



Limestone College

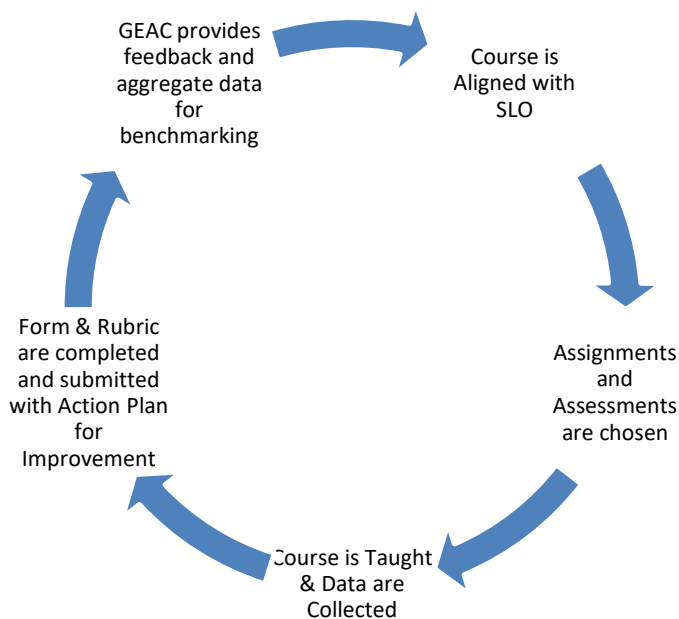
General Education Assessment Plan (Spring 2019)

SACSCOC Standard for General Education (8.2b):

“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education) Rationale and Notes General education is a critical element of undergraduate degree programs, yet the delivery of courses related to general education is often dispersed across multiple academic departments. As a result, there is a tendency for this extremely important part of the undergraduate degree experience to be assessed, revised, and discussed in a haphazard fashion. This standard ensures that general education competencies are specifically addressed by establishing expected learning outcomes, assessing these outcomes, and providing evidence of seeking improvements based on the findings. The standard does not mandate a specific approach to this outcomes assessment process. The approach is up to the institution, consistent with principles of good practice, the role general education plays in that institution’s curricula, and the organizational structure of the institution. The institution is responsible for identifying measures of expected student learning outcomes to determine the extent to which students have attained appropriate college-level competencies.”

Pilot: All courses listed as General Education options for Spring 2019, Term 2, and SH Activity courses.

Assessment System:



Checklist:

- ✓ Be sure the SLO statement is included in the course syllabus.
- ✓ Review the rubric for the course SLO.
- ✓ Choose which assignments or assessments you will use to rate students.
- ✓ If you teach multiple sections of the same course, choose which section will be used for general education assessment purposes.
- ✓ Complete the form for the SLO and attach any supporting documentation. Submit all documentation in the appropriate SLO One Drive folder (check your shared files). DO NOT SUBMIT IN WEAVE!

General Education Student Learning Outcomes (SLO) and Required Courses
for Baccalaureate and Associate Degrees

SLO 1. Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion. (6-9 hours required)

English 101W and 102 W(or 103HW); and 105. If 103HW is taken, 103HW and 105 are required;

SLO 2. Comprehend, demonstrate, or articulate the value inherent in a literary creation. (3 hours required).

One course selected from: English 201,202, 203, 204, 205, 206, 220, 311W, 312;

SLO 3. Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation. (3 hours required)

Art 101, 102, 103, 200, 208, 210, 211, 213, 240; Music 100, 101, 104, 205, 208 any Music Ensemble course; English 232, 240, 340; Physical Education 135,136, 137, 138; Theatre 101, 102, 103, 202, 204; Communication 103;

SLO 4. Use historical perspectives to analyze past events; and use social, political, global, or cultural perspectives from study in the social sciences or foreign languages to analyze present day issues, and forces shaping the future. (6 hours required).

- a. One course selected from: HI 110, 111, 112, 113, 214.
- b. Another course selected from: BA 103, EC 204, 211, EC/HI 350; HI 110, 111, 112, 113, 214, 303, 310, 311, 312, 321, 325, 334, 338, 341, 344, 345, 346; HC 311; HR 103, IS 150; PO 101, 242, 243, 341, 342; any foreign language; SO 201, 202, PS 101, SW 101, CJ 201;

SLO 5. Demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems. (3 hours required).

One course selected from: MA 110, 111, 112, 114, 115, 116, 122, 150, 200, 205;

SLO 6. Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles and appropriate information technologies into the student's field of study. (7 hours required).

One lab science (4 hours) and
One computer science (100-level and above) (3 hours);

SLO 7. Develop skills and abilities in the cognitive, psychomotor, and affective domains which support lifetime wellness. (2 hours required).

At least 2 semester hours from the following list: Any 1 hour PE activity course; PE 150, PE 201, 202, 210, 287; PS 105, 202, 204; ME 236, SW 206;

SLO 8. Demonstrate an understanding of the role of values and ethics in decision making. (3 hours required).

One course selected from the following list: BA 310, CJ 325; ED 310, HI 309W, HI 315, HS/HC 210, PL 201, 210, 211, 310; RE 202, 203, 205, 210, 221, 222, 225, 301; SC 201, 203, SW 230.

Critical Thinking Requirement

All students seeking a baccalaureate degree at Limestone College must satisfy a critical thinking requirement, either by scoring at the proficiency level on all parts of the ETS Proficiency Profile (formerly MAPP), or by successfully completing ID 301W, Critical Thinking. This course helps students develop and refine their higher-order thinking skills. During the course, students will analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics. Students will also write frequently, applying the same standards to their own thinking and writing. The examination adopted by Limestone College to measure students' general education competency levels will be one of the assessment methods in the course. Before taking this course, a student must have achieved junior standing (with 60 hours or GENERAL EDUCATION REQUIREMENTS 60 more) and completed Limestone's Verbal and Quantitative Skills Requirements (EN 101W, 102W, 105, MA 114 or satisfactory completion of the College Quantitative Skills placement examination). Note: Students who have an overall GPA of 3.5 may qualify to waive ID 301W by requesting to take the ETS Proficiency Profile exam. Students who achieve proficiency on all parts of the ETS Proficiency Profile test may waive ID 301W, but "credit by examination" is not available for this course. ID 301W is not waived for students who transfer an Associate of Arts or Associate of Science degree to Limestone College. Students should enroll in this course as soon as possible after earning 60 hours. Ideally, students should take this course as juniors.

SLO 1.

Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion. (6-9 hours required)

English 101W and 102 W(or 103HW); and 105. If 103HW is taken, 103HW and 105 are required;

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

Comprehend and articulate complex ideas in:	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
Speech					
Writing					
Adapting the message to the audience					
...situation					
...purpose					
...occasion					

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 2.

Comprehend, demonstrate, or articulate the value inherent in a literary creation. (3 hours required).

One course selected from: English 201,202, 203, 204, 205, 206, 220, 311W, 312;

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
Comprehend					
Demonstrate					
Articulate					

... the value inherent in a literary creation.

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 3.

Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation. (3 hours required)

Art 101, 102, 103, 200, 208, 210, 211, 213, 240; Music 100, 101, 104, 205, 208 any Music Ensemble course; English 232, 240, 340; Physical Education 135,136, 137, 138; Theatre 101, 102, 103, 202, 204; Communication 103;

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
Comprehend					
Demonstrate					
Articulate					

... the value inherent in an artistic, musical, or dramatic creation.

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 4.

Use historical perspectives to analyze past events; and use social, political, global, or cultural perspectives from study in the social sciences or foreign languages to analyze present day issues, and forces shaping the future. (6 hours required).

One course selected from: HI 110, 111, 112, 113, 214.

Another course selected from: BA 103, EC 204, 211, EC/HI 350; HI 110, 111, 112, 113, 214, 303, 310, 311, 312, 321, 325, 334, 338, 341, 344, 345, 346; HC 311; HR 103, IS 150; PO 101, 242, 243, 341, 342; any foreign language; SO 201, 202, PS 101, SW 101, CJ 201;

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
Use historical perspectives to analyze past events and use...					
...social					
...political					
...global					
...cultural					

...perspectives from study in the social sciences or foreign languages to analyze present day issues, and forces shaping the future.

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 5.

Demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems. (3 hours required).

One course selected from: MA 110, 111, 112, 114, 115, 116, 122, 150, 200, 205;

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
Demonstrate accurate calculating abilities					
Apply logical reasoning skills to solve quantitative problems					

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 6.

Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles and appropriate information technologies into the student's field of study. (7 hours required).

One lab science (4 hours) and

One computer science (100-level and above) (3 hours);

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
Apply the scientific method as an analytical problem solving or general inquiry model					
Integrate scientific principles and appropriate information technologies into the student's field of study.					

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 7.

Develop skills and abilities in the cognitive, psychomotor, and affective domains which support lifetime wellness. (2 hours required).

At least 2 semester hours from the following list: Any 1 hour PE activity course; PE 150, PE 201, 202, 210, 287; PS 105, 202, 204; ME 236, SW 206;

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

Develop skills and abilities in the...	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
...cognitive domain					
...psychomotor domain					
...affective domain					

...which support lifetime wellness

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

SLO 8.

Demonstrate an understanding of the role of values and ethics in decision making. (3 hours required).

One course selected from the following list: BA 310, CJ 325; ED 310, HI 309W, HI 315, PL 201, 210, 211, 310; RE 202, 203, 205, 210, 221, 222, 225, 301; SC 201, 203, SW 230.

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

Demonstrate an understanding of the role of...	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
...values					
...ethics					

...in decision making.

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

Critical Thinking Requirement

All students seeking an **associate degree** at Limestone College must achieve competence in critical thinking. Students are expected to **demonstrate critical thinking through analyzing, evaluating, and synthesizing diverse perspectives**. When a student transfers into Limestone College with an Associate of Arts or Associate of Science degree from another regionally accredited college or university, this critical thinking requirement is not waived along with general education requirements. Students who successfully complete the following courses will satisfy the critical thinking requirement for students seeking an associate degree: **ID 110, ID 150 or ID 201**.

Instructions for Reporting

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

Demonstrate critical thinking through	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
...analyzing					
...evaluating					
...evaluating					
...synthesizing					

...diverse perspectives.

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

All students seeking a **baccalaureate degree** at Limestone College must satisfy a critical thinking requirement, either by scoring at the proficiency level on all parts of the ETS Proficiency Profile (formerly MAPP), or by successfully completing ID 301W, Critical Thinking. This course helps students develop and refine their higher-order thinking skills. During the course, students will **analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics**. Students will also write frequently, applying the same standards to their own thinking and writing. The examination adopted by Limestone College to measure students' general education competency levels will be one of the assessment methods in the course. Before taking this course, a student must have achieved junior standing (with 60 hours or GENERAL EDUCATION REQUIREMENTS 60 more) and completed Limestone's Verbal and Quantitative Skills Requirements (EN 101W, 102W, 105, MA 114 or satisfactory completion of the College Quantitative Skills placement examination). Note: Students who have an overall GPA of 3.5 may qualify to waive ID 301W by requesting to take the ETS Proficiency Profile exam. Students who achieve proficiency on all parts of the ETS Proficiency Profile test may waive ID 301W, but "credit by examination" is not available for this course. ID 301W is not waived for students who transfer an Associate of Arts or Associate of Science degree to Limestone College. Students should enroll in this course as soon as possible after earning 60 hours. Ideally, students should take this course as juniors.

ETS Proficiency Profile Data will be reported by the Director of the Testing Center.

Instructions for Reporting ID 301 Course Data

Please rate your students according to the degree they have met the SLO by indicating how many students scored in each rating category. If you teach more than one section of the course, please choose one section to use as your assessed population. Indicate which assignments or assessments you used to make your judgement.

Name of Instructor:

Semester/Term & Year:

Course Number:

Section:

N of Students:

Analyze the thinking evident in a variety of texts and media for...	3-Exceeded	2-Met	1-Progressing	0-Did Not Meet	Not enough data to determine/Not Applicable
clarity					
accuracy					
precision					
relevance					
depth					
logic					
significance					
fairness					
ethics					

Description of Assignments or Assessments: (Please attach a blank copy of the assignment/assessment if applicable.)

Areas of Strength related to SLO:

Areas of Needed Growth related to SLO:

Action Plan for Improvement the next time the course is taught:

Action Plan Results:

Feedback Form for SLO Reports

Instructor:

SLO:

Course:

Section:

Year:

Semester/Term:

Feedback Narrative for Action Plan:

Median scores for all data submitted for the SLO in this reporting cycle:

N=

(Insert Table Here)