

McNeese State University

GENERAL EDUCATION ASSESSMENT PLAN

2016-2017

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1. **General Education Governing Policies**
2. **SACSCOC Requirements** – The Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) is the regional accrediting body for McNeese State University. The SACSCOC Principles of Accreditation is a guide for continuing accreditation, and the Principles are divided into four sections: Integrity, Core Requirements, Comprehensive Standards, and Federal Requirements. Certain Core Requirements, Comprehensive Standards, and Federal Requirements deal directly with General Education. The requirements are as follows:
3. **Core Requirement 2.7.3** - In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for the baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences: and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

This Core Requirement establishes four key principles regarding general education courses:

* General education courses are college-level and comprise a substantial component of each undergraduate degree.
* In order to promote intellectual inquiry, general education courses present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to the student’s occupation or profession.
* General education is based on a coherent rationale.
* The general education component constitutes a minimum number of semester hours, or its equivalent, and courses are to be drawn from specific academic areas.

1. **Comprehensive Standard 3.5.1** - The institution identifies college-level general education competencies and the extent to which students have attained them.

Since general education requirements are central to education programs, this standard assumes that the institution will define specifically which competencies are appropriate to the goals of its general education program and consistent with principles of good practice. The institution is responsible for identifying measures to determine the extent to which students have actually attained those competencies.

This standard addresses college-level competencies within the general education core: it does not require a specific course to address each competency. In addition there is no requirement regarding when the institution must determine student attainment of competencies.

1. **Comprehensive Standard 3.5.3** - The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Each undergraduate program of study identifies courses that are designed as introductions to the major, required courses, general education, capstone courses, and any other program requirements. Undergraduate program requirements allow for an integrated understanding of the discipline. Such programs display a clear rationale and design and include clearly stated and measurable outcomes consistent with the mission of the institution.

Commonly accepted practices for the requirements of undergraduate programs address an appropriate number of semester hours, or its equivalent; a coherent course of study appropriate to higher education; and the completion of an appropriate general education component at the collegiate level.

The general education program defines the underlying experience that supports the institution’s mission and traditionally provides the “breadth” component to an undergraduate education. Through general education, students encounter the basic content and methodology of the principal areas of knowledge that introduce a breadth of knowledge and reinforce cognitive skills and affective learning opportunities for each student. An effective general education program has underlying rationale and design with goals consistent with the mission of the institution.

1. **Federal Requirement 4.2** - The institution’s curriculum is directly related and appropriate to the mission and goal of the institution and the diplomas, certificates, or degrees awarded.

To meet its mission, an institution offers educational programs that are appropriate to the type of diplomas, certificates, and degrees awarded, developed by the faculty, and approved by appropriate governing bodies. The institution’s curriculum carries out the goals of the educational programs.

1. **Louisiana Board of Regents Requirements** - The Louisiana Board of Regents (BOR) is the governing board for public higher education in Louisiana. BOR articulates policies and evaluates institutional compliance with state mandates. The policy regarding general education is as follows:
2. **Academic Affairs Policy 2.16** - The Board of Regents recognizes that all undergraduate academic credentials should contain a broad-based common educational experience that enhances students’ ability to describe, interpret, and analyze their world. In addition to building awareness of a wide range of material and enriching the academic experience, general education should promote intellectual inquiry through basic content and methodology and contribute to the graduate’s ability to communicate effectively in oral and written English.

General education courses should provide an introduction to a discipline, as in a survey course that covers a wide range of material within a specific discipline or area of inquiry and acquaints students with a broad section of the information or skills available in that area, or an appreciation course that introduces students to a creative field and leads to a general understanding and appreciation of work by others.

Depending on the level of the academic credential awarded, education in composition, mathematics and analytical reasoning, natural sciences, humanities, social/behavioral sciences, and fine arts is required as part of undergraduate degree and certificate curricula at state colleges and universities. Specific course offerings may vary from one institution to another as the faculty at each campus designates courses that are to be included in the General Education Inventory, but such courses share common characteristics essential to the study of academic disciplines.

* **English Composition** - Effective written communication skills are essential to prepare students to effectively and intelligently communicate in a variety of contexts.
* **Mathematics/Analytical Reasoning** - As a cornerstone for the liberal arts, engineering, and sciences, mathematical/analytical reasoning skills are an essential component of all disciplines.
* **Natural Sciences** - Natural sciences study both life and physical sciences in an approach to understanding the universe by studying objects, phenomena, laws of nature and the physical world.
* **Humanities** - Humanities offer a broad-based study of cultural traditions and the human condition, including everything from language, literature and religion to history, philosophy and communication.
* **Social/Behavioral Sciences** - Social and Behavioral Sciences study human behavior and the relationship between individuals and their societies.
* **Fine Arts** - The Fine Arts provide an opportunity to explore and to value aesthetic creation and form as an essential means of conceiving and expressing the human experience.

In addition to specifics of this policy, all applicable general education requirements of the Southern Association of Colleges and Schools Commission on Colleges shall apply.

1. **General Education Course Policies and Procedures**
2. **General Education Core Curriculum Mission Statement –** McNeese State University’s general education curriculum consists of coursework from six broad disciplinary areas: Writing, Mathematics, Natural Sciences, Humanities, Social and Behavioral Sciences, and Fine Arts. The mission of this core curriculum is to provide students with a foundation of knowledge, skills, and methods of inquiry that support advanced study in their chosen degree program and constitute the characteristics of an informed, college-educated citizen.

**Institutional Mission Reference** – The broad, skills-based curriculum supports the university’s mission to offer an array of programs with foundations in these disciplinary areas that serve the students and community of the Southwest Louisiana region and beyond.

1. **General Education Learning Competencies** – The General Education competencies of McNeese State University align with those described in Academic Affairs Policy 2.16 published by the Louisiana Board of Regents. Upon completion of the general education curriculum, students will be able to:
   1. Communicate effectively in written English. (Area A – English Composition)
   2. Apply mathematical reasoning and analytical skills to solve problems. (Area B – Mathematics/Analytical Reasoning)
   3. Demonstrate knowledge of scientific concepts. (Area C – Natural Sciences)
   4. Demonstrate abstract reasoning and critical thinking. (Area D – Humanities)
   5. Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them. (Area E – Fine Arts)
   6. Learn independently by applying concepts from social and behavioral sciences to a variety of situations. (Area F – Social/Behavioral Sciences)
2. **General Education Assessment Council** –The General Education Assessment Council (GEAC) is responsible for ongoing review of the general education core curriculum and related outcomes assessment. The GEAC determines what courses should be certified for inclusion or removal from the core, establishes general education policies, and makes its recommendations to appropriate University curriculum committees and the Provost/Vice President for Academic and Student Affairs. Additionally, the GEAC reviews and tracks attainment of general education competencies and recommends changes to assessment methods as needed.
3. **Annual Review of Curriculum** –The GEAC annually reviews general education curriculum courses, including completed Course Summary Forms (Appendix 3) to determine appropriateness for inclusion in the curriculum.  This review includes, but is not limited to, a review of course enrollments, number of completers, and demand for the course by other programs.
4. **Review of Assessment** –The GEAC reviews course-level and other appropriate assessment data to determine the level of student attainment of competencies and to recommend action or policy, as appropriate, to facilitate improvement of student learning.
5. **Membership** – The membership of the GEAC includes at least one person from each of the following areas: English Composition, Mathematics, Natural Sciences, Humanities, Fine Arts, Social/Behavioral Sciences, Institutional Effectiveness, Faculty Senate, Business, Nursing, and one member at-large.
6. **Criteria for Course Inclusion in Core Curriculum** -The GEAC adheres to the following criteria for certifying and de-certifying courses as part of the General Education curriculum:
7. All courses in the core curriculum should be at the 200-level or below;
8. Courses should be broad, general introductions to concepts, methods, and skills associated with the disciplinary area.
9. Courses should be offered regularly.
10. Average enrollment in a course should be sufficient to justify ongoing inclusion in the curriculum.
11. Courses should not be included based solely for support of one program.
12. Courses should administer assessments that measure student achievement of the applicable General Education Competencies.
13. **Process for General Education Course Deletion/Addition/Alteration**
14. The following should be submitted:
    1. Course Development Form (signed by Department Head, Dean, and University Curriculum Committee/Graduate Council Member)
    2. Syllabus for the course that meets all requirements as stated in the University Syllabus Policy (only required if a new course or a course alteration)
    3. Memo to be sent to other departments whose courses, degrees, or faculty would somehow be impacted by the course deletion/addition/alteration
15. Documents will be submitted to the Office of Institutional Research and Effectiveness where they will be evaluated for completion and clarity.
16. Documents will be submitted to the General Education Assessment Council for evaluation.
17. If approved, documents will be submitted to the Undergraduate Curriculum Committee for evaluation.
18. If approved, documents will be submitted to the Academic Advisory Council.
19. If approved, course deletion/addition/alteration will be completed in the Academic Catalog, Banner, and Degree Works.
20. **Additional General Education Course Policies**
21. Full-time students seeking the baccalaureate degree should successfully complete 3 credit hours of Math, 6 credit hours of English, and 3 credit hours of Science prior to enrolling in upper level (300 and 400) courses. Additional prerequisites may be required depending on specific degree program requirements. Students should meet with their faculty advisor to discuss optimal course scheduling according to the degree plan.
22. In the general education core, students must take 12 credit hours of coursework with the WE (writing enriched) designation.
23. Each department has a Program Coordinator who oversees the general education courses offered by their department. The Program Coordinator will complete the Course Summary Forms each semester and collect student artifacts from General Education courses from instructors as requested.
24. General Education course instructors should keep student artifacts for 3 years. GEAC will directly assess these artifacts on a rotating schedule, and instructors need to be prepared to submit student artifacts upon request. The assessment schedule of General Education Competencies is described in Appendix 2.
25. All capstone instructors should keep student artifacts for 3 years. GEAC will directly assess these artifacts on a rotating schedule as described in Appendix 2.
26. **Additional Applicable University Policies** – available at [www.mcneese.edu/policy](http://www.mcneese.edu/policy)
    1. Curriculum and Course Development Policy
    2. Exams or Student Learning Assessment Policy
    3. Responsibilities of Academic Staff
    4. University Syllabus Template
27. **Assessment Procedures**
28. **General Education Course Summary Forms**
    1. **Collection Process –** Several General Education courses are tagged for assessment based on high enrollment numbers (Appendix 2). Each semester, the department head or program coordinator responsible for these tagged courses must complete the General Education Course Summary Form (Appendix 3) and return it to Institutional Research and Effectiveness no later than 3 weeks following the final grading date of the fall and spring semesters.
    2. **Evaluation Process –** Information from the Course Summary Forms are recorded in the annual Academic Program Progress Report for the General Education Core Curriculum. The GEAC annually reviews completed Course Summary Forms to evaluate the effectiveness of course-level assessments.
29. **General Education Course Artifact Assessment**
    1. **Assessment Schedule –** Each academic year, the GEAC will directly assess two of the competencies.

|  |  |
| --- | --- |
| Competencies 1-2 | 2015-2016, 2018-2019, 2021-2022 |
| Competencies 3-4 | 2016-2017, 2019-2020, 2022-2023 |
| Competencies 5-6 | 2017-2018, 2020-2021, 2023-2024 |

* 1. **Collection Process –** At the end of the fall and spring semesters, the GEAC will collect course summary forms and samples of student artifacts from program coordinators and professors. These documents will then be uploaded into the GEAC Moodle account. Instructors do not need to submit every artifact from their students, just a representative sample. Students’ and professors’ names will be removed before assessment.
  2. **Evaluation Process** – The GEAC will convene twice annually (after the spring and fall semesters) to assess student artifacts (general education and capstone artifacts) with the appropriate rubrics. Information from these assessments will be reported on the General Education Assessment Annual Report. If a course reflects low attainment of a general education competency, the GEAC will notify the appropriate Department Head and Dean to develop and implement an improvement plan for the course.

**AAC&U Value Rubrics**

The Association of American Colleges and Universities developed VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics in response to their Liberal Education and America’s Promise (LEAP) Initiative. These rubrics are used to assess student competency in a wide range of areas using student artifacts (assignments, tests, writing samples, etc.) and are direct means of assessment. Each General Education Competency is assigned a rubric to assess student attainment of each competency (See Appendix 5):

A – English Composition – Written Communication Rubric

B – Mathematics/Analytical Reasoning – Quantitative Literacy Rubric

C – Natural Sciences – Inquiry and Analysis Rubric

D – Humanities – Critical Thinking Rubric

E – Fine Arts – Creative Thinking Rubric

F – Social/Behavioral Sciences – Integrative Thinking Rubric

1. **Other Assessment Methods**

1. **Exit Survey**

Each fall and spring semester, the Office of Institutional Research and Effectiveness administers a Graduate Student Survey at Grad Fest. Grad Fest provides an opportunity for each graduation candidate to complete tasks related to commencement and separation from the university. The first part of the survey consists of seven questions (Appendix 6) that assess student learning of each of the competencies. The students are asked to self-report their perception about their course work. For example, they use a Likert scale to describe the level to which they believe that their coursework and experiences at McNeese have improved their ability to write effectively (Competency 1). Because students are asked to self-report their perceptions of their level of competency, this assessment measure is considered an indirect measure of student attainment.

The goal is for 75% of the student response to each question to be “agree” or “strongly agree.” Each June, the GEAC will analyze the data and provide recommendations to faculty, department heads, and deans as needed.

1. **Other measures as available** – McNeese will administer other assessment tools as financial resources are available. When possible, McNeese will join the University of Louisiana System in efforts to fund system-wide assessment measures. Potential assessment tools can include the following:

ACT Student Opinion Survey

CAAP – Collegiate Assessment of Academic Proficiency

MAAP – Midpoint Assessment of Academic Progress

Noel Levitz Student Satisfaction Inventory (Embedded questions about general education competencies)

NSSE – National Survey of Student Engagement

VSA – Voluntary System of Accountability

1. **General Education Assessment Annual Report** – Each summer, the Chair of the General Education Assessment Committee works with the Office of Institutional Research and Effectiveness to report on the following:
   1. **Program Objective 1 –** Core Curriculum will include a breadth of courses appropriate to a university education. Courses will show sufficient enrollment and be no higher than 200-level.
      1. Semester enrollment data for each General Education Core Curriculum course
      2. Analysis
      3. Actions
   2. **Student Learning Competency 1** – Communicate effectively in written English.
      1. Course Summary Form data
      2. Biannual artifact assessment
      3. Exit Interview Questions
      4. Other measures as available
      5. Analysis
      6. Actions
   3. **Student Learning Competency 2** – Apply mathematical reasoning and analytical skills to solve problems.
      1. Course Summary Form data
      2. Exit Interview Questions
      3. Other measures as available
      4. Analysis
      5. Actions
   4. **Student Learning Competency 3** – Demonstrate knowledge of scientific concepts.
      1. Course Summary Form data
      2. Exit Interview Questions
      3. Other measures as available
      4. Analysis
      5. Actions
   5. **Student Learning Competency 4** – Demonstrate abstract reasoning and critical thinking.
      1. Course Summary Form data
      2. Biannual artifact assessment
      3. Exit Interview Questions
      4. Other measures as available
      5. Analysis
      6. Actions
   6. **Student Learning Competency 5 –** Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them.
      1. Course Summary Form data
      2. Biannual artifact assessment
      3. Exit Interview Questions
      4. Other measures as available
      5. Analysis
      6. Actions
   7. **Student Learning Competency 6** – Learn independently by applying concepts from social and behavioral sciences to a variety of situations.
      1. Course Summary Form data
      2. Biannual artifact assessment
      3. Exit Interview Questions
      4. Other measures as available
      5. Analysis
      6. Actions
2. **GEAC Timeline**

|  |  |
| --- | --- |
| January | Fall Artifact Assessment Session |
| February |  |
| March | Catalog published for next academic year |
| April | Reminders to collect course summary forms and artifacts |
| May | Data collection and artifact collection from program coordinators.  Assessment session. |
| June |  |
| July | General Education Assessment Annual Report due |
| August |  |
| September | Last working day – Deadline for curriculum changes |
| October | GEAC meets for curriculum review in early October |
| November | Reminders to collect course summary forms and artifacts |
| December | Data collection and artifact collection from program coordinators.  Assessment session. |

**Appendix 1: General Education Core Curriculum Guide**

(From 2016-2017 Academic Catalog)

**Area A – English Composition**

6 hours

Competency: To communicate effectively in written English.

* ENGL 101 – English Composition I
* ENGL 102 – English Composition II

**Area B** – **Mathematics/Analytical Reasoning**

6 hours for Baccalaureate Programs; 3 hours for Associate Programs

Competency: Apply mathematical reasoning and analytical skills to solve problems.

* MATH 113 – College Algebra
* MATH 130 – Finite Mathematics
* MATH 170 – Precalculus College Algebra
* MATH 175 – Precalculus II
* MATH 190 – Calculus I
* MATH 231 – Elementary Probability and Statistical Inference
* MATH 291 – Calculus II
* PHIL 102 – Critical Thinking
* STAT 231 – Elementary Probability and Statistical Inference

**Area C – Natural Sciences**

9 hours for Baccalaureate Programs; 6 hours for Associate Programs

Louisiana Board of Regents specifies that Baccalaureate degree candidates shall successfully complete natural science courses as follows: six (6) hours of life science and three (3) hours of physical science, or six (6) hours of physical science and three (3) hours of life science (both life and physical sciences must be taken to fulfill this requirement).

Competency: To understand and apply the principles of the scientific method.

*Category: Life Sciences*

* BIOL 101 – Introduction to Biology I
* BIOL 102 – Introduction to Biology II
* BIOL 105 – Living World I
* BIOL 106 – Living World II
* BIOL 201 – Microbiology for Nursing and Allied Health
* BIOL 225 – Human Anatomy and Physiology I
* BIOL 226 – Human Anatomy and Physiology II
* ENSC 101 – General Environmental Science I
* ENSC 102 – General Environmental Science II

*Category: Physical Sciences*

* CHEM 101 – General Chemistry I
* CHEM 102 – General Chemistry II
* CHEM 120 – Integrated Chemistry
* CHEM 135 – Applications of Chemistry to Modern Lifestyles
* CHEM 136 – Chemical Issues in the Environment
* ENSC 101 – General Environmental Science I
* ENSC 102 – General Environmental Science II
* GEOL 101 – Physical Geology
* GEOL 102 – Historical Geology
* GEOL 103 – Introduction to Oceanography
* GEOL 210 – Environmental Geology
* PHSC 101 – Physical Science
* PHSC 102 – Introductory Astronomy
* PHYS 151 – Introduction to Physics Concepts and Application
* PHYS 201 – General Physics I
* PHYS 202 – General Physics II
* PHYS 211 – University Physics I
* PHYS 212 – University Physics II

**Area D – Humanities**

9 hours for Baccalaureate Programs; 3 hours for Associate Programs

Competency: Demonstrate abstract reasoning and critical thinking.

*Category: English Literature*

* ENGL 201 – Survey of English Literature I
* ENGL 202 – Survey of English Literature II
* ENGL 203 – Introduction to Literature I
* ENGL 204 – Introduction to Literature II
* ENGL 204H – Introduction to Literature II, Honors
* ENGL 221 – Classical Mythology

*Category: History*

* HIST 101 – European History to 1648
* HIST 102 – European History since 1648
* HIST 121 – World Civilization to 1500
* HIST 122 – World Civilization since 1500
* HIST 201 – American History to 1877
* HIST 202 – American History since 1877

*Category: Broad Humanities/Additional History*

* COMM 201 – Fundamentals of Public Speaking
* COMM 205 – Interpersonal Communication
* FREN 201 – Intermediate French
* FREN 202 – Intermediate French
* HIST 101 – European History to 1648
* HIST 102 – European History since 1648
* HIST 121 – World Civilization to 1500
* HIST 122 – World Civilization since 1500
* HIST 201 – American History to 1877
* HIST 202 – American History since 1877
* HUMN 105H – Honors Humanities: Ancient, Medieval, and Modern
* INNV 280 – Innovation Communication
* LATN 201 – Intermediate Latin
* LATN 202 – Intermediate Latin
* PHIL 201 – Introduction to Philosophy
* PHIL 251 – Biomedical Ethics and Decision Making
* PHIL 252 – Ethics in the Sciences
* PHIL 253 – Philosophy in Film
* RELS 201 – Study of Religion
* RELS 211 – World Religions
* SPAN 201 – Intermediate Spanish
* SPAN 202 – Intermediate Spanish
* WMST 201 – Introduction to Women’s and Gender Studies

**Area E – Fine Arts**

3 hours

Competency: Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them.

* ART 101 – Basic Design I
* ART 102 – Basic Design II
* ART 105 – Art and the Computer
* ART 217 – Drawing I
* ART 228 – Introduction to Photography
* ART 245 – Introduction to Clay
* ART 251 – Introduction to Visual Arts
* ART 261 – Art History: Ancient through Medieval
* ART 262 – Art History: Renaissance to Modern
* ENGL 271 – Creative Writing Workshop (Poetry)
* ENGL 272 – Creative Writing Workshop (Fiction)
* MUSC 215 – Music Appreciation
* MUSC 218 – Music in Today’s Societies
* MUSC 253 – The History of Rock and Roll
* THEA 161 – Theater Arts Appreciation

**Area F – Social/Behavioral Sciences**

6 hours

Competency: To learn independently by applying concepts from social and behavioral sciences to a variety of situations.

* ANTH 201 – Cultural Anthropology
* ANTH 203 – Prehistory: Development of Culture and Origins of Society
* ECON 201 – Economic Principles
* FIN 201 – Personal Finance
* GEOG 111 – Introduction to Geography
* INNV 180 – The Innovation Mindset
* POLS 201 – American Government
* PSYC 101 – Introduction to Psychology
* PSYC 233 – Psychology of Human Development
* PSYC 260 – Child Psychology
* PSYC 261 – Adolescent Psychology
* SOCL 201 – Introduction to Sociology
* SOCL 211 – Social Problems

**Appendix 2: General Education Courses Tagged for Assessment**

|  |  |  |
| --- | --- | --- |
| Assessment Schedule  2015-2016  2018-2019  2021-2022 | Competency 1 Area A | ENGL 101 – English Composition I  ENGL 102 – English Composition II |
| Competency 2 Area B | MATH 113 – College Algebra  MATH 170 – Precalculus College Algebra  MATH 231 – Elementary Probability and Statistical Inference  PHIL 102 – Critical Thinking |
| Assessment Schedule  2016-2017  2019-2020  2022-2023 | Competency 3 Area C | BIOL 101 – Introduction to Biology I  BIOL 106 – Living World II  CHEM 101 – General Chemistry I  ENSC 101 – General Environmental Science I  PHYS 211 – University Physics I |
| Competency 4 Area D | ENGL 201 – Survey of English Literature I  ENGL 202 – Survey of English Literature II  ENGL 203 – Introduction to Literature I  ENGL 204 – Introduction to Literature II  HIST 101 – European History to 1648  HIST 102 – European History since 1648  HIST 201 – American History to 1877  HIST 202 – American History since 1877  PHIL 251 – Biomedical Ethics and Decision Making  PHIL 253 – Philosophy in Film  WMST 201 – Introduction to Women’s and Gender Studies |
| Assessment Schedule  2017-2018  2020-2021  2023-2024 | Competency 5 Area E | ART 101 – Basic Design  ART 261 – Art History: Ancient through Medieval  MUSC 215 – Music Appreciation  MUSC 218 – Music in Today’s Societies  MUSC 253 – The History of Rock and Roll  THEA 161 – Theater Arts Appreciation |
| Competency 6 Area F | GEOG 111 – Introduction to Geography  POLS 201 – American Government  PSYC 101 – Introduction to Psychology  SOCL 201 – Introduction to Sociology |

**Appendix 3: General Education Course Summary Form**

General Education Course Summary Form  
Forms must be completed at the end of each fall and spring semester and submitted to the General Education Assessment Committee representative or to Institutional Research and Effectiveness.

**I. General Information**

|  |
| --- |
| Semester: Fall  Spring  Year: |
| Department: |
| Course Number: |
| Course Title: |
| Report Completed By: |
| Number of Sections Offered: |
| Number of Students Enrolled (*all sections*): |

**II. Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Highest Degree | Name | Highest Degree |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**III. General Education Competency Addressed in this Course**

|  |
| --- |
| Communicate effectively in written English |
| Apply mathematical reasoning and analytical skills to solve problems |
| Demonstrate knowledge of scientific concepts |
| Demonstrate abstract reasoning and critical thinking |
| Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them |
| Learn independently by applying concepts from social and behavioral sciences to a variety of situations |

**IV. Assessment Method(s)** – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data

|  |
| --- |
|  |

**V. Proficiency** – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on final exam

|  |
| --- |
|  |

**VI. Benchmark** – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on final exam

|  |
| --- |
|  |

**VII. Results of Course Assessment(s)**

|  |
| --- |
|  |

**VIII. Analysis of Results** – e.g. strengths and weaknesses

|  |
| --- |
|  |

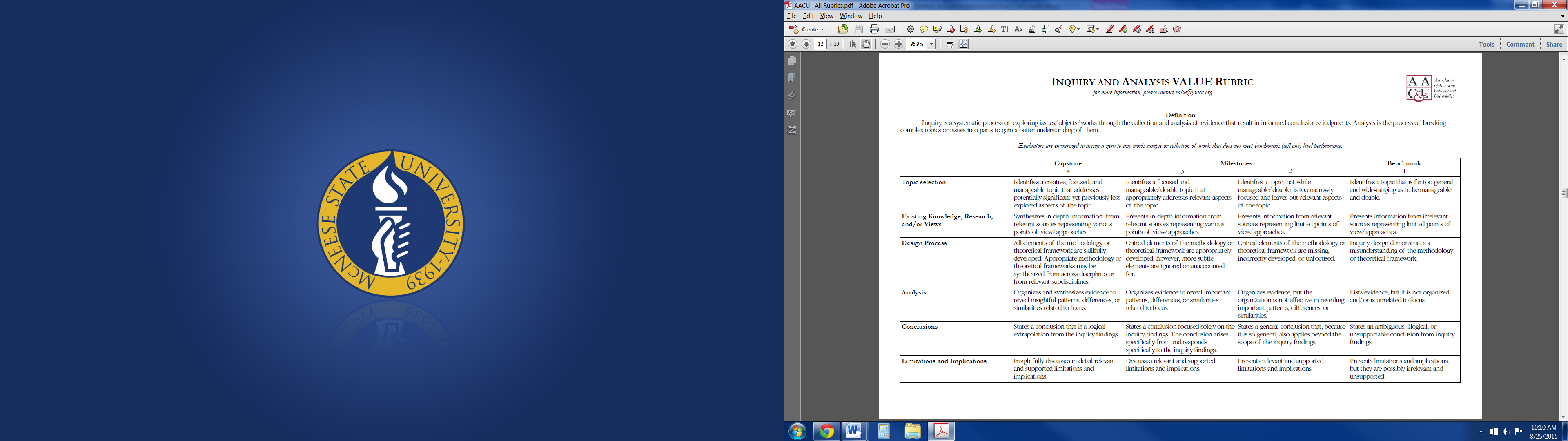
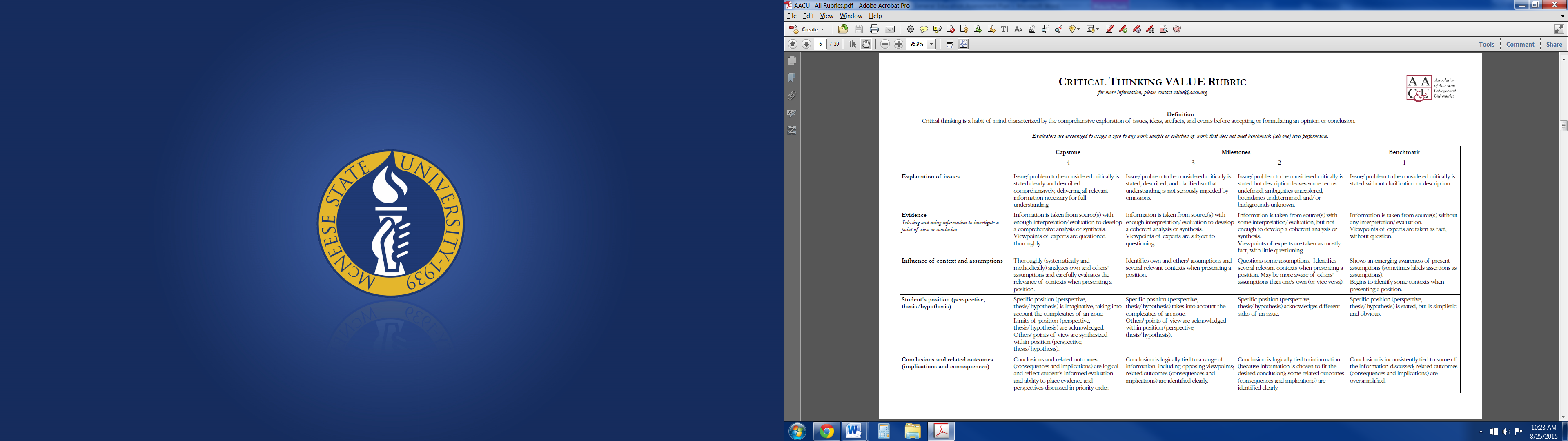
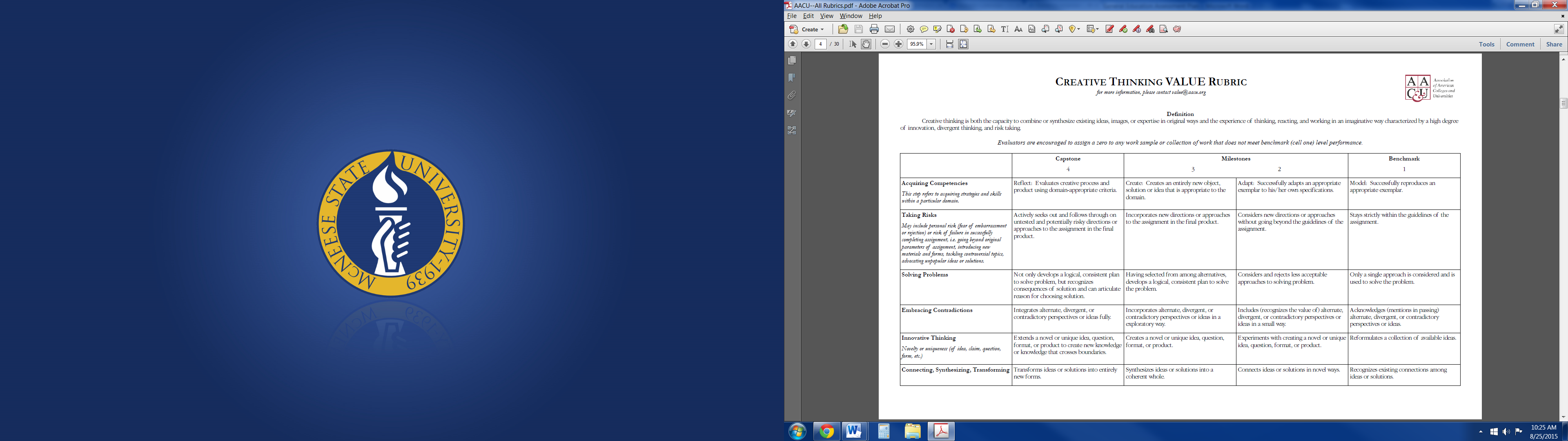
**IX. Recommendations for Course Based on Assessment**

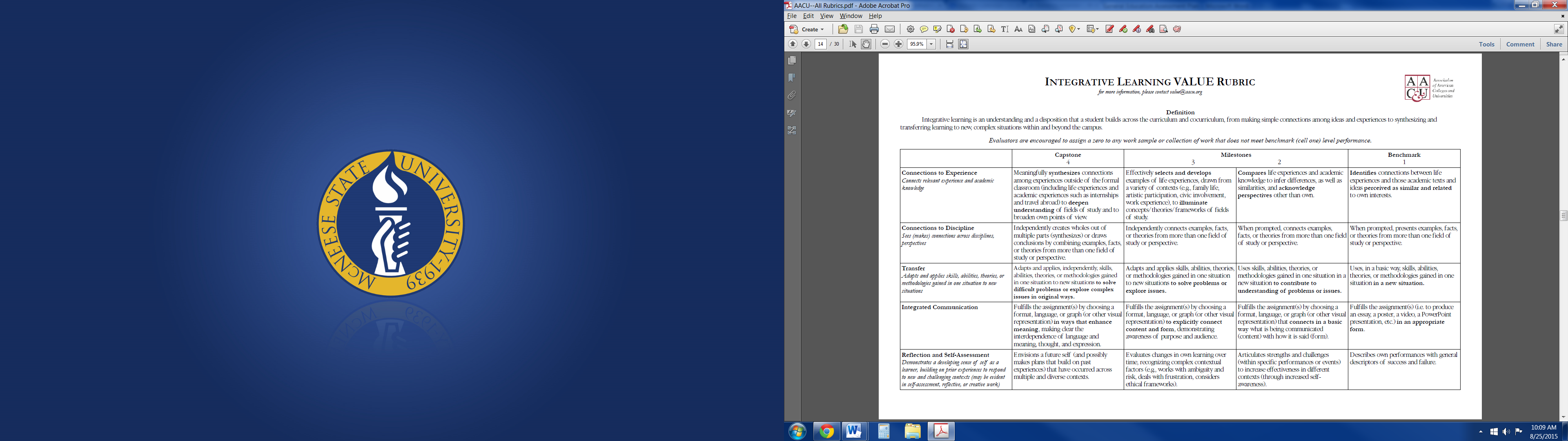
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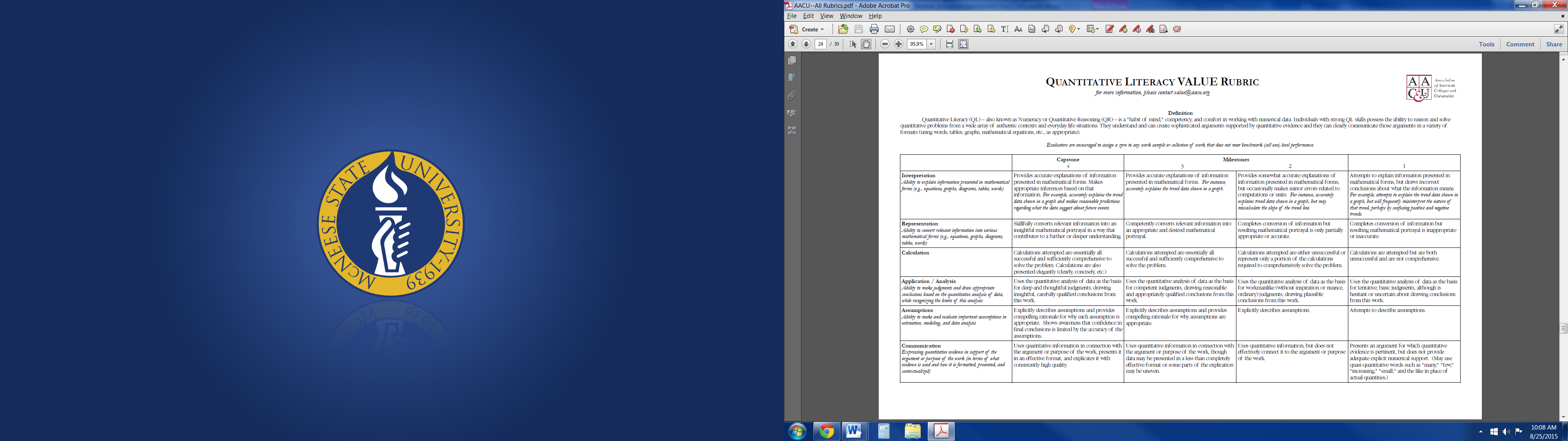
**Appendix 4: Course Development Form**

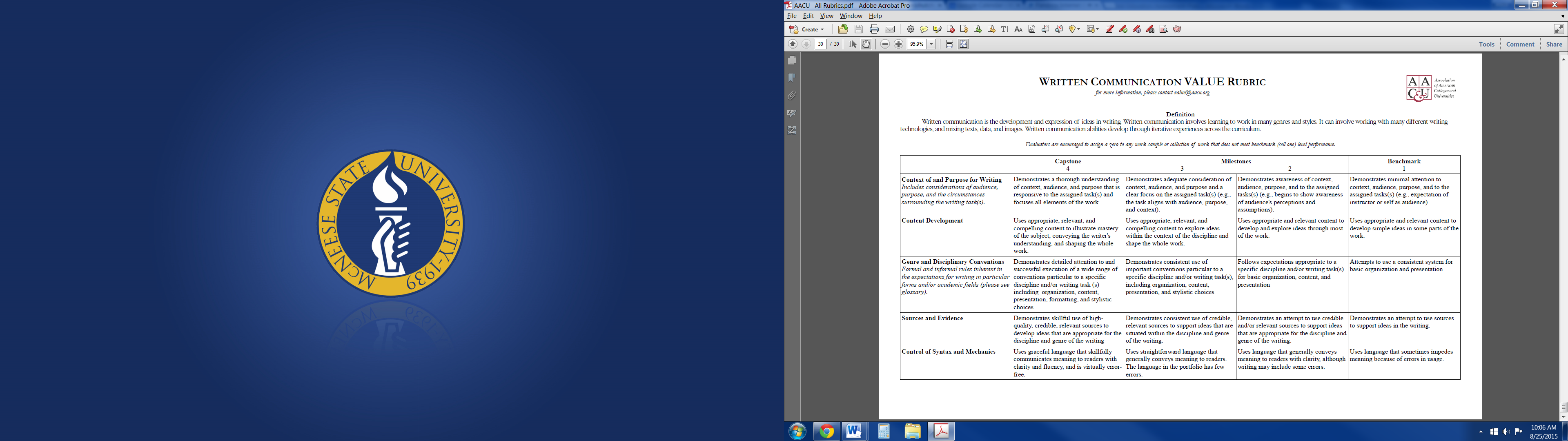
| **Course Deletion:** | | | |  | | | | | | | **New Course:** | | | | | | | | | | | | |  | | | | **Course Alteration:** | | | | | | | | | | | | |  | | | | **Catalog Year:** | | | | | |  | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College:** |  | | | | | | | | | | | | | | | | | | | | | **Department:** | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **Section A: Course Deletion** | | | | | | | | | | | | | | | | | COMPLETE this section for a Course Deletion ONLY  *(Once complete, proceed to SECTION D below)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Subject:** (4 letter rubric) | | |  | | | | | | | | | **Course Number:** | | | | | | | | |  | | | | | **Course Title:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Reason for Deletion:** | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Section B: New Course** | | | | | | | | | | | | | | | | | COMPLETE this section for a New Course ONLY  *(Once complete, proceed to SECTION D below)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Subject:**  (4 letter rubric) | | |  | | | | | | | | | **Course Number:**  (Not used in 10 years) | | | | | | | | | | |  | | | | **Course Title:** | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| **Number of Hours Required:** | | | | | | | | | | | | | **Lecture** | | | | | | |  | | | | | | | | | **Lab** | | | | | |  | | | | | | | | | **Credit** | | | | | |  | | | |
| **Prerequisites:** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | **Corequisites:** | | | | | | | | |  | | | | | | | | | | | | | | | |
| **No Duplicate Credit Statement:** | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | **Select all that apply:** | | | | | | | | |  | | | | | | **Writing Enriched** | | | | | | | |
|  | | | | | | **General Education** | | | | | | | |
|  | | | | | | **Capstone** | | | | | | | |
| **Cross-Listed Courses:** | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | **Service Learning** | | | | | | | |
|  | | | | | | **Internship** | | | | | | | |
| **New Course Description:**  ***Catalog and syllabus must match.*** | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reason for the new course:**  ***If appropriate, cite case studies, research, current market statistics, or needs assessment to justify change.*** | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Section C: Course Alteration** | | | | | | | | | | | | | | | | | | Complete this section for a Course Alteration ONLY  *(Once complete, proceed to Section D below)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Briefly summarize the changes to be made:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | Change **FROM** | | | | | | | | | | | | | | | | | | | | | | | | | | Change **TO** | | | | | | | | | | | | | | | | | | | | | |
| **Course Subject:** (4 letter rubric) | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Course Number:** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Course Title:** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Hours Required:** | | | | | | **Lec** | | | |  | | | | | | **Lab** | | |  | | | | | | **Cr** | | | | |  | | **Lec** | | | | |  | | | | | **Lab** | | | | |  | | **Cr** | | | |  |
| **Prerequisites:** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Corequisites:** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **No Duplicate Credit Statement:** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Cross Listed Courses:** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Select all that apply:** | | | | | |  | | | | | | | | **Writing Enriched** | | | | | | | | | | | | | | | | | |  | | | | | | | **Writing Enriched** | | | | | | | | | | | | | | | |
|  | | | | | | | | **General Education** | | | | | | | | | | | | | | | | | |  | | | | | | | **General Education** | | | | | | | | | | | | | | | |
|  | | | | | | | | **Capstone** | | | | | | | | | | | | | | | | | |  | | | | | | | **Capstone** | | | | | | | | | | | | | | | |
|  | | | | | | | | **Service Learning** | | | | | | | | | | | | | | | | | |  | | | | | | | **Service Learning** | | | | | | | | | | | | | | | |
|  | | | | | | | | **Internship** | | | | | | | | | | | | | | | | | |  | | | | | | | **Internship** | | | | | | | | | | | | | | | |
| **Course description:**  ***For new description, catalog and syllabus must match.*** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **Section D: Complete this section once Section A, B, or C has been completed** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Does this addition/alteration/deletion impact the courses, degrees, or faculty of other departments?**  If yes, attach a copy of memo to other departments indicating notification of alteration. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
| **Has this course been previously designated as Writing Enriched (WE)?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
| **Is the syllabus attached?**  A syllabus MUST be submitted to remain SACSCOC compliant, except in cases of course deletions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
| **Approvals:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Department Head:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |
| **Dean:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |
| **UCC/GC Member:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |
| **IRE:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |
| **\* GEAC/Service Learning Chairperson:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |
| **UCC/GC Chairperson:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |
| **Provost and VPASA:** | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Date:** | | | | |  | | | | | |

**Appendix 5: Association of American Colleges and Universities VALUE Rubrics to be used in General Education Assessment**









**Appendix 6: General Education Questions on the Grad Fest Exit Survey**

Please rate the following questions based on the following scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

My coursework and experiences at McNeese have:

1. Improved my ability to write effectively.
2. Improved my ability to evaluate numerical data and use mathematics to solve problems.
3. Improved my knowledge of scientific concepts and methods.
4. Improved my ability to appreciate and interpret artistic, literary, and related expressions of human creativity.
5. Improved my ability to reason and use critical thinking.
6. Improved my ability to apply concepts and skills I’ve learned to new situations in and out of school.
7. Improved my knowledge of diversity in human behaviors, points of view, and cultures.