**LIMESTONE UNIVERSITY’S GENERAL EDUCATION PROGRAM ASSESSMENT PLAN**

**MISSION STATEMENT**

Limestone University’s General Education Program allows students to explore foundational content and methodology in principal academic areas aimed at equipping undergraduate students with skills and knowledge that can be applied in further experiences within their respective degree programs and life outside university.

**Figure 1: Assessment Process**

The process of assessment is used in a cyclical process in the pursuit of continuous improvement, as depicted in Figure 1. Assessment is an indicator of how goals are being met and how the University is delivering on its mission. Student learning outcomes assessment data are used solely to assist with instructional and program improvement in support of student learning and in compliance with SACSCOC Principles of Accreditation.

**STUDENT LEARNING OUTCOMES FOR THE GENERAL EDUCATION CURRICULUM**

**Communication**

Student Learning Outcome 1: Students will clearly and effectively construct, demonstrate, describe, explain, or express complex ideas employing written, oral, and visual/spatial forms, adapting the message to the audience, situation, purpose, and occasion.

**Literature & Fine Arts**

Student Learning Outcome 2: Students will identify and interpret the historical, cultural, and social contexts of various works in the literature and the arts comparing the application of those themes to contemporary life.

**History & Social/Behavioral Sciences**

Student Learning Outcome 3: Students will describe and discuss aspects of the complexities of human behavior, demonstrating an awareness of various issues shaping society and human relationships.

**Mathematics & Natural Sciences**

Student Learning Outcome 4: Students will use mathematical or scientific principles & techniques to draw logical conclusions from data.

**Ethical or Global Perspectives**

Student Learning Outcome 5: Students will compare, discuss, & recognize ethical perspectives, or the inter/intra characteristics of cultures within a global context.

**SIGNATURE ASSIGNMENT**

Every course that is part of the General Education curriculum should have a signature assignment that meets the Program Coordinator’s parameters: an assignment created by the instructor and/or course coordinator to address the General Education student learning outcome and assessment rubric criteria.

Courses in the General Education curriculum involve more depth and breadth than what is depicted in the student learning outcome statements and assessment rubric. The signature assignment is a tool for eliciting student learning around a common, shared outcome and allowing for assessment of student learning in each course.

**ROTATION SCHEDULE FOR ASSESSMENT**

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| **Table 1: Planned Rotation Schedule** |
| **Year 1**  SLO1 - Communication  SLO2 – Literature & Fine Arts |
| **Year 2**  SLO3 - History & Social/Behavioral Sciences  SLO4 - Mathematics & Natural Sciences |
| **Year 3**  SLO5 - Ethical or Global Perspectives |

As seen in Table 1, the General Education Assessment Committee (GEAC) intends to assess General Education student learning outcomes on a triennial basis. During the year that a student learning outcome is assessed, faculty of those courses will submit student work of the signature assignment that has been scored using the General Education assessment rubric. Assessment of student attainment of the student learning outcomes will be performed by the respective colleges during the subsequent fall semester using the data provided by the Institutional Research Office and forwarded to the GEAC by semester’s end. The results will be discussed at the following spring GEAC meetings, and shared with the faculty who will use the results of the assessment findings to determine improvements to be made, if any.

Limestone University is responsible for demonstrating compliance with SACSCOC General Education core requirements every ten years. This planned rotation schedule will allow us the time for collection, reflection, and correction as needed with regards to our program.

*See Appendix I for the General Education Program.*

*See Appendix II for the General Education Assessment Rubric.*

**RESPONSIBILITIES**

Assessment of the extent to which our students are achieving student learning outcomes in the General Education curriculum will occur through assessment of student work products derived from Limestone courses in the General Education curriculum – i.e.: the signature assignment. The rotation schedule details which student learning outcomes will be assessed each year.

Instructors will receive information at the beginning of the academic year from the GEAC if the courses they are teaching will be assessed.

**Faculty Responsibilities**

If a course that an instructor is teaching is chosen for assessment, the instructor will be asked to:

* select one section for assessment if the instructor is teaching multiple sections,
* identify the signature assignment,
* score the student work based on the General Education assessment rubric,
* have all results electronically submitted through the University’s Learning Management System (LMS) to the Institutional Research Office by the grade submission deadline for an academic term in which the course is offered.

**GEAC Responsibilities**

The role of the GEAC is to coordinate and support the delivery of a quality General Education curriculum. To that end, the GEAC will perform the organizational work of the assessment process and work with faculty to connect what is going on at the program level to the courses taught by our colleagues.

The GEAC also has the responsibility of ensuring that this assessment plan is carried out with high fidelity. Revisions to the assessment plan will be reviewed in accordance with shared faculty governance.

**DATA GOVERNANCE PLAN AND USAGE**

As per SACSCOC guidelines, the University must have student learning outcomes for General Education, we must assess the student learning, and we must show evidence of improvement. Meeting these standards is a key purpose of an effective assessment plan. We need to be able to identify areas for improvement, and revision can be directed toward any of the following as needed: the courses included in the curriculum, the signature assignment instructions given to students, mentoring on teaching, the student learning outcomes, the General Education assessment rubric, or even the assessment plan itself.

To have impactful and meaningful assessment results, we must be able to determine where we need improvements. However, data resulting from General Education assessment will not be used to evaluate individual instructors teaching in the General Education curriculum. Assessment of learning is not appropriate assessment of teaching. Furthermore, student learning outcomes assessment data will not be used to make comparisons across academic programs.

Instructors will be able to see the assessment results of the student work they submit from their own courses, along with the distribution of scores. Deans will receive a summary report describing the results of the student learning assessment and strengths and suggested areas for improvement for the general education courses taught in that college. Instructors will work with their Deans and Program Coordinators to enact any necessary improvements.

**APPENDIX I – GENERAL EDUCATION PROGRAM**

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| --- | --- | --- | --- | --- |
| SLO | Name | Description | Number of Credit Hours | Course Offerings |
| 1 | Communication | Students will clearly and effectively construct, demonstrate, describe, explain, or express complex ideas employing written, oral, and visual/spatial forms, adapting the message to the audience, situation, purpose, and occasion. | 9 | EN101, EN102, EN103\*, EN105, EN115\* |
| 2 | Literature & Fine Arts | Students will identify and interpret the historical, cultural, and social contexts of various works in the literature and the arts comparing the application of those themes to contemporary life. | 6 (1 Literature Course & 1 Fine Art Course) | EN201, EN202, EN203, EN204, EN205, EN206, EN209, EN220, EN221\*\*  --------------------------------------------------------------------  AR101, AR102, AR103, AR110, AR200, AR240, CM103, EN232, EN240, MU205, MU208, MU220 |
| 3 | History & Social/Behavioral Sciences | Students will describe and discuss aspects of the complexities of human behavior, demonstrating an awareness of various issues shaping society and human relationships. | 6 (1 History Course & 1 Social/Behavioral Science Course) | HI110, HI111, HI112, HI113, HI214  --------------------------------------------------------------------  BA/MG103, CJ102, EC204, EC/GE211, HR103, HS101, PO101, PO242, PO243, PS101, PS204, SW204 |
| 4 | Mathematics & Natural Sciences | Students will use mathematical or scientific principles & techniques to draw logical conclusions from data. | 6 (1 Math Course & 1 Science Course) | MA110, MA115, MA116, MA122, MA200, MA205  --------------------------------------------------------------------  BI101, BI107/BI108, BI110, BI113/BI114, CH105, CH110, CH125 |
| 5 | Ethical or Global Perspectives | Students will compare, discuss, & recognize ethical perspectives, or the inter/intra characteristics of cultures within a global context. | 3 | BA/MG290, CJ241, CJ290, EN217, EN223, HC/HS210, IS150, IS250, RE210, SP101, SP102, SP105, SP201, SW209, SW230 |
| General Education Total | | | 30 | |
| CMP 1 | University Experience | | 3 | HN102\*\*\*, ID150, ID201 |
| CMP 2 | Writing Excellence | | Fulfilled by SLO1 and Communication PLOs | |
| General Education & Competency Course Total | | | 33 | |

* Limestone University’s General Education Program Assessment Plan (this document) will be used to assess the General Education Student Learning Outcomes.
* \*Honors students take EN103 and EN115 to meet SLO1. Three additional hours will be selected from SLOs 2-5 to meet the minimum number of 30 credit hours.
* \*\*Honors students take EN221 to meet the Literature requirement of SLO2.
* \*\*\*Honors students take HN102. Main Campus students entering with 30 or fewer hours take ID150. Online students and Main Campus students with more than 30 hours take ID201.
* Courses that are not offered at least once per academic year will be removed from the General Education Program. The General Education Assessment Committee will review low enrollment courses every two years to consider removal from the program.

**APPENDIX II – GENERAL EDUCATION ASSESSMENT RUBRIC**

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| --- | --- | --- | --- | --- |
| Limestone University Rubric | No Evidence  0 | Does Not Meet Expectations  1 | Meets Expectations  2 | Exceeds Expectations  3 |
| Expectations | Provides minimal or no evidence of understanding; makes no connections between goals, assumptions, and objectives of the General Education SLO; and makes unclear or unwarranted connections to the assigned task. | Conveys a basic understanding of the course material; makes few or superficial connections between the goals, assumptions, and objectives of the General Education SLO and the assigned task. | Conveys a thorough understanding of the course material; makes clear and explicit connections between the goals, assumptions, and objectives of the General Education SLO and the assigned task. | Reveals an in-depth analysis of the course material; makes insightful connections between the goals, assumptions, and objectives of the General Education SLO and the assigned task. |