FLORIDA A&M UNIVERSITY

General Education Assessment Plan

Developed by:
General Education Assessment Committee
(Revised Summer 2007)
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). The GEAC was comprised of representatives from the following: College of Arts and Sciences (Biology, English, Math, and Philosophy), School of Business & Industry, Education, School of Journalism and Graphic Communication, School of Nursing, College of Pharmacy, Office of University Assessment, Teachers for a New Era, 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. On August 12, a plenary session titled “Faculty Discussion: The Role of General Education at FAMU” 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 (SACS).

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, then Provost and Vice-President for Academic Affairs, who reiterated the importance of faculty being involved in the evolving systematic assessment process. The discussion included:

- Purpose and Scope of 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 formed groups and provided oral and written feedback on the following topics:

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

The feedback provided at both sessions proved to be invaluable. The GEAC incorporated the feedback in developing the general education philosophy, mission statement, expecting learning outcomes, and methods of assessment.

Following these initial activities, the GEAC convened its first meeting on September 8, 2004, and decided to meet bi-weekly 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. 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, GEAC, in collaboration with the faculty, identified eight learning outcomes with related competencies for the general education core. Currently, only five of the eight outcomes are being assessed (Communication, Critical Thinking, Cultural Diversity, Ethical Values, Quantitative Reasoning [ccceq]). These will henceforth be considered as the 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 direct and indirect 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 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.

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

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

5. Demonstrate competence in using quantitative information to solve real-world problems. (Quantitative Reasoning)
GEAC will be involved with developing recommended surveys such as the 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>
<tbody>
<tr>
<td>*National Survey of Student Engagement (NSSE)</td>
<td>*Freshmen *New Students *Graduating Seniors (as a part of the graduation application)</td>
<td>Fall of Freshman Year</td>
<td>Communication Critical Thinking Ethical Values Cultural Diversity Quantitative Reasoning</td>
</tr>
<tr>
<td>Measures of Academic Progress and Proficiency - MAPP (Educational Testing Service (ETS) General Education Test)</td>
<td>Entering Freshmen and rising juniors</td>
<td>At entry and completion of 60 hours/General Education Sequence</td>
<td>Communication Critical Thinking Ethical Values Cultural Diversity Quantitative Reasoning</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Graduates</td>
<td>1st in 2006 Every three years, subsequently</td>
<td>Communication Critical Thinking</td>
</tr>
<tr>
<td>Employer Satisfaction Survey</td>
<td>Graduates</td>
<td>Annually (March/April)</td>
<td>Communication Critical Thinking</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 Ethical Values Cultural Diversity</td>
</tr>
<tr>
<td>Course -Embedded Activities</td>
<td>*Freshmen *Sophomores (Including Transfer Students)</td>
<td>Every Semester</td>
<td>Communication Critical Thinking Ethical Values Cultural Diversity</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Science Laboratories</td>
<td>*Freshmen *Sophomores (Including Transfer Students)</td>
<td>Every Semester</td>
<td>Communication Critical Thinking</td>
</tr>
<tr>
<td>General Education Institutional Portfolios</td>
<td>*Freshmen *Sophomores (Including Transfer Students)</td>
<td>Every Semester</td>
<td>Communication Critical Thinking Cultural Diversity Ethical Values Quantitative Reasoning</td>
</tr>
<tr>
<td>Assessment Strategy</td>
<td>Target Population</td>
<td>Frequency</td>
<td>Expected Learning Outcomes</td>
</tr>
<tr>
<td>Data Analysis/ Recommendations for Improving the program</td>
<td>Director of Assessment GEAC</td>
<td>Annually (May/June/ July)</td>
<td>Communication Critical Thinking Ethical Values Cultural Diversity Quantitative Reasoning</td>
</tr>
</tbody>
</table>

**IX. IMPLEMENTATION TIMELINES**

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

**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.
<table>
<thead>
<tr>
<th></th>
<th>Repetition of the testing and survey cycles, review and use of results for the improvement of the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2008</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2008</strong></td>
<td></td>
</tr>
</tbody>
</table>
X. PROGRAM BUDGET

This plan for assessing general education outcomes requires resource allocation if it is to go 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>
</tr>
</thead>
<tbody>
<tr>
<td>Student Incentives</td>
<td></td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Testing Supplies</td>
<td></td>
<td>$650.00</td>
</tr>
<tr>
<td>Commercial (Standardized Tests)</td>
<td></td>
<td>$10,800.00</td>
</tr>
<tr>
<td><strong>Surveys (Local and Commercial)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (Scanner, Computer)</td>
<td></td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Testing Software</td>
<td></td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Printing, duplicating, binding</td>
<td></td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Telephone Expenses</td>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td><strong>Mailing Expenses</strong></td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Test Development – Faculty Stipend</td>
<td></td>
<td>$10,000.00</td>
</tr>
<tr>
<td><strong>Travel – Faculty/GEAC</strong></td>
<td></td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Consulting</td>
<td></td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$40,650.00</strong></td>
</tr>
</tbody>
</table>

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1. Name of Institution: FLORIDA A&M UNIVERSITY
2. Activity Title: General Education Assessment Committee Budget
3. Roster of Personnel and Salaries
<table>
<thead>
<tr>
<th>a. List of Personnel (use Position Titles)</th>
<th>b. Salary amount for each Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Release Time for Coordinator (i.e. Adjunct Faculty)</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Faculty Incentives</td>
<td>$66,000.00</td>
</tr>
<tr>
<td>Technical Support – USPS</td>
<td>$26,000.00</td>
</tr>
</tbody>
</table>

| Total for personnel | $98,000.00 |
| Fringe Benefits (OPS 8.25%; USPS 35%) | $9,595.00 |
| Travel | $6,000.00 |
| Supplies | $13,300.00 |
| Contractual | $3,000.00 |
| Other | $0.00 |
| Total | $129,895.00 |
IV.B. INDIVIDUAL ACTIVITY BUDGET NARRATIVE (DETAILS)
PY 2006 – 2007

<table>
<thead>
<tr>
<th>1. Name of Institution</th>
<th>FLORIDA A&amp;M UNIVERSITY</th>
</tr>
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<tbody>
<tr>
<td>2. Activity Title:</td>
<td>General Education Assessment Committee Budget</td>
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<tr>
<td>3. Roster of Personnel and Salaries</td>
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</tr>
<tr>
<td>Faculty Incentives</td>
<td>$66,000.00</td>
</tr>
<tr>
<td><strong>Five (5) Teams</strong>, each consisting of three (3) members (15X$1,500 per faculty member X 2 semesters = $45,000) &amp; one Team Coordinator @ $3,000 per semester for two (2) semesters = $6,000) &amp; one (1) alternate per team (5 X$1,500 per faculty member X two (2) semesters = $15,000)</td>
<td>$66,000.00</td>
</tr>
<tr>
<td>Technical Support - USPS (University Assessment position. Would serve the GEAC &amp; ILAC comm.)</td>
<td>$26,000.00</td>
</tr>
<tr>
<td><strong>Total for personnel</strong></td>
<td>$98,000.00</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$9,595.00</td>
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<tr>
<td>(Adjunct Faculty @ 8.25%; Technical Support @ 35%)</td>
<td>$9,595.00</td>
</tr>
<tr>
<td>Travel – Faculty ($4,500) Consultant ($1,500)</td>
<td>$6,000.00</td>
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<tr>
<td>Supplies</td>
<td>$129,895.00</td>
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<tr>
<td>Testing Software</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Commercial (Standardized Tests)</td>
<td>$10,800.00</td>
</tr>
<tr>
<td>Educational Testing Services</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Amount = (1,030 students @ $10 per student + $500 per institution)</td>
<td>$10,800.00</td>
</tr>
<tr>
<td>Printing, duplicating, binding</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Student Incentives</td>
<td>$3,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$129,895.00</td>
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</tbody>
</table>
EXAMPLES OF WORK (not all inclusive):

COORDINATOR of the GENERAL EDUCATION PORTFOLIO

- Coordinates the implementation of the GEN ED Portfolio Process
- Supervises the Faculty Assessment Team Members
- Responds to inquiries from faculty and others regarding portfolio process
- Prepares GEN ED Portfolio Manual (contains instructions for use of rubrics/ information for Faculty Assessment Teams, etc.)
- Completes the FAMOUS Assessment Planning Form (GE) based on results of Portfolio for submission to University Assessment Office
- Checks the GEN ED Portfolio for consistency with the General Education Assessment Plan

TECHNICAL SUPPORT

- Assists the General Education Assessment Committee with all assessment conducted each semester (GEN ED Portfolio, Measures of Academic Proficiency and Progress (MAPP) Test, Focus Groups, etc.)
- Assists faculty members in their submission of artifacts
- Accepts and organizes artifacts from students submitted by faculty before forwarding to the Assessment Teams
- Provides technical assistance during GEAC and Assessment Team meetings
- Assists in the process of managing the student artifacts
- Assists in collecting and compiling data for portfolio development and submission
- Assists in the administration of standardized tests and surveys
- Compiles and sorts data into spreadsheets and charts
- Organizes and maintains records and/or filing systems
- Maintains logs of materials processed
- Types from rough drafts, notes and/or oral instructions
- Organizes and designs the GEAC portfolio
- Maintains the Assessment calendars and insures timely submission of reports

ASSESSMENT TEAM MEMBERS

- Attend University Assessment Workshops as appropriate
- Attend Orientation Workshops for GEN ED Portfolio Assessment
- Attend planning and regular meetings as determined by the GEAC
• Review six-hundred (600) artifacts per Outcome each year (300 per semester)
• Provide feedback to be used for the General Education Assessment Planning Form (GE)

NOTE:

The General Education Assessment Committee accepts our charge of “spearheading the development and monitoring of the implementation of the General Education processes.” Therefore, we must have the resources in place to do a quality job. Our success is contingent upon faculty and students TRUSTING that we will deliver on our promises as outlined in the GEN ED Portfolio and other GEN ED assessment documents. Minimally, we need a full time staff member with the primary responsibility of supporting the charge of the GEAC. We also need to provide incentives for faculty who are willing to accept this additional responsibility to serve as assessors and/or coordinators for the GEN ED Portfolio.
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)
## COMMUNICATION

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught/Other Means of Instruction</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: | 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 to reach an audience | 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 | ENC 1101 & 1102 Freshman Communication Skills I & II  
ENC 1121 & 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.) |
<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught/Other Means of Instruction</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: | 1. Draw conclusions after weighing evidence, facts and ideas  
2. Clarify issues to resolve problems  
3. Clarify unsupported claims using standards of credibility and expertise  
4. Assess unsupported claims using standards of credibility and expertise  
5. Utilize available information to evaluate the credibility of a source, formulate an opinion and defend it  
6. Apply logical operations  
7. Neutralize fallacious reasoning and rhetoric  
8. Distinguish between valid and invalid patterns of reasoning  
9. Analyze the logical structure of arguments  
9. Perform basic analytic tasks – categorizing information, distinguishing between relevant and irrelevant data and predicting outcomes | Math Problem sets  
Math Exams  
Laboratory Exercises  
Written assignments (Rubric-Assessed Paragraphs, Essays, Speeches, Research Papers, Etc.)  
MAPP Test | ENC 1101 & 1102 Freshman Communication Skills I & II  
ENC 1121 & 1122 Freshman Composition (Honors)  
MGF 1106 & 1107 Liberal Arts Math I & II  
MAC 1105 College Algebra  
PSC 1121 Intro to Phy. Sci  
BSC 1005L Biological Science Lab, BSC 1010L & 1011L General Biology Labs I & II  
CHM 1045L & 1046L General Chemistry Labs I & II  
AMH 2091 Intro to African American History  
AFA 3104 The African American Experience  
Humanities Courses (from approved list see 2006-2008 university catalog page 53) |
### 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/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. Use appropriate social skills to enhance positive interpersonal relationships</td>
<td>Essays</td>
<td>AMH 2091 Intro to African American History</td>
</tr>
<tr>
<td>Demonstrate an appreciation for differences among peoples and cultures.</td>
<td>2. Function effectively as a member of a diverse group</td>
<td>Group Assignments</td>
<td>Approved Humanities Courses (African Humanities, Asian Humanities, Women in Religion, Caribbean Literature and Culture, etc.)</td>
</tr>
<tr>
<td></td>
<td>3. Exhibit respect for people and the diverse perspectives they bring to the group</td>
<td>Surveys</td>
<td>Attendance at selected Cultural Activities</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate an understanding of the relationships among diversity, cultures and the impact they play on society</td>
<td>Focus Groups</td>
<td></td>
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<tr>
<td></td>
<td>5. Demonstrate the ability to evaluate how cultures have shaped and continue to shape history</td>
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<tr>
<td></td>
<td>6. Express oneself in a language other than English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ETHICAL VALUES

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
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<th>Courses Where Taught/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. 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</td>
<td>Written Essays Role Playing Surveys (Classes) Lab Reports Research Papers Case Studies</td>
<td>Humanities Courses (from approved list) PHI 1100 Critical Inquiry PHI 2010 Intro to Philosophy ENC 1101 &amp; 1102 Freshman Comm Skills I &amp; II AMH 2010 &amp; 2020 US History 1492-1865, 1865-Present AMH 2091 Intro to African American History SYG 2000 Intro to Sociology PSY 2012 Intro to Psychology PSC 1121 Intro to Physical Science BSC 1005 Biological Science ANT 2000 Intro to Anthropology FANG (Student Handbook) Seminars, Forums, University Convocations Etc.</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/Other Means of Instruction</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: | 1. Perform basic mathematical operations with or without a calculator  
2. Apply mathematical concepts  
3. Use statistical reasoning  
4. Apply quantitative reasoning to everyday problem solving.  
5. Calculate fractions, percentages, decimals and proportions or ratios with or without a calculator  
7. Interpret data accurately from tables, charts and graphs  
8. Draw logical conclusions when facts warrant | MAPP Test  
Exams  
Quizzes | All mathematical courses  
MAC 1105 College Algebra  
MGF 1106 & 1107 Liberal Arts Math I & II  
STA 2023 Intro to Probability and Statistics  
MGF 2212 Finite Math  
MAC 2233 Business Calculus  
ECO 2013 & 2023 Principles of Economics I & II  
PSC 1121 Physical Science  
BSC 1005 Biological Science  
BSC 1010 General Biology  
PSC 1121 Physical Science  
PHY 2053 College Physics I |
### TECHNOLOGY LITERACY

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught/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>Apply technology to achieve educational success.</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>
</tr>
</tbody>
</table>
## LIFE LONG LEARNING

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught/Other Means of Instruction</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: | 1. Identify opportunities for personal and professional development  
                             2. Participate in professional development activities | 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 | Presentations by Graduate School, Career Center, Departments, etc.  
                             Membership in professional organizations  
                             Involvement/leadership in university, community, regional, national and international organizations  
                             Volunteer activities |
# COLLABORATION

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught/Other Means of Instruction</th>
</tr>
</thead>
</table>
| Students who complete the General Education Core at Florida A&M University will be able to: | 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 | Peer Evaluations  
Faculty Evaluations/Rubric  
Group Projects  
Assignments  
Quizzes  
Take Home Exams | Science Labs  
Humanities Courses (from approved list)  
Psychology  
Sociology |