Yavapai College Logo



**General Education Assessment Plan**

#### (Effective Fall 2021, Updated 1/20/2023)

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# Overview of General Education at Yavapai College (YC)

## Purpose Statement

General education is the core and foundation of the American education experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process.  Yavapai College recognizes that general education is essential for personal and intellectual growth, an effective and innovative workforce, and a successful and vibrant civic society.  Yavapai College’s General Education program is designed to encourage curiosity and an active interest in the world; practical, disciplined thinking; the development of personal and civic values; and a willingness to acknowledge and appreciate diverse cultural and historical perspectives.

## Categories

The Arizona General Education Curriculum (AGEC) is a state-mandated system designed to ensure that students graduating from any Arizona community college with the intention of transferring to a state university will have experience in and a familiarity with the ideas, values, and practices of the different disciplines that make up a liberal arts education. The AGEC is a distributive system of general education that requires students to complete a certain number of credits in diverse categories. YC students may choose to complete only the AGEC or to complete an Associate’s degree before transferring to a four year institution.

The General Education curriculum at YC is comprised of six distinct categories: Composition, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, Mathematics and Numeracy, and Communication.

1. Composition:  Composition is critical for the success of students in higher education.  Writing well is critical for success in college and beyond, and is therefore at the heart of Yavapai College’s General Education program. First-year composition courses develop students’ skills in rhetorical analysis, critical thinking, information literacy, argument, and the process of writing academic papers.  Courses focus on the composition of academic writing, analysis of texts, and writing as an iterative process.

2. Arts and Humanities:  The field commonly designated as “arts and humanities” is the multifaceted study of how the human experience is documented and processed. Humanistic inquiry addresses the nature of thinking and knowledge, the understanding of morality and ethics, and the creation and exploration of the aesthetic experience. Philosophy, art, religion, literature, music theatre, history, and language are all ways in which students can explore their connections to the world around them, deepening their appreciation of human diversity while recognizing the ultimate connections between all human beings.

The disciplines that make up the Arts and Humanities are a traditional, accepted, and essential part of Yavapai College’s general education program, proving critical support for the college’s wider educational goals. Study in the humanities encourages reflection on what it means to be human through traditional methods of inquiry – dialogue, historical and logical analysis, critical interpretation and scholarly investigation. By sparking discussion on the most fundamental experiences of humankind, these disciplines offer methods and models for addressing ambiguity, paradox and the ineffable.

3. Social and Behavioral Sciences:  The social and behavioral sciences address the interaction between the individual and society, individuals and their environments, and relationships between individuals within social groups. Comprised of sociology, psychology, anthropology, economics, political science, geography and law, the social sciences approach the study of human interaction in a disciplined and systematic way, using scientific methods of inquiry to generate empirical knowledge about human behavior. Courses in the social and behavioral sciences allow students to develop an understanding of cultural diversity and the complexities of living in a multicultural, globalized society.

4. Physical and Biological Sciences:  Scientific literacy is critical for sound decisions on scientifically infused issues such as immunizations, disease processes, climate change and more.  Understanding basic science concepts, such as the ability to utilize scientific method, is critical for many areas of life.  It also includes the understanding that “science” is not an encyclopedic collection of facts. Rather, it is a process of exploration that embraces curiosity, inquiry, testing and communication, to reduce uncertainty about nature. Absent understanding of scientific concepts and of the nature of science, science and pseudoscience are difficult to distinguish, and normal scientific disagreements may be misinterpreted as ideological or political disputes. The goal of the physical and biological sciences requirement at Yavapai College is to instill understanding of basic science content and of the nature of science in every degree-seeking graduate.

5. Mathematics and Numeracy:  Modern society is run by numbers, from statistics to computer algorithms to news reporting on government budgets. Mathematics is the science of problem-solving and provides the tools for understanding our world and trying to solve its problems. Students that study mathematics develop competency and comfort working with numerical data, and they can apply the critical thinking and problem-solving skills they develop to many endeavors. Mathematics also requires imagination, necessitating abstract and formalized thought on the one hand and creativity and intuition on the other. All people, in every trade and profession, use mathematics in their personal and professional lives, and these skills are of unquestionable value to society. Mathematics is thus a crucial part of any general education curriculum.

6. Communication (optional): College graduates who have successfully taken courses in the Communication discipline have the knowledge and skills employers need. When responding to a recent National Association of Colleges and Employers Job Outlook Survey, employers identified the ability to verbally communicate with others inside and outside the organization and the ability to create and/or edit written documents as among the top ten skills they seek when hiring new college graduates. Graduates who majored in Communication or took Communication courses bring these critical skills to the workplace. They demonstrate strong verbal, nonverbal, and written communication skills and have considerable expertise in speaking well in front of small and large audiences. Additionally, Communication scholars appreciate how communication cuts across contexts and situations; it is the relational and collaborative force that constructs the social world. Finally, students who take courses in the discipline embrace a deep commitment to ethical and civically productive communication. These courses bring these values to students via coursework that reinforces the ethical imperative of good communication. *YC Faculty understand that this is an important skill for students, so we will revisit this category on a regular basis to determine if it should become a requirement for students completing an AGEC/Associate’s degree at YC.*

While completing the above requirements, the state also mandates that students completing an AGEC certificate fulfill three special requirements: Intensive Writing and Critical Inquiry (IWR); Global/International or Historical Awareness (GIH); and Ethnic, Race and Gender Awareness (ERG). These are not separate courses, but instead are topics that, upon completion of an AGEC certificate, students will have encountered in their required course of study.

IWR Courses have an ENG 101 or ENG 103 prerequisite and a required assessment of at least 2500 words of written work designed to ensure that students are developing the writing skills necessary for success in upper-division college courses.

GIH Courses provide students with information and skills that allow them to develop a broader perspective on human behavior, culture, and/or institutions by putting topics within a contemporary global/international/historical context.

ERG Courses emphasize the influence of human diversity and the necessity of cultural awareness in contemporary society by ensuring that students develop discipline-specific perspectives on race/ethnicity/gender.

By adhering to the state’s AGEC policies, Yavapai College is meeting its stated goal of ensuring that General Education students can matriculate and succeed in a baccalaureate program at a college or university.

## Competencies

Each course students take at YC to fulfill their General Education requirements develops students in one or more of the following competencies: written communication, scientific literacy, quantitative literacy, critical thinking, and diversity awareness. Each of these competencies is representative of the general education categories, the special AGEC requirements, or both. Faculty identify the competencies developed in each course on the Official Course Outlines. Faculty members incorporate course activities and assignments to facilitate students’ development for the applicable competency’s learning outcomes, as identified on the YC General Education Rubrics.

## Learning Outcomes

YC defines competency-based learning outcomes across a four-point scale as described on the YC General Education Rubrics. The YC General Education Rubrics are based on Learning Outcomes developed by YC faculty to describe what students will gain from each category of the General Education curriculum.

## Assessment Strategies

YC measures student learning by assessing student work products (SWPs) completed in general education courses that support applicable competencies identified on the Official Course Outlines using the YC General Education Rubrics. This work is assessed by faculty in the classroom, by departments in program review, and by faculty work groups in general education assessment.

## Assessment Methods

### Sample

The Institutional Effectiveness & Research team (IER) identifies a random, stratified sample of students from YC’s general education courses each semester that support the competency under study as indicated on the Official Course Outlines. The sample includes courses offered in a variety of modalities (traditional, hybrid, online, WebLive). The sample includes students who have completed at least 15 credit hours of General Studies courses at YC. The sample is representative of both career/technical and transfer students. One hundred and fifty (150) students are identified for the sample with the goal of collecting and assessing 100 student work projects for each competency assessed.

### Methods

Faculty of selected students identify an assignment in their course that is intended to assess the general education competency identified for assessment. Faculty collect the student submissions for that assessment and redact identifying student and instructor information. Student work products are submitted for assessment by the end of the fall semester. SWPs are assessed by faculty teams on Progression Day in the spring, who then send results to IER. Each competency is assessed every three years on a rotating schedule.

In year one, faculty collect SWPs. The following semester, faculty workgroups meet to assess the SWPs according to the applicable YC General Education Rubric. Faculty workgroups will be comprised of faculty who are currently teaching one or more courses in which the competency being assessed is identified. In year two, individual faculty/departments/programs who assess the competency analyze the results and propose changes to their own assessments/course content/etc. Faculty/Departments/Programs retain documentation of their proposals. In year three, faculty implement any changes proposed in year two. The following year, the assessment cycle begins again.

### Competency Rotation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Competency | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| Written Communication | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement changes | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement changes |
| Numerical Literacy | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement Changes | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement Changes |
| Scientific Literacy |  | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement changes | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes |
| Diversity Awareness |  | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement Changes | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes |
| Critical Thinking |  |  | Fall: Collect SWP  Spring: Progression Day: Assess SWP | Assessment Day: Analyze Assessment and propose changes | Implement changes | Fall: Collect SWP  Spring: Progression Day: Assess SWP |

### Communication and Use of Findings

IER collates assessment data from assessment for the General Education Assessment Report. IER provides reports to the General Education Chair and the Assessment Director. Reports are also sent to faculty to review and discuss assessment results to identify areas for improvement. Recommendations are collected and filed. Faculty implement any changes they have identified in their courses/content. The YC General Education Assessment Plan will be reviewed and revised yearly.

# Appendix A: Rubrics

## Written Communication Rubric

**Definition:** Written communication is the ability to effectively develop, express, and support ideas in written English.

**Framing Language:** Writing well is critical for success in college and beyond. All students who graduate with a degree from YC must develop their skills in written English; therefore, written communication is a key competency in both the state-mandated AGEC requirements and the YC General Education requirements for students earning an Associate’s degree. This competency is assessed in composition courses, as well as courses in the IWR category of the AGEC.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcome | 1: Limited/ No Proficiency | 2: Developing Proficiency | 3: Proficiency | 4: Advanced Proficiency |
| Apply research methods and integrate, synthesize, and document sources. | Writer fails to use sources or locates and evaluates ineffective sources, analyzes and interprets simplistically or incorrectly, “dumps” sources, and provides ineffective or incorrect documentation. | Writer locates and evaluates adequate sources, analyzes and interprets adequately, lacks clear boundaries for some sources, and documents somewhat correctly. | Writer locates and evaluates effective sources, analyzes and interprets effectively, provides clear boundaries for sources, and documents correctly. | Writer locates and evaluates excellent sources, analyzes and interprets with sophistication, smoothly integrates sources, and documents proficiently. |
| Generate organized and logical writing that responds to the demands of a particular purpose and audience. | Paper contains a limited or inappropriate thesis. Writer selects poor content and limited details. Paper has random or weak organization. Paper demonstrates poor development strategies and little knowledge about topic. Writer uses inappropriate reasoning to persuade audience. Writer’s voice is limited or uneven. | Paper contains a simplistic thesis. Writer selects adequate content and sufficient details. Paper has some organization. Writer demonstrates satisfactory development strategies and knowledge about topic. Writer attempts to use reasoning to persuade the audience. Writer’s voice is appropriate for the intended audience. | Paper contains a thoughtful thesis. Writer selects good content and appropriate details. Paper has clear organization. Writer demonstrates good development strategies and knowledge about topic. Writer adequately uses reasoning to persuade audience. Writer’s voice is effective for intended audience. | Paper contains clear, insightful thesis. Writer selects excellent content and rich details. Paper has thoughtful organization. Writer demonstrates excellent development strategies and knowledge about topic. Writer skillfully uses reasoning to persuade audience. Writer’s voice is engaging for intended audience. |
| Use language effectively, precisely and according to the conventions of standard written English. | Writer demonstrates incorrect or ineffective sentence structure and uses language ineffectively. Writing has errors that seriously detract from meaning. | Writer demonstrates simple, but correct, sentence structure and little variety. Writer uses a largely correct vocabulary. Writing has persistent editing errors, but they do not interfere with meaning. | Writer displays some variety in sentence structure and uses effective language. Writing has very few minor errors. | Writer displays effective variety in sentence structure and uses excellent or rich language. Writing is virtually error free. |

## Scientific Literacy Rubric

**Definition:** Scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity. (National Science Education Standards)

**Framing Language:** As science and technology increasingly affect every aspect of our daily lives, the need for scientific literacy becomes more urgent. This competency addresses the AGEC Physical and Biological Sciences requirement, as well as the YC General Education requirements for students earning an Associate’s degree.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes | 1: Limited/No Proficiency | 2: Developing Proficiency | 3: Proficiency | 4: Advanced Proficiency |
| Demonstrate comprehension of the scientific approach. | Student does not demonstrate comprehension of the scientific approach. | Students demonstrates limited comprehension of the scientific approach. | Student demonstrates comprehension of the scientific approach. | Student demonstrates advanced comprehension of the scientific approach. |
| Produce and/or interpret scientific information presented in a variety of formats. | Student does not produce or interpret scientific information presented in a variety of formats. | Student demonstrates marginal proficiency to produce and/or interpret scientific information in a variety of formats. | Student produces and/or interprets scientific information in a variety of formats with proficiency. | Student produces and/or interprets scientific information in a variety of formats with advanced proficiency. |
| Use scientific sources to support an argument or decision. | Student is unable to use scientific sources to support an argument or discussion. | Student demonstrates developing proficiency in using scientific sources to support an argument or discussion. | Student capably uses scientific sources to support an argument or discussion. | Student uses scientific sources to support an argument or discussion with advanced proficiency. |

## Quantitative Literacy Rubric

**Definition:** Quantitative Literacy (also known as Numeracy or Quantitative Reasoning) is a “habit of mind,” competency, and comfort in working with numerical data. (AACU Value Rubric)

**Framing Language:** Modern society is run by the numbers, from statistics to computer algorithms to news reporting on government budgets. This competency fulfills the AGEC Quantitative Literacy requirement, as well as the YC General Education requirements for an Associate’s degree.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes | 1: Limited/No Proficiency | 2: Developing Proficiency | 3: Proficiency | 4: Advanced Proficiency |
| Use appropriate mathematical language and operations. | Does not demonstrate knowledge of the language of mathematics and basic mathematical concepts (terms, symbols, signs, and/or formulas). Avoids participation in discussions about mathematical concepts and operations. | Understands the basic language of mathematics and basic mathematical concepts (terms, symbols, signs, and/or formulas). Participates in discussions about mathematical concepts and operations and demonstrates adequate knowledge. | Demonstrates the appropriate use of the language of mathematics and basic mathematical concepts and operations (terms, symbols, signs, and/or formulas).Initiates or contributes to discussions about basic mathematical concepts and operations. | Demonstrates superior knowledge of the language of mathematics and basic mathematical concepts and operations (terms, symbols, signs, and/or formulas). Has the ability to teach and explain basic mathematical concepts and operations to others. |
| Apply mathematical concepts to real world situations. | Does not recognize that an application problem can be solved using any quantitative method (equation, formula, computation, table, graph, etc.). Unable to choose an appropriate quantitative method or perform basic mathematical operations. | Recognizes in a limited scope that an application problem can be solved using a quantitative method. Chooses an appropriate quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem and accurately performs most mathematical operations but may have limited ability to articulate the meaning of the solution in terms of the original problem. | Recognizes that an application problem can be solved using a quantitative method. Chooses an appropriate quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem, accurately performs mathematical operations, and articulates the meaning of the solution in terms of the original problem. | Understands a broad scope of quantitative approaches to solve application problems and the advantages of and disadvantages of each. Chooses the most efficient quantitative method (equation, formula, computation, table, graph, etc.) to describe the problem, accurately perform mathematical operations and articulates the meaning of the solution in terms of the original problem. |
| Create, analyze, and interpret various representations of data (e.g. graphs, tables, charts, summary statistics, etc.) | Demonstrates limited ability to create, analyze and interpret **simple** displays of data as evidenced by inaccurate inferences or the lack of inferences. | Creates, analyzes and interprets **simple** displays of data, makes inferences consistent with the displays of data, and explains the inferences within a limited context. | Analyzes and interprets sophisticated displays of data ( e.g., graphs, tables, charts, summary statistics, etc.) Creates an appropriate representation of data and explains the meaning of the data in everyday language and relates it to the appropriate context. | Creates, analyzes and interprets sophisticated displays of data ( e.g., graphs, tables, charts, summary statistics, etc.) and makes inferences consistent with the data. Explains clearly in everyday language the meaning of the data and relates it to the appropriate context. |
| Use a variety of problem solving strategies and evaluate their appropriateness. | Strategies are not appropriate for the problem and approach to the problem would not lead to a correct solution. The student didn't seem to know where to begin or their reasoning did not support their work. There was no apparent relationship between the student’s representations and the task. | Uses an oversimplified approach to the problem or offers little or no explanation of their strategies. Some of the student’s representations accurately depict aspects of the problem, but the student sometimes makes leaps in their logic that are hard to follow. The student’s process led to a partially complete solution. | Chooses appropriate, efficient strategies for solving the problem, but does not verify that their solution is correct using another strategy. | Chooses appropriate, efficient strategies for solving the problem. Verifies that their solution was correct and that their approach was valid through the use of multiple solution strategies. |

## Critical Thinking Rubric

**Definition:** Critical thinking is careful goal-directed thinking using and evaluating reasons in support of a conclusion in accordance with proper patterns of reasoning. This skill includes the ability to critically examine an issue by evaluating conceptual frameworks, determining and drawing upon relevant bodies of evidence, and avoiding reasoning from unquestioned perspectives.

**Framing Language:** In a world increasingly filled with emerging challenges and conflicts, on local and global levels, it is important for students to develop the skills needed to critically assess events, media, and their own beliefs without relying solely upon emotional responses. Critical thinking allows students to reason through and solve problems by allowing them to become more curious, creative, observant, and analytical. This competency can be assessed in courses within all areas of the General Education curriculum. It is important for student success academically, professionally, and personally, and it aligns with YC’s Institutional Learning Outcomes.

YC Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcome | 1: Limited/No Proficiency | 2: Developing Proficiency | 3: Proficiency | 4: Advanced Proficiency |
| Identify and describe specific issues/problems within the discipline. | Identifies and describes issue/problem within the discipline. | Identifies and describes issues/problems within the discipline and uses relevant information to clarify and focus the problem. | Accurately identifies and describes issues/problems within the discipline clearly, using relevant information to clarify and focus the issue/problem. | Accurately identifies and thoroughly describes issues/problems within the discipline clearly and uses relevant information necessary to clarify and focus the issue/problem. |
| Demonstrate understanding of key terms within the discipline. | Defines and understand discipline-specific key terms. | Defines and correctly explains appropriate discipline-specific key terms. | Defines, explains, and applies appropriate discipline-specific key terms through application. | Defines, explains, applies, and evaluates appropriate discipline-specific key terms. |
| Evaluate information/evidence from reliable sources in the discipline. | Identifies and describes information/evidence from reliable sources in the discipline. | Identifies, describes, and summarizes information/evidence from reliable sources in the discipline. | Identifies, describes, summarizes, and incorporates information/evidence from reliable sources in the discipline. | Identifies, describes, summarizes, incorporates, and evaluates information/evidence from reliable sources in the discipline. |
| Identify conceptual frameworks or assumptions within the discipline. | Identifies conceptual frameworks or assumptions within the discipline. | Identifies conceptual frameworks or assumptions within the discipline, and recognizes alternatives. | Identifies conceptual frameworks or assumptions within the discipline, and evaluates alternatives. | Identifies conceptual frameworks or assumptions within the discipline, and analyzes alternatives. |
| Formulates conclusions that are based on evidence in support of a specific position. | Formulates conclusions that are based on evidence in support of a specific position. | Formulates conclusions that are based on evidence in support of a specific position and identifies alternatives. | Formulates conclusions that are based on evidence in support of a specific position, identifies and evaluates alternatives. | Formulates conclusions that are based on evidence in support of a specific position, identifies and evaluates alternatives, and identifies implications. |

## Diversity Awareness Rubric

### ****Definition:**** Diversity awareness is the ability to understand a broader perspective of human experience that accompanies an understanding of diverse people groups across history, geography, and culture.

**Framing Language:** In contemporary society, we must provide students with information and skills that allow them to develop a broader perspective on human behavior and that emphasize the influence of human diversity and the necessity of cultural awareness. Diversity awareness is a critical part of all Social & Behavioral Sciences and Arts and Humanities categories of the AGEC, as well as the YC General Education requirements for Associate’s degrees. Additionally, some courses in both SBS and AH categories are designated GIH or ERG. *Note: Students completing an AAS degree are only required to complete either SBS or AH and are not required to complete a course in GIH or ERG.*

|  |
| --- |
| ***Outcomes*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes | 1: Limited/No Proficiency | 2: Developing Proficiency | 3: Proficiency | 4: Advanced Proficiency |
| Analyze contribution or impact of diversity (including historical, political, geographical, economic, social, cultural, spiritual, environmental, and/or other factors) on a topic (including world view, behaviors, concepts, artifacts, or the development of a perspective or discipline). | Identifies elements or instances of diversity within a topic and identifies the contribution or impact of diversity on the topic. | Identifies and explains elements or instances of diversity within a topic and identifies and explains the contribution or impact of diversity on the topic. | Identifies,  explains, and examines elements or instances of diversity within a topic and identifies, explains, and evaluates the contribution or impact of diversity on the topic. | Identifies,  explains, examines, and evaluates elements or instances of diversity within a topic and identifies, explains, examines, and evaluates the contribution or impact of diversity on the topic. |
| Demonstrate awareness of diversity in the discussion of a topic. | Identifies own assumptions, judgments, and biases relating to a topic and identifies different perspectives. | Identifies and explains assumptions, judgments, or biases of self and others relating to a topic and explains different perspectives. | Identifies, explains, and examines assumptions, judgments, or biases of self and others relating to a topic and articulates an understanding of different perspectives. | Identifies, explains, examines, and evaluates assumptions, judgments, or biases of self and others relating to a topic and articulates understanding and consideration of different perspectives. |

# Appendix B: Faculty Assignment Submission

# Appendix B: Faculty Assignment Submission Form

SWPs should be collected digitally to ensure a smoother process for all involved. This could be done via Curriculog or an assessment software. The following categories are not required for submission, but instead reflect details that faculty might need to know in order to accurately assess a SWP.

|  |  |
| --- | --- |
| Assignment Description |  |
| Assignment Learning Outcomes |  |
| Assignment Rubric |  |
| Which General Education Learning Competency is this assignment intended to measure? |  |
| How does this assignment meet the General Education Learning Competency? |  |

# Appendix C: Questions to Consider for Analyzing Assessment Results

# Questions to Consider for Analyzing Assessment Results

1. **How well are students attaining the desired outcomes?** 
   1. What benchmark for success is reasonable for your data?
   2. What percentage of students successful (scoring 3 or 4) would you consider acceptable?
2. **Are there any trends in student attainment of the outcomes?** 
   1. Describe in terms of the benchmarks how well students are doing.
   2. Are there any outcomes or content areas where students score very high or very low?
3. **What are possible reasons why students score very high or low on a particular outcome?** 
   1. Discuss any changes in curriculum or instruction that may help students learn the desired information. If the possible reason is the assessment process itself, review and make improvements to the process.
4. **Does the assessment process need to be revised?** 
   1. Do the outcomes clearly state what you would like students to be able to do?
   2. Does the rubric clearly define levels of attainment?
   3. Does the course assignment or process used to assess the outcome need to be revised?
   4. How will you communicate the outcomes and process to all faculty and students between now and the next collection cycle?
5. **What actions or resources are needed to help students attain the outcome?** 
   1. What adjustments or improvements are needed to improve curriculum or instruction?
   2. What adjustments or improvements are needed to the assessment process so information is valid and reliable?
   3. What resources are needed?