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I. BACKGROUND

The major goal of assessment at Florida Agricultural and Mechanical University (FAMU) is to support the university’s mission of excellence and accountability through systematically planning, analyzing, documenting, reporting, and using assessment data for the continuous improvement of student outcomes and educational support services.

The University recognizes that a liberal arts foundation is essential to supporting the process of learning in the respective program majors. For this reason, in August 2004, the Provost and Vice President for Academic Affairs appointed members to the newly formed General Education Assessment Committee (GEAC). This is the committee that will provide direction to and leadership in the planning and implementation of the university’s General Education assessment procedures. The Co-Chairs for the GEAC are Dr. Dorothy Henderson, Dean of the School of General Studies, and Dr. Valencia E. Matthews, Assistant Dean for the College of Arts and Sciences. The GEAC is comprised of representatives from the following programs and areas: Arts and Sciences (Biology, English, Math, and Philosophy), Business, Journalism, Nursing, Pharmacy, two undergraduate students and two Faculty Senate members.

Specifically, the GEAC was charged to spearhead the development and monitoring of the implementation of General Education assessment processes. Its roles and responsibilities include:

1. Establishing and streamlining a systematic process for the assessment of the general education program.
2. Identifying college-level knowledge and competencies for the general education program that are linked to FAMU’s mission and goals and Florida State accountability systems.
3. Developing an assessment plan for general education program
4. Monitoring the implementation of the planned general education assessment activities.
5. Recommending appropriate assessment strategies to the Institutional Level Assessment Committee (ILAC).
6. Providing documentation about the results of State-mandated assessments of core specific skills and abilities. Specifically, providing evidence that FAMU graduates have attained the expected core knowledge and competencies.
7. Furnishing the Institutional Level Assessment Committee with the results of general education assessments.
8. Documenting that the assessment results have been used for the improvement of the general education program.
9. Recommending strategies for strengthening the outcomes of the general education program.
Prior to constituting the GEAC, there was a deliberate effort made to stimulate campus-wide interest in the emerging assessment culture. For example, the theme of the 2004 Faculty Planning Conference held from August 11 – 13 was “Focusing on Assessment at FAMU: A Culture of Continuous Improvement” and marked the beginning of a systematic assessment effort at FAMU. On August 12, a plenary session titled “Faculty Discussion: The Role of General Education at FAMU.” This session afforded an opportunity for faculty members to participate in a discussion that would provide insight into what they view as the role of General Education at FAMU.

A “Faculty Questionnaire on the Expected Learning Outcomes of General Education” was distributed to those in attendance and provided an opportunity to start a campus-wide conversation about FAMU’s assessment initiatives and strategies for addressing the General education requirements of the State of Florida and the Southern Association of Colleges and Schools.

The stimulating discussion that emanated from this gathering generated an interest in a follow-up session. Hence, another forum, “Faculty Discussion & Work Session,” was organized and addressed the topic “The Role of General Education at Florida A&M University.” The program included Dr. Larry Robinson, Provost and Vice-President for Academic Affairs, who reiterated the importance of faculty being involved in the evolving systematic assessment process. The discussion overview included:

- Purpose and Scope of Discussion on General Education
- SACS Requirements for General Education
- State (FL) Requirements for General Education
- Faculty Discussion Points (Mission, Philosophy, Expected Learning Outcomes, Assessments)

Faculty, staff, and administrators representing various disciplines from across the campus assembled into groups and provided oral and written feedback on the following topics:

- General Education Mission Statement
- Suggestions for the Top Five Learning Outcomes
- Assessment Methods Currently Used

The feedback provided at both sessions was enlightening and proved invaluable. The GEAC incorporated the feedback in developing the general education philosophy, mission statement, expecting learning outcomes, and methods of assessment.
Following these groundbreaking activities, the GEAC convened its initial meeting on September 8, 2004, and decided to meet every other week for the remainder of the semester. As its first task, the Committee, in collaboration with University Faculty, developed a mission statement and expected core learning outcomes. This mission statement and the core outcomes were presented to the Institutional Level Assessment Committee, which reviewed and passed a motion to adopt the GEAC recommendations at its meeting on December 15, 2004. At its subsequent meetings, the committee collaborated with faculty to identify competencies and methods of assessment.

II. ASSESSMENT STRATEGY (F.A.M.O.U.S. STEPS)

FAMU’s assessment is inclusive, participatory, collaborative and an evolving institutional culture. The strategy is grounded in the institutional values set forth in the mission statement. It is focused primarily on improving student learning both within and outside the classroom and functional effectiveness. The information provided will be useful for multiple purposes that include but are not limited to curricular revision, teaching improvement, accreditation expectations, and public accountability.

In line with this evolving culture, the General Education Assessment Committee, in collaboration with the faculty, has identified seven to eight learning outcomes with related competencies for general education. These will henceforth be considered as the core institutional expected learning outcomes to be accounted for at the appropriate program level. To accomplish this initial task the committee followed the guidelines provided in the “FAMOUS” approach adopted by the university.

The “FAMOUS” Assessment approach involves six sequential and precise steps. Each letter of the acronym “FAMOUS” represents an important step that is connected to the next step in a chain that ultimately comes together to contribute to the goal of successfully developing and implementing an effective assessment plan.
The **FAMOUS** assessment planning and implementation model includes the following steps.

**Step 1:** Formulating statements of outcomes/objectives aligned to the institutional mission/goals;

**Step 2:** Ascertaining criteria for success;

**Step 3:** Measuring student/service performance using qualitative and quantitative methods;

**Step 4:** Observing and analyzing results for congruence between expected and actual outcomes;

**Step 5:** Using the results to effect improvement of instructional programs and administrative and educational support services; and

**Step 6:** Strengthening programs and services by continuously evaluating, planning, allocating resources and implementing new approaches to ensure congruence between expected and actual outcomes.

### III. PURPOSE AND CONTEXT OF GENERAL EDUCATION

General Education is a state mandate that requires students in Florida’s public community colleges and universities to complete thirty-six (36) hours of general education courses to receive an associate-in-arts degree or a baccalaureate degree. The general education sequence consists of:

- Six (6) hours of English
- Six (6) hours of Mathematics at the college algebra level or higher
- Six (6) hours of social sciences
- Six (6) hours of humanities
- Eight (8) hours of natural science

The remaining four (4) hours can be chosen from the following courses:

- SPC 2600, Public Speaking
- HSC 1100, Health for Modern Living **OR**

from any of the approved courses in the following areas: Mathematics, natural sciences, social sciences and humanities.

The general education sequence also satisfies Gordon Rule, a Florida Statute that requires students to complete six (6) hours of math and twelve (12) hours of English or an equivalent in which students must write a minimum of 24,000 words.
IV. MISSION AND PHILOSOPHY OF GENERAL EDUCATION

The Mission of General Education at FAMU is to provide a broad liberal arts foundation that supports learning in the respective majors. The students will acquire knowledge and skills that will equip them to participate as productive and responsible citizens in a global society and prepare them to become reflective thinkers and life-long learners.

The philosophy of FAMU’s general education core is that a comprehensive education provides students the requisite skills needed to function as responsible citizens.

V. GOALS FOR ASSESSMENT OF GENERAL EDUCATION

At FAMU, the main goal of General Education assessment is to identify core competencies and implementation strategies crucial to promoting student achievement in academic, professional, and life-long pursuits. The General Education program prepares students to:

1. Acquire proficiency in oral and written communication.

2. Develop critical thinking skills and incorporate these skills into their daily lives.

3. Acquire a broad knowledge and appreciation of the natural sciences, social sciences, mathematics, fine arts, and humanities.

4. Develop an appreciation of own culture and the cultures of others.

5. Understand technology literacy, use technology to acquire knowledge, and be able to apply technology in their daily lives.


7. Develop a desire to engage in life-long learning.
VI. EXPECTED LEARNING OUTCOMES DEFINITIONS

In collaboration with general faculty, the GEAC has identified the following college-level knowledge and competencies that are linked to FAMU’s mission and goals and Florida State accountability systems for the general education program.

1. **Communication** – The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing.

2. **Critical Thinking** – The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively.

3. **Technology Literacy** – The ability to use technology to support classroom learning.

4. **Collaboration** – The ability to work cooperatively with others to accomplish common tasks.

5. **Ethical Values** – The ability to adhere to a set of principles as defined by the standard of academic integrity and conduct.

6. **Life Long Learning** – The desire to engage in the perpetual pursuit of knowledge.

7. **Cultural Diversity** – The ability to show consideration for differences (race, ethnicity, gender, sexuality, religion, disability, economics, age, etc.) among peoples.

8. **Quantitative Reasoning** - The ability to apply numerical concepts to resolve real world problems.
VII. EXPECTED LEARNING OUTCOMES STATEMENTS

Students at Florida A&M University will be able to:

1. Demonstrate competence in writing, reading and speaking. *(Communication)*

2. Apply critical thinking to learning and real-world situations. *(Critical Thinking)*

3. Apply technology to achieve educational success. *(Technology Literacy)*

4. Work in groups to complete tasks. *(Collaboration)*

5. Demonstrate personal responsibility and integrity in academic and personal situations. *(Ethical Values)*

6. Demonstrate an appreciation for further education and self-improvement. *(Life Long Learning)*

7. Demonstrate an appreciation for differences among peoples and cultures. *(Cultural Diversity)*

8. Demonstrate competence in using quantitative information to solve real-world problems. *(Quantitative Reasoning)*
VIII. ASSESSMENT METHODS BY OUTCOME AND TARGET POPULATION

A faculty committee constituted by all departments responsible for General Education courses will develop a comprehensive General Education examination. Students will take this comprehensive examination as a pre-test at the beginning of their freshman year and as a post-test as rising juniors. Additionally, a faculty committee will also be involved with developing recommended surveys such as the General Education Perception survey, Employer survey, Alumni survey and any other instruments as appropriate. The following are some of the recommended assessment strategies, the targeted population and the expected outcome to be assessed.

<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>Target Population</th>
<th>Frequency</th>
<th>Expected Learning Outcomes</th>
</tr>
</thead>
</table>
| *National Survey of Student Engagement (NSSE) | *Freshmen  
*New Students  
*Graduating Seniors (as a part of the graduation application) | Fall of Freshman Year  
Fall of Senior Year | Communication  
Critical Thinking  
Technology Literacy  
Collaboration  
Ethical Values  
Life Long Learning  
Cultural Diversity  
Quantitative Reasoning |
| General Education Perception survey – (Alternative to NSSE to be developed at FAMU) | Post survey-rising juniors (online survey, with academic hold???, or science classes) | At completion of 60 hours/General Education Sequence | Communication  
Critical Thinking  
Technology Literacy  
Collaboration  
Ethical Values  
Life Long Learning  
Cultural Diversity  
Quantitative Reasoning |
| Measures of Academic Progress and Proficiency - MAPP (Educational Testing Service (ETS) General Education Test) | Entering Freshmen and rising juniors | At entry and completion of 60 hours/General Education Sequence | Communication  
Critical Thinking  
Technology Literacy  
Collaboration  
Ethical Values  
Life Long Learning  
Cultural Diversity  
Quantitative Reasoning |
<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>Target Population</th>
<th>Frequency</th>
<th>Expected Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course and Teacher Evaluation By Students/SUSSAI</td>
<td>All Students</td>
<td>Every Semester</td>
<td>Communication, Critical Thinking</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Graduates</td>
<td>Every 3rd year, subsequently</td>
<td>Communication, Critical Thinking, Life Long Learning</td>
</tr>
<tr>
<td>Employer Satisfaction Survey</td>
<td>Graduates</td>
<td>Annually (March/April)</td>
<td>Communication, Critical Thinking, Life Long Learning</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Sample of: *Freshmen *Sophomores (Including Transfer Students)</td>
<td>Bi-Annually (November/March)</td>
<td>Communication, Critical Thinking, Technology Literacy, Collaboration, Ethical Values, Life Long Learning, Cultural Diversity, Quantitative Reasoning</td>
</tr>
<tr>
<td>Course -Embedded Activities</td>
<td>*Freshmen *Sophomores (Including Transfer Students)</td>
<td>Every Semester</td>
<td>Critical Thinking, Technology Literacy, Collaboration, Ethical Values, Life Long Learning, Cultural Diversity, Quantitative Reasoning</td>
</tr>
<tr>
<td>Science Laboratories</td>
<td>*Freshmen *Sophomores (Including Transfer Students)</td>
<td>Every Semester</td>
<td>Communication, Critical Thinking, Technology Literacy, Collaboration, Quantitative Reasoning</td>
</tr>
<tr>
<td>Student Portfolios</td>
<td>*Freshmen *Sophomores (Including Transfer Students)</td>
<td>Every Semester</td>
<td>Communication, Critical Thinking, Technology Literacy, Life Long Learning</td>
</tr>
<tr>
<td>Assessment Strategy</td>
<td>Target Population</td>
<td>Frequency</td>
<td>Expected Learning Outcomes</td>
</tr>
<tr>
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</tr>
<tr>
<td>Data Analysis/</td>
<td>Director of</td>
<td>Annually</td>
<td>Communication, Critical</td>
</tr>
<tr>
<td>Recommendations for</td>
<td>Assessment</td>
<td>(May/June/</td>
<td>Thinking, Technology</td>
</tr>
<tr>
<td>Improving the program</td>
<td>GEAC Committee</td>
<td>July)</td>
<td>Literacy, Collaboration,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ethical Values, Life Long</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Learning, Cultural Diversity, Quantitative Reasoning</td>
</tr>
</tbody>
</table>

**IX. IMPLEMENTATION TIMELINES**

General Education Assessment will be a continuous process which may lead to a reevaluation and modification of the (a) General Education goals, objectives and expected outcomes, reconsideration of selected or developed assessment instruments/strategies and/or suggestions of program and/or course modification. The GEAC will constantly solicit faculty input and involve faculty group whenever necessary to fulfill these tasks which be conducted on a biennial basis.

**Fall 2004**
- Establishment of General Education Assessment Committee (GEAC)
- Solicitation of Faculty Input
- Development of General Education (GE) Mission Statement
- Identification of core Learning Outcomes

**Spring 2005**
- Identification of Competencies for each Learning Outcome
- Determination of Methods of Assessment
- Determination of Course(s) Where Outcomes Are Taught

**Summer 2005**
- Development and approval of a GE assessment plan including:
  - The Recommendation to establish student portfolios to assess both communication and critical thinking skills.
  - Administration of the ETS Measures of Academic Progress
and Proficiency-MAPP Test to enrollees in Gen Ed courses who have completed the General Education Sequence (Rising Juniors)

**Fall 2005**

Administration of the Measures of Academic Progress and Proficiency-MAPP (ETS Gen Ed test) to all first-time-in-college education and undecided majors and a sample from all remaining majors.

Administration of the National Survey of Student Engagement (NSSE)

Development of a pre and post comprehensive examination for the General Education program.

Development of rubrics for evaluating student portfolios.

Establishment of Student Portfolios and dissemination of evaluation guidelines to students.

**Spring 2006**

Administration of the pilot pre and post test for the General Education program **OR** the administration of Measures of Academic Progress and Proficiency-MAPP to rising juniors

Student selection of materials for the Gen Ed portfolios

Administration of General Education Perception survey pilot to rising juniors **OR** Administration of the NSSE

Faculty review and evaluation of student portfolios.

**Summer 2006**

GEAC review and analysis of the General Education Perception survey **OR** the NSSE. results

GEAC analysis of the student portfolios.

GEAC recommendation for revisions as appropriate in each case.

GEAC analysis of the results of the Pre and post test for the General Education program **OR** the Measures of Academic Progress and Proficiency-MAPP score report to determine the appropriateness of test.
FLORIDA A&M UNIVERSITY
GENERAL EDUCATION ASSESSMENT PLAN

GEAC preparation of a report of the results of the testing and survey including recommendations to the Curriculum Committee

Fall 2006
Administration of the revised Pre and post test for the General Education program OR The Measures of Academic Progress and Proficiency-MAPP to entering Freshmen

Student selection of materials for the Gen Ed portfolios

Spring 2007
Administration of the revised pre and post test for the General Education program OR administration of the Measures of Academic Progress and Proficiency-MAPP to rising juniors

Administration of the Revised General Education Perception survey OR of the NSSE to Rising Juniors

Summer 2007
GEAC analysis and report on the findings of the pre-post GE test, student portfolios and the perception survey/NSSE

Comparison of results of pre-and post testing to those of the previous year and recommendations to Curriculum Committee

Fall 2007
Repetition of the testing and survey cycles, review and use of results for the improvement of the program.

Spring 2008
Repetition of the testing and survey cycles, review and use of results for the improvement of the program.

Fall 2008
Repetition of the testing and survey cycles, review and use of results for the improvement of the program.
X. PROGRAM BUDGET

This plan for assessing general education outcomes requires resource allocation if it is to be beyond the paper on which it is written. The following is a proposed modest tentative budget needed to begin initial activities.

**GEAC Assessment Budget (Tentative)**

<table>
<thead>
<tr>
<th>Description of Activity</th>
<th>Frequency</th>
<th>Amount Requested</th>
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</thead>
<tbody>
<tr>
<td>Student Incentives</td>
<td></td>
<td>$3,000.00</td>
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<tr>
<td>Testing Supplies</td>
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<td>$650.00</td>
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<tr>
<td>Commercial (Standardized Tests)</td>
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<td>$10,800.00</td>
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<tr>
<td>Surveys (Local and Commercial)</td>
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<tr>
<td>Equipment (Scanner, Computer)</td>
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<td>$2,500.00</td>
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<tr>
<td>Testing Software</td>
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<td>$1,500.00</td>
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<tr>
<td>Printing, duplicating, binding</td>
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<td>$1,200.00</td>
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<tr>
<td>Telephone Expenses</td>
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<td>$500.00</td>
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<td>Mailing Expenses</td>
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<td>$1,000.00</td>
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<tr>
<td>Test Development – Faculty Stipend</td>
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<td>$10,000.00</td>
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<tr>
<td>Travel – Faculty/GEAC</td>
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<td>$5,000.00</td>
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<tr>
<td>Consulting</td>
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<td>$4,500.00</td>
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<td>Other (specify):</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>$40,650.00</strong></td>
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</table>
FLORIDA A&M UNIVERSITY
GENERAL EDUCATION ASSESSMENT PLAN

ORGANIZATIONAL STRUCTURE FOR FAMU ASSESSMENT ACTIVITIES

University President

Provost

Committee for Institutional Effectiveness (CIE)

Institutional Level Assessment Committee (ILAC)

Office of Assessment

Faculty Senate

College/School Level Assessment Committees (CLAC) / (SLAC)

General Education Assessment Committee (GEAC)

Administrative and Educational Support Services Divisional Assessment Committees (AESDAC)

Program/Departmental Level Assessment Committees (DLAC)
## COLLABORATION

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to: Work in groups to complete tasks.</td>
<td>1. Exhibit collective decision-making skills 2. Negotiate roles and responsibilities in the group 3. Employ appropriate interpersonal skills among group members 4. Communicate effectively to complete a team project 5. Exhibit support for group</td>
<td>Peer Evaluations Faculty Evaluations/Rubric Group Projects Assignments Quizzes Take Home Exams</td>
<td>Science Labs Humanities Courses (from approved list) Psychology Sociology</td>
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</tbody>
</table>
## COMMUNICATION

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to:</td>
<td></td>
<td>Written assignments</td>
<td>ENC 1101 &amp; 1102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Observations</td>
<td>ENC 1101 &amp; 1102 Freshman Comm Skills I &amp; II</td>
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<td></td>
<td>Rubric-Assessed Diagnostic Essays</td>
<td>ENC 1121 &amp; 1122 Freshman Composition (Honors)</td>
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<td>Rubric-Assessed Essays</td>
<td>SPC 1050 Foundations of Speech</td>
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<td>Rubric Assessed Post Essays</td>
<td>SPC 2600 Public Speaking</td>
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<td>Essay Exams</td>
<td>Humanities Courses (from approved list)</td>
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<td>Journal Entries</td>
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</table>
### CRITICAL THINKING

<table>
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<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to:</td>
<td>1. Draw conclusions after weighing evidence, facts and ideas</td>
<td>Math Problem sets</td>
<td>ENC 1101 &amp; 1102 Freshman Comm Skills I &amp; II</td>
</tr>
<tr>
<td>Apply critical thinking to learning and real-world situations.</td>
<td>2. Clarify issues to resolve problems</td>
<td>Math Exams</td>
<td>ENC 1121 &amp; 1122 Freshman Composition (Honors)</td>
</tr>
<tr>
<td></td>
<td>3. Clarify unsupported claims using standards of credibility and expertise</td>
<td>Laboratory Exercises</td>
<td>MGF 1106 &amp; 1107 Liberal Arts Math I &amp; II</td>
</tr>
<tr>
<td></td>
<td>4. Assess unsupported claims using standards of credibility and expertise</td>
<td>Position Papers</td>
<td>MAC 1105 College Algebra</td>
</tr>
<tr>
<td></td>
<td>5. Utilize available information to evaluate the credibility of a source, formulate an opinion and defend it</td>
<td>Literary Papers</td>
<td>PSC 1121 Intro to Phy. Sci</td>
</tr>
<tr>
<td></td>
<td>6. Apply logical operations</td>
<td>Statistical Analysis</td>
<td>BSC 1005L Bio Sci Lab, BSC 1010L &amp; 1011L Gen Bio Labs I &amp; II</td>
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<tr>
<td></td>
<td>7. Neutralize fallacious reasoning and rhetoric</td>
<td>Portfolios</td>
<td>CHM 1045L &amp; 1046L Gen Chem Labs I &amp; II</td>
</tr>
<tr>
<td></td>
<td>8. Distinguish between valid and invalid patterns of reasoning</td>
<td></td>
<td>AMH 2091 Intro to Afro American History</td>
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<tr>
<td></td>
<td>9. Analyze the logical structure of arguments</td>
<td></td>
<td>AFA 3104 The African American Experience</td>
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<tr>
<td></td>
<td>9. Perform basic analytic tasks – categorizing information, distinguishing between relevant and irrelevant data and predicting outcomes</td>
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</tbody>
</table>
## Florida A&M University

### General Education Learning Outcomes Statements (Matrix)

### CULTURAL DIVERSITY

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: **Demonstrate an appreciation for differences among peoples and cultures.** | 1. Use appropriate social skills to enhance positive interpersonal relationships  
2. Function effectively as a member of a diverse group  
3. Exhibit respect for people and the diverse perspectives they bring to the group  
4. Demonstrate an understanding of the relationships among diversity, cultures and the impact they play on society  
5. Demonstrate the ability to evaluate how cultures have shaped and continue to shape history  
6. Express oneself in a language other than English | Essays  
Group Assignments  
Surveys  
Focus Groups | AMH 2091 Intro to African American History  
Approved Humanities Courses (African Humanities, Asian Humanities, Women in Religion, Caribbean Literature and Culture, etc.)  
Attendance at selected Cultural Activities |
### ETHICAL VALUES

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: | 1. Exhibit respect for people, ideas and points of view  
2. Know laws, regulations and institutional policies related to academic growth and development  
3. Demonstrate awareness of consequences of dishonesty  
4. Submit written work free of plagiarism  
5. Identify situations that could result in conflict | Written Essays  
Role Playing  
Surveys (FANG, Classes)  
Lab Reports  
Research Papers  
Portfolios  
Case Studies | Humanities Courses (from approved list)  
PHI 1100 Critical Inquiry  
PHI 2010 Intro to Philosophy  
ENC 1101 & 1102 Freshman Comm Skills I & II  
AMH 2010 & 2020 US History  
AMH 2091 Intro to Afro American History  
SYG 2000 Intro to Soc  
PSY 2012 Intro to Psychology  
PSC 1121 Intro to Phys Sci  
BSC 1005 Bio Sci  
ANT 2000 Intro to Anthropology  
SLS 1101 College Orientation |
<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to:</td>
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<td></td>
</tr>
<tr>
<td>Demonstrate an appreciation for further education and self-improvement</td>
<td>1. Identify opportunities for personal and professional development 2. Participate in professional development activities</td>
<td>Progression Logs Selected items from National Survey of Student Engagement (NSSE) Analysis of Conference/Festival Attendance Reports Review of membership directories Employer Surveys Employer Evaluations</td>
<td>Presentations by Graduate School, Career Center, Departments, etc. Membership in professional organizations Involvement/leadership in university, community, regional, national and international organizations Volunteer activities</td>
</tr>
</tbody>
</table>
## QUANTITATIVE REASONING

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to:</td>
<td>1. Perform basic mathematical operations with or without a calculator 2. Apply mathematical concepts 3. Use statistical reasoning 4. Solve real-world problems using accepted math processes 5. Calculate fractions, percentages, decimals and proportions or ratios with or without a calculator 6. Solve real-world problems involving functions that are constructed as models 7. Interpret data accurately from tables, charts and graphs 8. Draw logical conclusions when facts warrant</td>
<td>Placement Tests Exams Quizzes</td>
<td>All mathematical courses MAC 1105 College Algebra MGF 1106 &amp; 1107 Liberal Arts Math I &amp; II STA 2023 Intro to Prob and Stats MGF 2212 Finite Math MAC 2233 Bus Cal ECO 2013 &amp; 2023 Prin of Econ I &amp; II BSC 1005 Bio Sci BSC 1010 General Biology PSC 1121 Physical Science PHY 2053 College Physics I</td>
</tr>
</tbody>
</table>
## TECHNOLOGY LITERACY

<table>
<thead>
<tr>
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<th>Courses Where Taught</th>
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</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to:</td>
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<tr>
<td><strong>Apply technology to achieve educational success.</strong></td>
<td>1. Use technology when appropriate to communicate with others 2. Use technology to assess and retrieve information 3. Use technology to manage (organize, analyze, present) information/data 4. Exhibit functional mastery of one computer operating system (Windows, DOS, UNIX, MAC, etc) 5. Use document preparation programs such as word processors</td>
<td>Tests Quizzes Written Assignments Portfolios</td>
<td>MAC 1105 College Algebra MAC 1114 Algebra and Trig Functions MGF 1106 &amp; 1107 Liberal Arts Math I &amp; II ENC 1101 &amp; 1102 Freshman Comm Skills I &amp; II</td>
</tr>
</tbody>
</table>