010 (American History before 1865); and ARH 2000 (Art Appreciation). This will provide us greater depth and breadth for Competency 9 - Demonstrate an understanding of and appreciation for human diversities and commonalities.

**General Education Competency 9:
Demonstrate an understanding of and appreciation for human diversities and commonalities**

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 9	Term II: SLO	Assessment
<p>1) MUL 2010 Music Appreciation</p>	<p>1.4 Discuss the various types of musical presentations</p> <p>12.0 The students should be able to comprehend Western music as an ever-changing style, once influenced, especially in the 20th century by non-Western cultures.</p>	<p>Number of Assessments: Approximately 180 (90 for each)</p> <p>Type of Assessment: Critique of a musical performance using a common rubric</p>
<p>2) SYG 2000 Principles of Sociology</p>	<p>5.1 Define culture, symbol, value, norms, material culture, non-material culture, ethnocentrism, sub-culture and counter-culture</p>	<p>Number of Assessments: Approximately 240</p> <p>Type of Assessment: Student essays are assessed using a common rubric</p>

<p>3) REL 2300 World Religion</p>	<p>3.2 Recognize the Four Noble Truths of Buddhism</p>	<p>Number of Assessments: Approximately 120</p> <p>Type of Assessment: Students will be tested through multiple-choice questions related to the Four Noble Truths of Buddhism.</p>
<p>4) AMH 2010 American History to 1865</p>	<p>1.3 Demonstrate an understanding of the interaction between European and Native American cultures</p>	<p>Number of assessments: Approximately 90</p> <p>Type of assessment: Embedded test items</p>
<p>5) ARH 2000 Art Appreciation</p>	<p>1.2 Explain how culture and society influence the content and style of a work of art</p>	<p>Number of assessments: Approximately 120</p> <p>Type of assessment: Embedded test items</p>

At the end of Term II, the College will have data for General Education Competency 9-Demonstrate an understanding of and an appreciation for human diversities and commonalities from:

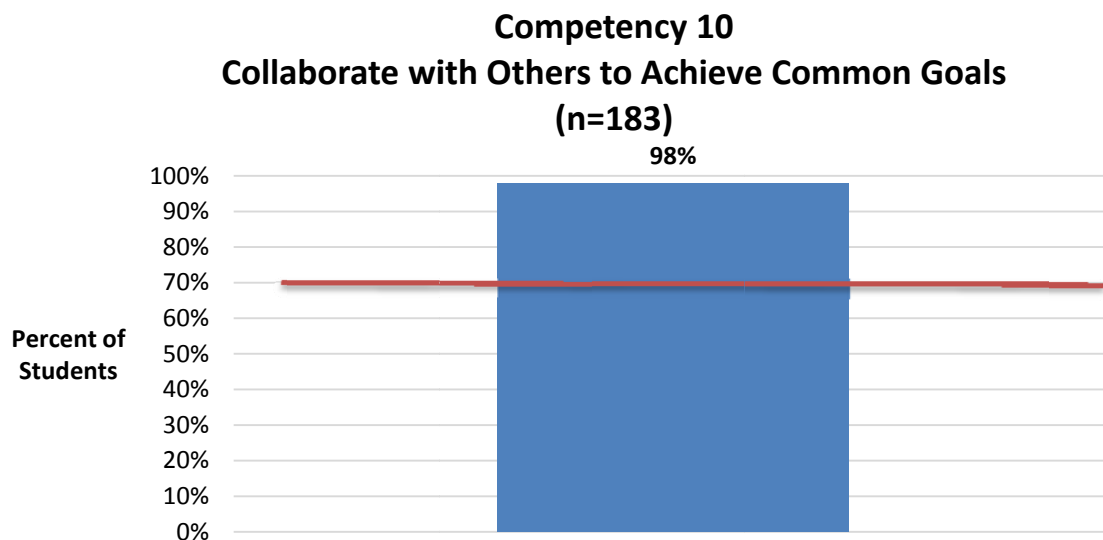
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
9	II and III	5	6	750

General Education Competency 10: Collaborate with others to achieve a common goal

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 10	Term I: SLO	Assessment
BSC 1005L General Biology Lab	1.5 Collaborate with fellow students to conduct experiments, gather data and interpret results (indirect assessment)	Number of Assessments: 183 Type of Assessment: Student survey of lab partners; six items evaluating cooperation and collaboration (Indirect)

The Term I assessment was very preliminary, assessing a very broad general education competency with only one SLO in one science course. Further, an indirect assessment was used, the only one thus far for General Education Outcomes Assessment.



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Recommendations by discipline faculty:

- 1) The overall assessments were higher than expected likely due to the fact that students completed their surveys in close proximity to their lab partners during class. This may have influenced their responses. These results do not match the anecdotal results that faculty usually receive from students about their lab partners.

Action Plan:

- a) In consultation with science faculty colleagues, GEOAT decided that an anonymous online survey be created through Blackboard, the on-line learning management system used at BC, with this assessment included as a required part of all sections of this course. This assessment will be pilot tested during Term II.
- b) Since the Term I assessment involved only one SLO in one course, all labs for all science classes will implement the on-line survey starting in fall of 2010, thereby increasing the number of indirect assessments in a much greater number of science courses.

GEOAT recommendations for a more robust assessment of Competency 10:

Add three more SLOs in two additional courses: SPC 1024 (Introduction to Speech Communication) and ECO 2013 (Macroeconomics). This will increase assessment of this competency to three discipline areas (I, III and IV).

General Education Competency 10: Collaborate with others to achieve a common goal

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 10	Term II: SLO	Assessment
1) BSC 1005L General Biology Lab	1.5 Collaborate with fellow students to conduct experiments, gather data and interpret results (indirect assessment)	Number of Assessments: Approximately 185 Type of Assessment: Student survey of lab partners; six items evaluating cooperation and collaboration (Indirect)
2) SPC 1024 Introduction to Speech Communication	5.6 Participate in assignments demonstrating human relations 6.4 Effectively participate in a group task	Number of Assessments: Approximately 480 (240 for each) Type of Assessment: Students will participate in a group project that will be evaluated using a common rubric
3) ECO 2013 Macroeconomics	3.7 Apply problem-solving techniques in a collaborative format	Number of Assessments: Approximately 120 Type of Assessment: Students will participate in a collaborative, problem-solving discussion that will be evaluated using a common rubric

At the end of Term II, the College will have data for General Education Competency 10-Collaborate with others to achieve a common goal from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
10	I, III and IV	3	4	785

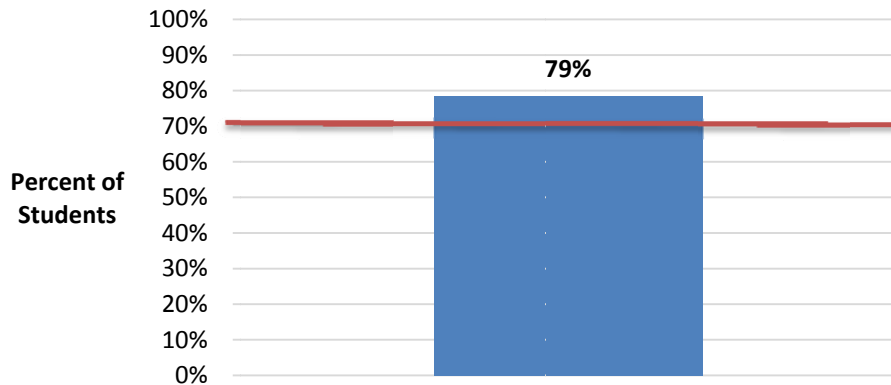
General Education Competency 11: Research, synthesize and produce original work

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 11	Term I: SLO	Assessment
<p>1) ENC 1101 Composition I</p>	<p>3.0 The student shall be able to locate and evaluate primary and secondary sources and incorporated the relevant information into a paper documented internally and bibliographically.</p>	<p>Number of Assessments: 427</p> <p>Type of Assessment: Students will produce an original research paper that will be evaluated using a common rubric</p>
<p>2) LIT 2020 Introduction to the Short Story</p>	<p>4.10 Research, synthesize and produce original work about the role of symbolism in short stories.</p>	<p>Number of Assessments: 14 (Sample size determined by IR)</p> <p>Type of Assessment: Essay; rubric with 4 point scale from 0-3</p>
<p>3) SPC 1608 Introduction to Public Speaking</p>	<p>6.0 Students should be able to identify, locate and develop information required for an effective speech</p> <p>7.0 The students should be able to organize and outline speech materials.</p>	<p>Number of Assessments: 152 (76 each)</p> <p>Type of Assessment: Persuasive speech assessed with a rubric</p>

Competency 11 was assessed using four SLOs in two disciplines areas (I and II) with a total of 593 assessments.

Competency 11
Research, Synthesize and Produce Original Work
(n=593)



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Recommendations by discipline faculty:

- 1) **ENC 1101, ENC 1102 and LIT 2020:** Preliminary results indicate that students have difficulty recognizing plagiarism and using appropriate citation. This needs to be systematically addressed by the English faculty.
Action Plan: A college-wide workshop was scheduled for April 9, 2010 for all professors and adjunct instructors teaching ENC 1101, ENC 1102 and LIT 2020 (see Appendix 7 – Workshop Flyer). Specific issues include proper MLA citation and documentation, effective instruction for thesis statement development, and, organizational skills and writing styles. Faculty will present best practices for these topics during the day-long workshop.
- 2) **SPC 1608:** Work with all Speech faculty members to address norming issues using the common rubric to assure consistent and accurate assessments.
Action Plan: All of the following will be addressed at a college-wide workshop scheduled for April 23, 2010 (see Appendix 8 - Workshop Invitation).
 - a) Consider raising the acceptable and ideal scores for the competencies. (Rationale: all SLOs are above the acceptable level and one is close to the ideal level already.)

- b) Consider revising the rubric to differentiate aspects of the assessment.
- c) Conduct a college-wide Speech department review of the course outlines to confirm that SLOs that have been selected for assessment are the most appropriate and representative to measure attainment of this competency.
- d) SPC 1608 and LIT 2020: Add one category to the paper evaluation rubric to reflect *none* as “0” and *excellent* as “4” to align with other rubrics in other disciplines which may assess the same competencies in the future. The descriptions within the rubric have been improved using more descriptive and specific language.

Overall, the results for this competency were favorable but faculty members are committed to improving upon a good result.

GEOAT recommendation for a more robust assessment of Competency 11:

- 1) Assess two additional SLOs: 7.6 in SPC 1024 (Introduction to Speech Communication) and 6.2 in ECO 2013 (Macroeconomics).

General Education Competency 11: Research, synthesize and produce original work

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 11	Term II: SLO	Assessment
<p>1) ENC 1101 Composition I</p>	<p>3.0 The student shall be able to locate and evaluate primary and secondary sources and incorporated the relevant information into a paper documented internally and bibliographically.</p>	<p>Number of Assessments: 90 papers (Sample size determined by IR)</p> <p>Type of Assessment: Students will produce an original research paper that will be evaluated using a common rubric in a double-blind reading</p>

<p>2) LIT 2020 Introduction to the Short Story</p>	<p>4.10 Research, synthesize and produce original work about the role of symbolism in short stories.</p>	<p>Number of Assessments: 14 (Sample size determined by IR)</p> <p>Type of Assessment: Essay; rubric with 4 point scale from 0-3</p>
<p>3) SPC 1608 Introduction to Public Speaking</p>	<p>7.0 The students should be able to organize and outline speech materials.</p>	<p>Number of Assessments: Approximately 270</p> <p>Type of Assessment: Persuasive speech assessed with a rubric</p>
<p>4) SPC 1024</p>	<p>7.6 Formulate/Present convincing arguments through reasoned research</p>	<p>Number of Assessments: Approximately 240</p> <p>Type of Assessments: Students will participate in a group project that will be evaluated using a common rubric</p>
<p>5) ECO 2013</p>	<p>6.2 Analyze and evaluate the principle of economic topics in a written format that adheres to fundamental spelling, grammar, and syntax as taught in standard English courses.</p>	<p>Number of Assessments: Approximately 120</p> <p>Type of Assessment: Required paper graded with a common rubric</p>

At the end of Term II, the College will have data for General Education Competency 11-Research, synthesize and produce original work from:

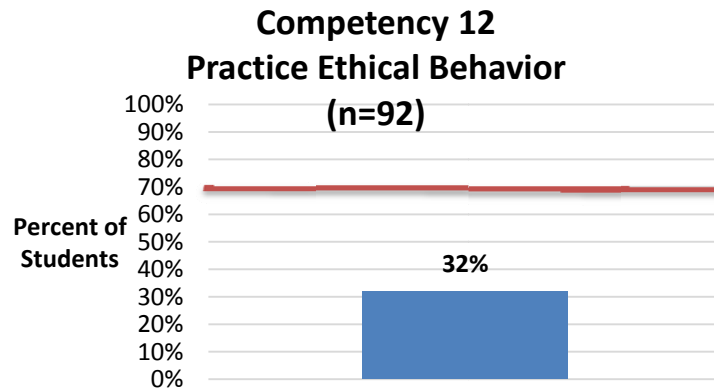
COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
11	I, II and III	5	5	734

General Education Competency 12: Practice Ethical Behavior

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 12	Term I: SLO	Assessment
1. PHI 2600 Introduction to Ethics	3.0 Students will be familiar with the problems of applying ethical theories to problems, such as abortion.	Number of Assessments: 92 Type of Assessment: Embedded test questions

Embedded test questions were used to assess the above SLO which aligns with Competency 12 - Practice ethical behavior. However, the GEOAT believes that this competency was not sufficiently assessed in Term I. Please note that the Team made recommendations for a more robust assessment (see below).



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Recommendations by discipline faculty:

PHI 2600: The College was limited in its ability to assess this competency adequately since it was only included in one course using one SLO. The College understands that the students in this particular sample did not approach an acceptable level. GEOAT and the discipline faculty for PHI 2600 have committed to correcting this deficiency during Term II.

Action Plan:

- a) Build consensus among discipline faculty members on how to assess the SLOs that align with this competency.
- b) Review the course outline to operationally define what is meant by “practicing ethical behavior” in the context of this course.
- c) Determine and assign appropriate activities that will provide students an opportunity to demonstrate ethical behavior beginning in the next academic year.
- d) Revise and improve assessment items related to this competency once action items b) and c) are completed.

GEOAT recommendations for a more robust assessment of Competency 12:

Expand coverage through inclusion of two additional SLOs in two more courses: 5.4 in HLP 1081 (Total Wellness) and 3.1.4 in ENC 1102 (Composition II).

General Education Competency 12: Practice Ethical Behavior

January—May 2010 Assessment Plan

Course(s) whose specific SLOs are included in assessment of Competency 12	Term II: SLO	Assessment
<p>1. PHI 2600 Introduction to Ethics</p>	<p>3.0 Students will be familiar with the problems of applying ethical theories to problems, such as abortion.</p>	<p>Number of Assessments: Approximately 90</p> <p>Type of Assessment: Embedded test questions</p>
<p>2. HLP 1081 Total Wellness</p>	<p>5.4 Identify and discuss various sexually transmitted diseases and how they can protect themselves from becoming infected, and how they can participate in global awareness and treatment of diseases.</p>	<p>Number of Assessments: Approximately 150</p> <p>Type of Assessment: Embedded test questions</p>

<p>3. ENC 1102 Composition II</p>	<p>3.1.4 Cite and document source ideas free of plagiarism</p>	<p>Number of Assessments: Approximately 300 This SLO will be assessed independently using a stand-alone exam</p>
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At the end of Term II, the College will have data for General Education Competency 12-Practice ethical behavior from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
12	I, II and III	3	3	540

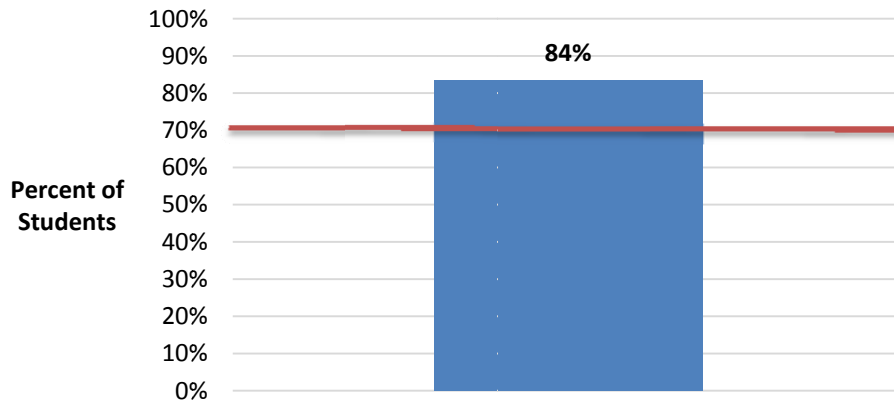
**General Education Competency 13:
Demonstrate self-direction and self-motivation**

August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 13	Term I: SLO	Assessment
1) SPC 1608	7.0 The students should be able to organize and outline speech materials	Number of Assessments: 152 (76 for each SLO) Type of Assessment: Persuasive speech assessed with a common rubric

This competency was only assessed through one SLO in one course in Term I. Additional SLOs will be added in Term II for a more comprehensive assessment.

**Competency 13
Demonstrate Self-Motivation and Self-Direction
(n=152)**



These preliminary results indicate that students achieved an acceptable level of attainment (above 70%).

Recommendations by discipline faculty:

SPC 1608: Work with all Speech faculty members to address norming issues using the common rubric to assure consistent and accurate assessments.

Action Plan: All of the following will be addressed at a college-wide workshop scheduled for April 23, 2010 (see Appendix 8 - Workshop Invitation).

- a) Consider raising the acceptable and ideal scores for attaining this competency,
- b) Revise the rubric to more critically evaluate student attainment of this competency.
- c) Conduct a college-wide Speech department review of the course outlines to confirm that SLOs selected for assessment are the most appropriate and representative to measure attainment of this competency.

GEOAT recommendations for a more robust assessment of Competency 13:

- 1) Add an additional SLO from another course, 1.2 in HLP 1081 (Total Wellness) for greater coverage of the assessment of this competency. HLP 1081 is a high enrollment course.
- 2) At the end of Term II, the GEOAT will identify other courses to which this competency aligns.
- 3) Consider inclusion of a Service Learning designator “S” and encourage faculty to incorporate and assess activities in courses which lend themselves to service learning. Examples of these courses include, but are not limited to, Sociology, Ethics, Statistics, Speech, Environmental Science, and Wellness.

General Education Competency 13: Demonstrate self-direction and self-motivation

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 13	Term II: SLO	Assessment
1) SPC 1608 Introduction to Public Speaking	7.0 The students should be able to organize and outline speech materials	Number of Assessments: Approximately 270 Type of Assessment: Persuasive speech assessed with a common rubric

<p>2) HLP 1081 Total Wellness</p>	<p>1.2 Plan and implement an exercise prescription specific to the needs of the student</p>	<p>Number of assessments: Approximately 240</p> <p>Type of assessment: Embedded test items based on the work produced by the student</p>
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At the end of Term II, the College will have data for General Education Competency 13-Demonstrate self-direction and self-motivation from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
13	I and IV	2	2	510

**General Education Competency 14:
Assume responsibility for and understand the impact of personal behavior**

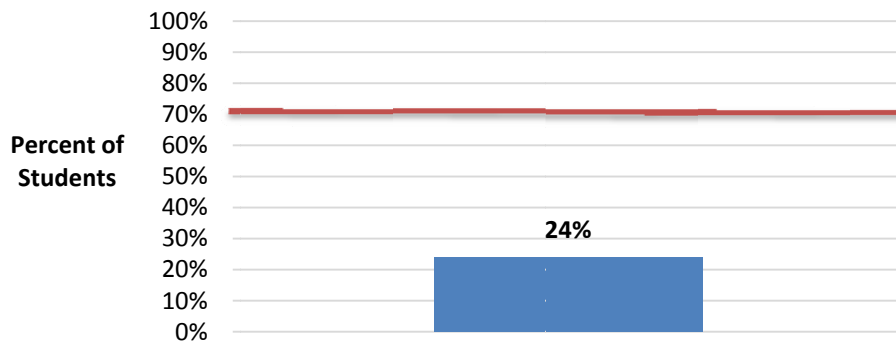
August—December 2009 Assessment

Course(s) whose specific student learning outcomes are included in assessment of Competency 14	Term I: SLO	Assessment
1) PHI 2600 Introduction to Ethics	3.2 Examine the importance of ethical behavior for self and society.	Number of Assessments: 92 Type of Assessment: Embedded test questions

This competency was aligned with only one SLO in one course, PHI 2600 (Introduction to Ethics).

Additional SLOs in other discipline areas will be added in Term II to provide more validity and reliability of the findings.

**Competency 14
Assume Responsibility For and Understand the
Impact of Personal Behavior
(n=92)**



These preliminary results indicate that students achieved an unacceptable level of attainment (below 70%).

Recommendations by discipline faculty:

PHI 2600: The College was limited in its ability to assess this competency adequately since it was only included in one course using one SLO. The College understands that the students in this sample of students did not approach an acceptable level. Discipline faculty for PHI 2600 have committed to correcting this deficiency during Term II.

Action Plan: GEOAT discipline faculty are collaborating with faculty colleagues to:

- a) Develop a consensus among discipline faculty members on how to better assess the student learning outcomes that align with this competency.
- b) Review the course outline to operationally define what is meant by “assuming responsibility for and understanding the impact of personal behavior” in the context of this course
- c) Determine and assign appropriate activities that will provide students an opportunity to demonstrate the assuming responsibility for and understanding the impact of personal behavior beginning in the next academic year.
- d) Review assessment items for future use in the general education outcomes and assessment process once items b) and c) are completed.

GEOAT recommendations for a more robust assessment of Competency 14:

- 1) Expand coverage through inclusion of three additional SLOs in two more courses: 5.7 and 9.4 in EVR 1009 (Environmental Science) and 9.0 in PSY 2012 (General Psychology).
- 2) Consider inclusion of a Service Learning designator “S” and encourage faculty to incorporate and assess activities in courses which lend themselves to service learning. Examples of these courses include, but are not limited to, Sociology, Ethics, Statistics, Speech, Environmental Science, and Wellness.

**General Education Competency 14:
Assume responsibility for and understand the impact of personal behavior**

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 14	Term II: SLO	Assessment
<p>1) PHI 2600 Introduction to Ethics</p>	<p>3.2 Examine the importance of ethical behavior for self and society.</p>	<p>Number of Assessments: Approximately 90</p> <p>Type of Assessment: Embedded test questions</p>
<p>2) EVR 1009</p>	<p>5.7 Describe the effect of human activities on global warming and solutions that will stabilize the earth's climate.</p> <p>9.4 Apply the components of sustainable thinking to the analysis of real world problems such as loss of biodiversity, global warming, deforestation and pollution; implement solutions to local problems.</p>	<p>Number of Assessments: Approximately 300 (150 for each SLO)</p> <p>Type of Assessment: Embedded test questions</p>
<p>3) PSY 2012 General Psychology</p>	<p>9.0 The students should be able to understand social influences on behavior.</p>	<p>Number of Assessments: Approximately 240</p> <p>Type of Assessment: Embedded test questions</p>

At the end of Term II, the College will have data for General Education Competency 14-Assume responsibility for and understand the impact of personal behavior from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
14	I, II and IV	3	4	630

General Education Competency 15: Contribute to the welfare of the community

This competency was not assessed in Term I

January—May 2010 Assessment Plan

Course(s) whose SLOs are included in assessment of Competency 15	Term II: SLO	Assessment
<p align="center">1) HLP 1081 Total Wellness</p>	<p>6.2 Identify hazards in their personal environment (home, school, work) and develop a personal environmental / planetary wellness plan.</p>	<p>Number of Assessments: Approximately 150</p> <p>Type of Assessment: Embedded test questions</p>
<p align="center">2) EVR 1009 Environmental Science</p>	<p>7.3 Explain how the health of coral reefs is influenced by the adjacent coastal and inland ecosystems.</p>	<p>Number of Assessments: Approximately 150</p> <p>Type of Assessment: Embedded test questions</p>

Preliminary team recommendations for a more robust assessment of Competency 15:

Though this competency is being assessed in Term II, the Team believes that the College’s new Service Learning initiative can provide a needed dimension for assessing this competency. The Team recommends inclusion of a Service Learning designator “S” on specific general education courses, and will encourage faculty to incorporate and assess activities in courses which lend themselves to service learning and “contributing to the welfare of the community.” Examples of these courses include, but are not limited to, Sociology, Ethics, Statistics, Speech, Environmental Science, and Wellness.

At the end of Term II, the College will have data for General Education Competency 15-Contribute to the welfare of the community from:

COMP	Academic Discipline Areas	Number of courses	Number of SLO	Projected No. of Assessments in Term II (May, 2010)
15	IV	2	2	300

IV. Conclusion: Documenting Future Compliance at Broward College

Broward College's new General Education Outcomes and Assessment initiative has provided a number of fulltime and adjunct instructors teaching General Education courses with an opportunity for reflection and improvement in teaching and learning across all the academic discipline areas. In addition to the 11 member faculty committee (GEOAT) leading the assessment initiative, 45 faculty members have been recruited between the first and second terms of 2009-2010 to assist by providing raw data from their courses which the committee and Institutional Research have used to evaluate attainment of General Education Competencies. Furthermore, discipline area faculty (both full-time and adjunct) and associate and academic deans on each campus and center have participated in this process.

The College is undergoing a profound cultural change as it fully engages in the assessment of General Education competencies. Those involved in this process have realized there are aspects of General Education at Broward College which have been working satisfactorily, but there is also much room for improvement. Many of these observations and insights shared at Faculty Senate, in department and academic discipline meetings, and with College and Campus leadership, have led to an awareness of the need for objective data-driven decision-making associated with improving Broward College's General Education program.

In addition to recommendations made by the GEOAT at the course and competency level, the following recommendations have also been proposed by this committee:

1. To review the number and written expression of the fifteen general education competencies. The Team believes that the number of competencies needs to be reduced, and rewritten in a way that facilitates their assessment.

Action Plan: to be recommended to the General Education Committee in the 2010-11 academic year.

2. To ensure that courses that are aligned with general education competencies satisfy criteria that leads to their designation as general education courses, and that such courses consistently assess specific learning outcomes aligned with these competencies.

Action Plan: To be recommended to the General Education Committee in the 2010-11 academic year.

3. To review the twenty-one course outlines for the general education courses whose specific learning outcomes were assessed this year and will be included in next year's assessment cycle in order to determine the accuracy and appropriateness of the SLO.

Action Plan: The Vice President of Academic Affairs will request that the Academic Deans and discipline Associate Deans review these course outlines and their SLOs. Revisions will be forwarded to the Curriculum Committee in the 2010-11 academic year for their review and approval.

4. To design and deliver on-going professional development opportunities for all general education faculty to address their role in interpreting and assessing course-level and general education outcomes and assessment;

Action Plan: to be addressed by GEOAT and Vice President for Academic Affairs in the 2010-11 academic year.

During the 2010-11 academic year, the General Education Committee will reconvene as a parallel committee to the GEOAT. The Committee will be supported by data analysis and recommendations provided by GEOAT in 2009-2010. The College has made permanent the funding of a full time Lead Faculty position as well as supplementary compensation or the partial release time for GEOAT members, who will continue to present, train and support their faculty and administrator colleagues in the respective disciplines.

In its September 2009, response to the Visiting Team Report, Broward College committed to on-going informational and educational sessions to be held college-wide from the Presidential to the instructional level so that all stakeholders understood the crucial task of effectively assessing General Education student learning outcomes and aligning them to the college's General Education competencies. A schedule of the meetings and information sessions held during the 2009-2010 academic year are found in Appendix 9.

In the aforementioned letter from the Commission on January 12, 2010 requesting this monitoring report, regarding general education competency assessment, Broward College was advised:

While the institution has developed college-level competencies, the plan for measuring competencies has not yet been fully implemented. The institution should demonstrate that

the plan for measuring competencies has been implemented and document the degree to which students attain these competencies.

As described earlier, Broward College's GEOAT was created not only to initiate the process of the assessment of student learning outcomes but also to ensure that such processes are embedded into an ongoing, systematic assessment cycle at the College. As this is being accomplished, the responsibility to continue these assessments will rest within the academic departments of the General Education core areas, with support from GEOAT, the Offices of Institutional Research Planning and Effectiveness, and the Vice President for Academic Affairs. Beginning in the summer of 2010, GEOAT will prepare an annual assessment report addressing the gains in student learning outcomes and identifying areas where improvement is needed. The faculty will drive continuous improvement in the academic realm while the administrative offices will provide the infrastructure and support for data collection and analysis. The Vice President for Academic Affairs, in collaboration with the Vice President for Information Technology & Institutional Effectiveness, will ensure that general education outcomes and assessment are integrated into the college's institutional effectiveness and continuous improvement efforts, and that the faculty continue to accept the responsibility for being accountable for students' demonstrated attainment of general education competencies.

Although the College has recently reorganized and reinvigorated its assessment processes, the framework and elements are now in place, with consistent funding resources established to ensure the capacity to measure competencies and document their attainment. Such an important advancement is not an event, but a process which requires the growing support of faculty and administration no matter which individuals occupy the top administrative, academic and instructional positions. Broward College is well on its way to institutionalizing the assessment of competencies and use of results to improve the general education program.

V. APPENDIX

1. General Education Requirements with Competency Alignment
2. Course Map Alignment Term I
3. Text of Selected Learning Outcomes for Term I
4. Course Map Alignment Term II
5. Course Map Alignment Term II
6. Student Learning Outcomes-Term II
7. Governance Model – Organizational Planning Structure at Broward College
8. Flyer for English Faculty Retreat (Areas I and II)
9. Speech Faculty Meeting Invitation
10. Schedule of Presentations on General Education Outcomes and Assessments (August 2009 - April 1, 2010)

Appendix 1 General Education Requirements with Competency Alignment

	1	2	3	4	5 Literacy								6	7	8	9	10	11	12	13	14	15
G Ed Course Requirements w/ G Ed Competencies	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to the community
AREA I - COMMUNICATIONS																						
Area 1A																						
ENC 1101 Composition	x		x	x					x		x							x		x		
Area 1B																						
ENC 1102 Composition	x		x	x					x	x	x					x		x	x			
ENC 2210 Technical Writing	x	x	x	x	x	x					x		x			x		x	x			
Area 1C																						
SPC 1024 Introduction to Speech	x	x	x	x	x	x			x				x			x	x	x	x	x		
SPC 1608 Introduction to Public Speaking	x	x	x	x	x	x			x							x	x	x	x	x		x
AREA 2 - HUMANITIES/FINE ARTS																						
Area 2A - Literature																						
AML 2010 American Literature Colonial to 1900	x	x	x	x					x		x					x	x	x		x		
AML 2020 American Literature Since 1900	x		x	x					x		x					x	x	x		x		
AML 2600 Afro American Writers	x	x	x	x					x		x					x	x	x		x		
AML 2631 Hispanic American Literature	x	x	x	x												x	x	x		x		
CRW 1001 Creative Writing	x		x	x					x		x		x			x	x	x		x	x	
CRW 1100 Fiction Writing	x		x	x					x		x					x	x	x		x		
ENG 2101 Film as Literature	x		x	x					x		x					x	x	x		x		
ENL 2012 British Literature I	x		x	x					x	x	x					x	x	x		x		
ENL 2022 British Literature II	x		x	x					x	x	x					x	x	x		x		
ENL 2330 Introduction to Shakespeare	x		x	x					x	x	x					x	x	x		x		
LIT 2020 Introduction to the Short Story	x		x	x					x		x					x	x	x		x		
LIT 2030 Great Ideas Poetry	x		x	x		x			x	x	x						x					

G Ed Course Requirements w/ G Ed Competencies	1	2	3	4	5 Literacy							6	7	8	9	10	11	12	13	14	15	
	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to culture and community
LIT 2110 World Lit through Renaissance	x		x	x					x	x	x				x	x	x			x		
LIT 2120 World Lit Renaissance to Present	x		x	x					x	x	x					x	x	x			x	
LIT 2310 Lit Supernatural Science Fiction	x		x	x					x							x	x	x			x	
Area 2B - Language																						
FRE 1120, 1121 Beginning French I & II	x	x	x	x	x	x	x		x	x		x			x	x	x	x	x	x		
FRE 2220, 2201 Intermediate French I & II	x	x	x	x	x	x	x		x	x		x			x	x	x	x	x	x		
GER 1120, 1121 Beginning German I & II	x	x	x	x	x	x	x		x	x		x			x	x	x	x	x	x		
GER 2220 Intermediate German I	x	x	x	x	x	x	x		x	x		x			x	x	x	x	x	x		
HBR 1120, 1121 Beginning Hebrew I & II	x	x	x	x																		
HBR 2220, 2201 Intermediate Hebrew I & II																						
ITA 1120, 1121 Beginning Italian I & II	x	x	x	x		x			x	x						x	x		x	x	x	
RUS 1120, 1121 Beginning Russian I & II																						
ASL 1140, 1150 American Sign Language I & II		x	x	x					x							x						
SPN 1120, 1121 Beginning Spanish I & II	x	x	x	x	x	x			x	x	x	x	x			x	x	x	x	x	x	x
SPN 2220, 2201 Intermediate Spanish I & II	x	x	x	x	x	x			x	x	x	x	x			x	x	x	x	x	x	x
SPW 2010 Spanish Literature and Culture I																						
SPW 2011 Spanish Literature and Culture II																						
Area 2C, 2D, 2E, 2H - Visual & Performing Arts																						
ARH 2000 Art Appreciation																x						
ARH 2050 Art History I																x		x				
ARH 2051 Art History II																x		x				
ARH 2402 Modern Art					x	x	x	x	x	x	x	x										
ARH 2660 Latin American Art					x	x	x	x	x	x	x	x				x						

	1	2	3	4	5 Literacy							6	7	8	9	10	11	12	13	14	15	
G Ed Course Requirements w/ G Ed Competencies	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to the community
THE 2000 Theatre Appreciation																						
MUL 2010 Music Appreciation							x		x	x	x					x						
MUH 2111 Music History and Literature		x	x	x			x		x	x	x					x		x		x		
MUH 2112 Music History and Literature		x	x	x			x		x	x	x					x		x		x		
ARC 1701 Survey of Architectural History	x		x		x				x	x	x							x				
Area 2F, 2G - Philosophy & Religion																						
PHI 1100 Introduction to Logic				x			x						x	x								
PHI 2010 Introduction to Philosophy						x							x			x			x		x	x
PHI 2600 Introduction to Ethics						x							x						x		x	
REL 2000 Introduction to Religion				x		x		x	x						x	x			x		x	
REL 2300 World Religions				x		x		x	x						x	x			x		x	x
AREA 3 - SOC/BEHAVIORAL SCIENCES																						
Area 3A																						
AMH 2010 History of the United States	x		x	x					x	x	x	x			x	x			x			
AMH 2020 History of the United States	x	x	x	x	x	x		x	x	x						x						
AMH 2035 United States 1945 to Present	x	x	x	x												x						
AMH 2091 History of the African American	x		x	x		x			x	x	x		x		x	x			x		x	x
EUH 1000 Western Civilization I	x	x		x		x		x	x	x					x	x						
EUH 1001 Western Civilization II	x		x	x		x		x	x	x						x						
EUH 2032 History of the Holocaust	x	x				x		x	x	x		x	x	x	x	x	x		x	x	x	x
GEA 2000 World Geography	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x					
GEA 2030 Geography of the Eastern World	x			x		x			x	x		x		x	x	x				x	x	
GEA 2040 Geography of the Western World	x			x		x			x	x		x		x	x	x				x	x	

G Ed Course Requirements w/ G Ed Competencies	1	2	3	4	5 Literacy							6	7	8	9	10	11	12	13	14	15	
	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to the community
GEO 1000 Introduction to Geography	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
GEO 2370 Conservation of Nat Resources	x	x		x	x	x	x	x	x	x	x	x	x	x	x							
GEO 2420 Into to Human & Cultural Geogphy	x	x	x	x		x		x		x	x	x	x	x	x	x	x			x		
INR 2002 Intro to International Relations	x		x	x	x	x	x	x	x	x	x	x	x		x	x					x	x
LAH 1004 History of the Two Americas I	x		x			x			x	x	x			x	x	x			x		x	
LAH 1005 History of the Two Americas II	x			x		x			x	x	x	x			x	x			x		x	x
POS 2041 National Government	x		x	x		x		x	x	x						x						
POS 2112 State and Local Government	x			x		x		x	x	x						x						x
WOH 2040 World in the Twentieth Century	x		x	x		x		x	x	x					x	x						
Area 3B																						
ANT 2000 Introduction to Anthropology		x		x		x		x	x	x			x	x	x	x						
ANT 2100 Introduction to Archaeology		x		x		x		x	x	x			x	x	x	x			x			
ANT 2211 Introduction to World Ethnology	x	x		x	x	x		x	x	x		x	x	x	x	x						
DEP 2004 Developmental Psychology	x	x		x	x	x		x	x	x	x		x	x	x	x	x	x	x		x	x
ECO 2013 Principles of Economics I				x	x	x	x			x			x			x	x	x				
PSY 2012 General Psychology								x		x				x		x					x	
SYG 2000 Principles of General Sociology				x	x	x		x	x	x		x		x		x						
SYG 2010 Social Problems				x	x	x		x	x	x		x	x		x						x	
SYG 2340 Sociology of Human Sexuality				x		x		x	x			x	x	x	x						x	
SYG 2441 Social Institutions				x		x		x	x		x				x							
AREA 4 - SCIENCE/WELLNESS																						
BOT 2010 General Botany	x			x		x		x	x	x			x	x	x							
BSC 1005 General Biology	x			x	x	x	x	x				x		x								

	1	2	3	4	5 Literacy							6	7	8	9	10	11	12	13	14	15		
G Ed Course Requirements w/ G Ed Competencies	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to the community	
BSC 1010 Introduction to Biology I				X	X			X					X	X									
EVR 1009 Environmental Science				X			X	X				X	X		X				X				
ZOO 2010 General Zoology				X		X		X		X		X	X										
Area 4B																							
AST 1002 Horizons in Astronomy				X	X	X	X	X	X	X	X	X											
AST 1003 Astronomy of the Solar System								X		X													
AST 1004 Astronomy of Stars and Galaxies								X		X													
CHM 1025 Introduction to Chemistry																							
CHM 1045 General Chemistry I				X			X	X		X													
ESC 1000 Earth Science								X															
EVR 1009 Environmental Science																							
GLY 1010 Physical Geology			X	X	X	X	X	X	X	X	X	X		X	X								
GLY 1100 Historical Geology			X	X	X	X	X	X	X	X	X	X											
OCE 1001 Introductory Oceanography	X	X		X				X	X	X	X	X			X								
PHY 1001 Applied Physics							X	X					X		X								
PHY 2048 General Physics with Calculus I	X						X	X															
PHY 2049 General Physics with Calculus II							X	X															
PHY 2053 General Physics I							X	X															
PSC 1121 Physical Sciences Survey							X	X															
Area 4C																							
BOT 2010L General Botany Lab				X		X		X	X	X			X	X	X	X							
BSC 1005L General Biology Lab				X	X			X	X			X		X	X		X	X		X	X		
BSC 1010L Introduction to Biology I Lab	X		X		X		X	X						X		X	X						

G Ed Course Requirements w/ G Ed Competencies	1	2	3	4	5 Literacy							6	7	8	9	10	11	12	13	14	15	
	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to the community
AST 1022L Astronomy Laboratory			X				X	X														
CHM 1025L Introduction to Chemistry Lab																						
CHM 1045L General Chemistry I Lab	X			X			X	X					X									
ESC 1000L Earth Science Lab							X	X														
GLY 1010L Physical Geology Lab				X				X						X								
GLY 1100L Historical Geology Lab 1								X		X												
OCE 1001L Introductory Oceanography Lab							X	X														
PHY 1001L Applied Physics Lab	X		X	X			X	X														
PHY 2048L General Physics with Calc I Lab	X		X				X	X														
PHY 2053L General Physics I Lab	X		X	X			X	X														
PSC 1121L Physical Sciences Lab							X	X														
ZOO 2010L General Zoology Lab				X		X	X						X									
Area 4D																						
HLP 1081 Health Fitness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PEM1116 Slimnatics																						
PEM1131 Weight Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PEM1141 Aerobic Wellness				X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X
PEN1171 Aquatic Fitness	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
AREA 5 - MATHEMATICS																						
MAC 1105 College Algebra							X						X	X	X							
MAC 1114 Trigonometry				X			X						X									
MAC 1140 Pre-Calculus Algebra				X			X						X	X								
MAC 1147 Precalculus Algebra & Trigonometry				X			X						X									

G Ed Course Requirements w/ G Ed Competencies	1	2	3	4	5 Literacy						6	7	8	9	10	11	12	13	14	15			
	Read	Speak and Listen	Write	Analyze, synthesize, apply, evaluate	Technical	Informational	Mathematical	Scientific	Cultural	Historical	Aesthetic	Environmental	Problem-solving	Scientific Inquiry	Phys/Bio env impact on human	Appr diversities	Collaborate	Research/original work	Ethical Behavior	Self-direction/ motivation	Assume Responsibility	Contribute to the community	
MAC 2233 Business Calculus				X			X					X											
MAC 2311 Calculus and Analytical Geometry I				X			X					X	X										
MAC 2312 Calculus and Analytical Geometry II				X			X					X											
MAC 2313 Calculus and Analytical Geometry III				X			X					X	X										
MAD 2104 Discrete Mathematics				X			X					X											
MAP 2302 Differential Equations				X			X					X											
MAS 2103 Linear Algebra							X																
MGF 1106 Liberal Arts Mathematics I				X			X					X											
MGF 1107 Liberal Arts Mathematics II				X			X					X											
STA 2023 Statistics			X	X			X					X	X										

Appendix 2: Course Map Alignment Term I

Area	Team Member	Course	Selected SLO	Assessment Type	General Education Competencies	Sections	All 3 campuses	No. of professors	Delivery Mode
1	Communication	<i>Pat</i> ENC 1101: Freshman Composition	1.3, 2.5, 3.0	Research Paper assessed with rubric	3,5,11	22	Yes	10	On Campus and on-line
		<i>Deb</i> SPC 1608: Introduction to Public Speaking	6.0, 7.0, 3.0	Persuasive speech assessed with a rubric	2,11,13	6	Yes	3	On Campus, including honors; and on-line
2	Fine Arts & Humanities	<i>David</i> LIT 2020: Introduction to the Short Story	2.2, 3.1, 4.1, 4.10,4.6	Research Paper assessed with rubric	1,11,14	3	Yes	3	On Campus and on-line
		<i>Jason</i> MUL 2010: Music Appreciation	1.2, 1.4, 12.0	Concert performance critique assessed with a rubric	5, 9	4	Yes	3	On Campus
		<i>Winston</i> PHI 2600: Introduction to Ethics	1.2, 2.4, 3.0, 3.2	Embedded test questions	5,12,14	4	Yes	4	On Campus
3	Social & Behavioral Sciences	<i>Todd</i> SYG 2000: Introduction to Sociology	1.1, 5.1,8.0	Writing prompts: 3 essay questions	4, 6 and 9	4	Yes	4	Three On Campus and one on-line
4	Physical and Biological Sciences	<i>Nilo</i> BSC1005L: General Biology Lab	9.2,6.4,1.5	Embedded test questions and indirect assessment of lab partners performance	7,8,10	5	Yes	4	On Campus
		<i>Behnoush</i> CHM 1040: General Chemistry	1.6,1.8,2.1	Embedded M/C questions and free response questions with partial credit	5,7	4	Yes	4	On Campus
5	Math	<i>Teresa</i> MAC 1105: College Algebra	3.9, 4.2, 4.5	Embedded free response word problem questions with partial credit to full credit available	5,6,7 and 8	3	Yes	5	On Campus
		<i>Alan</i> STA 2023: Statistics	3.5,6.1,8.5	Embedded free response word problem questions with partial credit to full credit available	4, 5, 6, and 7	3	Yes	5	On Campus
Totals		10 Courses	33		14	58		45	

Appendix 3: Text of student learning outcomes Term I

ENC1101 - Freshman Composition

- 1.3 – Formulate a thesis statement
- 2.5 – Write clearly and coherently using the conventions of Standard American English. The writing will incorporate what the student has learned in both this unit and any previous units. It will be understandable and meaningful to the general reader.
- 3.0 – The student shall: be able to locate and evaluate primary and secondary sources and incorporate the relevant information into a paper documented internally and bibliographically.

SPC1608 – Introduction to Public Speaking

- 6.0 – The students should be able to identify, locate, and develop information required for an effective speech.
- 7.0 – The students should be able to organize and outline speech materials.
- 3.0 – The students should gain an understanding of the effect of nonverbal codes on message effectiveness for public speaking.

LIT2020 – Introduction to the Short Story

- 2.2 – Distinguish between round, flat, static, dynamic, archetype, and stock characters.
- 3.1 – Differentiate among the various points of view used by authors of short stories.
- 4.1 – Discuss the use of symbols in short stories.
- 4.10 – Research, synthesize, and produce original work about the role of symbolism in short stories.
- 4.6 – Think creatively, logically, critically, and reflectively about the role of symbolism in short stories.

MUL2010 – Music Appreciation

- 1.2 – Explain the concepts of 1.2.1 – Melody, 1.2.2- Texture, 1.2.3 Rhythm, 1.2.4, Harmony
- 1.4 – Discuss the various types of musical presentations.
- 12.0 – The students should be able to comprehend Western music as an ever-changing style, once influenced, especially in the 20th century by non-Western cultures.

PHI2600 – Introduction to Ethics

- 1.2 – Discuss problems of justification in ethics.
- 2.4 – Students shall be able to identify and discuss major ethical theories, such as utilitarianism.
- 3.0 – Students shall be familiar with the problems of applying ethical theories to problems, such as abortion.
- 3.2 – Examine the importance of ethical behavior for the self and society.

SYG2020 – Principles of Sociology

- 1.1 – Describe the three major sociological perspectives: conflict, functionalist, and interactionist theories
- 1.5 – Define culture, symbol, value, norms, material culture, non-material culture, ethnocentrism, sub-culture, and counter-culture.
- 8.0 – The students should be able to gain an understanding of the perspectives related to the study of the distribution of desirables, social status and social ranking, social classes, social mobility, and poverty in various societies.

BSC1105L – General Biology Lab

- 9.2 – Compare and contrast plant and animal cell division
- 6.4 – Investigate examples of beneficial and harmful bacteria
- 1.5 – Collaborate with fellow students to conduct experiments, gather data, and interpret results.

CHM1040 – General Chemistry

- 1.6 – Perform calculations using scientific notation and significant figures and to analyze their answers for corrections.
- 1.8 – Perform conversions among metric units and between certain English and metric units using dimensional and analyze their answers for correctness.
- 2.1 – Explain the historical development of the atomic concept leading to the modern view of the atom.

MAC1105 – College Algebra

- 3.9 – Graph quadratic, absolute value, square root, and cubic functions using symmetry, shifting, stretching, compressing, and/or reflecting.
- 4.2 – Simplify and evaluate logarithmic expressions using the properties of logarithms, including change of base.
- 4.5 – Solve applied problems including exponential/growth/decay and compound interest.

STA2023 – Statistics

- 3.5 – Compute probabilities using the laws of multiplication.
- 6.1 – Determine the null and alternative hypotheses that would be used to test a claim.
- 8.5 – Determine the sample sizes necessary to estimate population means and population proportions within a given error.

Appendix 4: Course Map Alignment Original Ten Courses-Term II

Area	Team Member	Course	Selected SLO	Assessment Type	General Education Competencies	Sections	All 3 campuses	No. of professors	Delivery Mode
1	Communication	<i>Pat</i> ENC 1101: Freshman Composition	1.3, 2.5, 3.0	Research Paper assessed with rubric	3,5,11	22	Yes	21	On Campus and on-line
		<i>Deb</i> SPC 1608: Introduction to Public Speaking	6.0, 7.0, 3.0	Persuasive speech assessed with a rubric	2,11,13	9	Yes	6	On Campus, including honors; and on-line
2	Fine Arts & Humanities	<i>David</i> LIT 2020: Introduction to the Short Story	2.2, 3.1, 4.1, 4.10,4.6	Research Paper assessed with rubric	1,11,14	3	Yes	3	On Campus and on-line
		<i>Jason</i> MUL 2010: Music Appreciation	1.2, 1.4, 12.0	Concert performance critique assessed with a rubric	5, 9	3	Yes	3	On Campus
		<i>Winston</i> PHI 2600: Introduction to Ethics	1.2, 2.4, 3.0, 3.2	Embedded test questions	5,12,14	3	Yes	3	On Campus
3	Social & Behavioral Sciences	<i>Todd</i> SYG 2000: Introduction to Sociology	1.1, 5.1,8,0	Writing prompts: 3 essay questions	4, 6 and 9	4	Yes	4	Three On Campus and one on-line
4	Physical and Biological Sciences	<i>Nilo</i> BSC1005L: General Biology Lab	9.2,6.4,1.5	Embedded test questions and indirect assessment of lab partners performance	7,8,10	6	Yes	5	On Campus
		<i>Behnoush</i> CHM 1040: General Chemistry	1.6,1.8,2.1	Embedded M/C questions and free response questions with partial credit available	5,7		Central & South	3	On Campus
5	Math	<i>Teresa</i> MAC 1105: College Algebra	3.9, 4.2, 4.5	Embedded free response word problem questions with partial credit to full credit available	5,6,7 and 8	12	Yes	12	On Campus
		<i>Alan</i> STA 2023: Statistics	3.5,6.1,8.5	Embedded free response word problem questions with partial credit to full credit available	4, 5, 6, and 7	8	Yes	8	On Campus; one on line
Totals		10 Courses	33		14	70		68	

Appendix 5: Course Map Alignment Term II-Additional Eleven Courses

Area	Team Member	Course	Selected SLO	Assessment Type	General Education Competencies	Sections	All 3 campuses	No. of professors	Delivery Mode
1	Communication	Pat ENC 1102 Freshman Composition II	2.1, 2.3, 3.1.4	Test items identifying different aspects of documentation, and proper citation	1,4,12	15	Yes	15	On Campus, including honors
		Deb SPC 1024 Introduction to Speech Communications	5.3, 5.6, 6.4, 7.6	Group Presentation Assessed using a common rubric	2,10,11	8	Yes	6	On Campus, including honors
2	Fine Arts & Humanities	David AMH 2010 History of the US to 1865	1.1, 1.3, 4.2	Embedded Test items	1,5,9	3	Yes	3	On Campus
		John ARH 2000 Art Appreciation	1.1, 1.2	Embedded Test items identifying various historical periods, cultural aspects and artists	5,9	6	Yes	4	On Campus
		Winston REL 2300 World Religions	3.2, 7.1, 9.1	Embedded Test items	5,9	4	Yes	4	On Campus
3	Social & Behavioral Sciences	Todd PSY 2012 General Psychology	1.7, 2.0, 9.0	Embedded Multiple Choice Questions presented in multiple choice format to accurately identify elements presented in	7,8,14	8	Yes	4	On Campus
		Deb ECO 2013 Macroeconomics	3.7, 6.1, 6.2	Group Project ;and writing assignment on one major topic selected by each professor, using a common rubric	3,10,11	4	Yes	4	On Campus
4	Physical and Biological Sciences	Nilo EVR 1009 Environmental Science	5.7, 7.3, 9.4	Embedded Test items	8,14,15	5	Yes	4	On Campus
		Behnoush HLP 1081 Total Wellness	1.2, 5.4, 6.2	Embedded Test items	12,13,15	5	Yes	3	On Campus
5	Math	Teresa MGF 1106 Math for Liberal Arts I	3.5, 4.11, 5.4	Word problem embedded in test items to address the SLOs; Partial credit available	4,5,6	6	Yes	6	On Campus
		Alan MGF 1107 Math for Liberal Arts II	1.1, 1.2, 3.2	Word problem embedded in test items to address the SLOs; Partial credit available	4,5,6	3	Yes	3	On Campus
Totals		11 Courses				67		56	

Appendix 6: Text of Student Learning Outcomes-Term II

Appendix 6: Student Learning Outcomes-Term II

ENC 1102-Composition II

- 2.1 The students shall be able to identify and discuss basic literacy devices, such as plot, character, setting, tone, mood, and point of view.
- 2.3 The students shall be able to understand the writing techniques the author has used in the reading assignments for this unit and be able to critique their effectiveness. Students will also be able to comment on the writing's content and analyze its effectiveness.
- 3.1.4 The students shall be able to document source ideas free of plagiarism.

SPC 1024 – Introduction to Oral Communication

- 5.3 Apply effective use of feedback
- 6.4 Effectively participate in a group task
- 7.6 Formulate/Present convincing arguments through reasoned research

ECO 2013 – Principles of Macroeconomics

- 3.7 Apply problem-solving techniques in a collaborative format
- 6.1 Research from viable and credible sources
- 6.2 Analyze and evaluate the principles of economic topics in a written format.

HLP 1081 – Total Wellness

- 1.2 Plan and implement an exercise prescription specific to the needs of the student
- 5.4 Identify and discuss various sexually transmitted diseases and how they can protect themselves from becoming infected, and how they can participate in global awareness and treatment of the diseases
- 6.2 Identify hazards in their personal environment (home, school, work) and develop a personal environmental/planetary wellness plan.

PSY 2012 – General Psychology

- 1.7 Describe and apply the scientific method
- 2.0 The students should be able to demonstrate an understanding of the relationship between the brain, the endocrine system, and heredity to behavior
- 9.0 The students should be able to understand social influences on behavior

REL 2300 – World Religion

- 7.1 Describe the historic beginnings of Judaism
- 9.1 Describe the origins of Islam
- 3.2 Recognize the Four Noble Truths of Buddhism

EVR 1009 – Environmental Science

- 1.1 Describe the earth's structure
- 2.4 Recognize the importance of ground water to Florida
- 5.7 Describe the effect of human activities on global warming solutions that will stabilize the earth's climate.
- 9.4 Apply the components of sustainable thinking to the analysis of real world problems such as loss of biodiversity, global warming, deforestation, and pollution implementation.
- 7.3 Explain how the health of coral reefs is influenced by the adjacent coastal and inland ecosystems.

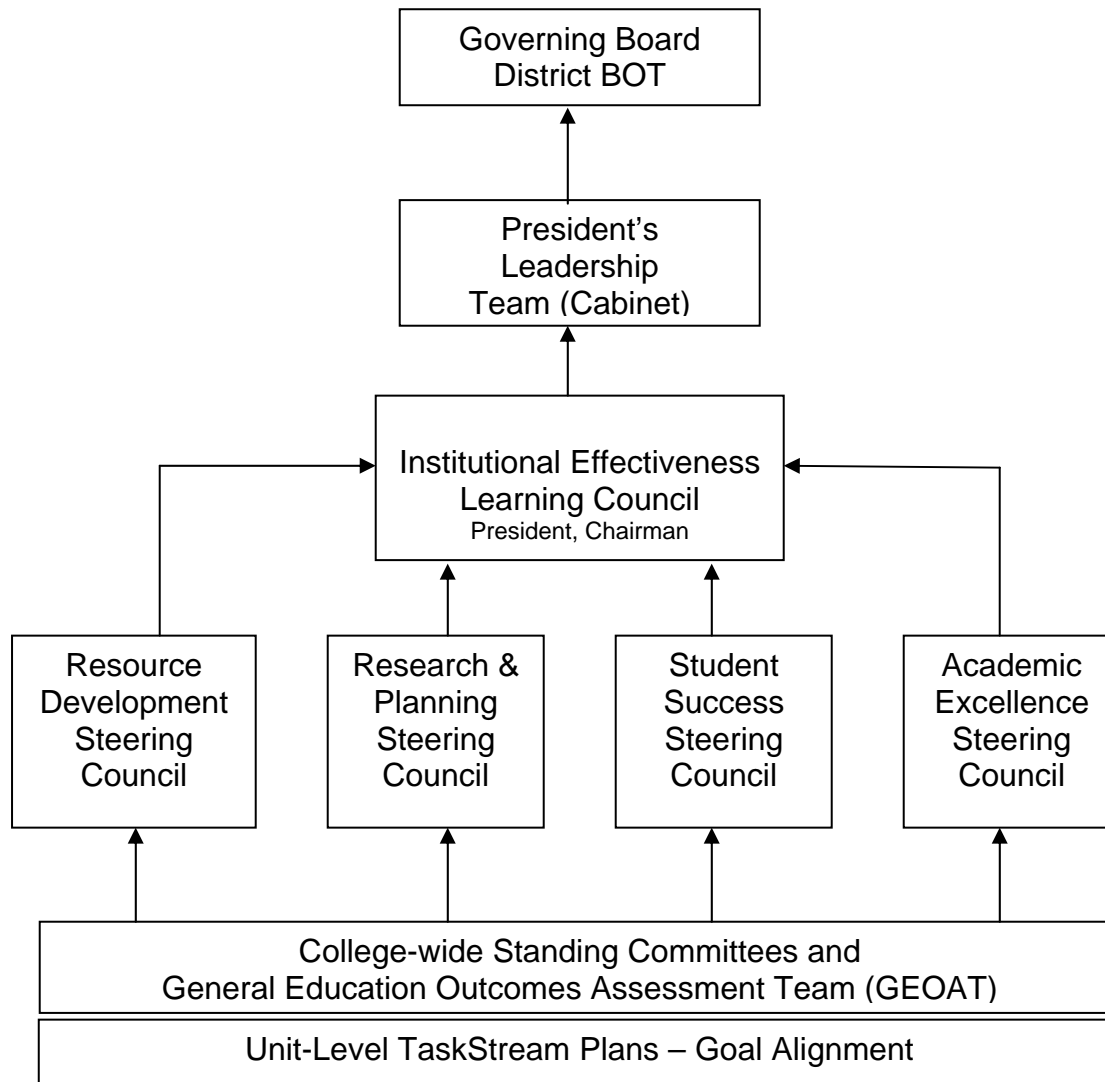
ARH 2000 – Art Appreciation

- 1.0 The student shall: learn different approaches to conceptualizing and categorizing art.
- 1.2 Explain how culture and society influence the content and style of a work of art
- 2.0 The student shall: learn to identify, describe, and analyze formal elements and principles in visual art

AMH 2010 – American History to 1865

- 4.2 Analyze the forces leading to the framing of the Constitution and explain the principals and institutions established by the document
- 1.1 Demonstrate an understanding of the European backgrounds that stimulated interest in discovery, exploration, and establishment of colonies in the Americas
- 1.3 Demonstrate an understanding of the interaction between European and Native American cultures

Appendix 7: Governance Model-Organizational Planning Structure at Broward College



President's Cabinet

(Led by the College President and his/her executive leadership team) is the governing entity for decision-making at the College, taking action on issues and recommendations submitted by the IE Learning Council, and recommending to the District Board of Trustees for final approval as appropriate.

The IE Learning Council provides leadership and oversight for the Education Master Plan (EMP) and is responsible for the on-going review and implementation of EMP Goals, Objectives and Outcomes.

Steering Councils ensure that operational plans are aligned with EMP Goals and have responsibility for continued focus and progress toward institutional objectives and the attainment of EMP Goals.

Standing Committees are charged with vetting business decisions using a college-wide participatory process, providing recommendations to Steering Councils for critical issues specifically related to their charging.

Appendix 8: Flyer for English Faculty Retreat

Appendix 8: Flyer for English Faculty Retreat (Areas I and II)

Join Us

Breakfast and lunch courtesy of your campus deans

English Faculty Retreat

April 9th, 9:00 a.m. to 3:30 p.m.



Join college wide discipline faculty in sharing best practices in teaching:

The ENC 1101 Research Paper
Doing Research in ENC 1101
Doing Research in ENC 1102
Writing in College Prep Classes
and more

Join one of the teams of faculty to review and revise course outlines in

ENC 1101
ENC 1102
LIT 2020

Help clarify Student Learning Outcomes for each course that reflect what is being taught in these classes and what should be taught, as well as meeting specific Gen Ed competencies and strengthening areas identified as needing work in the pilot studies for SACS



Appendix 9: Speech Faculty Meeting Invitation

Joyce Walsh-Portillo

From: Deborah Hefferin Quianthy
Sent: Tuesday, March 30, 2010 9:34 AM
To: Alfred Keller; Audrey Rosso; Barbara Brayack; Barbara Stark; Betty Eugene; Cara Benedict; Daniel Shears; David Rossman; David Volz; Davina Cummings; Deborah Hefferin Quianthy; Diane Hill; Donnette Dennis-Austin; Edward Erazo; Gary Miller; Gary Serlin; Gaye Lawrence; Greg Barnes; Herbert Sennett; Indee Freas; Jamonica Rolle; Jeffrey Nasse; Jennifer Steele; Jerry Elam; Jessica Street; Jim Wilson; John Todd; Juan Santelises; June Gray; Kimberly Stiles; Lynn Van Dyke; Maria Hills Mcparland; Marsha Freedman; Marva Adams; Neil Cohen; Ricco Luppino; Richard Quianthy; Robert Buford; Robert Heppler; Sophie Mamy Kerlin; Stephen Luscher; Susan Blake; Susan Daloia; Susan Foreman; Susan Mulligan-Heckler; Susan Smith; Thomas Lower; Walter Burton; William Parsons; Yvette Guy
Cc: Joyce Walsh-Portillo; Kevin Keating; Peter Battaglia; Hank Martel
Subject: Speech Discipline Meeting - GenEd Assessment

Dear Speech Colleagues,

In a recent e-mail I sent you the results of our pilot assessment of our GenEd competencies in SPC 1608. As an outcome of this assessment SACS wants us to look at the data and make recommendations for improving student success ("continuous improvement"). This semester we have 9 randomly selected sections of SPC 1608 that are assessing GenEd competencies and 8 sections of SPC 1024 that are doing a pilot assessment. In the fall we will have randomly selected sections in both of our GenEd courses.

It is really important that we have some agreement collegewide on what we are doing and what we hope to accomplish. To that end, I have communicated with all three Associate Deans and have agreement that it is important for us to meet. It does not make sense to wait until fall because by then the faculty in the randomly selected classes will need to accommodate the assessment in their syllabi. You will hear that other disciplines have already planned similar meetings. This meeting announcement will be included in the report to SACS, but since our meeting will be after this report due date, the results will be included in a future report.

North Campus invites you to come to a collegewide meeting on Friday, April 23 from 9:30 – 11:30. It will be held in the Faculty Dining Room which is located near the cafeteria in Bldg. 46. We will even provide coffee and light refreshments.

The GenEd project will be the major portion of the agenda, but please let your AD know if there are other issues that you want to discuss on the 23rd.

-deb

Deborah Hefferin
Honors Coordinator - North Campus
954.201.2407

Please Note: Due to Florida's very broad public records law, most written communications to or from College employees regarding College business are public records, available to the public and media upon request. Therefore, this email communication may be subject to public disclosure.

Please consider the environment before printing this email.

**Appendix 10: Presentations to Broward College Community
General Education Outcomes and Assessments Initiative
August, 2009-April 1, 2010**

Presentation Schedule

Faculty Senate	8/20/2009; North Campus; 60/206 (Item 04-C) 9/17/2009; Central Campus; 17/425-6 (Item 04-C) 10/22/2009; Central Campus; 17/42-6
Campus Wide Faculty Meeting	11/12/2009 South Campus
Associate and Academic Deans' Meetings	October 28 (Central Campus) November 4 (North Campus-Health Sciences) [1/2010 Associate Deans-North Campus] November 18 (South Campus)
Departmental Meetings	Numerous throughout the entire semester; all disciplines participated at local levels; team represented by discipline/area representative
Curriculum Committee	October 19, 2009 (Item 3) Curriculum Committee Minutes
President's Cabinet meeting	October 13, 2009
Semester wrap- up for President Armstrong	December 2, 2009
North Campus Academic and Associate Deans, Provost presentation	January 20, 2010
Faculty Senate	January 21, 2010
President's Cabinet	February 9, 2010
VP Academic Affairs Staff Meeting	February 10, 2010
South Campus update for Academic and Associate Deans	February 11, 2010
Faculty Senate (held on South Campus)	February 18, 2010
Professional Development Day "Going Up"	February 19, 2010
Faculty Senate	March 18, 2010