Appendix B1

GENERAL EDUCATION ASSESSMENT COMMITTEE - GEAC
Table of Contents:

I. Overview of General Education at Florida A&M University
II. Mission and Philosophy of General Education
III. Purpose and Context of General Education
IV. Expected Learning Outcomes Definitions
V. Expected Learning Outcomes Statements
VI. Assessment Results and Analysis
VII. Appendix A: General Education Course Requirements List
VIII. Appendix B: GEAC Rubrics (Communication & Critical Thinking, Computer Literacy, Ethical Values, Cultural Diversity)
IX. Appendix C: Sample Writing and Critical Thinking Assessment Assignments
XI. Appendix D: Student Learning Outcome Summary (Communication and Critical Thinking)
I. Overview of General Education at Florida A&M University

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 the importance of university-wide assessment activities for continuous improvement and institutional effectiveness. On June 12, 2008, the Board of Trustees adopted the FAMU Assessment Policy. This policy applies to all academic programs, including the general education program and to all administrative and educational support services and operations that support the academic programs.

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). The GEAC was comprised of representatives from the following: College of Arts and Sciences, School of Business & Industry, College of Education, School of Journalism & Graphic Communication, School of Nursing, College of Pharmacy & Pharmaceutical Sciences, Office of University Assessment, Teachers for a New Era, two undergraduate students and two Faculty Senate members.

The GEAC was specifically charged with developing, implementing, and monitoring the 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.
II. 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.

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 sciences

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. (See Approved General Education Course List, Appendix A)

IV. EXPECTED LEARNING OUTCOMES DEFINITIONS

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

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

5. **Quantitative Reasoning** – The ability to apply numerical concepts to resolve real world problems.

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

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

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

V. **EXPECTED LEARNING OUTCOMES STATEMENTS**

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

1. Demonstrate competence in writing, reading and speaking. *(Communication)*
   (See Appendix B and E)

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

3. Demonstrate an appreciation for differences among peoples and cultures. *(Cultural Diversity)*
   (See Appendix B)

4. Demonstrate personal responsibility and integrity in academic and personal situations. *(Ethical Values)*
   (See Appendix B)

5. Demonstrate competence in using quantitative information to solve real-world problems. *(Quantitative Reasoning)*

6. Apply technology to achieve educational success. *(Technology Literacy)*
   (See Appendix B)

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

8. Work in groups to complete tasks. *(Collaboration)*
GEAC is in the process of developing recommended surveys such as the Employer Survey, Alumni Survey and any other instruments as appropriate. GEAC maintains a regular schedule of oversight to evaluate the progress of student performance and assessment activity of general education throughout the university. Various assessment instruments are used to appraise the eight general education outcomes and requirements. 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>
<tbody>
<tr>
<td>*National Survey of Student Engagement (NSSE)</td>
<td>*Freshmen *Graduating Seniors</td>
<td>Spring of Freshman Year</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring of Senior Year</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Every three years</td>
<td>Technology Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ethical Values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Life-long Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Measure of Academic Proficiency and Progress (MAPP) (by ETS)</td>
<td>Entering freshmen and graduating seniors</td>
<td>Summer before freshmen year.</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring of senior year</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technology Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ethical Values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Life-long Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Survey Type</td>
<td>Participants</td>
<td>Schedule</td>
<td>Focus Areas</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alumni Survey (In the Revision Process)</td>
<td>Graduates</td>
<td>1st in 2006 Every three years, subsequently</td>
<td>Communication, Critical Thinking, Life-long Learning</td>
</tr>
<tr>
<td>Employer Satisfaction Survey (To Be Developed)</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>Communication, Critical Thinking, Technology Literacy, Collaboration, Ethical Values, Life-long Learning, Cultural Diversity, Quantitative Reasoning</td>
</tr>
</tbody>
</table>
### VII. ASSESSMENT RESULTS AND ANALYSIS

Every semester GEAC collects assessments results from various areas such as English, Humanities, and Physics to evaluate student skill development and performance. Faculty from the Department of English developed a rubric designed to assess writing proficiency and critical thinking skills of first year students in ENC 1101 and ENC 1102 (See Appendix B). Faculty also developed assessment assignments that were used as pre and post instruments in evaluating
student performance (See Appendix C). A sampling of essays was collected from a cohort of faculty. Faculty used the recommended rubric to evaluate students’ writing proficiency and critical thinking skills. Results continue to show that our students are making some progress in their writing proficiency and critical thinking skills. Other commercial tests adopted by the University support this finding.

The bi-annual assessment exercise of collecting and evaluating student essays allows faculty to determine what learning gains students are making (or not), and what provisions should be taken to continue to improve student performance in the areas of critical thinking and writing proficiency. During the 2009-2010 academic year, faculty designed and introduced a revised rubric to evaluate student essays. The following summary provides information about student performance, rubric assessment, and recommendations for future assessment activity.

RUBRIC ASSESSMENT

Based on assessment results and faculty feedback, it appears that the scoring rubric is effective in assessing student mastery of critical thinking skills. Feedback received from the fall semester indicated that there were perhaps too many subsets of criteria to evaluate and/or that some subsets were repetitious of broad criteria. Modifications were made in the rubric to address these concerns (See Appendix B). In addition, for the spring evaluation, faculty were asked to grade the essays holistically, i.e., to assign one grade based on their overall impression of the student texts, instead of grading them semi-holistically (assigning a grade for each broad criterion in addition to subsets and then averaging these to determine the grade for each assignment). Furthermore, seven of the ten faculty who participated in this pilot attended the faculty development grading workshop held on May 4th. This grading session, though brief, was very productive. With the exception of one paper, faculty were in general agreement with evaluation of papers, awarding the same grade or differing by one point in their assessments. One change in formatting of rubric may be made to make the rubric more “user-friendly”, but importance of criteria and interpretation of it appears to be satisfactory with those who have used it thus far.

RECOMMENDATIONS based on Assessment Results for Communication Outcome (Information reflects results from English Department pre/post exams)

1. With the increase in enrollment in writing classes from 22 (the norm) to 33+ students, more emphasis needs to be placed on paragraph development, perhaps as much as 3 weeks of the semester, to provide students with ample review/instruction and practice in making their writing more precise, adding depth, making their writing more analytical, and, of utmost importance, giving instructors an opportunity to provide more detailed feedback in a more reasonable time frame than possible when students write papers of 500 words or more.

2. Strong consideration should be given to decreasing class sizes from 33 and more to 25 or less.
3. Grading workshops should be held at least twice a year: before grading diagnostic work and at least a month to three weeks before the end of the semester.

4. Student learning outcomes should be included in the general and individual teacher syllabi to guide teachers in selecting assignments that will increase opportunities for students to sharpen necessary skills.

5. Faculty should be strongly encouraged to follow departmental guidelines about assigning diagnostic and post essay topics. A few teachers chose their own diagnostic topics instead of using those assigned. While topics may not have any effect on student performance, there needs to be nothing other than student skills that determine their performance.

6. While the diagnostic and post essays should continue to be graded holistically, the argumentation/research papers should be graded analytically to provide more in depth evaluation of students’ writing and critical thinking skills. There is an analytical scoring rubric for writing and critical thinking skills in addition to the holistic one.

7. Copies of diagnostic essays should be sent to English coordinators early in the semester so that faculty will not lose papers and so that coordinators can begin their assessment early; argumentation/research assignments should be submitted as soon as possible after grading; and post essays should be submitted at the end of the semester.

8. Greater faculty commitment and participation are needed to ensure that we teach appropriate skills and evaluate them the same way; all faculty—new hires as well as veterans and everyone else who teaches composition at least once a year should attend departmental professional development workshops.

9. The rubrics created to evaluate writing and critical thinking skills in ENC 1101 and ENC 1102 classes should be adopted for use by the English Department. How much longer should we conduct pilot studies? Student performance confirms that it is time to teach.
**APPENDIX A**

**Approved General Education Course Listings**

**Communication - (6 Semester Hours).** Estimated number of words for each course is 6,000

<table>
<thead>
<tr>
<th>Course Prefix #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101,</td>
<td>Freshman Communication Skills I &amp; II</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1102</td>
<td>Freshman Communication Skills I &amp; II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities (6 Semester Hours)**

<table>
<thead>
<tr>
<th>Course Prefix #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 2010</td>
<td>U S History 1492 - 1865</td>
<td>3</td>
</tr>
<tr>
<td>AMH 2020</td>
<td>U S History 1865 - Present</td>
<td>3</td>
</tr>
<tr>
<td>AMH 3571</td>
<td>African Amer. History - 1865</td>
<td>3</td>
</tr>
<tr>
<td>AMH 3572</td>
<td>African Amer. History Sc - 1865</td>
<td>3</td>
</tr>
<tr>
<td>AML 2010</td>
<td>Amer. Literature I</td>
<td>3</td>
</tr>
<tr>
<td>AML 3041</td>
<td>Amer. Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 1211</td>
<td>The Building Arts</td>
<td>3</td>
</tr>
<tr>
<td>ARC 2701</td>
<td>Architectural History I</td>
<td>3</td>
</tr>
<tr>
<td>ARH 2000</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Course Prefix #</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>MAC 4211</td>
<td>Advanced Calculus</td>
<td>4</td>
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<tr>
<td>MAC 1105</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1114</td>
<td>Algebraic and Trigonometric Functions</td>
<td>3</td>
</tr>
</tbody>
</table>
MAC 1147  Pre-Calculus Mathematics  4
MAC 2223  Calculus for Architecture  4
MAC 2233  Calculus for Business  3
MAC 2234  Calculus for Business II  3
MAC 2311  Calculus I  4
MAC 2312  Calculus II  4
MGF 1106  Liberal Arts Mathematics I  3
MGF 1107  Liberal Arts Mathematics II  3
MGF 2212  Finite Mathematics (MAD 2120)  3
MTG 2206  College Geometry  3
STA 2023  Intro to Probability & Statistics I  3

Natural Science (8 hours)

<table>
<thead>
<tr>
<th>Course Prefix #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 1002</td>
<td>Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1005</td>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1010C</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1011C</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1015</td>
<td>Fundamentals of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1030</td>
<td>Intro Chemistry for Health Sci /w lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1031</td>
<td>Chemistry for Health Sciences /with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1045</td>
<td>General Chemistry I /with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1046</td>
<td>General Chemistry II /with Lab</td>
<td>4</td>
</tr>
<tr>
<td>ISC 1006</td>
<td>Wide World Science I</td>
<td>4</td>
</tr>
<tr>
<td>ISC 1007</td>
<td>Wide World Science II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2048</td>
<td>General Physics I /with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2049</td>
<td>General Physics II /with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSC 1121</td>
<td>Physical Science /with Lab</td>
<td>4</td>
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</table>

 Social Sciences (6 hours)

AMH 2091 Introduction to African American History (3) and one course from the following:

<table>
<thead>
<tr>
<th>Course Prefix #</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GEA 2000</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>ANT 2000</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2013</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>POS 2001</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POS 2112</td>
<td>American State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2000</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX B
RUBRICS Developed by General Education Assessment Committee

Writing Proficiency and Critical Thinking (Communication Outcome)
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis (Developing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Strength</td>
<td>Demonstrates high level of emotional intelligence and social skills in work and social settings.</td>
<td></td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>Demonstrates proficiency in critical thinking and problem-solving.</td>
<td></td>
</tr>
<tr>
<td>Logical Reasoning</td>
<td>Demonstrates ability to analyze and evaluate information.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Demonstrates originality and flexibility in thinking.</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Demonstrates effective communication skills in English.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Demonstrates ability to evaluate information and make sound judgments.</td>
<td></td>
</tr>
<tr>
<td>Analysis (Organizational)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Strength</td>
<td>Demonstrates high level of emotional intelligence and social skills in work and social settings.</td>
<td></td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>Demonstrates proficiency in critical thinking and problem-solving.</td>
<td></td>
</tr>
<tr>
<td>Logical Reasoning</td>
<td>Demonstrates ability to analyze and evaluate information.</td>
<td></td>
</tr>
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<td>Creativity</td>
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</tr>
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<td>Critical Thinking</td>
<td>Demonstrates ability to evaluate information and make sound judgments.</td>
<td></td>
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</tbody>
</table>
RUBRIC: Computer Literacy

**Score of 4 (Excellent):** The student:

- Shows complete ability to use a variety of technology such as desktop computers, overhead projectors, VCR’s, DVD’s, copiers, printers, and scanners.
- Show complete ability to use the Internet to retrieve information. Student is able to use various search engines to locate resources of a specific topic.
  - Shows complete ability to use various word processing, data processing, publishing, powerpoint and other software packages for classroom assignments.
- Shows complete ability to integrate technology into classroom assignments.
- Shows complete ability to understand and effectively communicate using technological terminology.
- Shows complete ability to effectively use computer operator functions such as pull down menus, creating files and folders, dialogue boxes, tool bars, spell checker, headers-footers, word count, hyperlink, cut paste, tables, etc.
- Shows complete ability to utilize online databases, electronic journals and books, and electronic tutorials.
- Demonstrate complete understanding of many of the ethical and legal issues surrounding information and information technology.

**Score of 3 (Good):** The student:

- Shows nearly complete ability to use a variety of technology such as desktop computers, overhead projectors, VCR’s, DVD’s, copiers, printers, and scanners.
- Show nearly complete ability to use the Internet to retrieve information. Student is able to use various search engines to locate resources of a specific topic.
  - Shows nearly complete ability to use various word processing, data processing, publishing, powerpoint and other software packages for classroom assignments.
- Shows nearly complete ability to integrate technology into classroom assignments.
- Shows nearly complete ability to understand and effectively communicate using technological terminology.
- Shows nearly complete ability to effectively use computer operator functions such as pull down menus, creating files and folders, dialogue boxes, tool bars, spell checker, headers-footers, word count, hyperlink, cut paste, tables, etc.
- Shows nearly complete ability to utilize online databases, electronic journals and books, and electronic tutorials.
- Demonstrate nearly complete understanding of many of the ethical and legal issues surrounding information and information technology.

**Score of 2 (Average):** The student:

- Shows some ability to use a variety of technology such as desktop computers, overhead projectors, VCR’s, DVD’s, copiers, printers, and scanners.
- Show some ability to use the Internet to retrieve information. Student is able to use various search engines to locate resources of a specific topic.
Shows some ability to use various word processing, data processing, publishing, powerpoint and other software packages for classroom assignments.

- Shows some ability to integrate technology into classroom assignments.
- Shows some ability to understand and effectively communicate using technological terminology.
- Shows some ability to effective use computer operator functions such as pull down menus, creating files and folders, dialogue boxes, tool bars, spell checker, headers-footers, word count, hyperlink, cut paste, tables, etc.
- Shows some ability to utilize online data bases, electronic journals and books, and electronic tutorials.
- Demonstrate some understanding of many of the ethical and legal issues surrounding information and information technology.

**Score of 1 (Below Average):** The student:

- Shows limited ability to use a variety of technology such as desk top computers, overhead projectors, VCR's, DVD's, copiers, printers, and scanners.
- Show limited ability to use the Internet to retrieve information. Student is able to use various search engines to locate resources of a specific topic.
  - Shows limited ability to use various word processing, data processing, publishing, powerpoint and other software packages for classroom assignments.
  - Shows limited ability to integrate technology into classroom assignments.
  - Shows limited ability to understand and effectively communicate using technological terminology.
  - Shows limited ability to effective use computer operator functions such as pull down menus, creating files and folders, dialogue boxes, tool bars, spell checker, headers-footers, word count, hyperlink, cut paste, tables, etc.
  - Shows limited ability to utilize online data bases, electronic journals and books, and electronic tutorials.
  - Demonstrate limited understanding of many of the ethical and legal issues surrounding information and information technology.

**Score of 0 (Unacceptable):**

- No answer attempted.
**RUBRIC: Ethical Values Assessment**

**Score of 4 (Excellent):** Overall, the quality of the argumentation is such that a reader would be logically compelled to accept the position as highly plausible. The work demonstrates:

- Excellent ethical **reasoning** skills on the part of the student.
- A clear **position** on the moral issue and supports it with effective arguments.
- Arguments which have a well developed **logical structure** with all parts presented in a proper sequence.
- **Clarity** of the argument; its presentation is exceptional done—an average reader would easily see and grasp the argument.
- Excellent **logic** of the argument; **inductive** arguments are strong and **deductive** arguments are valid.
- True or extremely plausible and fully developed **premises**.
- Exceptional **support** for the position taken on the issue.

**Score of 3 (Good):** Overall, the quality of the argumentation is such that a reader would be logically motivated to accept the position as very plausible. The work demonstrates:

- High quality ethical **reasoning** skills on the part of the student.
- A clear **position** on the moral issue and supports it with reasonably effective arguments.
- Arguments which have a well developed **logical structure** with all parts presented in a proper sequence.
- **Clarity** of the argument; its presentation is quite well done—an average reader would easily see and grasp the argument.
- Good **logic** of the argument; **inductive** arguments are strong and **deductive** arguments are valid.
- True or very plausible and fully developed **premises**.
- Strong **support** for the position taken on the issue.

**Score of 2 (Average):** Overall, the quality of the argumentation is such that a reader would be logically motivated to accept the position as plausible. The work demonstrates:

- Adequate ethical **reasoning** skills on the part of the student.
- A clear **position** on the moral issue and supports it with adequate arguments.
- Arguments which have a well developed **logical structure** with the majority parts presented in a proper sequence.
- **Clarity** of the argument; its presentation is adequate—an average reader would see and grasp the argument with undue effort.
- Acceptable **logic** of the argument; **inductive** arguments are strong than weak and **deductive** arguments are valid.
- True or very plausible and fully developed **premises**.
- Adequate **support** for the position taken on the issue.

**Score of 1 (Below Average):** Overall, the quality of the argumentation is such that a reader would be somewhat logically motivated to accept the position over its opposite. The work demonstrates:

- Inadequate ethical **reasoning** skills on the part of the student.
- A **position** on the moral issue and supports it with what can be recognized as ethical arguments.
- Arguments presented generally have a **logical structure** with the majority parts presented in a proper sequence.
- **Clarity** of the argument; its presentation is inadequate—an average reader would not see and grasp the argument without effort.
- Weak **logic** of the argument; **inductive** arguments are not adequately but the **deductive** arguments are valid.
- True or plausible but undeveloped **premises**.
- An inadequate degree of **support** for the position taken on the issue.
RUBRIC: Cultural Diversity Assessment

Score of 5 (Excellent): The Student:

- Possesses optimal social skills to produce the most positive possible interpersonal relationships.
- Functions at the most effective level possible in a diverse group and in a diverse cultural context.
- Shows optimum respect for others in a group and the varying perspectives they provide for the group.
- Demonstrates optimum understanding of the dynamics of diverse cultures that are present in many societies.
- Displays optimum understanding of one’s own culture, history, language, and how they interact with the cultures, histories, religions, and languages of others.
- Writes, reads, and speaks excellently in at least one language other than one’s own language.

Score of 4 (Good): The Student:

- Possesses the strong social skills to produce very positive interpersonal relationships.
- Functions at a very effective level in a diverse group and in a diverse cultural context.
- Shows strong respect for others in a group and the varying perspectives they provide for the group.
- Demonstrates strong understanding of the dynamics of strong diverse cultures that are present in many societies.
- Displays adequate understanding of one’s own culture, history, religion, and language, and how they interact with the cultures, histories, religions, and languages of others.
- Exhibits strong understanding of the culture, histories, and religion of others.
- Writes, reads, and speaks very effectively in at least one language other than one’s own language.

Score of 3 (Average): The Student:

- Possesses adequate social skills to produce adequate positive interpersonal relationship.
- Functions at an adequate level in a diverse group and in a diverse cultural context.
- Shows adequate respect for others in a group and the varying perspectives they provide for the group.
- Demonstrates adequate understanding of the dynamics of diverse, cultures that are present in many societies.
- Displays adequate understanding of one’s own culture, history, religion, and language, and how they interact with the cultures, histories, religions, and languages of others.
- Exhibits adequate understanding of the cultures, histories, and religions, of others.
- Writes, reads, and speaks adequately in at least one language other than one’s own language.

Score of 2 (Below Average): the Student:

- Possesses only rudimentary social skills that produce only rudimentary positive interpersonal relationships.
- Functions at a rudimentary level in a diverse group and in a diverse cultural context.
Shows only rudimentary respect for others in a group and the varying perspectives they provide for the group.

Demonstrates only rudimentary understanding of the dynamics of diverse, cultures that are present in many societies.

Displays only rudimentary understanding of one’s own culture, history, religion, and language, and how they interact with the cultures, histories, religions, and languages of others.

Exhibits only rudimentary understanding of the cultures, histories, and religions, of others.

Has only rudimentary ability to write, read, and speak in at least one language other than one’s own language.

**Score of 1 (Unacceptable):** The Student:

- Possesses inadequate social skills to produce adequate positive interpersonal relationship.
- Functions at inadequate level in a diverse group and in a diverse cultural context.
- Shows inadequate respect for others in a group and the varying perspectives they provide for the group.
- Demonstrates inadequate understanding of the dynamics of diverse, cultures that are present in many societies.
- Displays inadequate understanding of one’s own culture, history, religion, and language, and how they interact with the cultures, histories, religions, and languages of others.
- Exhibits inadequate understanding of the cultures, histories, and religions, of others.
- Has inadequate ability to write, read, and speak in at least one language other than one’s own language.
APPENDIX C
SAMPLE WRITING/ CRITICAL THINKING ASSESSMENT ASSIGNMENTS

Florida A&M University
Department of English - ENC 1101 Critical Thinking Diagnostic Essay Exam

Directions: You will have 50 minutes to plan, write, and proofread an essay of approximately 500 words on one of the topics below. You should title your essay, have a clear thesis or main idea, develop your thesis in sufficient detail, use well formed sentences and paragraphs, use language appropriately and effectively, and follow standard practices in spelling, punctuation, and grammar.

- Television often causes the viewer to lose touch with reality and become passive and unaware. Do you agree with this statement? Support your opinion with specific examples from history, current events, literature, or personal experience.

- Agree or disagree with the following statement: High school graduates should take a year off before entering college.

- Discuss the evils of slavery. How does it degrade the soul of both the enslaved and their masters? *(Wench)*

Florida A&M University
Department of English - ENC 1101 Critical Thinking Diagnostic Essay Exam

Directions: You will have 50 minutes to plan, write, and proofread an essay of approximately 500 words on one of the topics below. You should title your essay, have a clear thesis or main idea, develop your thesis in sufficient detail, use well formed sentences and paragraphs, use language appropriately and effectively, and follow standard practices in spelling, punctuation, and grammar.

- Television often causes the viewer to lose touch with reality and become passive and unaware. Do you agree with this statement? Support your opinion with specific examples from history, current events, literature, or personal experience.

- Agree or disagree with the following statement: High school graduates should take a year off before entering college.

- Discuss the evils of slavery. How does it degrade the soul of both the enslaved and their masters? *(Wench)*
ENC 1101
1. Problem: Three high school seniors are trying to decide whether to attend college immediately after graduation or to postpone it. One is your neighbor, the lead vocalist in a local band whose popularity is growing; your cousin, the second student, is eager to get married and relocate with her husband to his new military post; and the third student, your sister, has the opportunity to become a manager on her job and earn one-third more pay than she currently receives.

Solution: Now that you are an experienced college student, would you advise these young adults to pursue their dreams and opportunities now or to attend college?

2. Agree or disagree with this statement: Use of the cellular phone is often hazardous to consumers themselves and both hazardous and offensive to others around them. Hence, laws restricting the misuse of this valuable yet potentially dangerous device should be enacted just as laws were passed to restrict smoking in public.

3. What is your response to the violence in Bombingham? That is, is the violence disturbing to you?

Does it teach you something? Is it in any way prophetic of what may occur when certain circumstances present themselves?

ENC 1102
1. Agree or disagree: As a microcosm of the world, the university must enforce its laws, regardless of the offense and the offender. In doing so, it will teach students one of the greatest lessons they need to learn—that they are responsible for their actions.

2. Agree or disagree: The citizen's right to privacy ends where his need for security begins. Thus, the government has the right-moral obligation, in fact—to do whatever it deems necessary to ensure each citizen's security.

3. In addition to chronicling important events in American history, Bombingham also presents an important message about responsibility. What is that message?
APPENDIX D

Student Learning Outcome Summary

(Communication)

(Critical Thinking)
## COMMUNICATION

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught in General Education requirements/Other Means of Instruction</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. Write in a variety of modes (e.g., illustrations, comparison/contrast, positions, essays, critiques, and research) 2. Transmit ideas and information which conform to conventional standards of written English 3. Apply critical reading skills to a wide range of materials 4. Critically evaluate other’s messages 5. Compose spoken message suitable for audience 6. Deliver a message or presentation suitable for a particular audience 7. Use effective delivery techniques</td>
<td>Written assignments (Rubric-Assessed Paragraphs, Essays, Speeches, Research Papers, Etc.) Essays, Etc. Oral Presentations Quizzes Standardized Tests (i.e., Measures of Academic Progress and Proficiency) Reading Comprehension Assignments</td>
<td>ENC 1101 &amp; 1102 Freshman Communication Skills I &amp; II ENC 1121 &amp; 1122 Freshman Composition (Honors) SPC 1050 Foundations of Speech SPC 2600 Public Speaking Humanities Courses (from approved list see 2006-2008 university catalog page 53) Student Support Services (math labs, science labs, writing labs, etc.)</td>
</tr>
</tbody>
</table>
to reach an audience

**CRITICAL THINKING**

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught in General Education requirements /Other Means of Instruction</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>
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<tr>
<td><strong>Apply critical thinking to learning and real-world situations.</strong></td>
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<td></td>
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</tr>
<tr>
<td>1. Draw conclusions after weighing evidence, facts and ideas</td>
<td>Math Problem sets</td>
<td>ENC 1101 &amp; 1102 Freshman Communication Skills I &amp; II</td>
<td></td>
</tr>
<tr>
<td>2. Clarify issues to resolve problems</td>
<td>Math Exams</td>
<td>ENC 1121 &amp; 1122 Freshman Composition (Honors)</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>4. Assess unsupported claims using standards of credibility and expertise</td>
<td>Written assignments (Rubric-Assessed Paragraphs, Essays, Speeches, Research Papers, Etc.)</td>
<td>MAC 1105 College Algebra</td>
<td></td>
</tr>
<tr>
<td>5. Utilize available information to evaluate the credibility of a source, formulate an opinion and defend it</td>
<td>MAPP Test</td>
<td>PSC 1121 Intro to Phy. Sci</td>
<td></td>
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<tr>
<td>6. Apply logical operations</td>
<td></td>
<td>BSC 1005L Biological Science Lab, BSC 1010L &amp; 1011L General Biology Labs I &amp; II</td>
<td></td>
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<tr>
<td>7. Neutralize fallacious reasoning and rhetoric</td>
<td></td>
<td>CHM 1045L &amp; 1046L General Chemistry Labs I &amp; II</td>
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<tr>
<td>8. Distinguish between valid and invalid patterns of reasoning</td>
<td></td>
<td>AMH 2091 Intro to African American History</td>
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<tr>
<td>9. Analyze the logical structure of arguments</td>
<td></td>
<td>AFA 3104 The African American Experience</td>
<td></td>
</tr>
<tr>
<td>9. Perform basic analytic tasks – categorizing information, distinguishing between relevant and irrelevant data and predicting outcomes.</td>
<td></td>
<td>Humanities Courses (from approved list see 2006-2008 university catalog page 53)</td>
<td></td>
</tr>
</tbody>
</table>